THE INFLUENCE OF USING PEER CORRECTION TECHNIQUE TOWARDS STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF MAN 1 BANDAR LAMPUNG IN ACADEMIC YEAR 2021/2022

A Thesis

Submitted as a Partial Fulfilment of the Requirement for Bachelor Degree

By:
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Study Program : English Education

FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
1444 H/ 2023 M

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ABSTRACT

THE INFLUENCE OF USING PEER CORRECTION TECHNIQUE TOWARDS STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF MAN 1 BANDAR LAMPUNG IN ACADEMIC YEAR 2021/2022

By:

ANZANI

The objective of the research was to find out whether or not was significant influence of using Peer Correction Technique towards Students' Ability in Writing Descriptive Text at the First Semester of the Tenth Grade of MAN 1 Bandar Lampung in the Academic Year 2021/2022. In learning English at senior high school, English writing still had difficult for students. The researcher used peer correction technique as a technique to solve problems. Peer correction is a technique who student correction their writing in peers' concept.

The research methodology applied quasi experimental design. In this research, the population was the tenth grade of MAN 1 Bandar Lampung. The sample of the research was two classes consisted of 27 Students of X-3 as experimental class and 27 students of X-9 as control class. In collecting the data, the researcher used instrument in the form of writing test. The instruments of this research were pre-test and post test.

Pre-test was given for both classes before the treatment. Then, after the treatment conducted, the post test was given. The researcher used SPSS to compute. And it was conclude that the result of 2-tailed) was 0,000 means Ho was rejected and Ha was accepted. It was states that there is a significant influence of using Peer Correction technique toward Students Ability in Writing Descriptive Text at the First Semester of Tenth Grade of MAN 1 Bandar Lampung in academic year 2021/2022.

Key words: Peer Correction Technique, Quasi Experimental Design, Writing Ability in Descriptive Text.

DECLARATION

Hereby, I state this thesis entitled: The Influence of Using Peer Correction Technique towards Students' Ability in Writing Descriptive Text at the First Semester of the Tenth Grade of MAN 1 Bandar Lampung in the Academic Year 2021/2022 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

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A thesis entitled: **"THE INFLUENCE OF USING PEER CORRECTION TECHNIQUE TOWARDS STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF MAN 1 BANDAR LAMPUNG IN ACADEMIC YEAR 2021/2022", by: ANZANI, NPM: 1811040282, Study Program: English Education**, was tested and defended in the examination session held on: Friday, February 24th 2023.

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MOTTO

وَمَا جَعَلَهُ اللّٰهُ اِلَّا بُشْرٰى لَكُمْ وَلِتَطْمَئِنَّ قُلُوْبُكُمْ بِهٖۚ وَمَا النَّصْرُ اِلَّا مِنْ عِنْدِ اللّٰهِ الْعَزِيْزِ الْحَكِيْمِۙ

"God made it but a message of hope for you; and an assurance to your hearts: (in any case) there is no help except from God the Exalted the Wise" (126). (Q.S. Al-Imran: 126)[1]

[1] Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation* (New Delhi: Millat Book Centre, 2006). P.66

DEDICATION

I would like to dedicate this thesis to all my beloved people:

1. My beloved parents, Mr. Nanda Erifal and Ms. Agustina who always pray for my life success and give me motivation to finished my study.
2. My beloved sisters, they are Cindy Febri Yanti and Widia Wandari Eripal who gives me support during finished my thesis.
3. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the writer is Anzani. She was born in Panjang, Bandar Lampung on December 12th 1999. She is the first child of Mr. Nanda Erifal and Mrs. Agustina. She has two sisters, whose names are Cindy Febri Yanti and Widia Wandari Eripal. Now, she lives in Sukabumi, Bandar Lampung.

The writer's education started from at SD Negeri 1 Sukabumi Bandar Lampung in 2006 and she graduated in 2012. She continued her study at SMP PGRI 6 Bandar Lampung and graduated in 2015. Then, she studied at SMK Negeri 5 Bandar Lampung took Textile Craft (Desain Produk Kriya Tekstil) and graduated in 2018. After that, she continued at State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) in English Education Study Program of Tarbiyah and Teacher Training Faculty.

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The writer is fully aware that she cannot complete this thesis without the assistance of many people. She has been thankful to a lot of people who has help, support, and pray in finishing this thesis. Therefore, she would to say thanks to them, they are follows:

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of tenth grade at MAN 1 Bandar Lampung especially X-3 and X-9 who have given contribution in this research.

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9. And the last, I want to thanks to myself because cannot give up until this thesis finish.

Bandar Lampung,
The Researcher,

Anzani
NPM. 1811040282

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CHAPTER I
INTRODUCTION

A. Title Affirmation

To information the reader, the first step was the title of this research. This research was about "**THE INFLUENCE OF USING PEER CORRECTION TECHNIQUES TOWARDS STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF MAN 1 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2021/2022".** It needs to describe the title of some keywords of titles. These description keywords of the titles were:

Influence is an effect of a person, shape, object, or character, which is a change or gave new knowledge when using it. Influence is an effect of a person's thinking or behaviour or on the way that works or develops[1].

English writing is one of skill which continually been part of the syllabus in teaching writing. Writing is a difficult skill for many learners which they do something rarely[2]. Usually writing could not have feedback directly from the reader but peer correction technique did it which the learner could have feedback through correction system.

A peer correction is classroom technique which it correction the draft and enables you enhance the content and organization. Using peer correction can help students to understand more things when writing English. Then, help students understand characteristics from the descriptive text. When students give comments about peers writing descriptive text, it will be a learning/suggestion for the writer to make writing descriptive text will be better.

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[1] A.S.Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press., 2015), 782

[2] Jill Hadfield, Charles Hadfield, *Oxford Basics (Introduction to Teaching English)*, (Oxford: Oxford University Press., 2008), 116

This research used the quantitative method. The quantitative method is a research method to explain phenomena using numeric data and then, as usual, using statistics. Quantitative research involves using statistical analysis to obtain findings[3].

This research aims to find students' problems in writing descriptive text by way of peer correction technique and then improve students' writing the descriptive text for English teacher MAN 1 Bandar Lampung in writing concept.

Therefore, peer correction should help students learn how to write descriptive text. This research explained the have an impact on of peer correction strategies on students' capability to put in writing descriptive text content.

B. Background of the problem

English is subjects who students learn in the school. Writing is a part of studying English in means "skill". In learning writing, there is a thing that students have to know where writing is not the same skill as reading, listening, and speaking. Writing is a continuous process of discovery in which students will find new ideas during writing paragraphs[4].

Students have to learn from writing not just from understanding vocabulary or grammar, but components, processes, etc. Study writing starts from the introduction until the editing stages, which may make mistakes in their writing and the last revision. Even so, learning English from students who possibly make mistakes is big. There were problems for students when learning writing.

The Student did not make the right direction when writing a paragraph and applying punctuation, developing

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[3] Uhar Suharsaputra, *Metode Penelitian (Kuantitatif, kualitatif, dan tindakan)*, (Bandung: Pt. Refika Aditama., 2018), 49

[4] Ibid., 272

clear, accurate expression, and ineffective education[5] and the factor of students' writing problems is a factor of outside influence (lack of motivation to learn more)[6].

