Implementation of Self and Peer-Correction Techniques towards Grammatical and Mechanical Accuracy in Writing Essay

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Abstract
The objective of this research were to find out 1). the level of grammatical and mechanic accuracy in the opinion essays by the third semester students. 2). the difference in the level of grammatical and mechanics accuracy between peer-correction and self-correction technique in writing opinion essay by the third semester students of UKI Toraja. This research is a quantitative research. The population of this research is the third semester students of English study program which consists of 3 classes. To select the sample, the writer uses a cluster sampling technique by selecting two classes. The instrument used to collect data is a written test. The results of the research shows that there were differences in the results of the implementation between the peer-correction technique and the peer-correction technique. The average score of students from the implementation of peer-correction is 76.5 and it is classified into the good category while the score of the self-correction implementation is 57.7 and it is classified into poor category. Therefore, it can be concluded that the peer-corection implementation is better than the selft-corection implementation.

Keywords : *p*eer correction, self-correction, grammatical accuracy
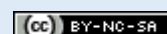
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Introduction

Language has a very important role, function and position in social life because language functions as a tool to convey one's feelings and intentions to others, both through spoken language and through written language. In addition, as social beings, humans use language to communicate with each other or with other social beings. Language allows speakers to expand their knowledge, deliver their ideas, opinions and feelings in the society(Patanduk et al., 2022)Llanguage consists of structure and function (Arwood, 2011). Structures such as words, sounds, morphemes, parts of speech, sentence structures, and so on, while function refers to a way of learning to acquire meaning or cognitive thought for social development as a human being.

In learning a language, there are four skills that must be mastered, one of them is writing skills. Writing is an activity of stringing words into a sentence which contains information or messages. Writing is a complex activity therefore understanding the complexity is needed because it is the key or a solution for teaching writing effectively (Cheung, 2016). Writing is a process that occurs over a period of time, especially if the writer takes into account the sometimes extended period of thought that precedes the initial draft (John Haris, 1993). In addition, in writing the author takes time to carry out several processes in it. Apart from that, the important things that need to be considered when writing are the rules of grammar and mechanics. Writing is not only about grammar but also about using proper mechanisms such as using capital letters, punctuation, and correct spelling. The rules of punctuation and the conventions of grammar is vital in writing to maintain clarity and avoid ambiguity in expression (Baleghizadeh & Gordani, 2012).

Grammar is the structure of a written or spoken language. It refers to groups of words and how they combine to form sentences whereas Mechanics refers to the rules of written language, such as capitalization, punctuation, and spelling. (Yuliah et al., 2019) Mechanics is a part that cannot be ignored in writing, including when writing essays. mechanics is a convention that regulates technical writing such as: spelling, use of correct punctuation, capitalization, and also abbreviations (Nordquist, 2020). Sentences written according to grammatical rules and the use of correct writing mechanics will help readers understand what content is being communicated in the text. Writing with correct grammar will make it easier for readers to fully understand the content of an article (Tandikombong & Atmowardoyo, 2016).Therefore, to manage such errors, the teacher always tries to find a suitable technique to overcome the problems faced by the students in learning writing.

Technique is a concrete way to deliver learning material to achieve learning objectives such as peer correction and self-correction. Self-correction is a kind of feature with the intention of inviting students to realize individual mista es in addition to encouraging them to improve (Ramírez Balderas & Guillén Cuamatzi, 2018). Of course, this will be a useful form of awareness for students to always identify and correct their common mistakes. Dixon states that peer correction is a technique that allows students to get or provide feedback when they correct each other's concepts (Afifah et al., 2020). Balderas and Cuamatzi also suggest that peer correction is also known as peer feedback or peer review, peer correction has proven to be an effective tool to assist the development of writing skills because it involves students actively in the learning and teaching process.

Based on the results of research conducted by several researchers regarding the implementation of peer-correction to improve students' writing skills, the results show that peer-correction is effective in improving students' ability in writing explanation text (Rizqi, 2018). Lengkoan and Olli conducted a research to improve the ability to write paragraphs by implementing the Self-Correction technique and the results showed that self-correction was effective in increasing students' abilities (Lengkoan & Olii, 2020). Other researcher defined self-correction as student-centered learning strategy which increases the learners' linguistic competence(Khosa et al., 2017)

Method

This research is a quantitative research. Quantitative research is a research that involves measurement and assumes that the phenomenon under study is something that can be measured (Hennink et al., 2020). The population of this research is the third semesters students of English study Program. The researcher used written test to collect the data and to analyze the data used the following simple formula.

