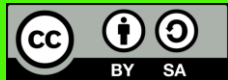


## TEACHERS' PERCEPTIONS ON THE USE OF PEER-CORRECTION AND SELF-CORRECTION TECHNIQUE TO TEACH WRITING

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: August 20, 2022 Revised: August 28, 2022 Accepted: October 2, 2022 Published: December 30, 2023</p> <p><b>Keywords:</b> Teachers' perceptions Peer correction Self-correction Writing skill</p>	<p>This study aims to determine the teacher's perception of the use of peer-correction and self-correction techniques to teach writing. This research method is a qualitative descriptive method. Research data were collected through interviews. Data were taken from two English teachers at SMAN 5 SELAYAR. The results of the study reveal that teachers believe that Peer-Correction and Self-Correction Techniques in Teaching Writing have a positive influence on students to gain knowledge, especially in writing lessons. In addition, Peer-Correction and Self-Correction techniques are suitable for use at every level of students. The researcher also found that the teacher had an important role in determining the type of material that was suitable for the learning objectives.</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
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### INTRODUCTION

In Indonesia and other Asian nations like Singapore and Malaysia, English is taught as a foreign language. Writing is one of the integrated abilities that students should be able to master. Being fluent in English is crucial because it is used in many facets of daily life and is the majority of the world's information source. Indonesians are already familiar with and utilize English in daily life because it is the most widely spoken language worldwide. In addition, every level of education in Indonesia includes foreign language instruction. One of the things students engage in the most during their studies is writing. Therefore, it is crucial that they understand proper writing techniques because, as stated by Byrne (1995; 5), writing is

In actuality, introducing writing exercises into the classroom won't help the kids' abilities. Because they believe that writing is a challenging and dull topic to teach, writing is neglected by both teachers and pupils. It is produced by a number of things, including as the teachers' methods of instruction, which occasionally employ the same teaching strategies and result in a large number of students.

It is, nonetheless, inextricably linked to teaching. The success of students in learning English has some bearing on the teachers. In general, every English teacher has a particular opinion about how to teach English in the most effective way. Their social interactions, cultural backgrounds, and prior educational experiences may all have an impact on how they view English teaching. Peer and self-correction are effective instructional methods for writing that an English teacher should be able to use in this regard.

The state of education today demonstrates the challenges facing the pupils. They particularly struggle with applying accuracy in writing, which is why they frequently make mistakes. The kids still require more effective instruction because their English proficiency is still lacking. Sometimes, students struggle with spelling, punctuation, and word usage in their writing, therefore in order to help them become better writers, teachers can employ strategies that can help them make fewer mistakes. The method that can be used is to get pupils involved in the learning process.

Both peer and self-correction are strategies that can help kids write better. This claim is supported by Ganji's (2009) research, which compared peer and self-correction and found that both were highly helpful in raising students' writing ability and accuracy. He continues by saying that by employing these two efficient strategies, the learning activity will be more relevant and the students will be more engaged.

From the aforementioned remarks, the researcher is interested in learning how teachers view peer and self-correction in terms of enhancing students' writing abilities at SMA 5 Selayar. To explore the teachers' perception, the researcher would employ a descriptive qualitative design.

## **RESEARCH METHOD**

This study used a descriptive qualitative methodology. (2010:8) Margono In order to tackle the current problems, descriptive research seeks to give a systematic and detailed examination of the facts and characteristics of a certain population. It also gathers data or information that will be organized, described, and analyzed.

obtaining the appropriate information regarding the teachers' opinions regarding the usage of the peer- and self-correction technique to teach writing at SMA Negeri 5 Selayar Through observation and interviews, the researcher used data collection techniques. To assess the information that was gathered throughout the course of the study using the techniques of data reduction, data presentation, and conclusion. Teacher perceptions are the sole variable in this study.

In particular, in the tenth grade when English language instruction was taking place, the researcher observed every class. The researcher used statistics to process the data after that. the output of a process-data research that uses a descriptive design.