After that, the researcher did pre-research to find problem students in writing descriptive text. In pandemic situation, the researcher did pre-research which activities use online systems, especially activities in the school. In addition, a teacher had some problems too when teaching writing descriptive text. The problem from students was constantly cheating on Google to finish their assignments. So, the teacher need to found the technique used in online or offline classes. The researcher taught about peer correction techniques that could help students when they learned writing. The place of the research is MAN 1 Bandar Lampung. In this school, students struggle with writing during a learning activity. Also, the teacher had difficulty teaching writing descriptive text in an online system.

Based totally on the pre-research data acquired on October 19th, 2021, by interviewing the English teacher Khusnun Afifah at MAN 1 Bandar Lampung where the result of interviewed, the students have problem in learning writing. Khusnun Afifah said the loss of motivation was reason students had not motivated to write descriptive text by themselves.

Based from interviews, the researchers asked the score of students' writing descriptive text in table 1:

[5] Ibid., 4
[6] Ibid, 56

Table 1

Students' Score of Writing in the first semester of tenth grade in MAN 1 Bandar Lampung in Academic Year of 2021/2022

No	Score	Class		Total	Percentages
		X IIB	X IIK		
1	>75	16	13	29	40%
2	<75	18	17	35	60%
Total		34	30	64	100%

Source: the data of Student scores for English Subjects in the Tenth Grade of MAN 1 Bandar Lampung[7]

From the data above, X class of IIB and IIK class students got under minimum writing scores. The standard rating of the criteria for minimal mastery (KKM) of the English subject on the school is 75. There were 65 students in IIB and IIK classes. The table showed 29 scores with more than 75, and 36 students got fewer than 75. From the statement above, students had a problem with writing. The result interviewed was the biggest problem in writing descriptive text, such as confusion to arrange sentence with good vocabulary.

Peer correction is part of education to make students work together in groups. Peer correction can help the teacher in the learning system where the teacher is not involved more in writing English activities. The concept of peer correction is correcting a peer's writing where it has advantages to students' writing skill and descriptive text. The weakness of peer correction is that students are slow in understanding, it takes quite a long time, and students make mistakes in correcting.

[7] The data of Student's scores in English Subjects in the Tenth Grade of MAN 1 Bandar Lampung

From the reason above, the researcher concludes that peer correction can help students locate their problem in gaining knowledge of writing and give the writer feedback.

C. Identification of the Problem

Based on the background of the problem, the researcher identified problems such as:

1. Students did not use component of writing in their writing.
2. Students think writing was difficult to understand
3. Students were confused about translating vocabulary and arranging the sentence

D. Limitation of the Problem

The researcher limited the problem by just focusing on knowing whether there was an influence of using peer correction technique toward students' ability in writing descriptive text; the researcher limited the research by choosing the technique of peer correction.

E. Formulation of the Problem

Based on the background of the research, the formulation of the problem: Is there any Influence of using peer correction technique toward students' ability in writing descriptive text?

F. Objective of the Problem

To know whether there was an influence of using peer Correction technique toward students' ability in writing descriptive text.

G. Use of the Research

1. Theoretically, the result of the research was expected to be used to support the theory which would be explained in the next chapter about the effect of peer correction technique toward students' ability in writing descriptive text.
2. Practically, the results of the research might become information for English teacher about how to improve the students' writing ability by using peer correction technique.

H. Relevant Studies

Some previous researchers were relevant in the research. First, *Raudah Daulay,* entitled *"Improving Students' Writing Ability by using Peer Correction Technique at Grade X SMAN 1 BATANG ANGKOLA in the academic year 2019/2020",* showed that student' writing enhanced after use peer correction. The peer correction uses to delete monotonous methods in learning English writing. Therefore, teachers hope students understand writing through peer correction while checking or revising their essays[8].

Second, the research from Kusmiatni in her thesis entitled *"Using Peer Correction to Improve Students' Writing Skill at the Eight Year of SMPN 2 Palopo in the academic year 2016/2017* found out that the students could improve their writing by using peer correction. The teacher found the problem in students' writing skills using peer correction. And she saw that students had a problem and used peer correction was effective in improving students' writing skills at the Eight Year of SMPN 2 Palopo[9].

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[8] Raudah Daulay, "Improving Students' Writing Ability by Using Peer Correction Technique at the grade X SMAN 1 Batang Angkola" (Tesis, IAIN Padang Sidimpuan, 2019), 5.

[9] Kusmiatni, "Using Peer Correction to improve students' writing skill at the Eight Year of SMPN 2 Palopo" (Tesis, IAIN Palopo, 2017), 12.

Third, the research from Ivaqni Maulidya in his thesis entitled *"Grammar Peer Correction in Improving Students' writing ability of narrative text"* showed that Students' ability to write down narrative textual content should improve students' writing capability in grammar after the series of treatments given within the cycles. The use of peer correction could improve students' writing ability in narrative text, especially grammar where the focused of peer correction activity is grammar[10].

Fourth, the researchers from Anisa Putri, Patuan Raja, and Muhammad Sukirlan, in their entitled *"The Influence of Peer Correction Technique in Students' Descriptive Text Writing at SMKN 2 Metro,"* found after using peer correction the result of students' writing descriptive text have average score until 25,76[11].

Fifth, the researchers from Reski Novitasari, Martono, and Teguh Saroso, in their entitled *"Improving students' ability in Writing Recount Text using Peer Correction,"* who the students improved their writing recount text by use peer correction technique. During research, they are finding if students can make be better in writing recount text, to improve writing competence through five aspects namely grammar, content, vocabulary, mechanic, organization and it makes a better classroom dynamic in the writing class[12].

From the reason above, it concludes that peer correction strategies can help students improve their writing. Some variations between previous studies and this research

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[10] Ivaqni Maulidya, "Grammar Peer Correction in Improving Students' writing ability of narrative text" (Thesis, UIN Ar-Raniry, 2018)

[11] Annisa Putri, Patuan Raja and Muhammad Sukirlan, "The Influence of Peer Correction In Students' Descriptive Text Writing at SMKN 2 Metro", *Unila Journal of English Teaching*, Vol 2, No 1 (2013) 14-5, http://jurnal.fkip.unila.ac.id/index.php/123/article/view/528/274

[12] Reski Novitasari, Martono, Teguh Saroso, "Improving Student' Ability In Writing Recount Text Using Peer Correction," *English Education Journal*, Vol.6, No.2 (2018), 230-224, https://jurnal.uns.ac.id/englishedu/article/view/35950/23413

are study, school, and object of the research by way of the researcher.

I. Scope of the Research

1. The subject research was the Tenth Grade Students at the first semester of MAN 1 Bandar Lampung 2021/2022.
2. The object of the research

   The object was the influence of using peer correction technique toward students' ability in writing descriptive text.
3. The place of the research

   The place turned into accomplishing at MAN 1 Bandar Lampung.
4. The time of the research

   The research was accomplishing at the First Semester at Tenth Grade of MAN 1 Bandar Lampung.

