

The Perceive of Self and Peer Correction on the Improvement of Writing Ability, Critical Thinking and Students Learning Autonomy of Japanese Students

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Abstract. *This study aims to perceive student perceptions on self-correction and peer correction feed back to improve writing ability, student perceptions on self-correction and peer correction to increase autonomy learning of Japanese students. Self-Correction is an activity of providing indirect feedback where the teacher gives choices to students that allow them to carry out the correction activity themselves. Meanwhile, Peer Correction is a method that consists of learners giving and receiving feedback about their writing from their peers, that is, other learners. This research belongs to ex-post facto and survey research designs. Determination of the sample using random sampling technique using the Slovin formula. In this research, the research object was 42 Japanese Language Education students class of 2020 who had taken the Chukyuu Sakubun 1 course in semester 3. The data collection technique was carried out using a questionnaire and documentation in the form of students' Sakubun scores. The data is then processed quantitatively using t-Test SPSS software. The results of this study indicate that the value of the count test for the self-correction variable is 2.541 where this value is greater than the table value of 2.0108 and is significant at a significance level of 0.015, so it can be concluded that the self-correction variable has a significant effect on ability, critical thinking, and autonomy. The peer correction variable is 3,533 where this value is greater than the table value of 2.0108 and is significant at a significance level of 0.001, so it can be concluded that the peer correction variable has a significant effect on ability, critical thinking, and autonomy.*

Keywords: Ability, Correction, Japanese, Writing

INTRODUCTION

In learning a foreign language, 4 skills must be mastered by students. These skills are listening, speaking, reading, and writing. The ability of all these skills is very important for students to be able to communicate well. In learning Japanese, writing skills are called *Sakubun*. In Japanese *Sakubun* comes from the word 作 (pronounced: tsukuru) which means "to make". Meanwhile, the word 文 (read: bun/mon) means "sentence". *Sakubun* is "writing" according to the rules of writing with any theme. Based on the description above, it can be concluded that *Sakubun's* translation is "writing".

Writing skill is one of the skills that is categorized as difficult for students to understand, because students must master the material, then write down their ideas in the form of essays following the aspects that have been taught. Japanese Language Education study program, the *Sakubun* course is given for the first time in semester 1 under the name *Shokyuu Sakubun 1*. This course is an initial provision to form reading and writing competence on simple themes. The *Sakubun* course continues until semester 5. In this research, the object of research is Japanese Language Education students class of 2020 who have taken the *Chukyuu Sakubun 1* course in semester 3.

In learning during a pandemic like this, not a few students complained that the material presented in online teaching and learning activities could not be understood optimally compared to when they previously studied offline on campus. Therefore, it is necessary to use appropriate learning methods so that students can master the material well even with limited teacher meetings. With the right learning method, students are expected to be able to learn *Sakubun* with more autonomy and of course, critical thinking is one of the keys. The learning method needed here is 2-way active learning between the teacher and students.

The process of learning *Sakubun* in the Japanese language education study program at Brawijaya University is as follows. The *Chukyu Sakubun 1* course is a 2 credits weighted course that must be taken by all students of the Japanese Language Education study program. Students are taught to be able to write in essay form by the themes that have been read in the *Dokkai* course by paying attention to diction, grammar, and the integrity between paragraphs. The material taught in *Chukyuu Sakubun 1* is descriptive text with 7 themes. In the 2021/2022 school year, the *Chukyuu Sakubun 1* course is taken by a total of 71 students divided into 24 students in class A, 24 students in class B, and

23 students in class C. The textbooks used for learning in this course are *Minna no Nihongo Shokyuu Yasashii Sakubun*. The lecturer displays a Powerpoint which contains material in the form of a reading text, then students are randomly asked to read the reading text. Then students are asked to answer several questions provided. Then the procedure for constructing sentences is shown, followed by students being asked to make sentences. Furthermore, students are given 2 to 3 hours to submit the *Sakubun* writing assignments that have been taught. After students submit their assignments, the teacher checks the results of the student *Sakubun* by highlighting the wrong parts while summarizing the points of error in the student *Sakubun*. *Sakubun* was returned the next day. Then the student corrects the mistakes that have been pointed out by the teacher by correcting these mistakes either independently or with the help of colleagues. At the next meeting, the teacher will present a resume of mistakes to the student's *Sakubun*, then the student will present the revised results while discussing with the teacher. The teacher will correct if the results of student revisions are still wrong.

