

THE EFFECT OF SELF- AND PEER- CORRECTION TECHNIQUES ON STUDENTS' WRITING COMPETENCY

Ni Kadek Suci Laksmi Dewi

Universitas Pendidikan Ganesha, Singaraja, Indonesia

e-mail: sucilaksmidewi@gmail.com

Abstract

The objectives of this research are 1) to prove the significant difference of the effect between self-correction and peer-correction techniques on students' writing competency, 2) to prove the significant difference of the effect between self-correction and peer-correction technique on students' writing competency across descriptive text, 3) to prove the significant difference of the effect between self-correction and peer-correction on students' writing competency across recount text. The research applied a quasi-experimental research design with two groups. The sample recruited two intact classes using a purposive sampling, which totaled 60 students. Moreover, the two groups were assigned to different groups randomly. The obtained data were analyzed descriptively and inferentially. The result shows, firstly, the effect of peer-correction technique was more significant than self-correction technique on the students' writing competency. Secondly, the effects of peer-correction technique were more significant than self-correction across descriptive text. Thirdly, the effects of peer-correction technique were more significant than self-correction across recount text. The result implies the necessity to apply the peer-correction than self-correction when the Junior High School students write English text types.

Keywords: self-correction, peer-correction, and text type

Received: 14 December 2020

Revised (1):

12 May 2020

Revised (2):

15 May 2020

Accepted: 25 May 2020

Published:

01 June 2020

INTRODUCTION

Writing is one of the productive language skills that might be a complex problem for all teachers and students, since there are several aspects that should be gained such as content, grammar, vocabulary, mechanic, and organization (Heaton, 1991). Writing skill is very useful for the students because it facilitates the students to express their opinion and feeling in written form. Writing helps the students to express their ideas, thoughts, feelings, opinions, and experiences. By writing, they will be able to express their ideas, feelings, attitudes, etc. on paper. In doing this activity they communicate what they have in their mind without talking about it. In addition, writing helps students to improve and maintain their vocabulary and most importantly, writing can help students to think creatively.

Many factors can cause the students of English as a foreign language to make errors. Some of the factors are interference,

interlanguage, level of proficiency in writing, and linguistic levels (Wahyuni, 2014). The teachers of English as a foreign language should improve the way they teach to reduce the errors which are always made by the students. According to Erdogan (2005) error analysis may be carried out in order (a) to find out how well someone knows a language, (b) to find out how a person learns a language, and (c) to obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

In Indonesian curriculum there are six aspects of English writing that students should be gained, that are: originality of writing, the appropriateness of contents with the title, the arrangement of the text, vocabulary, grammar, and mechanics. In order to master those six aspects of English writing, students need to reduce their writing deficiency. There are several students' deficiency in English writing, that are: constructing and arranging sentences,

determining appropriate words, using the right grammar, and writing their own thought.

Regarding to reduce the students' deficiency in English writing, teachers needs to apply a correction technique that improved both the students' writing competency and teachers' performance. Correction is very important in any English Language Teaching (ELT). According to Harmer (2004) correction is a very interesting process in classroom interaction between teacher and student. Teachers should not only give a selective correction, bearing in mind the students' level of proficiency in the foreign language, the kind of errors made, and the students' attitude toward error correction, but also a supportive attitude to their students, encouraging them to get over their fears and insecurities and fostering their self-confidence. In this present research is intended to provide the correction techniques used to assess the students' writing.

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 goal or criteria, identify strength and weaknesses in their work, and revise accordingly (Andrade and Du, 2007). Self-correction supported by cognitive and constructive theory actively involves students at each step of the learning process. Students who are directly involved in self-correction can have long-term effects on their memories because they have the opportunity to take a more active role in their own learning. During the writing learning process, students plan and revise their texts and evaluate the progress of their writing. Self-correction raises the students' awareness about their errors, and allow them to correct the errors themselves. In that process students become responsible for their learning and more independent of the teacher. Self-correction helps students to focus on their own errors as opposed to what happens normally in the classroom, where, due to time constraints, teachers address the most common errors found in the assignments which might not be completely relevant to the students who do not make such mistakes.