J. Systematic of the Discussion

1. Chapter I Introduction, within The Title of Affirmation, Background of The Problem, Identification of The Problem, Limitation of The Problem, Focus And Sub Focus of The Research, Formulation of The Problem, Objective of The Problem, The Use of The Research, Relevant Studies, Scope of The Research and Systematic of The Discussion.
2. Chapter II Theoretical Foundation, explaining the theories regarding the relevant titles
3. Chapter III Research Method, in this chapter explains the research design, population of the sample, instrument of collecting data, technique of analyzing data.
4. Chapter IV Finding and Discussion, explain data analysis, research findings and discussion.

5. Chapter V Closing, there are Conclusion and Recommendation.

CHAPTER II
REVIEW OF RELATED THEORY

A. Theoretical Framework

1. Writing

a. Concept of Writing

The writing was human communication, not directly[1], with various language styles[2]. And it has many functions in different forms.[3]. Writing is repeatedly processing who students revise than moving back and forth among the stages[4]. Writing is a skill whose teachers and students have special efforts to focus[5]. Writing is practiced with the proper method when testing it[6]. Writing and process are two things inseparable units that can not be selected[7]. Writing is a productive language that might lead to problems for teachers and students in several aspects, such as content, grammar, vocabulary, mechanic, and Organization[8].

Writing is a complex activity with many stages to improve students' thinking to be critical.[9]. Consistent with

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[1] Steven Roger Fischer, *A History of Writing*, (London: Reaktion Books, 2001), 26

[2] Seyyed Hossein Kashef, "Peer Feedback in learning English Writing," *Journal of Studies in Education* No. 4 (2013) 97-91, DOI: 10.5296/jse.v3i4.4314,.

[3] Jeremy Harmer, *How to Teach Writing*, (Edinburgh: Pearson Longman., 2004), 4

[4] Vicki Urquhart, Monette Mciver, Teaching Writing in the Content Areas, (Virginia: Association for Supervision and Curriculum Development., 1950), 5

[5] Jeremy Harmer, *"The Practice English Language Teaching"*, (Oxford: Pearson Education, 2006), 360

[6] Penny Ur, *"A Course In Language Teaching: Practice And Theory"*, (Cambridge: Cambridge University Press, 1991), 162

[7] Ann Raimes, *"Techniques In Teaching Writing"*, (Oxford, Oxford University Press, 1938), 12

[8] Ni Kadek Suci Laksmi Dewi, "The Effect of Self- and Peer-Correction Techniques on Students' Writing Competency", Journal of Foreign Language Teaching and Linguistic, No. 1, 44-32, http://dx.doi.org./10.23887/ls.v27i1)

[9] Yin Ling Cheung, "Teaching Writing", English Teaching Today, No. 2 (2016) 194-179, DOI: 10.1007/978-3-319-38834-2_13.,

Nicholas Highman, "Writing helps you to analyze. Writing is not sincerely an undertaking until finished with just one study. It could be indispensable for work progress."[10]. Usually, It takes from people's experiences or social identities[11]. And writing in pairs or small businesses is a singular hobby, and there are many observations of instructors' reluctance to enforce such activities. Writing is rational for thoughts requiring knowledge in the steps of writing[12].

Writing can connect people with different purposes and genres[13]. Writing will focus on a good idea, but vague ideas write with little focus or direction[14]. Writing is essential to students' guide learning such as Complex activity, socially situated, andnon-linear processes[15]. Writing is a talent that must understand and practice. Writing is essential to learning a language as it presents a great approach to vocabulary, spelling, and sentence structure. It could be changed for important detail of students' expression to be higher stage. Writing is efficient when it makes exercise and practice to be one lesson. It affords tremendous consolidating interest. Writing is also helpful in putting homework exercises and, for some classes, textual content. Writing advised greeting as a provider pastime for most students rather than a result in itself[16].

---

[10] Adrian Wallwork, *English for Research Papers*, (New York: Springer, 2011), 4

[11] Ken Hyland, *Second Language Writing*, ed., (New York: Cambridge University Press, 2003), 1

[12] Thomas S. Kane, The Oxford Essential to Writing, (New York: Berkley Books, 2000), 3

[13] Anne Burns, Joseph Siegel, *"International Perspectives On Teaching The Four Skills In ELT"*, (Birmingham: Aston University, 2018), 193.

[14] Gary Muschla, Practices Makes Perfect Exploring writing, (New York: Mc Graw Hill, 2011), 1

[15] *Ibid*

[16] M.F.Patel, Praveen M. Jain, *English Language Teaching (Methods, Tools, and Technique)*, (Jaipur: Sunrise Publishers and Distributors, 2008), 125

Skills that permit someone to write down coherently and plainly describe writing capabilities. Writing, as an ability, might be more complicated than it seems. Writing can be an interest that is difficult to do regularly because not only the language description but also the sentence structure needs attention. According to Sylvia Plath, "…creativeness to improvise," where writing has the power of creativity and control over minds when students learn it. Writing is not just bringing reason and imagination but also forming ideas about themselves and the world surrounding them. Writing aids their non-public growth.Students sometimes ignore written phrases, which affects students in language learning. Learning in rearranging language through the use of choosing and rejecting can help understand how language to use[17].

Writing is a vital and reflective tool for all gaining expertise—problems when writing is the knowledge that allows students to achieve the learning of writing. Self-and-social expression is a practical writing method, probably speaking more sizable through formal or casual books for the audience, clean, brief copying, facts, and verbal exchangeera. Writingis learning English skills where the mechanism is controlled with lots of instructions to achieve normal subjects.

Writing has no precise readership in thoughts other than the instructor or the scholar, and in practice, now not generally evens those audiences. In comparison, even as the quantity of writing completed in the route of faculty years, most adults report little, particularly quick, casual portions. For a few or all of these reasons, they were writing only sometimes preferred with the aid of most students in secondary colleges. Writing desires do not forget within the context of different additives in English,

[17] Navita Arora, *English Language Teaching Approaches and Methodologies*, (New Delhi: Tata McGraw Hill Education Private Limited, 2012), 237

education, and learning as an entire method, and courtroom to analyzing on the one hand and speaking and listening on the other, which helps focus attention simultaneously.[18].

b. Process of Writing

1) Planning

Planning is one of the matters that make up the planning segment because a concept can stand up thru our moves. Before starting writing, we have to know the motive of our document. Before beginning, the writer must understand the three steps of the paper, which will impact the type of text you want to discuss and the use of language that will be used. The second is theauthor's experience which can adjust the target audience by changing the written form of language or word choice, such as formal and informal context. Thirdly, the writers must understand the content of writing in the form of a collection of statistical ideas, thoughts, or arguments covered.

2) Drafting

The results consult ideas as the first draft in writing. Typically, the primary 'pass' at a check finishes believing it will alternate later because the writing method proceeds into enhancing can produce some drafts in the way of the last version.

3) Editing

Then, the writers wrote their drafts where the results were appearances honest and where the results of the writing did not work. So that the results of the paper look clear and check data that may not be

[18]Mike Fleming, David Stevens, *English Teaching in the Secondary School Linking Theory and Practice Third Edition*, (New York: Routledge, 2010), 89

appropriate, writers will drop a paragraph or write a recognizable introduction. They also use specific tenses for a sentence. Expert writers are generally more inclined to look at the writing style before specializing in extraordinary things like character phases and grammatical accuracy. And the last, criticism and suggestions from readers or editors can help authors make appropriate revisions.

