

# Students' Perception Toward Implemetion Of Peer, Self and Teacher Corrections on Students' English Grammar Mastery at English Education Department Teacher Training and Education Faculty of UKI Toraja

Matius Tandikombong<sup>1)</sup>, Rigel Sampe Lolo<sup>2)</sup>

<sup>1,2)</sup>Program Studi Pendidikan Bahasa Inggris

Universitas Kristen Indonesia Toraja

Jl. Nusantara No. 12 Makale

Kabupaten Tana Toraja, Sulawesi Selatan

<sup>1)</sup> tandikombong.m@yahoo.com, <sup>2)</sup> rigelsampelolo@gmail.com

## ABSTRAK

*The objective of this reasearch are 1) To find out what are the positeive perception of the students of UKI Toraja toward Implemetion Of Peer, Self And Teacher Corrections On Students' English Grammar Mastery. 2). To find out what are the negative perception of the students of UKI Toraja toward Implemetion Of Peer, Self And Teacher Corrections On Students' English Grammar Mastery. The sample of this rsearch consist of 10 students was taken by using accidental sampling technique. The writer used semi interview to find the data of this rsearch. And the result of this research showed that there were some positive and negative toward implementation Peer, Self And Teacher Corrections On Students' English Grammar Mastery At English Education Department Teacher Training. The positive perception are 1). improve students 'writing skills ,students have more role in correcting their peers' mistakes, students are better able to understand the explanations from their own friends, to realize students' writing skills. increasing students' knowledge2). The students can realize mistakes they made and they improve theirself automatically. 3) Make teachers understand student work and find errors in each student's assignments. the score of students is more real The teacher can know the extent to which the students can understand the material taught teachers or lecturers can be active , the teacher immediately correct the studuents work. Easier for teachers to find errors. However there were several negative perceptiton of this method are 1). The students some time cannot correct their work one another because they do not understand about the material they studied. 2). The teacher sometime do not correct the students' paper carefully.*

**Keywords:** *Peer, self and teacher corection, English, gammaer, mastery*

## I. Introduction

Grammar is the one of the important aspect in learning English. According to Thornbury in Matius (2016), grammar is partly the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis of the level of

the sentences. A good sentence is the sentence written based the rule of the grammar. The rule of the grammar in learning language is very important as well as in english. According Jackson (2005) Grammar are: 1) the means by which we structure the language that that we speak and write as a consequence of acquiring or learning the language. 2) Grammar is the set of rules,

conventions and principle, together with their exceptions, that that we have stored in our heads (internalized). 3) Grammar is the set of descriptive statements, expressed in appropriate terminology (codification) and within a consistent framework (theory, or model) that we use to account for "grammar" in sense 1 and 2. Hambaly (2012) argues complete grammar in writing can help the reader to get the meaning of a text easily otherwise wrong or incomplete grammar in writing may sometime cause readers to get confused in understanding the message of the text. It means that grammar is very important role in constructing sentence. The sentence that is written with the accurate grammar can help the reader to get the meaning but ungrammatical sentence make the the reader to be confuse to get the meaning. Even though grammar is the one of the problems faced by the students in learning English as a foreign language. The teacher always tries to find the method to teach the grammar. One of the methods implemented by the writer when he taught grammar namely "peer, self and teacher corrections".

Peer, self and teacher corrections is the one of the methods to correct each other it begins from the self correction, this step the students correct their self, after the student writes sentences they recheck their sentence the next step the students exchange their sentences and correct each other and the last step the teacher corrects the students' sentences. When we apply the method the result is quite good. Based on the background the writer is interested to conduct the research entitled "Students' Perception Toward Implementation Of Peer, Self And Teacher Corrections On Students' English Grammar Mastery At English Education Department Teacher Training And Education Faculty Of UKI Toraja. The writer is interested to conduct this research because the writer wants to know about the students' perception whether this method can be used to teach grammar or not. It depends on the students' perception negative or positive.

## II. Review of Literature

### A. The Concept of Perception

#### 1. Definition of Perception

According to Lindsay and Norman (1997:115), Perception is a process by which an organism interprets and organizes sensation to produce a meaningful experience of the world. Like most concepts within the social science disciplines, perception has been defined in a variety of ways since its first usage. Bozema (2005:34) Perception is by definition the act of perceiving, cognizance by the senses or intellect, apprehension by a bodily organ by mind of what is presented to them. Another definition lists several expressions synonymous with perception, namely: becoming aware of something via the senses, of process of perceiving, knowledge gained by perceiving, a way of conceiving something, the representation of what is perceived. Perception refers to the way we try to understand the world around. We gather information through our five sense organs, but perception adds meaning to these sensory inputs. The process of perception is essentially subjective in nature, as it is never an exact recording of the event or the situation. Perception is the process by which we organize and interpret our sensory impressions in order to give meaning to the environment. As pointed out, a situation may be the same but the interpretation of that situation by two individuals may be immensely different. Perception is the set of processes by which an individual becomes aware of and interprets information about the environment. The model of perception helps one to understand the basic processes involved in human perception in a rather simplistic way.