Because *Sakubun's* results were in written form, one of the difficulties experienced was in terms of correction. This happens because the teacher takes quite a long time to make corrections to student *Sakubun's* results one by one, especially with a large number of students. Therefore correction activities become hampered. Especially in this pandemic era, teachers and students only have limited time to communicate directly which results in an evaluation process that is less than optimal. To improve Japanese language learners' writing skills, critical thinking, and autonomy and to support teachers to be more effective in correcting students' essays, self-correction, and peer correction learning methods are an option.

The learning process in writing courses has always been classic. Students are given themes, and write, lecturers correct student essays. A learning process like this is very boring and does not educate students, and burdens the teacher. For this reason, it needs to be changed with learning methods that are more student-centered so that they can overcome the classic problems that arise in writing courses. With the Peer method Correction, students review and evaluate the results of their writing. Then students also get an increase in writing ability from the results of correcting. By adopting an autonomous attitude and critical thinking, students are also able to be more active in learning and not depend on the teacher and making study time more effective.

Research by Irais Ramirez and Patricia Maria G. C. (2018) is entitled "Self and Peer Correction to Improve College Students' Writing Skills". This research is experimental. The main objective of this research is to find out whether the use of the Self and Peer Correction method during learning to write English can produce higher quality writing. While the specific objective is to find out what types of errors are most often made by students. Then with the Self and Peer Correction methods, does it have an impact on the number of errors by students. The difference between this research and Ramirez's research is that this research does not only perceive the effects of writing skills but also of critical thinking skills and autonomy. This study did not perceive how many errors were made by students

Research conducted by Christopher Hoskins (2019) on Japanese students who study English in writing classes, found that self-correction methods can increase students' awareness of their own mistakes and how to correct them themselves, to force students to behave as if they are responsible for the self-correction (as far as they can do it), to add a reflective element to the writing process and to extend 'ownership' of the learning process to students. The difference between this study and Christopher's research is that Christopher's research only looks at the effects of self-correction on student autonomy.

The purpose of this research is to 1) what the student's perception related to self and peer correction in terms of writing ability, 2) what the student's perception related to self and peer correction in terms of critical thinking ability, 3) what is the student's perception related to self and peer correction in terms of autonomy. So a hypothesis can be drawn that self-correction and peer correction are related to improving the ability to write descriptive text, critical thinking, and autonomy of Japanese language learners. This is following the theory of several benefits in learning methods using self-correction and peer-correction

To find out the truth of the hypothesis, this research design was carried out using a survey method. The survey was carried out by distributing questions to students who had used the self-correction and peer-correction methods in writing description text. The practical implication of this research is that the application of the self-correction and peer-correction methods is beneficial for students to work together in correcting essays and in the end can be autonomous in correcting their essays. For teachers, the application of this method changes the classical teaching method and focuses more on students, so that

teachers focus more on conveying things that are more important than correcting mistakes so that students can correct these mistakes themselves.

Problems that arise in writing classes, although they are classic problems, still need to be researched, especially with the application of combined two methods and to see their relation from 3 sides so that they can provide new information for teachers and can change old teaching methods that do not focus on students. Writing courses are always avoided by teachers because they are very troublesome. In the end, the teacher did not perform the task according to the expected target. Students become bored working on their essays. For this reason, looking at the effects of self-correction and peer-correction on the ability to write descriptive texts, critical thinking, and autonomy of Japanese language learners is still relevant to do along with the promotion of 21st-century skills that promote collaborative and higher critical thinking skills.

LITERATURE REVIEW

Okazaki, Hayashi, and Ogawa have divided the level of learning to write into 3 levels in learning Japanese. The first is writing at the basic level (shokyyuu), the second is writing at the intermediate level (chukyuu), and the third is writing at the advanced level (jokyyuu). Oomori and Kono (2013) argue that in Sakubun learning five important aspects must be considered in an essay, namely 1) sentence pattern (文法); 2) vocabulary (語彙); 3) story content (内容); 4) idioms (表現); and 5) the use of kanji (漢字). Writing ability is demonstrated by the ability to use vocabulary in sentences, use proper grammar, coherence between sentences, and coherence between paragraphs.