4) Final version

After the writer edits their draft and modifies things that need to be revised, the writer can complete their writing results as the final version. It would be theend of the first draft which some of the paper was changed in theediting process. However, the author prepared to ship the written textual content to its target market. We decided to represent these levels in the following way:

Planning→ drafting→editing→ final draft

But this diagram has a reason why it is not continually delightful. This first thing shows how much scoregive to each level, which describes how the author produces a written text. It showed above that the writing procedure is not linear but recursive, which means a plan, draft, and edit, which then becomes re-plan, re-draft, and re-edit. Even though they already have the final results, they will still re-plan, draft, and modify. The author writes like a novel without a plan with aspects that enter into the first draft, a circulation focus. The results of his research have quality in re-planning, modifying, and drafting the final version afterward. We need an overview of which aspects of the writing approach from the image below shows the many directions a writer can take his

meaning. The simplest is the last model that shows the achievement of the final result of writing.[19].

The process wheel

c. The Kinds of writing test

Depending on students' achievement levels where there may beerrors, the method of marking free writing will change. For example, the test author will probably have moreexcellent knowledge at the fundamental levels than intermediate and advanced degrees. They can anticipate more avoidance methods, global sorts of error, and communication strategies at lower levels. Increase sensitivity to them as a result. Depending on the student's level of achievement, thegrader's attitude toward the seriousness of errors and the method for handling them when marking free writing will change. For instance, the test writer will likely understand more at the primary levels than at the intermediate and advanced levels. There is a writing test:

a. Objective test: Mechanics

Mechanic refers to the use of graphic conventional of the language, i.e., the stairs of arranging letters, words, paragraphs by using know-how of structure and a few others related to one another.In quick, it is sincerely visible that the first-rate of effectiveness writing is not always handiest defined with the aid of its accurate use of grammar

[19]*Ibid, 5*

and structure but there are different better orders to be worried along with content, business enterprise, vocabulary, language use and mechanic, spelling.

1) Punctuation

Punctuation plays as an essential role in supporting reader to set up intonation. In different phrase, it is a command for the reader to raise his/her voice or drop his/her speech when he/she is going to prevent. it could also help readers to apprehend the state of thoughts of the writer.

- Type 1: A large sort of punctuation mark can cover using the following kind of punctuation item that is quite famous. Due to the fact a punctuation mark may affect the accuracy of the punctuation mark that follows it, the workout is not entirely goal, and grading it'd take a long term.
- Type 2:put the correct punctuation mark in each box.

What do you want, ☐ I asked Henry

May I use your telephone? ☐ He asked. ☐

- Type 3: The multiple-choice method allows for a higher level of objectivity.

2) Spelling

Spelling within the English language may be very tough because the English spelling gadget is primarily based broadly speaking on which means as opposed to on sound. To make matters worse, the spelling guidelines utilized in English are complicated.

- Type 1: The Dictation

  Long prose sections dictated are still recognized as an important way to check the spelling. Dictation, however, does not just serve as a spelling test; it also assesses a wide range of integrated abilities. Nevertheless, dictating single words can function as a very accurate spelling test.

- Type 2: Multiple-choice items

  Multiple-choice items use five options, four of which encompass proper spelling and every other common wayto assess spelling. The time misspelled has to be selected by the students.

- Type 3: Completion items

  The following questions fluctuate from those utilized in vocabulary examinations becauseenough tips are presented in the definition and the blanks to allow college students to recognize which phrase is wanted.Only those parts of the term that many pupils find challenging are where the gaps appear. Such an exam can avoid giving the pupils the wrong forms, which is one of its benefits.

- Type 4: Error-recognition item

  In tasks, students must determine the phrase section where a word has been misspelled (according to its letter).

3) Capitalization

   Example:

   a) Capitalize the first word of sentence. She plays basketball.

b) Capitalize the pronoun “I” If you go I will go too.

c) Capitalize the titles of composition. In the title, the first and the more important words are capitalized except short preposition and short coordinating conjunction. Name of specific organization (business, clubs, and schools)

d) Capitalize all of proper noun.

1. Name of detail: God, Allah, Vishnu, etc.
2. Name of people and their title: Dr. Bob, Hengki, etc.
3. Name of specific places: River Amazon, Mount Bromo, etc.
4. Name of day, month, and special day: Sunday, October, Idul Fitri, etc.
5. Name of specific group of people (nationality, races, ethnic groups), language, and religion: Moslem, Indonesian, etc.
6. Name of geographic areas: the South East, the North, etc.
7. Name of specific structure such as buildings and bridges: White House, the Great Wall, Golden Gate Bridge, etc[20].

b. Objective test: Style and register

1) Style

The following multiple-preference questions serve as a measure of students' sensitivity to style. Of which someexamples are

[20] Eka Wulan Pratiwi, “Students’ Ability In Writing Narrative Text (A Descriptive Study At Smp Muhammadiyah 1 Wanadadi In Academic Year 2017/2018)”, (Tesis, Universitas Muhammadiyah Purwokerto, 2018), 19

grammatically incorrect. In evaluation, others are correct; however, they no longer appropriately replicate the kind of English utilized by knowledgeable local speakers in the context hired using them. The performance of local language speakers should score notably on a take-a-look at grammar. Nevertheless, in step with some check authors, the most effective specific knowledgeable native speakers owning the necessary writing skills could rateentirely on a goal writing examination.

2) Register

Deciding on the appropriate sign-up demonstrates the ability to put in writing a particular target market in mind and for a specific purpose—the use of inappropriate records reasons headaches and disgrace. However, assume theextract is aware, in all fairness, excellent. In that case, examinations like the following are not too hard to assemble and supply thestudents with enticing work.

- Type 1: Inside the following type of (advanced) sign-in, take a look at the students should pick out the words that don't suit together and replace them with terms that do. The learner tells to replaceeach of the passage's highlighted words with as many as feasible.
- Type 2: The matching test is ideally suited for matching tests, which may be built both at the word and sentence levels[21].

[21]J.B. Heaton, *"Writing English Language Test New Edition,"* (New York: Longman Group, 1988), 150

c. Component of Writing

Sometimes, it is difficult to educate students becausesome opinions say writing skills are complicated to understand, starting from mastery of grammar which could be better, but also conceptual assessment. In writing prose, the following five critical components which used to help analyzeessential skills, such as

- Language use: the ability to write accurate and precise sentences
- Mechanics capabilities:applying foreign conventions to written English, e.g., punctuation and spelling.
- Treatment of component: The function of thinking creatively and extending ideas except for irrelevant data.
- Stylistic capabilities: Functions to manipulate sentences and paragraphs using persuasive language.
- Judge mental skills: The function of recording the right way to consider a particular audience, collectively with the potential to select, organize, and observe the facts that apply[22].

Brown and Bailey designed an analytical scoring scale that precise five introductory instructions and an outline of fiveexceptional levels in each category, starting from "unacceptable" to "terrific." There are (Organization, logical development of thoughts, grammar, punctuation/spelling/mechanics, and fashion and satisfaction of expression) index can also bias theevaluator closer to the importance of Organization and logical improvement instead of punctuation and

[22]*Ibid*, 135

style. However, the mathematical assignment of hundred point scale gives an identical weight (most of 20 elements) to each of the five major categories. No longer do all writing and assessment experts agree[23].