According to Jacobs (1989: 68), peer correction is a correction technique carried out

in groups. This gives a positive influence because the addition of peer roles increases students' insight into the writing process. Therefore, peers prepare them to write without the teacher there to correct their mistakes. Harmer (1991:23) states peer-correction technique helps students overcome difficulties in their writing process. Collaborative work in terms of peer-correction is a way for students to learn from their mistakes, correcting and being corrected by their peer. Peer-correction offers many ways to improve students' writing competency. This correction technique consists of students giving and receiving feedback about their writing from their peers. It can be implemented in the classroom to enhance student's autonomy, cooperation, interaction and involvement (Sultana, 2009). Peer correction provides opportunities for students to take responsibility and train them to learn independently. Students will be more understand and capable in writing discussing and revising their deficiency in writing This technique will help the learner to be able communicate with other in order to improve students' writing ability.

Research on self-correction and peer-correction reported to date continue to be relatively interesting. Sinaga et. al., (2013) conducted a research on the use of peer-correction to increase the students' accuracy in writing descriptive text. They concluded that peer correction could increase the students' accuracy in writing descriptive text. They also concluded that peer-correction could increase the students' accuracy in writing on each aspect, moreover on grammar and spelling. That means peer-correction is effective in increasing students' descriptive text writing especially it helped students reduce their errors.

There are several studies related to self- and peer-correction on students' writing competency conducted by Adi, et.al. (2017). They did a research on the use of self-correction in teaching writing a recount text. This study aimed to investigate the students' achievement on writing of recount text after the students were taught through self-correction and to see the aspect of writing which improved significantly. The results of the study showed that there was statistically significant improvement of students'

writing ($0.00 < 0.05$) with the significant level 0.05. Another research was conducted by Amrina and Cahyono, (2018). They studied on the effect of peer-correction and self-correction to improve writing proficiency of the Indonesian EFL students. They concluded that peer-correction and self-correction affected the process of writing in a positive way.

Based on the previous background, the research question can be formulated as follows: (1) Are there any significant effects between self-correction and peer-correction on students' writing competency across text types of eighth grade students at SMP PGRI 2 Denpasar? (2) are there any significant effect differences between self-correction and peer-correction on students' competency in writing across descriptive text types of eighth grade students at SMP PGRI 2 Denpasar? (3) are there any significant effect differences between self-correction and peer-correction on students' competency in writing across recount text types of eighth grade students at SMP PGRI 2 Denpasar?

Derived from the research questions, the objectives of this study are: (1) proving the significant effects between self-correction and peer-correction on students' writing competency across text types of eighth grade

students at SMP PGRI 2 Denpasar, (2) proving the significant effect differences between self-correction and peer-correction on students' competency in writing across descriptive text types of eighth grade students at SMP PGRI 2 Denpasar, (3) proving the significant effect differences between self-correction and peer-correction on students' competency in writing across recount text types of eighth grade students at SMP PGRI 2 Denpasar.

METHOD

The research design applied was a quasi-experimental design (Campbell and Stanley, 1985). The design was arranged with different text genres: descriptive and recount texts. The treatment was repeated for three sessions, namely 1) the preparation session (phase 1), 2) the exploration session (phase 2), and the consolidation session (phase 3). Therefore, there were 12 sessions altogether in order to find the main effect and the effect differences across text types. The repeated sessions were implemented to assure the subjects understanding on treatments. The quasi-experimental design is shown in the following figure 1:

Xsc1pO	Xsc1eO	Xsc1cO	Xsc2pO	Xsc2eO	Xsc2cO
Xpc1pO	Xpc1eO	Xpc1cO	Xpc2pO	Xpc2eO	Xpc2cO

Figure 1
The Quasi-Experimental Design

This study was conducted in SMP PGRI 2 Denpasar, in the academic year 2018/2019. This school was chosen because an English teacher who teaches there said that the students' competency of that school was far from expectation. The teacher tried to apply learning strategies, but the students' writing competency have not achieved the expected results.

The sampled population included all eighth grade students at PGRI 2 Denpasar, totaling 320 students altogether. The sample was recruited by using purposive sampling. Two groups sample was selected to compare the

group treated with self-correction and the other group treated with peer-correction. Each group consisted 30 students.