In conventional learning, most of the feedback activities are carried out by the teacher. But in today's various teaching methods, many other methods can be applied to maximize feedback and correction activities. One of them is the Self-Correction method. Self-correction is an indirect feedback activity where the teacher gives choices to students that allow them to carry out the correction activity themselves (Bitchener, Young, and Cameron: 2005).

Another benefit of Self-Correction is that students are expected to be able to correct after their mistakes are pointed out by the teacher which can then encourage them to correct them. Therefore, it can be a good step for students to be able to recognize their most common mistakes and then identify mistakes to correct. Studies on Self-Correction

have found positive effects such as reducing the number of mistakes made by students (Hanrahan & Isaacs, 2001; Kubota, 2001; Maftoon, Shirazi, & Registerifard, 2011).

Self-Correction is felt to be more effective than giving corrections by the teacher, this method is also able to foster a positive attitude of students towards correcting their mistakes and also triggers discussion activities in class which can provide more learning opportunities. Based on research by Fahimi and Rahimi (2015) also found that the Self-Correction learning method enables students to create and revise essays and can evaluate the progress of their writing. Based on the results above, it shows that student involvement in the application of the self-correction method aims not only to improve writing skills but also students' critical and independent thinking attitudes.

The Self Correction method is the application of a student-centered learning model. This method, of course, will improve the critical thinking attitude of students in learning Sakubun. From writing activities, students are expected to be able to correct the results of their writing. When the correction process is carried out, students can analyze and correct their mistakes in writing, which triggers critical thinking in students. A study of course will encounter several difficulties. The study entitled "Factors of Difficulty in Writing Sakubun Students of the Japanese Language Education Study Program, Padang State University" which was conducted by Intan Permata Sari and Hendri Zalman showed that the difficulties experienced by students were divided into two aspects, namely aspects of composition and aspects of composition. The compositional aspect in question is the difficulty of making an essay outline, the difficulty in the composing process, the difficulty in determining the type of essay, and the difficulty in determining the plot. Of the four compositions, most of the results were assessed as difficult by students. However, the difficulty level of determining the type of essay is considered moderate. Whereas in the linguistic aspect, there are difficulties related to letters, words, sentences, and difficulties in determining the variety of language. Where students assess all aspects of linguistics, including difficulty.

Meanwhile, the difficulties experienced by teachers in Sakubun learning are the lack of concentration of students in class which results in difficulties in learning. In addition, difficulties in the correction process also occur because the teacher has to carefully correct student writing one by one where this correction activity also takes a long time, especially if the number of students is large. Based on the theories above,

what can be indicators of the questions that will be asked of respondents include how Self Correction can increase understanding of vocabulary, grammar, and coherence between paragraphs to correct Sakubun.

Peer Correction is a method that consists of learners giving and receiving feedback about their writing from their peers, that is, other learners (Ramirez, Iras Balderas, 2018). This Peer Correction method refers to student activities to read the results of a friend's writing and then proceed with making a response as a reader. In this learning method, students are expected to be able to improve their writing skills and also be able to increase their sensitivity to think critically to make corrections.

By using the Peer Correction method in learning, students are expected to be able to analyze the results of friends' writing and then provide corrections. Providing correction or feedback by peers is a way of correcting errors which tends to be more informative because it is given by people who have comparable expertise (Stevick in Suryani, 2009:27). Because it is corrected by their peers, students are expected to be better able to capture the evaluation results of their writing.

Through this Peer Correction method, students are expected to be able to think critically and independently in the learning process through the process of reviewing and correcting the writings of other friends. The ability of students to understand learning material can also increase because they are required to understand learning material well to be able to provide feedback on the results of friends' essays. Feedback is a component that is no less important than the teaching and learning process as a revision of the writing process (Dheram (1995: 160) in Mubarok (2012)). Therefore, it is important to implement feedback activities in the teaching and learning process by involving students directly which can be done in the Peer Correction method. Based on the theories above, what can be used as a rubric of questions is being able to analyze the results of a friend's writing and then provide corrections based on understanding vocabulary, grammar, and coherence between paragraphs.