#### 2. Factors affecting perception

According to Toha (2003) in Dahlan (2015:23) factors influencing someone's perception as follows:

##### (a) Internal Factors

##### i. Sensory Limits and Thresholds

Our sensory organs that have specialized nerves which respond differently to the various forms of energy they receive. For instance, our eyes receive and convert light waves into electrical energy which are transmitted to the visual cortex of the brain to create the sensation of vision and subsequently leading to perception. But each sense receptor requires a minimum level of energy to excite it before perception can take place. The minimum level is called the absolute threshold

ii. Psychological Factors

Psychological factors such as personality, past experiences and learning and motives affect an individual's perceptual process to considerable extent. The internal set or the inclination to perceive certain stimuli in a particular way also influences one's perception. These largely determine why people select and attend to a particular stimulus or situation over other.

(b) External Factors

i. The Target

The characteristics of the target that is being observed can affect perception. We have earlier noted that a pre-requisite of perception is attention. It has been found that there is a tendency to give more attention to stimuli which are : Large in size, moving, intense, loud, bright, contrasted, novel, repeated, stand out from the background.

ii. The Situation

The situation or the context in which we see objects or events is important to shape our perception. The presence of a police officer near the police station hardly draws any attention, but if one is found in your classroom will certainly be the topic of the day. The word 'terminal'

can be perceived quite differently in the context of say, the ICU of a hospital, an airport or the computer lab.

iii. Person Perception

Our perceptions of people differ from the perceptions of inanimate objects like tables, chairs, books, pencil, etc. mainly because we are prone to make inferences regarding the intentions of people and thus form judgment about them. The perceptions and judgments regarding a person's actions are often significantly influenced by the assumptions we make about the person's internal state. Attribution theory refers to the ways in which we judge people differently, depending on what meaning we attribute to a given behavior. Whenever we observe the behavior of an individual, we attempt to determine whether it was internally or externally caused. Internally caused behaviors are those that are believed to be under the personal control of the individual or have been done deliberately by him. Externally caused behavior is seen as resulting from outside causes, that is the person is seen as having been compelled to behave in a particular way by the force of the situation, and not because of his own choice

**Kind of Perception**

According to Priyeti (2010;10) there are two kinds of perception:

- i. Positive perception is perception that describes all of knowledge (know or known) and respond object that perceived positively. Positive perception makes the students easy to adapt in a new teaching and learning situation.
- ii. Negative perception is perception that describes knowledge (known/unknown) and respond object that perceived negatively (not

suitable with the object of perception).

## B. Definition of Grammar

According Jackson (2005) Grammar are: 1) the means by which we structure the language that that we speak and write as a consequence of acquiring or learning the language. 2) Grammar is the set of rules, conventions and principle, together with their exceptions, that that we have stored in our heads (internalized). 3) Grammar is the set of teh descriptive statements, expressed in appropriate terminology (codification) and within a consistent framework ( theory ,or model) that we use to account for “grammar” in sense 1 and 2. Hambaly (2012) argues complete grammar in writing can help the reader to get the meaning of a text easily otherwise wrong or incomplete grammar in writing may sometime cause readers to get confused in understanding the message of the text.

From the statements above canbe concluded that grammar is very important role in contructing sentence. A sentence which is written base the grammarcal role can help the reader to get the point of the sentence.So, the aims to lear grammer is to help us to construct the sentence accuratly that is readable, undertandable and acceptable.

## C. Definition of Peer, Self And Teacher Corrections

### 1. Peer corection

Peer corection is the one of the method to correct one each other. The students in the classroom correct mistakes or error one each other about thier writing rather than having the teacher correct everything about students'grammar sentences. Peer correction 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, 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, p. Thus, comparing one's writing to others' offers the opportunity to broaden and deepen learners' thinking and understanding of their writing process and language use in two ways: As readers, they enhance their critical reading skills and as writers, learners foster their critical thinking skills when revising their pieces of writing on the basis of peers' feedback (Moussaoui, 2012). Some of the most important benefits of implementing peer correction in the classroom are that the learning responsibility is shared with learners which shows them that their opinion is valued; both teachers and learners gain insights into the writing process; learners' active participation in the correction activity “provides a more supportive atmosphere as the feedback received from classmates is less threatening, and as a result of these the authoritative role of the teacher is no more reinforced” (Pishghadam & Kermanshahi, 2011, p. 218); it saves time and effort for many EFL instructors [10] (Miao, Badger, & Zhen, 2006) and allows teachers to assess learners' writing on a regular basis thereby reducing the negative effects of time constraints and large class sizes. In addition, it is not uncommon that learners give feedback according to given criteria established by the teacher which may be checklists, feedback sheets, error codes, and error logs. These tools are helpful for the process of error correction and provide learners with a guide to classify errors which may reduce levels of anxiety.