The data were collected by Performance Assessment which was administered in every experimental session. The techniques of data collection were as follows: first step, both groups were treated independently. The first group treated with peer-correction technique and the second group with self-correction technique. In this preparation session the first group were introduced to the application of peer-correction, and the second group were introduced to the

application of self-correction. In this session the students were assigned to write a short descriptive paragraph consisting of 6 sentences and to correct the writing error by using the correction technique that was taught. Second step was elaboration session. In this session, both groups were assigned to write another short descriptive paragraph. The students practice correcting the resulted texts by using the correction technique taught in the preparation session. Third step was evaluation session. Both groups were assigned to write another short descriptive paragraph consisting of 6 sentences. The resulted texts were corrected by using correction techniques that was taught in previous session. Four step was preparation session for writing recount text. In this session both groups were assigned to write a short recount paragraph which consisting 6 sentences. In this preparation session the students learn how to write recount paragraph and to correct the writing error based on the steps which was taught when they writing descriptive text. In Five step, both groups were assigned to write another short recount paragraph. The resulted texts were corrected by using peer-correction technique in first group and self-correction technique in second group. Six step was evaluation session. Both groups were assigned to write another short recount text in this evaluation session. The resulted texts were corrected by using correction techniques that was taught in previous session.

After the students' texts were corrected, the students re-wrote the texts and then the revised texts were scored by two different evaluators.

The obtained data were analyzed statistically in two stages: descriptive and inferential analysis. The descriptive statistical analysis was directed to describe the main effect and different effects of correction techniques across text types on the students' writing competency. The students' writing competency was described in terms of 1) the minimum and maximum scores, 2) the mean score, 3) the range, 4) the standard deviation, 5) the variance, and 6) error of measurement. The main effect and different effects were also tested for statistical significance (Hinkel, et al., 1979). The inferential statistical analysis was done using One-Way Anova (Hinkel, et al., 1979: 252-253). The one-way analysis of variance was further analyzed after the rejections of the null hypothesis (Hinkel, et al., 1979: 269).

FINDINGS AND DISCUSSION

After the self- and peer-correction techniques were given repeatedly across descriptive and recount texts, the following results are recapitulated in the following tables 1.

Table 1
The Students' Writing Competency

Sessions	Self-correction						Peer-correction					
	Descriptive text			Recount text			Descriptive text			Recount text		
Statistics	1	2	3	4	5	6	1	2	3	4	5	6
Max. score	70	73	80	63	65	75	73	80	87	65	75	80
Min. score	50	53	60	50	52	55	53	60	60	52	55	60
Mean	60.27	63.30	70.17	55.57	58.70	64.80	64.20	70.23	75.67	58.70	64.80	70.20
Range	20	20	20	13	13	20	20	20	27	13	20	20
Standard Deviation	6.01	5.96	5.06	4.25	4.24	5.88	5.55	4.97	5.04	4.24	5.88	5.52
Variance	36.13	35.46	25.59	18.07	18.01	34.51	30.78	24.73	25.40	18.01	34.51	30.51
Standard Error	1.097	1.087	0.924	0.776	0.775	1.073	1.013	0.908	0.920	0.775	1.073	1.008

In general, Table 1 shows the result of descriptive statistics of the two different treatments, namely, self-correction and peer-correction across text types in twelve sessions. . The minimum score obtained in the first session due to self-correction = 50.00 when they were asked to describe a place. There were 2 students who were not able to describe a place, based on the six indicators. They still found difficulty in describing a place correctly. The maximum score obtained = 70.00 when they were asked to describe a place. There were two students who were able to describe correctly.

The minimum score obtained in the second session due to self-correction is 53.00 when they were asked to describe a person. There were two students who were not able to describe a person or people, based on the six indicators. They still found difficulty in describing a person or people correctly. The maximum score obtained is 73.00 when they were asked to describe a person or people. There was one student who were able to describe a person or people. It is apparent that the students' competency increased.

The minimum score obtained in the third session due to self-correction is 60.00 when they were asked to describe an animal. There were two students who were not able to describe an animal. They still found difficulty in describing an animal correctly. The maximum score obtained is 80.00 when they were asked to describe animal. There were one student who were able to describe an animal. It is clear that the students' competency increased in the third session.

The above table also shows that the minimum score obtained in the first session due to peer-correction = 53.00 when they were asked to describe a place. There was one student unable to describe a place, based on the six indicators. The student still found difficulty in describing a place correctly. The maximum score obtained is 73.00 when they were asked to describe a place. There was one student who were able to describe correctly.

The minimum score obtained in the second session due to peer-correction is 60.00 when they were asked to describe a person or people. There were two students unable to describe a person or people, based on the six indicators. They still found difficulty in describing a person or people correctly. The maximum score obtained is 80.00 when they were asked to describe a person or people. There was one student able to describe a person or people. It is apparent that the students' competency increased.