Instruments in critical thinking are made based on the levels of Bloom's Taxonomy. Bloom's taxonomy domains used in this study are interpretation, analysis, evaluation and inference. Critical thinking has the same meaning as higher levels of thinking, especially "evaluation" (Bloom: 1956). The basis of critical thinking is a person's ability to evaluate. The questionnaire rubric of how a person's ability to evaluate

(correction) is based on ideas, solutions, arguments, and facts that can be mastered in the process of critical thinking. The forms of ideas, solutions, arguments, and facts here are students' understanding of Sakubun in terms of vocabulary, grammar, and the relationships between paragraphs. The ability to evaluate itself is the goal of the learning process and also thinking. Some examples of critical thinking skills can be skills to analyze correlations between things, skills to determine causes of events, and skills to evaluate things.

The level of students' critical thinking greatly influences the course of learning in the classroom, including in the Sakubun course. Starting from writing activities to correcting friends' results, students' critical thinking is needed. Critical thinking in the classroom in Sakubun learning is how students think to respond to or correct the results of friends' writing by analyzing facts based on understanding to form an assessment or correction.

Autonomy is the ability to think, feel and make personal decisions based on oneself rather than following what others believe (Steinberg: 2002). Learning autonomy is a cognitive process that consists of the ability to accept concepts, acquire knowledge, express knowledge acquired, and process that knowledge by using capabilities possessed with a sense of responsibility for learning (Schunk cited by Kerlin in Sumarno, 2004: 1). According to Schunk and Zimmerman (in Sumarno, 2004:2), the details of the activities carried out at each stage of learning independence are: The ability to carry out daily activities and tasks according to the stage of development. Independence can be developed through regular exercises. With independence, a person is expected to be able to do something without involving other people.

Based on these explanations, independence is an individual attitude to face challenges with initiative and be responsible for achieving success. The initiative here is meant for students who can learn without being ordered by the teacher. Being responsible means that students must learn to understand learning material and avoid feeling lazy because learning is a student's obligation. Learning independence is the ability to learn based on a sense of responsibility, self-confidence, initiative, and self-motivation with or without the help of other people who are relevant to mastering certain competencies, both in terms of knowledge, skills, and attitudes that can be used to solve

learning problems (Nurhayati: 2011). Therefore, student autonomy in learning is an important thing because students cannot continue to depend on the teacher.

RESEARCH METHODS

This is a de facto expo research with a classroom research design. The data was taken using a survey method. The dependent variable is self-correction and peer correction, the independent variable is writing ability, critical thinking, and autonomy. The subject was observed by the questionnaire which they answered by google forms.

The subjects in this study were 4th semester students who had taken *the Chukyu Sakubun 3* course. The population obtained in this study were in class A, B and C of the *Chukyuu Sakubun 1* course in the 2021-2022 academic year with a total of 71 students. Students at this level have studied Japanese for 3 semesters with a Japanese language level equivalent to JLPT level 4 (there are 5 levels in JLPT, namely 5,4,3,2,1)

The sampling of this study was based on simple random sampling. The technique of simple random sampling is the first to determine the population, namely Japanese Language Education student's class of 2020 as many as those who have taken the *Chukyuu Sakubun 1* course. Then calculate the number of respondents needed using the Slovin formula.

$$n = (1 + N e^2)$$

Select respondents randomly, this can be done by directly distributing questionnaires through groups that have been designated as respondents and waiting until the required number of respondents has been reached. By using the Slovin formula with an error tolerance of 10%, the number of respondents needed in this study is 42 people.

To test the hypothesis, the correlation coefficient and determination coefficient are calculated. To find the value of the correlation coefficient, use the Pearson product-moment correlation formula.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

To know the percentage of influence of one variable on other variables, the coefficient of determination (KD) is used with the following formula: $KD = r^2 \times 100\%$

In this study, Cronbach's alpha was used to measure the reliability of the indicators used in the research questionnaire. And to know the difference between the effect of self-correction and peer-correction on writing ability, critical thinking, and autonomy, a t-test is used.

The instruments in this study were closed questionnaires distributed through the Google Form platform and Sakubun 1-7 student score sheets. The questionnaire scale used refers to the Likert scale (1 – 5). There are 5 questions for self-correction, 5 questions for peer correction, 9 questions for critical thinking, and 7 questions for autonomy.