### 2. Self-correction

Self-correction is the one of the process correcting its own mistakes or error of our sentence. Teachers have traditionally provided feedback on errors to students; however, in current teaching approaches other ways of providing feedback and correcting have been incorporated (Bitchener, Young, and Cameron (2005). Self-correction is an indirect feedback where the teacher provides students with choices that would allow them to discern the correct form by themselves. In pur-

suit of self-correction, date collected plays a pivotal role to make it successful “Merringer (1895). Apart from the work of Merringer, an American psychologist Bawden’s ‘small collection of about one hundred error was published” (Fromkin: 1973, p.14).

Self-correction (self-repair) is a phenomena which is problematic but many suggestions have been given to deal with it. One of the main way to correct mistakes and elevate self-correction is self-monitoring during an utterance (Levelt, 1989). many models have been proposed to detect it as the local model RIM (Repair Interval Model) by Nakatani and Hirschberg 1993.

From the statement above can be concluded tahat Self-correction is very important. So, after constructing sentence it is very to recheck our sentence aspecialy its grammar to makse sure wether the sentence is already grammatical can be readeble, understable and accepcable.

**The Function of Self-Correction** The are several function of self-corection according to Mehboob at al (2016) as followes:

- (a) Ability of identifying errors of students will be increases.
- (b) Ability of self-correcting of students will be increases.
- (c) To improve the spoken production students can use the method of self-correcting.

### 3. Teacher corection

Teacher correction is the one of the process that is done by the teacher. The teacher will correct the students’ writing as feedback from the teacher to give the clarivication for the students’ mistake or errors on their writing/ sentence . Hendrickson (1978) stated that error correction did improve the proficiency of ESL/EFL learners, if they were errors that inhibited communication, stigmatized the learners, and occurred frequently (p. 390). Even Truscott changed his mind, and came to recognize the positive role of feedback in improving the students’ english grammar ability. However, it is not clear

yet who should give the feedback. In some classes, the teacher provides the correct form for the students. Most of the students prefer to be corrected by their teachers, because the teacher is seen as the authority and the source of knowledge in the classroom. There are, however, some counter-arguments. Walz (1982) pointed out that giving the students the correct answers did not establish a pattern for long term memory.

Based of the statements above can be concluded that the teacher corection is very important to correct the students’ error or mistake in their writing. Teacher corection aims to give the clean and clear clarification about their writing to improvde the student english grammar ability.

## III. Research Method

This research is the kualitative research. It means the writer will identify and interpret then describing the Students’ Perception Toward Implemation Of Peer, Self and Teacher Corrections On Students’ English Grammar Mastery At English Trening Education Department Teacher Training And Education Fakulty Of UKI Toraja. The population of this research is the sixth semester students of English department of UKI Toraja. There were 10 students as sample of this research was taken by using accidental sampling technique.

The instrument of this research was semi interview. The researcher used semi - structured interview. In this interview, the researcher used a written list of questions as a guide, while still having the freedom to digress and probe for more information. Then, the data from the interview collected by taking notes and audio recording.

## IV. Result

In this section presents the discussion based on the finding of the study. Based on the research finding after analysing the data above in order to answer the research question, the result showed that there were positive and negatipe percdption about the implemation of peer, self and teacher corrections on students’ english grammar mastery as follows:

## A. Positive Perception

### 1. Peer Correction

Peer correction is the one of the method to correct one each other. The students in the classroom correct mistakes or error one each other about their writing rather than having the teacher correct everything about students' grammar sentences. Peer correction 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, 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. In this section the writer found some positive perception from the students, there were: it improve students' writing skills, students have more role in correcting their peers' mistakes, students are better able to understand the explanations from their own friends, to realize students' writing skills. increasing students' knowledge.

### 2. Self-Correction

Self-correction is the one of the process correcting its own mistakes or error of our sentence. Teachers have traditionally provided feedback on errors to students; however, in current teaching approaches other ways of providing feedback and correcting have been incorporated (Bitchener, Young, and Cameron (2005). There are several functions of self-correction according to Mehboob et al (2016) as follows: 1). Ability of identifying errors of students will be increased. 2). Ability of self-correcting of students will be increased. 3). To improve the spoken production students can use the method of self-correcting. In this area the writer found the were positive perception, there were: The positive impact of self correction are realize mistakes that have been made and improve automatically, can correct ourselves clearly, self-introspection, students realize mistakes.