The minimum score obtained in the third session due to peer-correction is 60.00 when they were asked to describe an animal. There was one student who were not able to describe animal. The student still found difficulty in describing animal correctly. The maximum score obtained is 87.00 when they were asked to describe an animal. There was one student able to describe an animal. It is clear that the students' competency increased in the third session.

The above table shows that the minimum score obtained in the first session due to self-correction is 50.00 when the students were asked to write personal recount text. Six students were not able to write personal recount text based on the six indicators. They still found difficulty in retelling a past event correctly. The maximum score obtained is 63.00 when they were asked to write personal recount text. There were three students who were able to write personal recount text.

The minimum score obtained in the second session due to self-correction is 52.00 when they were asked to write factual recount text. There were two students who were not able to write factual recount text. They still found difficulty in retelling a factual event. The maximum score obtained is 65.00 when they were asked to write factual recount text. There were four students who were able to write factual recount text. It is apparent that the students' competency increased.

The minimum score obtained in the third session due to self-correction is 55.00 when

they were asked to write imaginative recount text. There were two students who were not able to write imaginative recount text. They still found difficulty in retelling an imaginative recount text correctly. The maximum score obtained is 75.00 when they were asked to write imaginative recount text. There were two students who were able to write imaginative recount text. It is clear that the students' competency increased in the third session.

The above table also shows that the minimum score obtained in the first session due to peer-correction is 52.00 when they were asked to write personal recount text. There were two students who were not able to write personal recount text, based on the six indicators. They still found difficulty in retelling a past event correctly. The maximum score obtained is 65.00 when they were asked to write personal recount text. There were 4 students who were able to write personal recount text.

The minimum score obtained in the second session due to peer-correction is 55.00 when they were asked to write factual recount

text. There were two students who were not able to write factual recount text. They still found difficulty in retelling a factual event. The maximum score obtained is 75.00 when they were asked to write factual recount text. There were two students who were able to write factual recount text. It is apparent that the students' competency increased.

The minimum score obtained in the third session due to peer-correction is 60.00 when they were asked to write imaginative recount text. One student was unable to write imaginative recount text. They still found difficulty in retelling an imaginative recount text correctly. The maximum score obtained is 80.00 when they were asked to write imaginative recount text. There were three students who were able to write imaginative recount text.

The mean score of the students' writing competency increased in every learning session. The analysis of the mean score of the students' writing competency can be seen more clearly in Figure 2.

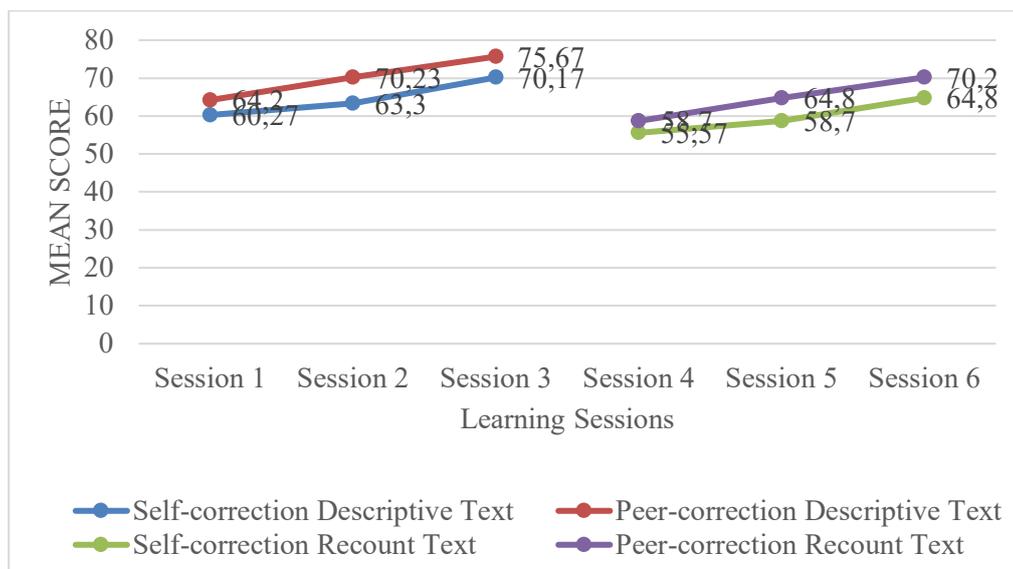


Figure 2
Graphic of Students' Writing Competency

The figure above shows that the grand mean score of the writing competency of the

students treated by using peer-correction technique was 67.30 higher than the grand

mean score of the students treated by using self-correction was 62.14. Since the mean score of the students' writing competency of two groups were different, One-way ANOVA was also used to prove whether any significant

difference of the effect of self-correction and peer-correction on the students' writing competency. The result is presented in the following table 2.