RESULTS AND DISCUSSION

Statistics and Data Analysis

Table 1. Self-correction questionnaire results on learners' ability to write *Sakubun*

	Questions	Mean	Standard deviation	Categories
1	I was able to correct the kanji errors in my writing with the help of my teacher.	4,21	0,75	Strongly Agree
2	I was able to correct the particle writing errors in the writing that I have made	3,46	0,897	Agree
3	I was able to correct the errors in the sentence patterns in the writing that I have made.	3,55	0,993	Agree
4	I was able to correct the sentence relationships in the paragraphs in my writing.	3,5	0,969	Agree
5	I was able to correct the coherence or relationship between paragraphs in the writing that I have made.	3,64	0,983	Agree

Table 2. Results of Peer Correction questionnaire on learners' ability to write.

Questions	Mean	Standard deviation	Categories
1 I was able to correct kanji mistakes in my friend's writing by giving specific clues (e.g. underlining).	3,9	0,889	Agree
2 I was able to correct particle errors in my friend's writing by giving specific instructions (e.g. crossing out the wrong particle).	3,83	0,881	Agree
3 I was able to correct mistakes in sentence patterns in my friend's writing by giving specific instructions (e.g. writing the correct sentence pattern directly underneath).	3,76	0,878	Agree
4 I was able to correct the relationship between sentences in paragraphs in my friend's writing by giving certain clues (e.g. giving a circle).	3,83	0,853	Agree
5 I was able to correct the coherence or relationship between paragraphs in my friend's writing by giving certain clues.	3,71	0,835	Agree

Table 3. Results of Self and Peer Correction Questionnaire on Students' Ability to Write Sakubun

No.	Method	Mean	Std. Deviation	Category
1.	<i>Self Correction Questionnaire</i>	3,67	0,918	Agree
2.	<i>Peer Correction Questionnaire</i>	3,8	0,896	Agree

Table 4. Results of the Average Sakubun Score of Students 7 essays

No.	Sakubun ~weeks	Mean	Value Category
1.	1	2,92	B
2.	2	3,47	B+
3.	3	3,8	B+
4.	4	3,95	B+
5.	5	4,23	A-
6.	6	4,42	A-
7.	7	4,3	A-

It is known from Table 4, that the use of the self and peer Correction methods affects improving students' writing skills. This can be seen from the increase in the average value from B to A-. According to the calculation of the average Sakubun score, the use of Self and Peer Correction can improve students' Sakubun writing skills by 47%.

Table 5. Critical Thinking Ability Questionnaire Results

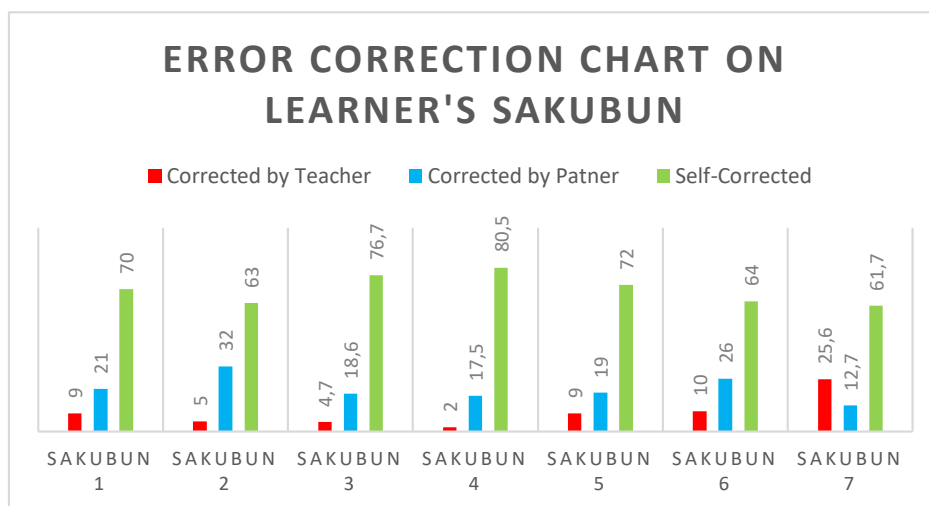
	Questions	Mean	Standard deviation	Categories
1	Through the Self Correction method, I was able to understand more vocabulary in the <i>Sakubun</i> that I have made	3,95	1,035	Agree
2	Through the Self Correction method, I was able to better understand the meaning of a sentence in the <i>Sakubun</i> that I have made	3,9	1,008	Agree
3	By using Self Correction and Peer Correction, I can understand the purpose of the sentence patterns that have been taught.	4,02	0,924	Strongly Agree
4	I was able to write important things including vocabulary and grammar that I will later compile into a <i>Sakubun</i> .	4,1	0,656	Strongly Agree
5	I was able to correct the coherence or relationship between paragraphs in my friend's writing by giving certain clues.	3,98	0,869	Agree
6	By using the Self Correction and Peer Correction methods, I can identify the coherence or relationship between paragraphs in a <i>Sakubun</i> .	3,95	0,795	Agree
7	By using the Self Correction and Peer Correction methods, I can better understand what to do in writing a <i>Sakubun</i> correctly and in accordance with the theme.	3,98	0,851	Agree
8	I can recognize errors in my <i>Sakubun</i> by using the Self Correction and Peer Correction methods.	3,81	0,862	Agree
9	I was able to summarize the mistakes of the <i>Sakubun</i> that I corrected through Self and Peer Correction.	3,8	0,928	Agree