Students score $\frac{score\ obtain}{totak\ skore}$ X 100

Results

Results of data analysis found through a written test of the implementation of Peer-Correction

Table 1. Students' scores (implementation of Peer-Correction)

| Students	Level of accuracy (grammar and mechanics)	Students' Score	Category
S1	8	88,8	Very Good
S2	6	66,6	Good
S3	4	44,4	poor
S4	8	88,8	Very Good
S5	7	77,7	Good
S6	5	55,5	Poor
S7	7	77,7	Good
S8	8	88,8	Very Good
S9	8	88,8	Very Good
S10	8	88,8	Very Good
	$\sum x$	765.9	

The mean of the above score is:

$\bar{x} = \frac{\sum x}{N}$

$\bar{x} = \frac{765.8}{10}$

$\bar{x} = 76.5$

Based on the results of the data analysis above, it shows that the mean score is 76.5. and it falls into " good" category. Thus, the implementation of Peer-Correction on grammatical accuracy and mechanics in writing essays shows good results.

Figure 1. Frequency and Percentages of peer-correction implementation
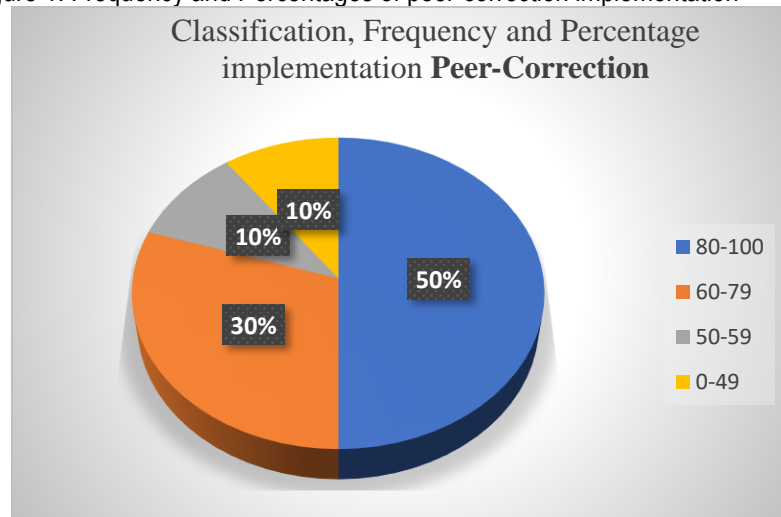
The table above shows that out of 10 students, there are 5 (50%) students who get marks that fall into the very good category. There are 3 (30%) students who get marks that fall into the good category. There are 1 (10%) students who get scores that fall into the Less category and there are 1 (10%) students who get marks that fall into very bad category. This finding is also supported by the mean value of the students above.

Results of data analysis found through a written test of the implementation of Self-Correction

Table 2. Students' Score (Implementation of Self-Correction)

| Students	Level of accuracy (grammar and mechanics)	Students' score	Category
S1	4	44,4	Very poor
S2	8	88,8	Very Good
S3	7	77,7	Good
S4	7	77,7	Good
S5	6	66,6	Good
S6	8	88,8	Very Good
S7	6	66,6	Good
S8	3	33,3	Very Poor
S9	7	77,7	Good
S10	8	88,8	Very Good
$\sum x$		577.2	

The mean of the above score is:

$$\bar{x} = \frac{\sum x}{N}$$
$$\bar{x} = \frac{577.2}{10}$$
$$\bar{x} = 57.7$$

Based on the results of the data analysis above, it shows that the mean value is 57.7 and it is included in the poor category. Thus, the implementation of Self-Correction on the accuracy of grammar and mechanics in writing essays shows poor results.

Figure 2. Frequency and Percentage of implementation Self-Correction
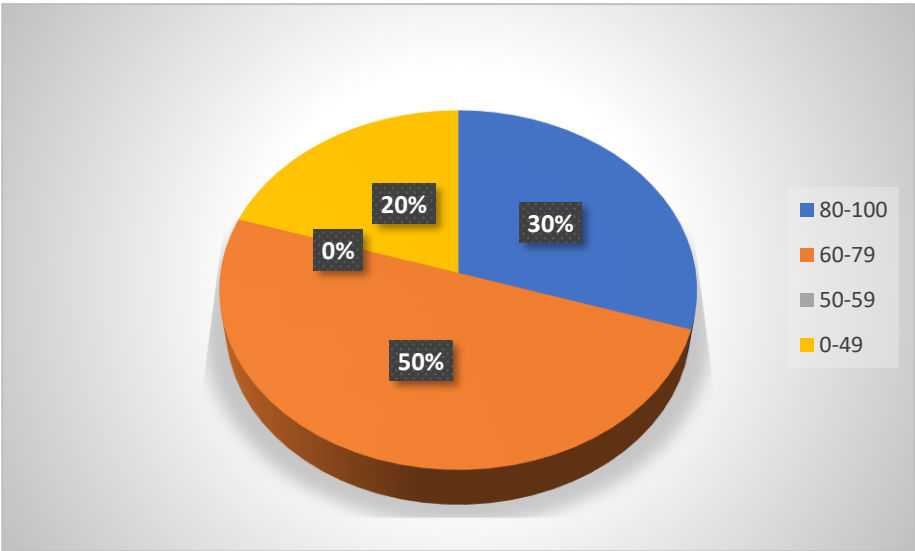
The figure above shows that out of 10 students, there are 3 (30%) students who get marks that fall into the very good category. There are 5 (50%) students who get marks that fall into the good category. There are no 0 (0%) students who get scores that fall into the Less category. There are 2 (20%) students who get marks that fall into the very bad category. This finding is also supported by the mean value of the students above. From the mean value of the results of the written test is 57.7. From the results of this mean value, it is classified as a value that is included in the Less category