Table 2
Summary of One-Way ANOVA

	Sum of Squares	df	Mean Square	F-ratio	Sig. Value
Between Groups	375.000	1	375.000	18.852	0.01
Within Groups	1153.733	58	19.892		
Total	1528.733	59			

Table 2, shows that the significant value was 0.01, lower than 0.05. In other words, the alternative hypothesis which have been formulated was finally confirmed or accepted. It meant that there was a significant effect of self-correction and peer-correction on the students' writing competency. In addition, based on the result of the descriptive and inferential analysis, it can be concluded that the effect of peer-correction on the students' writing competency was more significant than the effect of self-correction.

The results of the descriptive and inferential analyses visibly showed that there was significant effect between self-correction and peer-correction upon the students' writing competency. In addition, the results which was taken from the comparison of mean scores descriptively and inferentially showed that peer-correction gave more significant effect upon the students' writing competency.

The purpose of education in Indonesia based on the 2013 curriculum was realized the students who have good characteristics, that is independent learning, responsible, and creative. To realize this educational goal, need to be implemented learning strategies that were able to create independent, responsible and creative students. Learning strategies that

could be applied were not only teaching strategies but also assessment techniques. Self-correction and peer-correction are correction techniques that involve students in the learning process, therefore, the students were able to train themselves to be independent, responsible and creative students.

The descriptive analyses clearly pointed out that peer-correction was slightly better than self-correction in writing two text types. For peer-correction technique, the grand mean score writing test was 67.30, while, the grand mean score of self-correction group was 62.14. In addition, the grand mean score of the peer-correction group was much higher than self-correction group. In other words, it clearly indicated that peer-correction technique affected significantly on the students' writing competency if it compared to self-correction technique.

The significant effect which was yielded in the present research was as the result of technique of peer-correction. This technique gave a lot of opportunities for the students to practice correcting and reducing their deficiency because they worked in pair so that they did practice maximally.

Theoretically the finding was in line with Jacobs (1989) who argues that peer-correction is chosen as a part of a large category of learning activity requiring students to work together in a group. This proves to be positive that this addition of roles motivates students to improve their writing process. Therefore, peers have its contribution in terms of preparing themselves to write without the help of the instructor during the process of their writing. Moreover, since they work in pair, they learn to face risk in completing the writing assignment. Peer correction also provides a significantly positive influence on students' idea construction in writing that can increase their writing competency. Group collaborative work in a form of peer-correction is one good way for students to learn from their mistakes by correcting and being corrected by their friends (Harmer, 1991).

Peer-correction also provides the pair an opportunity to learn within supportive community in order to feel safe enough to take risks. The technique requires them to help each other and share knowledge in the teaching learning process if they want to achieve the goals. This technique also treated them to produce their writing after they discussed it with their pair. Peer-correction also maximizes the students' creativity in writing because it helps them to revise their error and write correctly.

The advantage of peer-correction in teaching writing can also be identified from the students' responses during the teaching learning interaction. At the very beginning or the first meeting of the teaching learning process, students were not really comfortable when the technique was applied. Some of them felt uncomfortable when their writing was corrected by peers. However, after the preparation, in elaboration they really enjoyed the class and they got involved actively in the classroom.

The eighth grade students at SMP PGRI 2 Denpasar who were chosen as the samples in the present experimental research also mentioned that they were much more motivated working in pair. They could be more focused during discussion rather than if they

worked by own self. As they did discussion after they finished their writing and revised the error, their critical thinking was also improved since the researcher felt different atmosphere when taught in the two experimental groups. In peer-correction group, there were a lot of students who were active in discussion, giving and receiving feedback about their writing from their peers. It was completely different with self-correction group. The students who treated through self-correction technique more passive in teaching and learning process. Only high achieving students actively re-correct their writing, meanwhile, moderate and low achieving students prefer to be silent. However, for application of this correction techniques, the students require teacher guidance. This is caused by the students' junior secondary school still too young to be able to make self-correction and peer-correction.