Table 6. Results of Self and Peer Correction Questionnaire on Increasing Students' Critical Thinking Ability

No.	Question	Mean	Std. Deviation	Kategori
1.	Critical thinking questionare	3,94	0,88	Agree

Table7. Outonomy Questionnaire Results

Questions	Mean	Standard deviation	Categories
1 Through the Self Correction method, I was able to prepare a grid or study plan before class starts	3,88	1,041	Agree
2 Through the Self Correction method, I can prepare materials and also learning support equipment (eg books and dictionaries) before class begins	4,26	0,767	Strongly Agree
3 By using Self Correction and Peer Correction, I can make good use of textbooks to learn vocabulary and grammar in Sakubun	3,9	0,906	Agree
4 I usually ask colleagues or lecturers about vocabulary or grammar that I don't understand	4,12	0,832	Strongly Agree
5 I can take advantage of nearby learning facilities such as the library	3,24	1,144	Agree
6 I can exchange opinions or discuss with colleagues about Sakubun that has been made	4,21	0,898	Strongly Agree
7 I can reveal mistakes to my colleagues Sakubun	3,88	0,832	Agree



Graphic 1. Error Correction of Learners' *Sakubun* from *Sakubun* Tasks 1 to 7

The graphic of learners' *Sakubun* correction in Figure .1 shows the percentage of correction by teachers, friends, and self each week. In the first to the seventh week, the

percentage of corrections by the teacher varied from 2% to 25.6%. The correction by friends ranges from 17.5% to 32%, while the self-correction by learners reaches 61.7% to 80.5%.

Table 8. Results of Self and Peer Correction Questionnaire on Increasing Students' autonomy learning

	Types	Mean	Standard deviation	Categories
1	Self-Reliance Questionnaire	3,92	0,917	Agree

Based on the autonomy questionnaire has a mean score of 3.92, indicating that the respondents "Agree" with the conclusion that the Self and Peer Correction learning method affects the autonomy of learners in correcting *Sakubun* learning outcomes. The improvement of learners' autonomy can be seen from the results of *the Sakubun* correction, where an average of 70% of learners make their corrections. The majority of questionnaire respondents also agreed that the use of the Self and Peer Correction method has a positive impact on increasing autonomy in correcting *Sakubun* results.

Discussion

Self-correction is an indirect feedback activity where the teacher gives choices to students that allow them to carry out the correction activity themselves (Bitchener, Young, and Cameron: 2005). Another benefit of Self-Correction is that students are expected to be able to correct after their mistakes are pointed out by the teacher which can then encourage them to correct them. Meanwhile, Peer Correction is a student's activity in reading his friend's writing and then making a response (in the form of a correction) in a position where he is a reader (Purwanto: 2008). This Peer Correction method refers to student activities to read the results of a friend's writing and then proceed with making a response as a reader. In this learning method, students are expected to be able to improve their writing skills and also be able to increase their sensitivity to think critically to make corrections. Judging from the results of the questionnaire, students agree that self and peer correction can improve *Sakubun's* writing skills by 47%. This is similar to the findings of Ramirez (2018) that Self-correction raises the students' awareness about their errors, allowing them to correct the errors themselves and in that process become responsible for their learning and therefore, more independent of the

teacher. Because Ramirez's research is a small exploratory study, he cannot claim that self and peer correction resulted in significant progress, however, it was observed that throughout the semester of implementation, students became quite comfortable with providing and receiving peer correction and their attitude towards writing seemed to improve. Similar to Ramirez's research, in this research the ability to write is also increasing as shown by the sakubun value which begins with the average value of B to A-. It means it's not 100% significant. Even though students' sakubun scores fluctuated in each task when viewed from the mean score, an increase of 4.3 was obtained. In contrast to the results of Christopher Hoskin's research which said that self-correction was only successful for students, who were serious and consistent so that self-confidence increased, in this study because it combined self- and peer-correction, in the end, all students on average experienced an increase in their writing abilities