Good use of language in speech and writing. It is only sometimes the simplest linguistics acquired for its sake, but it's also a vital resource for solving the language material already found. Neat and legible writing is critical. Students should train the way to write honestly, uniformly, and quickly. The same paper calls for using various competencies like content material, business enterprise, and style. For creative writing, college students desire recognition.

1) Form

It is miles the premise of all writing. Sooner or later, in writing, systematically prepare thoughts. Students apprehend the variety of writing paperwork if commands are in clear prose. In prose, the primary thing students need to know is paragraphs, which are the main elements of the segment, which can be as follows:

- In chronological and logical order, all sentences need to arrange.
- Consistency of sentences with reasons
- Each sentence has a specific significant relationship

a) Various form of Paragraph is story form, description paragraph, narration paragraph, exposition paragraph, and persuasion paragraph).

[23]H.Douglas Brown, "*Language Assessment Principles and Classroom Practices Fourth Edition*," (California: Pearson Education, 2001), 243

b) Essay

An essay is a prose with a paragraph starting with an introduction stating the subject. The first part presents the thoughts, and the rest is the concluding Paragraph which summarizes theevidence offered by the first part of theessay.

c) Poem

Besides prose, students also write poems. Someexamples are as follows:

- Lyrical poems: free verse, songs, odes, sonnets
- Narrative poems: ballads, epic
- Dramatic poems: monologues, soliloquies, dialogues

2) Sentence Structure

There are thoughtful approaches to organizing phrases into sentences. Skilled writers keep in mind that the fundamental components of conviction can mix and organize in limitless methods.Pattern of sentence

S-V	Subject-Verb	Ritu sleeps
S-V-O	Subject-Verb-Object	I like mango
S-V-Adj	Subject-Verb-Adjective	He is lazy
S-V-Adv	Subject-Verb-Adverb	She is here
S-V-N	Subject-Verb-Noun	He is my Dad

- SentencesErrors

Writing needs knowledge of sure sentence forums. It requires students to consolidate their thoughts via co-ordination and kingdom their thoughts as honestly as viable in the best order.

3) Word choice

It is a sequence of preferences. You select the subject, approach, and source as you determine on paper. When you begin writing, you must choose the words to express your thoughts honestly and efficiently. Sometimes, the hassle is not selecting the correct phrase to specify a concept. It is wordy.

4) Language usage

It is a crucial thing of grammar which refers to a person's expression, the choice of words, and systems in every speech and writing.The Oxford Dictionary defines utilization as "how used a word is generally and effectively." But there are no challenging and rapid rules of language usage that rely upon the motive, context, and target market.

5) Spelling

Accurate spelling, like correct grammar, is vital because of how an expressed idea provides or subtracts from its popularity.

For the correct spelling, students need to be aware of the following options:

- Checking a word visually
- Asking a good speller
- Using dictionary
- Spell check program on a computer

Students can becomeeffective spellers by

- Checking their writing carefully
- Reading extension

- Preserving a listing in their demons and getting ready a list noting sound alike (e.g., their/there/they are) and appearance alike (e.g., then/than) but mastering them within appropriate context:
    - Taking down passages dictation is an invaluableexercise
    - Carefully pronouncing words (e.g., accept/except)
    - Using mnemonic devices (the devices used for removing confusion between similarly pronounced words.

6) Punctuation and Capitalization

- Punctuation is the tool of the photo used to separate sentences and parts of corrections from clarifying their method. Each known as the image is a "punctuation mark.".The purpose of punctuation is to assist the reader in understanding the writer's standards.The cause of punctuation is to help the reader understand the author's meaning. For example, Look at these three sentences.

  "Reena is there now."

  “Reena is there now?”

  “Reena is there now!”

  All the above three sentences bring one-of-a-kind means. The variations in punctuation may also bring about variations in that means, loss of that means, or distinct significance. Students need to understand the central

capabilities of punctuation marks and their use in writing.

- Capitalization is writing a word with its first letter in a better occasion and the ultimateletters in the lower exhibition. Today's decision, identification, the name of a person, an afternoon, a month, a place, a vacation season, a direction, a college assignment, or a speech must start with a capital letter. Pupils could discover ways to punctuate and capitalize by using:
    - Preparing a chart of punctuation and capitalization rules
    - Learning the use of punctuation marks and capitalization
    - Editing and proofreading their own and their peer's compositions.

2. Descriptive Text

a. Definition of Descriptive Text

Genre is part of a culturally specific text[24]There are many genres of textual content, including descriptive, narrative, report, recount, procedure, explanation, discussion, exposition, anecdote, and review. In step with Gaith, descriptive text characterizes a selected item to present an intellectual photo that written about[25]. It is a text to describe a specific object in written form.It is a text representing the actual entity (person, place, animal, and

[24] Gerot and Wignell, *Making sense of Functional Grammar*, (Queensland: Gerd Stabler, 1994), 15

[25] Isna Wahyuni, "An Analysis of Students Ability and Difficulties in Writing Descriptive Text (A Study at Second Grade of SMPN 3 Bontonompo), (Thesis, Muhammadiyah University of Makassar), 15.

things). It will make the reader know the means of the item, especially.[26].

According to Winch, descriptive text is trying to describe a specific thing that happens in nature.[27]. It is a technique of creating basic things through words. It is a part of genres that describes a person, place, and item with the facts content. In step with Kane, Itis a text content to explain the sensory revel in looking at something and sounds. Little states descriptive text is a category of text which represents an item, a place, and someone that the reader can believe the text with the author specific inside the text.[28]. It is a monologue text content to explain theobject's characteristics with specific where thereaders can visualize theelement in the text.[29].

b. Generic Structure

In the descriptive text, there aregeneric structures such as:

1) Identification

According to Djuharie, he introduces a person, things, animals, and places as an object of text. Written will begin to raise that to help the reader know the purpose of the text.[30]. Gerot and Wignell state identification is identify the phenomena or subject which it will described.

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[26] Fitriani, Rafi Hamdi Nur, Bustamin, Syahban Mada Ali, Nurisman, "Improving Students' Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School," *International Journal for Educational and Vocational Studies*, no. 6 (2019) 636-632, DOI: https://doi.org/10.29103/ijevs.v1i6.1802.

[27] Sri Rahmadhani Siregar, Nursahara Dongoran," Students' Ability in Writing Descriptive Text," *English Journal for Teaching and Learning*, no. 1 (2020) 90-81, https://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ.

[28]Bela Putri Mendale, Endang Komariah, and Siti Sarah Fitriani, "Analyzing Students' Ability in Using the Language Features in Writing Descriptive text,"*Research in English and Education (READ)*, no.4 (2019) 189-183, https://www.jim.unsyiah.ac.id/READ/article/view/14128.

[29]*Ibid*

[30]*Ibid*, 16

2) Description

Butt, Fahry, and Feez state descriptions are structured to describe an object from character, appearance, personality, and habit.[31]. The report is part of another descriptive text to inform the reader of the writer's point of view on the described system[32]. According to Gerot and Wignell, description is part of descriptive text which it described specifically parts, qualities and characteristic from the object that is being described[33].

c. Language Feature

According to Mursyid, language features of descriptive text consist of grammatical aspects such as:

1) Use simple present tense
2) Focus on specific participant
3) Use of attributive and identifying process
4) Using adjective
5) Using classifier in nominal group[34].