Empirically Sinaga, et. al. (2013) in their research figured out that peer-correction was more effective in increasing the students' writing competency. They mentioned the students' competency in writing was increased after they were given the treatment through peer-correction technique. Peer-correction does not only improve the students' competency, but also improves their grammar, vocabulary and spelling.

It is also in line with the result of the research conducted by Putri, et. al (2013). They concluded that the students' writing was improved through the application of peer-correction. Peer-correction give the opportunities for the students to collaborative work and the way for students to learn from their mistakes, correcting and being corrected by their peer. Through collaborative work, students could found more error in writing and correcting them. Students are more active in discussing, accepting and giving advice with their peers.

Amrina in their research also figured out that peer-correction was more effective in increasing the students' writing competency. She confirmed that the students were given peer-correction technique have better competency in writing than those who were not given peer-correction.

Additionally, Ayisah (2013) found that, peer-correction was successful in giving positive increase in students' writing ability in recount text. The result of the research also found that content, organization, and mechanics of students in writing also increases after they are taught through peer-correction. Edge (1990) mentions that peer-correction could give many advantages for the students, that is, encourages cooperation, students get used to the idea that they can learn from each other, students who made the error and who corrects are involved in listening to and thinking about the language, and the teacher gets a lot of important information about the students' competency. The present experimental research which made use of two groups comparison with time series equivalence materials design was intended to compare the effects of two correction techniques, that is self-correction and peer-correction, upon the students' writing competency. In addition, it was intended to test the significant differences of the effects of self-correction and peer-correction across text types, especially descriptive and recount texts. The data of the present study were mainly gathered through administering research instrument which asked the students to construct paragraphs, namely descriptive and recount paragraph in every experimental session.

Based on the descriptive and inferential analysis, peer-correction was able to create different learning atmosphere which could arouse the students' learning achievement. The technique did not only improve the students' competency in writing but also proved working in pair was much better than individual learning. Working in pair provided the students opportunities to practice their writing competency. The present result clearly confirmed that the peer-correction technique was one of recommended correction technique for teaching writing.

The result of the statistical analysis by using one-way ANOVA showed that there was a significant difference across text types after the students were treated through the application of peer-correction. This is proven

by the mean scores within the text types. Based on the descriptive analysis, the mean scores showed clearly that the mean scores were different in which the highest mean score was achieved when the samples were taught through the implementation of peer-correction. In addition, the application of peer-correction guided the students through step by step procedure of writing process starting from pre-writing through organizing, writing, and polishing. This result proved that peer-correction had a significant result on the students' writing competency especially in the two different text types, namely descriptive and recount texts.

In addition, the results of the descriptive analysis obviously showed that the treatment which applied self-correction were also improved the students' competency in writing descriptive and recount texts. However, the mean score of the students' competency in writing descriptive text was higher than that of recount text. This result shows that the characteristics of descriptive text which describe about persons, animals, or places matched the correction technique which was implemented. The computation of the inferential analysis also clearly confirmed that there were significant differences of the effects of self-correction across descriptive and recount texts in every learning session, which was proven by the increase of the mean score of the students' writing competency from preparation through elaboration and evaluation session. Even though it was more significant with descriptive text, it did not mean it is not applicable in other text types. Therefore, the teachers might do their best effort when implementing self-correction in the context of teaching writing.

The most frequent mistakes made by students in writing English texts were in arrangement the sentences and the use of correct grammatical. It is in line with findings research conducted by Purnayatri, et.al (2016). The result of the research showed that the students committed 29.94% misformation errors, 27.54% addition errors, 24.55% omission, and 17.96% misordering errors. They conclude that the sources of those errors were

interlingual transfer (50.30%), intralingual transfer (49.10%), and context of learning (0.60%).

In line with the result of the present experimental research, there are some possible ways to help the students to increase their achievement in writing competency. First, the teachers should assist the students to expose themselves and to practice as many as possible. As writing is a productive skill it needs to be practiced consistently. The more students practice writing, the better their writing will be. Second, the teachers are encouraged to build the students' risk-taking characteristics in the teaching and learning process. Being a calculated risk-taker in the learning process is really important as it could develop the learners' self-confidence. Thirdly, as most classrooms in Junior Secondary School were heterogeneous, self-correction and peer-correction techniques will be more effective in such a situation. Fourth, the teachers should be able to modify and vary the correction techniques that they implement in class in order to meet the learning objectives. Finally, the teachers are encouraged to provide themselves with so many correction techniques.