### 3. Teacher correction

Teacher correction is the one of the process

that is done by the teacher. The teacher will correct the students' writing as feedback from the teacher to give the clarification for the students' mistake or errors on their writing/ sentence. Hendrickson (1978) stated that error correction did improve the proficiency of ESL/EFL learners, if they were errors that inhibited communication, stigmatized the learners, and occurred frequently. In this Part the writer found several positive effects based on the perception from the students there were: it can make teachers understand student work and find errors in each student's assignments. the score of students is more real The teacher can know the extent to which the students can understand the material taught teachers or lecturers can be active, the teacher immediately correct the students work. easier for teachers to find errors.

## B. Negative Perception

### 1. Peer Correction

Some of the most important benefits of implementing peer correction in the classroom are that the learning responsibility is shared with learners which shows them that their opinion is valued; both teachers and learners gain insights into the writing process; learners' active participation in the correction activity "provides a more supportive atmosphere as the feedback received from classmates is less threatening, and as a result of these the authoritative role of the teacher is no more reinforced" (Pishghadam & Kermanshahi, 2011, p. 218); it saves time and effort for many EFL instructors (Miao, Badger, & Zhen, 2006) and allows teachers to assess learners' writing on a regular basis thereby reducing the negative effects of time constraints and large class sizes. In addition, it is not uncommon that learners give feedback according to given criteria established by the teacher which may be checklists, feedback sheets, error codes, and error log. Even though there were several weaknesses of this method found by the writer. There were: a). The students could not correct

one another because they didn't understand about the material they studied. b). The students sometime didn't correct one other carefully.

## 2. Self-Correction

Self-correction (self-repair) is a phenomena which is problematic but many suggestions have been given to deal with it. One of the main way to correct mistakes and elevate self-correction is self-monitoring during an utterance (Levelt, 1989). many models have been proposed to detect it as the local model RIM (Repair Interval Model) by Nakatani and Hirschberg 1993. However in this area the writer found several negative perception from the students, t; The students could not correct their work themselves because they didn't understand about the material they studied. b). The students sometime didn't correct their work themselves carefully.

## 3. Teacher Correction

Most of the students prefer to be corrected by their teachers, because the teacher is seen as the authority and the source of knowledge in the classroom. There are, however, some counter-arguments. Walz (1982) pointed out that giving the students the correct answers did not establish a pattern for long term memory. Based of the statements above can be concluded that the teacher correction is very important to correct the students' error or mistake in their writing. Teacher correction aims to give the clean and clear clarification about their writing to improve the student english grammar ability. But, in this area also found several negative perception from the students after analysing the data. The negative infect are The lack of activity, attention, interest and motivation of students, lacking in correcting the results that have been done by students / students., the teacher is more active. The teacher sometime didn't correct the students' work carefully.

## V. Conclusion and Suggestion

### A. Conclusion

After analysing the data presented in the previous chapter, finally the writer conclude that the

implementation of peer, self and teacher correction have vary perception. those perception come into two terms namely negative and positive perception. the positive perception such as:

### 1. Positive Perception

#### (a) Peer Correction

improve students' writing skills, students have more role in correcting their peers' mistakes, students are better able to understand the explanations from their own friends, to realize students' writing skills. increasing students' knowledge

#### (b) Self-Correction

It can make the students to realize their mistake that have been made and improve automatically., can correct ourselves clearly, self-introspection, students realize the error they have made.

#### (c) Teacher Correction

It can give some information for the teachers about the students understanding of the material they taught when the teacher find errors in each student's assignments. The score of students is more real The teacher can know the extent to which the students can understand the material taught teachers or lecturers can be active, the teacher immediately correct the students' work.

### 2. Negative Perception

#### (a) Peer Correction

Peer correction The weaknesses of peer correction are as follows: The students could not correct one another because they didn't understand about the material they studied. The students sometime didn't correct one other carefully.

#### (b) Self-Correction

The students negative comment on self correction are: The students could not correct their work themselves because they didn't understand about the material they studied. The students sometime didn't correct their work carefully.

- (c) Teacher Correction  
The negative statement of teacher correction are Sometime the theacher didn't correct the students' work carefully. The teacher also sometime didn't give the sign that errors made by the students in their work.

## B. Sugestion

After concluting the data above, the writer adress the the sugestion as follows:

### 1. For the lecturer:

- (a) it is sugested to find and implement the appropoate method particularly in teaching grammar, it is sugested also to implement the method mention in this research such as :peer, self and teacher correction in teaching grammatical english.
- (b) Especially for the lecturer who is teaching Englisg Grammar have to correct/ceck the students working carefully before returning it to the owner.

### 2. For the students:

- (a) The students can learnd independetly in addition to group learning to correct one another.
- (b) When constructing sentence the students have to pay attention to grammar carefully.

### 3. For the other researcers, it si sugested to continue and find some the strenght and even the weaknesses of those research and continued to the next level of research such as (RND) and others method of the research.

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