Purposeful selection is used to identify the source of the data, who is picked after giving regard to a number of factors and objectives. Two English teachers from SMA Negeri 5 Selayar, both of whom were female, served as the study's subjects.

The used interview guide is an outline of the undeveloped problem. Ten questions make up the interview guide, which is intended to elicit real information on teachers' perceptions of the use of peer and self-correction strategies to teach writing at SMA Negeri 5 Selayar.

Researchers employed interview and observational tools to obtain data; the methods used in this study are as follows:

1. To schedule the interview and observation, the researcher got in touch with the instructor. Researchers conducted class observations of each teacher based on a predetermined schedule.
2. Using a seven-question interview template, the researcher interviewed each teacher and documented the responses. Researchers analyzed the data.  
Data analysis is the process of systematically gathering and compiling information from interviews, field notes, and documentation. It involves classifying the information into groups, dissecting it into smaller units, synthesizing it, arranging it into patterns, and deciding what information is crucial.

Miles and Huberman (Sugyono, 2016) stated that the activities in qualitative data analysis were carried out interactively and continuously until they were completed, so that the data was saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification.

## RESULT AND DISCUSSION

### 1. Teachers' Perceptions on the use of Peer-Correction and Self-Correction Technique to Teach Writing Based on Interview Teacher 1 and Teacher 2

From the results of teacher interviews, there were four questions related to the teacher's perception of the use of peer-correction and self-correction techniques to teach writing. Researchers provide interpretations and further discussion as follows :

#### a. peer correction and self-correction techniques for all levels of student ability.

**R:** Do you think that peer-correction and self-correction techniques for teaching writing can be used at every level of students or not?

**T1:** *Yes. I think we can, but we will see the level itself, for example, for the students themselves, they can write with their respective abilities, so we as teachers should help students to express whatever is on their mind about a certain object or event into their own words. words and sentences. They must describe an object clearly so that the reader can see the object in their mind as clearly as possible.*

**T2 :** *In my opinion, in learning to write, there is no need for levels, all are average because writing is an expression that is in the minds of students regarding an object or event into words and sentences. So there is no difference between students with above average intelligence, below average, or mediocre I think they can learn to write, according to the topics that have been determined by the teacher before the teaching writing process.*

Based on the results of interviews, teacher 1 and teacher 2 can be said that the use of peer correction and self-correction techniques in teaching writing must be in accordance with the level of students or according to the level of students' abilities. Teachers 1 and 2 also stated that the use of peer-correction and cell correction techniques can be used at all levels of students, both from education level and intelligence level. These results can be seen from the peer-correction and self-correction techniques that can be used in language teaching, especially to improve students' descriptive text writing skills. Teaching writing through this technique not only improves students' writing skills but also improves writing aspects. The writing aspect that will be improved is the organization and mechanism because peer-correction and self-correction guide them to construct the text by paying attention to chronological order and paying more attention to spelling and pronunciation. The same finding is also proven by Pratiwi (2012). This shows that teachers have positive perceptions about peer correction and self-correction. It provides many benefits from personal to social skills. The first benefits that students get include: it is faster and easier to do assignments; learn new things; dare to convey ideas, learn from their own and friends' mistakes, and express themselves to write better. Social benefits come from active interactions with teachers and peers; learn to respect each other, and learn from others.”

**b. Perception teachers about importance of using peer-correction and self-correction techniques in teaching writing.**

**R :** *Does the use of peer-correction and self-correction techniques in learning to write play an important role in learning to write?*

**T1 :** *Yes, I think these two techniques are very important in teaching writing, because these techniques are often used. This proves a positive response to students. Because peer-correction techniques provide many benefits from the development of personal to social skills. For personal development, teach students to be more critical because they are required to critically review the writings of their peers and become effective self-editors, and assess areas where they need to*

improve and revise their papers. And self-correction techniques can provide independence and develop awareness in students' writing.