To summarize, the effect of the implementation of self-correction and peer-correction techniques gave significant different across text types. However, the most significant difference was found in peer-correction group. It clearly signified that peer-correction worked well in developing the students' writing competency. In other words, there was significant difference of the effect between self-correction and peer-correction on students' writing competency.

CONCLUSION

In accordance with the research finding which have already been discussed previously, the present experimental research could be finally concluded. There was significant different of the effect between self-correction and peer-correction on the students' writing competency of junior high school. Both descriptive and inferential analyses showed that peer-correction gave more significant different of effect upon the

students' writing competency in writing across text types, especially descriptive and recount texts.

Based on the findings of the present research, it is recommended for the English teacher of the junior high school to implement peer-correction as an alternative correction technique to evaluate the student writing text in increasing the students' writing competency. Moreover, it is also recommended for English teacher to encourage and motivate students to build and maintain their risk-taking desire during the teaching learning process as it is important for the students to become a calculated risk taker as one of the characteristics of successful learner

REFERENCES

- Adi, Y. P., Sutarsyah, C. and Nurweni, A. 2017. The Use of Self-Correction in Teaching Recount Text Writing. *Journal of FKIP Universitas Negeri Lampung*, 6(1).
- Amrina, R. and Cahyono, B. Y. 2018. Peer Feedback, Self-correction, and Writing Proficiency of Indonesian EFL Students. *Arab World English Journal*, 7(12).
- Andrade, H., and Du, Y. 2007. "Student Responses to Criteria Referenced Self-Assessment. Assessment and Evaluation in Higher Education". *Educational Administration & Policy Studies Faculty Scholarship*, 32(2), p159-181, DOI:10.1080/02602930600801928.
- Ayisah, J. S. 2013. Increasing Students' Ability in Writing of Recount Text Through Peer Correction. *Journal of FKIP Universitas Negeri Lampung*, 2(6).
- Campbell, D.T and Stanley, J.C. 1963. *Experimental and Quasi-Experimental Designs for Research*. Chicago: Rand McNally & Company.
- Edge, J.1989. *Mistakes and Correction*. London: Longman
- Erdogan, V. 2005. Contribution of Error Analysis to Foreign Language Teaching. *Mersin University Journal of the Faculty of Education*, 1(2).
- Harmer, J. 1991. *The Practice English Language Teaching*. New York: Longman Inc.

- Harmer, J. 2004. *How to Teach Writing*. Harlow: Pearson Education Ltd.
- Heaton, J.B. 1991. *Writing English language test*. New York: Longman Inc.
- Hinkle, et. al. 1979. *Applied Statistics for the Behavioral Sciences*. Boston, MA: Houghton Mifflin Company.
- Jacobs, G. 1989. *Miscorrection in Peer Feedback in Writing Class*. RELC Journal.
- Purnayatri, L. A., Seken, I.K., and Adnyani, L. D. S. 2016. An Analysis of Grammatical Errors Committed by the Tenth Grade Students of SMA Negeri 1 Baturiti in Writing Recount Text in Academic Year 2014/2015. *Journal of Foreign Language Teaching and Linguistics*, 23(2).
- Putri, A., Raja. P., and Sukirlan, M. 2013. The Influence of Peer Correction in Students' Descriptive Text Writing at SMKN 2 Metro The Influence of Peer Correction in Students' Descriptive Text Writing at SMKN 2 Metro. *Journal of FKIP Universitas Negeri Lampung*, 2(1).
- Sinaga, M. M., Raja, P., and Sudirman. 2013. Increasing Students' Accuracy in Writing Descriptive Text Through Peer Correction at The Second Year of SMP Negeri 22 Bandar Lampung. *UNILA Journal of English Teaching*, 2(1).
- Srichanyachon, N. 2014. *Self-revision Method of EFL Writers*. *International Proceeding of Economics Development Research*, 77(13).
- Sultana, A. 2009. *Peer-correction in ESL Classroom*. *BRAC University Journal*, 6(1).
- Wahyuni, S. 2014. Error Analysis of Students' Free Writing (A Descriptive Study at the English Department of STKIP Bina Bangsa). *GEEJ Getsempena English Education Journal*, 1(2).