Utami states the language features of descriptive text one follows:

1) Use of particular nouns
2) Use of detailed noun groups to provide information about the subject.
3) Use of a variety of types of adjectives

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[31]Eko Noprianto, "The Student's Descriptive Text Writing in SFL Perpectives", *Indonesian Journal of English LanguageTeaching and Applied Linguistic (IJELTAL)*, no. 1, (2017), 81-65, DOI: 10.21093/ijeltal.v2i1.53

[32] Fikri Fauzi Alawi, "Improving Students' Ability In Writing Descriptive Text Using Clustering Technique", (Thesis, UIN Syarif Hidayatullah, 2011), 19

[33] Ade Dwi Jayanti, "Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang*",English Franca: Academic Journal of English Language and Education*, No. 1, (2019), 94-71, oai:ojs.journal.staincurup.ac.id:article/843.

[34]*Ibid*

4) Use of relating verbs to provide about a subject.
5) Use thinking and feeling verbs to express the subject or give insight into the subject's thoughts and feelings.
6) Use of action verbs to describe the subject's behavior
7) Use of adverbials to provide more information about this behavior.
8) Use of similes, metaphors, and another figurative language, particularly in the literary description.

According to Derewianka, the descriptive text has some linguistic features such as:

1) Focus on specific participants as the main character.
2) Use present tense as dominant tenses.
3) Use the linking verb or relational process frequently.
4) Use action verbs or material processes.
5) Use mental verbs and mental processes.
6) Use adjectives and adverbs.
7) Use adverbial phrases[35].

d. Kinds of Descriptive Text

The descriptive text has a typesuch as:

1) Description of people

   To describe people who use:

   a) Identification

      According to Adelstein and Pival, the identification of people consists of statistical information such as height, weight, and age. Next is visible characterization, such as the color of hair, eyes, skin, and the last recognizing marks are scars and birthmarks.

[35]Eko Noprianto, "The Student's Descriptive Text Writing in SFL Perpectives", *Indonesian Journal of English Language Teaching and Applied Linguistic (IJELTAL)*, no. 1, (2017), 81-65, DOI: 10.21093/ijeltal.v2i1.53

b) Impression

Impression conveys an overall idea of the writer. It may not be complete than identification.

c) Character sketch

An individual cartoon is extra targeted in describing people, together with profiles, literary pictures, and biographical sketches. The character of illustrations group members, for example, cheerleaders, art students, religious fanatics, etc.

2) Description of places

Description of place the writer should know what he is describing first. Due to the fact in a chronologically advanced paragraph because there is no sample for arranging sentences in descriptive paragraphs.

3) Description of the things

There are linguistic aspects the writer should know if describing things:

a) Using proper nouns

I used proper nouns for names of people, religions, schools/universities, animals, etc. Examples include Arizona and the University of Tennessee.

b) Using effective verbs

Adding compelling verbs can help the writer to describe the text. The writer makes the text specific, accurate, and attractive. For example, the wind had chiseled deep grooves into theedges of the cliffs.[36].

[36]*Ibid*, 23

e. Example of Descriptive Text

My Best Friend

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We do not study in the same class, but we meet every day during recess and after school. I first met her at junior high school orientation, and we've been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears a uniform. Other than that, she likes to wear jeans, a casual t-shirt, and sneakers. Her favorite t-shirt is in bright colors like pink, light green, and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings with her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time drawing the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda[37].

3. Peer Correction Technique

a. Definition of Peer Correction

The correction needs to imply assisting in emerging as moreexcellent correct, no longer insisting on ubiquitous English and involving newbies in judgments approximately correctness facilitates them end up moreexcellent proper of their use of the language. The

[37]Utami Widiarti, Zuliati Rohmah, Furaidah, *"Bahasa Inggris Kelas X"*,(Jakarta: Kementrian Pendidikan dan Kebudayaan, 2014), 58

most effective way of doing peer correction is to continue in this way described above for self-correction but to have college students work together in pairs or groups.[38]. According to Harmer, peer review is a collaborative work system which it has the advantage for students. it give reaction too passively to teacher responses[39].

Peer editing is a studying system where students were commenting a classmate's writing. Zemach and Carlos state peer reviewing helps both the reader and writer to comment on grammar and language use. Peer correction is not just give opinion but the student's correction should every suggestion they are given[40]. The system works when students change hard drafts with a classmate, look at each result, and make hints for development. Peer correction is a classroom approach wherein the pupil is the principal. Peer correction can help students learn from their mistakes during the correction of their partners[41].

Peer correction is a collaborative studying technique within the pair system. The system is where the student exchanges peers' drafts and revises them to find the mistake. Peer correction encourages students to be active and responsible when correcting draft writing[42]. According to Goldstein, Peer correction is a contextualized practice wherein college students reply to

[38] Julian Edge, "Mistakes and Correction," (London: Longman, 1989), 50

[39] *Ibid*, 115

[40] Dorothy Zemach, Carlos Islam *"Paragraph Writing from Sentence to Paragraph"*, (Oxford: Macmilan Education, 2005), 20

[41] Davin Rizki, Fitriani Lubis, "Pengaruh Teknik Peer Correction Terhadap Kemampuan Menulis Teks Eksplanasi Siswa Kelas XI SMA Negeri 1 Babalan tahun pembelajaran 2019/2020",*Asas: Jurnal sastra*, no. 1, (2020), 54-45, DOI: https://doi.org/10.24114/ajs.v9i1.18334

[42] Dina Rachmawati, Yudi Juniardi, Zahrah Fawziah, "An Analysis of the Implementation of Peer Correction Technique on Students' Exposition Text," Research and Innovation in Language Learning, no.3(2018), 186-167, http://jurnal.unswagati.ac.id/index.php/RILL.,

friends' writing in a particular context and the motive they react to their friends' writing.[43].

Peer correction is a part of a larger category in education wherein students work pro collectively[44]. Peer Correction is effective in improving writing in a context such as grammar. Peer correction significantly affects students in revision and helps them with new information when they correct their peers' writing[45]. Itmeziah states peer correction is a method wherein students correct every other instead of the instructor usually doing that[46]. Harmer argues peer correction is a way to be successful in the destiny[47].

Use the worksheet for every task and solution for every query. Give comments related to the text which is following the direction of the teacher[48]. The purpose of correction is to re-check things that may not be true. Errors that can be checked in student writing aresyntax (word order), concord (grammatical agreement between subjects and verbs), collocation (words that live together), or word choice. The reason for correction is not just to check right or wrong but to provide suggestions, invite various questions regarding the results of revisions and imply that it can improve the quality of writing[49].