**T2 :** *I think it is influential because peer-correction and self-correction techniques in my opinion can also improve student learning achievement, we start from the peer-correction technique itself is part of a large category of educational activities where students work together in groups. It is positive that the addition of this role increases students' insight in the writing process. So group work can prepare them to write without a teacher there to correct their mistakes. while the self-correction technique can also be a force that encourages students to be more actively involved in their learning process. but their work must first be seen by the people and their faults must be pointed out. In other words, self-correction asks students to be more selective in correcting errors in writing.*

The findings found that teachers' perceptions of the use of self-correction and self-correction techniques to teach writing, teacher 1 and teacher 2 gave a positive response in the learning process because co-correction helped improve students' communication and develop writing skills. If the teacher uses peer-correction and self-correction techniques in class. Students can understand how to express ideas, opinions, and help each other to solve problems in learning. This is related to Kondo's (2010) theory which states that peer correction provides a positive response and is also not revealed such as helping each other, reducing individual workloads, encouraging students to participate in these activities.

**c. Perceptions of the teacher's role in using correction and self-correction techniques in teaching writing.**

**R :** *Is the teacher's role very important before using peer-correction and self-correction techniques before the learning process?*

**T1 :** *Of course, the teacher plays an important role in the learning process. The first thing that the teacher must prepare is to prepare a lesson plan that is in accordance with the syllabus. So we have prepared it before we teach and it must also be prioritized according to the syllabus according to the material to be taught today. And the teaching and learning process in the classroom becomes more organized and more effective.*

**T2 :** *I think our role as teachers is before we start the new school year or enter the classroom to carry out the teaching and learning process in the classroom. The teacher is required and indeed has to make plain lessons or commonly called lesson plans. It is during the lesson plans that we see the materials that will be discussed, for example, what material is suitable for the use of peer-correction and self-correction techniques in teaching writing.*

Based on the results of previous interviews, teacher 1 and teacher 2 agreed that teachers have an important role in the teaching and learning process in the classroom. Before using peer correction and cell correction techniques in the teaching and learning process, what teachers must prepare is one of them the teacher must prepare lesson

plans as an initial plan to determine what material they will teach using peer correction and self-correction techniques.

**d. The teacher's perception of the use of peer-correction and self-correction techniques in writing learning can improve learning achievement.**

*R* : Can the use of peer-correction and self-correction techniques in teaching writing improve student achievement?

*T1* : I think both techniques seem promising and effective. Because the peer-correction technique can make students work in pairs. This can provide opinions and suggestions so that students can get input from their partners. This technique can give students more opportunities to find out their mistakes and the correct way to improve their writing. And self-correction techniques can also improve student learning which can have a long-term effect on their memory because they are involved in the process directly and actively, and this can make students become independent from the teacher or their peers when making improvements in learning to write.

*T2* : I think it is influential because peer-correction and self-correction techniques in my opinion can also improve student learning achievement, we start from the peer-correction technique itself is part of a large category of educational activities where students work together in groups. It is positive that the addition of this role increases students' insight in the writing process. So group work can prepare them to write without a teacher there to correct their mistakes. while the self-correction technique can also be a force that encourages students to be more actively involved in their learning process. but their work must first be seen by the people and their faults must be pointed out. In other words, self-correction asks students to be more selective in correcting errors in writing.

The last perception is that the use of peer correction and self-correction techniques can improve student achievement. Based on the interviews, teacher 1 and teacher 2 had the same beliefs about this perception. They argue that the use of peer-correction and self-correction techniques in teaching writing can improve student achievement. As revealed by Teacher1 and teacher 2 in the interview she stated that: both techniques seem promising and effective. Because the peer-correction technique can make students work in pairs. This can provide opinions and suggestions so that students can get input from their partners. This technique can give students more opportunities to find out their mistakes and the correct way to improve their writing. And self-correction techniques can also improve student learning which can have a long-term effect on their memory because they are involved in the process directly and actively, and this can make students become independent from the teacher or their peers when making improvements in learning to write.

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