Comparison of the Mean Score between implementation peer-correction and Self-Correction.

From the results of the analysis above, it shows that the average score of students from the
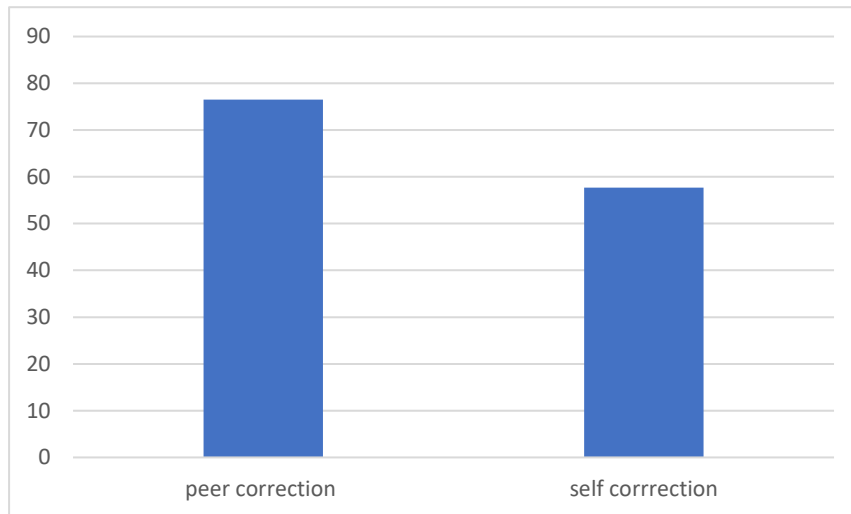
implementation of peer correction is higher than the score of students from the implementation of self-correction. The average score of students from the implementation of peer-correction is 76.5 and is classified into the good category while the students' score of the self-correction implementation is 57.7 and it is classified into poor category.

Discussion

Correction of students' writing works takes away a lot of teachers' time. Teachers can invest their time on more practical issues that intend to increase the students' grammar and writing ability by implementing self- and/or peer-correction (Aghajani & Zoghipur, 2018) The objective of this research is to compare the peer and self correction when implementing in teaching writing especially on the level of students grammatical and mechanical accuracy. From the results of data analysis, it shows that the average score of students of the implementation of peer correction is higher than the score of students of the implementation of self-correction. The average score of students of the implementation of peer-correction is 76.5 and it is classified into the good category while the students' score of the self-correction implementation is 57.7 and is classified into the poor category.

Previous studies had shown that the peer correction is effective in increasing students motivation in writing (Tsuroyya, 2020) It support other research which shows how students gave positive response toward the implementation of it after it is proven effective in increasing students' writing score (Trisnadewi, 2021). The result of those researches are in line with this reseach which shows that the technique implementation results to good category of students writing.

Theoretically, this research is also in line with a research conducted by Dewi. 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 acrossrecount text. The result implies the necessity to apply the peer-correction than self-correction when the Junior High School students write English text types (Dewi, 2020).

The result of this research also support the research conducted by Emelda, et.al which shows that both peer and self correction give significant on students' ability in writing descriptive text. It can be seen from the mean score between pre-test (55.13) and post-test (72.89) of the experimental group (Class A) using peer correction indicating that students' scores increased after the treatment, and the mean score of pre-test (58.89) and post-test (73.34) of the experimental group (Class B) using self-correction indicating that students' scores increased after the treatment(Emelda & Miftah, 2019).

Conclusion

From the results obtained, after analyzing the data, it can be concluded that the implementation of the peer-correction technique is better than the self-correction technique on improving the level of accuracy of grammar and mechanics in writing essays. It is proved by the data analysis on the students' test result.

Thus, the researcher suggests lecturer to use peer-correction in teaching writing especially in improving students level of accuracy in grammar and mechanics.

Acknowledgment

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