The results of a questionnaire about critical thinking skills, the majority of students agreed that the self and peer correction method was able to make them understand more about how to write Sakubun properly and correctly in terms of vocabulary, grammar, sentence patterns, kanji, and paragraph coherence with an average of 3.94. Critical thinking has the same meaning as higher levels of thinking, especially "evaluation" (Bloom: 1956). The basis of critical thinking is a person's ability to evaluate. Evaluation based on ideas, solutions, arguments, and facts must be mastered in the process of critical thinking. Based on the description of the data above, the majority of respondents agree that the Self and Peer Correction methods are capable of influencing critical thinking skills. Students are required to know the types of mistakes made and are required to be able to correct mistakes without the help of the teacher. Of course, this is not 100% achievable. In the presentation session of the correction results, the teacher will provide feedback on the results of student corrections that are still wrong.

The results of a questionnaire about independence in learning, the majority of students agreed that the Self and Peer Correction method was able to make them more independent and active in discussing with friends when writing Sakubun with an average of 3,92. Independence is the ability to think, feel and make personal decisions based on oneself rather than following what others believe (Steinberg: 2002). Independence is an individual attitude to face challenges with initiative and be responsible for achieving success. The initiative here is meant for students who can learn without being ordered by

the teacher. Students are increasingly able to take the initiative to correct their own mistakes without the help of colleagues. Based on graphic 1, students tend to be able to correct their own Sakubun results. This can be seen from the relatively high percentage, starting at 69% in the first week and 62% in the seventh week. The average amount of self-correction for each Sakubun is 70%. The highest percentage level of self-correction is in Sakubun 4, which is around 80%, and the lowest percentage is in Sakubun 7, which is 62%. This shows that every week the student can correct more than half of the mistakes in his Sakubun himself. At the end of the task, the ability to correct autonomy decreased slightly. This is caused by the material in each assignment getting more and more difficult so that students find it difficult to correct autonomy.

CONCLUSION

Based on the previous results and discussion, it can be concluded that the Self Correction and Peer Correction learning methods have a positive effect on writing ability, critical thinking, and learner autonomy. It can be concluded that 42 respondents agree that the Self and Correction methods can improve Sakubun's writing ability by 47%. This improvement includes understanding vocabulary, grammar, and coherence between paragraphs in a Sakubun. Furthermore, from the critical thinking questionnaire, it can be concluded that the majority of respondents agree that the Self and Peer Correction methods can improve critical thinking skills. Self Correction can increase students' critical thinking skills by 11%, but the results of Peer Correction increase by 10%. Then, from the independence questionnaire, most of them had prepared a grid before learning started in class. In addition, they also actively discuss with friends and teachers and make good use of learning facilities. In addition to the independence questionnaire, the results of error correction on Sakubun 1 – 7 students were also examined to find out the increase in student independence in correcting Sakubun. Based on the correction data, it shows that students have been able to correct most of their own Sakubun results with an average percentage of 70%. While the rest was corrected by friends with a percentage of 21% and corrected by teachers with 9%. This proves that the Self and Peer Correction methods can increase student independence in correcting Sakubun.

If the results of the questionnaire between self-correction and peer-correction are separated, a t-test is carried out, then the results of the analysis of t-count can be seen that

the t-test value of the self-correction variable is 2.541 where this value is greater than the t-table value of 2.0108 and is significant at a significance level of 0.015, so it can be concluded that the self-correction variable has a significant effect on ability, critical thinking, and autonomy. The peer correction variable is 3,533 where this value is greater than the table value of 2.0108 and is significant at a significance level of 0.001, so it can be concluded that the peer correction variable has a significant effect on ability, critical thinking, and autonomy. Overall, the Self Correction and Peer Correction methods have a significant impact in improving learners' writing ability, critical thinking, and autonomy.

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