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[43] Shulin Yu, Guangwei Hu, "Understanding university students' peer feedback practices in EFL writing: Insights from a case study, Research Gate, vol.33 (2017), 35-25, http://doi.org/10.1016/j.asw2017.03.004.,

[44] George Jacobs, "Miscorrection in Peer Feedback in Writing Class", *RELC Journal: A Journal of Language Teaching and Research in Southeast Asia*, no. 1 , (1989), 76-68, DOI: 10.1177/003368828902000105

[45] Hui-Fang Shang, "Exploring online peer feedback and automated corrective feedback on EFL writing performance, Interactive Learning Environments, (2019), 13-1, https://doi.org/10.1080/10494820.2019.1629601.,

[46] Mahmoud J. Itmeizeh, "Impact of Peer Correction on Reducing English Language Students' Mistakes in Their Written Essays in PAUC and Learners' Attitudes towards This Technique", *Theory and Practice in Language Studies*, no. 11, (2016),2078-2068, DOI: http://dx.doi.org/10.17507/tpls.0611.02

[47] *Ibid*, 110

[48] Alice Oshima, Ann Hogue, *"Writing AcademicEnglish Fourth Edition"*, (Washington: Pearson Longman, 2006), 313

[49] *Ibid*, 109

The procedure that students usually use when correcting isunderlining, crossing out, question marks, and the occasional tick. There may be other management examples besides highlighting, crossing out, question marks, and the occasional tick, but they are more powerful where students can quickly discover their mistakes. Several moreexcellent and effective methods of creating a fantastic and helpful experienceexist.[50]. Students' deficient writing competencies and guidelines for finding problems in students' writing are the purposes of peer correction. Peer correction pushes students to learn independently and learn with the help of others[51].

In conclusion, Peer Correction is a classroom technique with system correction in pairs. Students are role central during a correction. Peer correction is an effective language learning technique, focusing on moreexcellent problem students. Thus, peer correction can help students learn writing.

b. Teaching Writing Descriptive text with Peer Correction

Writing descriptive interest to feel which it tells something look like senses, smells, tastes, and sounds. In descriptive writing, use pictures such as phrases to make the reader imagine the objects, people, and places the author refers to in their minds. An outline usually follows a sample of a group called spatial order. The way to prevent writing descriptive text: Write a paragraph following the steps inside the writing system.

- Step 1: Pre-write to get ideas.

[50]*Ibid*, 110

[51]Ria Marie V. Robles, Joel M. Torres, "Filipino ESL Teachers' Attitudes, Practices and Challenges in Using Peer Correction Strategy in Teaching Writing, *HEALS Sciences*, no. 1 (2020), 26-1, https://www.reserachgate.net/publication/35592871_Filipino_ESL_Teachers'_Attitudes_Practices_and _Challenges_in_Using_Peer_Correction_Strategy_in_Teaching_Writing.,

Use the clustering workout to complete.

- Step 2: Prepare the ideas.
- Decide what you want to write about, including the descriptive information you can think of.
- Step 3: Write the rough draft.

  Write a draft of your paper starting with the subject that gives the most layout and impact to your writing. Add descriptive information to make your essay interesting. Then, in theend, it is closed with a closing sentence. Remember to pay attention to compound sentences, punctuation, etc.
- Step 4: Polish the rough draft

  Exchange with classes and ask them to correct your writing results. Then, discuss the results of the correction for revision. Then, write a second draft to fix back by ensuring that the grammar, punctuation, and sentence form are correct.
- Step 5: Write a very last replica.

  Provide theentire draft starting from the revised draft to the final draft, where maybe your teacher will ask you to write a report regarding your writing results[52]. Below, is an example of checklist peer correction:

[52] Alice Oshima, Ann Hogue, "Introduction To Academic Writing Third Edition", (New York: Pearson Education, 2007), 72

Peer Editing Worksheet

Paragraph Format

Peer Editor: Date:

If your instructor approves, write your comment directly on the paper you edit. If your instructor prefers that you not write on your classmate's paper, use this form, and when the directions tell you to underline or circle, copy the item on the form instead.

1. Is the Paragraph interesting? ☐ Yes ☐ No
Was the person written about already familiar to you, ☐ Already familiar
or did you learn about this person from reading the Paragraph? ☐ New to me

Write a comment about a part that is especially interesting to you.

2. Do you understand everything? ☐ Yes ☐ No

Circle or underline any part that you do not understand, and write a comment about it

3. How many sentences are there in the Paragraph? Number....
Would you like more information about anything? ☐ Yes ☐ No

If your answer is yes, write down what you would like to know more about. Write the comment in your peer's paper.

4. Check the format (title, indenting, spacing, margin, etc.) Make a note about anything that seems incorrect to you.

5. In your opinion, what is the best feature of this Paragraph? In other words, what is the writer's best writing skill?

c. Procedures of Peer Correction

Peer feedback is welcome widely for its cognitive, social, and affective cost. Many instructors, in addition to students, nevertheless doubt its advantages.Some of the problems with this technique are:

1. Some students may feel reluctant to correct their friend's errors because correcting friend's errors could damage their dating. In Nelson's view, Chinese language college students have withheld critical comments to keep 'group harmony' or not

to assert a diploma of authority. Jeremy Harmer anticipates a possible problem with peer correction. Upon getting corrected by a peer, the pupil would possibly sense that they are inferior to his friends.Students prefer to fix with the teacher's aid gently in such instances.

2. Students may enjoy being reluctant to give their work to their friends for correction because they do not want their classmates to know about their errors. For them, mistakes from their writing results can spread to all their friends and affect their self-correction
3. From time to time, students no longer feel their pals' knowledge. Consequently, they no longer revise their written works primarily based totally on their friends' comments, but theequal comments from their teacher are taken into consideration while adjusting.In examination through Sima Sengupta, the outcomes confirmed that Out of 12 students, not one of them revised their written paintings from their friends' comments. The students referred to 18 times that they have been 'embarrassed to have friends examine the composition.' also, inside theequal have a look, one pupil found to have said that "I assume the company is better if the trainer tells me what to do. I suppose I no longer like my neighbor analyzing my composition. I have made many errors. I am no longer… I do now not like… my elegance pal will snigger." So it is evident that student-pupil correction as a way isn't always an absolutely precise thing' to do in magnificence. Issues might occur when it does no longer fit or is not practiced well for the students. Therefore, it has completed carefully, most

straightforward when there is an absolutely cooperativeenvironment inside the classroom[53].

Correcting is the stage at which students suggest something is only sometimes proper. Students correct mistakes in writing, along with syntax (phrase order), harmony (grammatical settlement between subjects and verbs), collocation (words that stay collectively), or phrase desire.In peer correction, students correct their writing through their peers. Pushed students to help different students, a hobby to find errors from their companions. The teacher still checks the students' movements to be helpful, not interesting. During thecorrection, students are not just correcting mistakes and errors, but students have to give suggestions and advice to peers' writing[54].

1. The students write a paragraph where they choose the topic. It is clear if students do writing by themselves.
2. After finishing, students give the writing to their pairs.
3. Student discussion looks for errors in grammar or other mistakes in their peers' writing.
4. Students can discuss with the teams making suggestions for improving the paper and putting their names on it.
5. When all students finish corrections, they return to the writers for revision.
6. Students areencouraged to discuss with the correctors or the teacher as necessary.

[53] Assifa sultana, "Peer Correction In ESL Classrooms," no.1 (2009) 19-11, http://dspace.bracu.ac.bd/handle/10361/450.,

[54] *Ibid, 109*

7. The teacher evaluates the writing if students have already completed their revision.[55].

According to Schmid, there are some procedures for using peer correction techniques, such as:

1. Students had discussions and modeling with a teacher before the first peer correction session.
2. The teacher provided peer feedback forms.
3. Students divided into male/female pairs.
4. Students revised after getting feedback from their peers[56].

d. Advantages and disadvantages of Peer Correction

- Advantages:

1. Peer correction increases speculation that students must finish the assignment with a good score.
2. Students know their problems and deficiency in learning writing.
3. Peer correction is easy and fast to understand, and it is helpful for teachers to see students' writing problems.
4. Peer correction improves the quality of study by correcting the mistakes and error in writing.[57].

