The Impact of Self-correction on the Descriptive Text Writing Achievement of Grade VIII Students in Madrasah TsanawiyahAulia Cendekia Palembang

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Abstract: *This study investigates the effect of the self-correction technique on improving descriptive text writing skills among Grade VIII students at Madrasah Tsanawiyah Aulia Cendekia Palembang. Apre-experimental design with a one-group pre-test andpost-test was used, involving 42 students. Resultsshowed a significant improvement in students' writingscores, from a pre-test mean of 38.52 to a post-test mean of 64.98. Statistical analysis with a paired- sample t-test (t = -25.563, p < 0.001) confirmed a positive effect. The findings suggest that self- correction enhances students' awareness of mistakes, promotes learning independence, and improves writing skills.*

INTRODUCTION

Writing is one of the key skills in effective communication, which requires mastery of essential elements such as grammar, vocabulary, structure, and mechanics. However, students often face challenges in writing descriptive texts. Alvi et al. (2020) as well as Purbania, Rohmadi,and Setiawan (2020) highlighted that these challenges can stem from a lack of writing experience and the use of inadequate learning strategies, which ultimately result in unsatisfactory writing outcomes. Iman and Angraini (2016) emphasise that writing is a physical and mental activity that aims to express ideas and impress readers. This activity involves a critical thinking process in generating ideas, organising those ideas logically, using correct grammar, and maintaining coherence and cohesion in the text. However, these demands are often overwhelming for students,who struggle to construct correct sentences, choose appropriate vocabulary and achieve cohesion in their writing. Similar findings were also revealed by Surayatika (2016), who identified key barriers in the development of writing skills, such as limited vocabulary, inability to correct grammatical errors, and fear of criticism for their mistakes. Surayatika noted that these factors notonly lower students' confidence but also hinder their understanding of writing mechanics, resulting in suboptimal writing outcomes. One solution that can be used to overcome these challenges is self-correction.

According to Balderas and Cuamatzi (2018), self-correction enhances students' ability to

independently identify and correct their mistakes, which ultimately promotes self-directed learning and improves the quality of writing. This finding is also supported by Lengkoan and Olli (2020), who state that self-correction can develop students' analytical skills and awareness of errors in their writing.

This study aims to further explore the effect of self-correction on the descriptive text writing ability of grade VIII students. It is expected that by using this strategy, students' writing ability will improve significantly, both in terms of idea organisation, vocabulary, grammar, and writing mechanics. Self-correction not only encourages students to learn independently, but also helps them develop awareness of the quality of their own writing..

LITERATURE REVIEW

Definition and Components of Writing

Writing involves organizing thoughts and ideas into a structured format that conveys a message to the reader (Dalman, 2016). Hyland (2019) emphasizes five key components of effective writing: content, organization, vocabulary, language use, and mechanics, all of which play a crucial role in evaluating students' writing ability.

Self-Correction Technique in Writing

Self-correction is a technique where students independently identify and correct their own mistakes, promoting awareness and self-reliance (Nation, 2008). Research by Pisghadam, Hashemi, and Kermanshani (2011) found that self-correction not only aids in improving writing skills but also increases students' motivation. Additional studies by Murray & Bulte (2020) confirm that self-correction enhances accuracy and fosters a deeper understanding of language rules.

METHOD

This study employed a pre-experimental design with a one-group pre-test and post-test model to assess the impact of self-correction on students' descriptive text writing abilities. Participants: The population consisted of Grade VIII students at Madrasah Tsanawiyah Aulia Cendekia Palembang, with a sample of 42 students chosen randomly from class VIII.C.

Instruments and Data Collection: Data was collected through pre-test and post-test descriptive writing assignments. The pre-test asked students to write a descriptive text about a "Favorite Teacher at School," while the post-test focused on "A Beautiful Place." Both assignments required adherence to descriptive structure and evaluated five key aspects: content, organization, vocabulary, grammar, and mechanics.

Procedure: The research was conducted over 12 sessions. Initially, students were given a pre-test to assess their baseline writing ability. Subsequently, a series of lessons on descriptive text writing and self-correction techniques were conducted. Each session incorporated targeted self- correction activities where students reviewed their own work for common errors, guided by a checklist covering grammar, vocabulary, organization, and mechanics. At the end of the treatment phase, students completed the post-test.

Data Analysis: Data were analyzed using paired-sample t-tests to determine the significance of score improvements. Additionally, inter-rater reliability was calculated for pre- and post-test scores to ensure consistency between evaluators.

RESULT AND DISCUSSION

The results indicate a significant improvement in students' writing abilities following the self-correction treatment. The mean score increased from 38.52 on the pre-test to 64.98 on the post-test, as shown in Table 1 below.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	38.5238	42	6.01416	.92801
	Post_test	64.9762	42	7.22289	1.11452

The paired-sample t-test yielded a t-value of -25.563 with $p < 0.001$, supporting the hypothesis that self-correction significantly improves descriptive writing skills. Furthermore, correlation analysis between the raters' scores demonstrated high inter-rater reliability (pre-test: $r = 0.925$; post-test: r
= 0.928).

CONCLUSION

The findings of this study confirm that the self-correction technique is an effective strategy for enhancing the descriptive text writing skills of Grade VIII students. By allowing students to independently identify and correct errors, self-correction promotes self-awareness, independence,and accuracy in writing.

Implications: This study provides practical implications for English teachers, suggesting that self-correction can serve as a valuable teaching method to enhance students' writing skills. It is recommended that educators incorporate self-correction activities in their teaching to foster students' autonomy and reduce dependency on external feedback.

Limitations and Suggestions for Future Research: While this study demonstrates the benefits of self-correction, it is limited by the lack of a control group for comparison. Future studies could utilize a control group to further validate these findings. Additionally, exploring the use of self- correction with more advanced writing tasks or in different grade levels may yield insights into itsbroader applicability.

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