[55] Michael C. Witbeck, "Peer Correction Procedures for Intermediate and Advanced ESL Composition Lesson," Teachers of English to Speaker of Other Language (TESOL), No.3, (1976), 6-1, https://doi.org/10.2307/3585709

[56]Dana Ferris,"Response to Students Writing (Implication For Second-Language Students)", (London, 2003), 91

[57]Taufiqulloh, Yuvita, Imam Yuliarto, "Utilizing Peer And Teacher Feedback In Academic Writing Class", *Journal Of English Education*, No. 2, (2016), 170-161, Https://Journal.Uniku.Ac.Id/Index.Php/Erjee

- Disadvantages:
  1. Students' correction needs to be corrected.
  2. They do not believe their partner's correction[58].

4. Self Correction Technique

a. Definition of Self-Correction Technique

Turning into a higher writer means learning to edit your paintings. Self-correction entails now not sincerely checking for spelling and grammar errors. It additionally method looks your writing as a writing teacher does.The self-correction worksheets contain questions about particular elements your teacher hopes to discover to your Paragraph or essay- a study thesis statement, clean subject matter sentences, detailed supporting info, coherence, an effective conclusion, and so on. Through answering the worksheet questions thoughtfully, you could learn how to understand the strengths and weaknesses of your rhetorical competencies and choose out recu-nning mistakes in grammar, punctuation, and sentence shape[59]. Self-correction is a procedure in who pupil replicate on and compare their first-rate labor and mastering[60]. Self-correction can help students to find errors in their work. In writing, support self-correction through cognitive and constructive theory activities to involve students[61]. Self-correction is more straightforward because students correct writing themselves[62]. Self Correction is a technique students make a mistake, which means that students fix their activity

[58]*Ibid*, 26
[59]*Ibid*,194
[60] Yosua Permata Adi*, Cucu Sutarsyah, Ari Nurweni, The Use Of Self-Correction In Teaching Recount Text Writing, *Unila Journal Of English Teaching*, No.1 (2017) 8-1, http://Jurnal.Fkip.Unila.Ac.Id/Index.Php/123/Article/View/11748
[61]*Ibid*
[62]*Ibid*, *25*

class to find errors from it. Self-correction is 'learner autonomy' while novices are advocated to correct their mistakes[63]. Self Correction is the basic pedagogical principle to achieve learners through correction activity. Self-correction encourages pushing students to fix their actions themselves. Self-correction can find theerror in themselves and their confidence and help their result from the movement[64]. Self-correction is oblique remarks. However, the trainer offers students to find their errors in themselves. Learners' positive attitude toward error correction favors self-correction, which can provide students with opportunities for cognitive discussion in the classroom[65].

b. Teaching writing with self-correction

Self-correction is an oblique comment in which the teacher gives students options that would allow them to discern the satisfactory form through themselves.Self-correction is that it attracts the students' conscious interest in their character errors, pushing them to no longer handiest be conscious of their errors but to correct them. Studies on self-correction have determined its high-quality effects along with reducing the number of mistakes made with the aid of the students. Studies that use self-correction determine its outcomes together with the discount of the number of errors made with the

[63] Reza Pishghadan, Mohammad Reza Hashemi, Paria Norouz Kermanshahi, "Self-Correction among Iranian EFL Learners: An Investigation into their Preferences for Corrective Feedback", *Journal of Language Teaching and Research*, no. 5 (2011), (962-957), DOI: 10.4304/jltr.25.957-962

[64] Saeideh Ahangari, "TheEffect of Self, Peer and Teacher Correction on the Pronunciation Improvement of Iranian EFL Learners", *Advances in Language and Literary Studies*, no. 1, (2014), 88-81, http://dx.doi.org/10.7575/aiac.alls.v.5n.lp.81.,

[65] Irais Ramirez Balderas, Patricia Maria Guillen Cuamatzi, "Self and Peer Correction to Improve College Students' Writing Skills, *Academic Writing in English as a Foreign Language*, no.2 (2018), 194-179, DOI: 10.15446/profile.v20nz.67095,.

valuable resource of the students[66]. There aresome steps in teaching writing with the self-correction method then. It is suitable with an aspect in writing as follows:

1. On this degree, theessay chooses the overall challenge, limits the problem, and creates and types out the idea.
2. The writer sets the paper to thoughts as words, sentences, messages, etc.
3. They are right without help from anyoneelse.
4. I am revising the substance and the structure. Theemphasis is on the association of composing.
5. It is revising jargon, accentuation, and punctuation. It connects with the utilization of the proper vocabulary, accentuations mark, and current state.
6. It is revising composing errors, word duplications, and exclusion. The hard copy is the focus of the missteps in the spelling record because they use different words with a similar significance and exclude superfluous words.
7. You straightforwardly execute composing with the methods you learned when you arranged and then practice it. In the wake of writing the draft you have done, remember to overhaul it. The creative cycle ought to achieve.[67].

[66] *Ibid*

[67] Maulia Emelda, M. Zaini Miftah, "Theeffect of different types of correction on the student's ability in writing descriptive text", *International Conference on English Language Teaching*, no.3, (2019), 158-147, https://e-proceedings.iain-palangkaraya.ac.id/index.php/INACELT/article/download/90/93,.

There is an example of a checklist of self-correction in writing descriptive text in paragraph concept:

Self-Editing Worksheet
Paragraph Structure

Writer: Date:

Format

My Paragraph has a title	yes	no
The title is centered	yes	no
The first time is indented	yes	no
There are margins on both sides of the page	yes	no
The Paragraph is double-spaced	yes	no

Mechanics

I put a period, a question mark, or an exclamation mark after every sentence	yes	no
I used capital letter correctly	yes	no
I checked the spelling	yes	no
Content and Organization	yes	no
My Paragraph fits the assignment	yes	no
My Paragraph has a topic sentence	yes	no
The topic sentence has both a topic and a controlling idea		
My Paragraph contains several specific and factual supporting sentences, including at least one example.	yes	no
How many supporting sentences did I write?	number	
My Paragraph ends with an appropriate concluding sentence	yes	no
All of my sentences are directly related to the topic	yes	no

Grammar and sentence structure

Every student has his or her own personal grammar trouble spots. Some students battle with verb tenses. For others, articles are the main enemy. Some find it hard to know are problems for you. Then, throughout the term, work on eliminating these errors. Delete items you have mastered and add new ones you become aware of.

Errors to check for include verb tenses , subject-verb agreement, articles, pronoun agreement, sentence fragments, and run-on sentences/comma splice

Number found and corrected.

I checked my Paragraph for.....

I checked my Paragraph for.....

c. Procedures of Self Correction

1. Students begin to write. The students write in the paper with the topic choose by themselves.
2. After finishing writing, the teacher introduces self-correction with the explanation and instruction using it.
3. Then, students started to self-correction in their first writing. The students can correction according to guide or self-correction format from the teacher give it before the began to correction.
4. After correction, students can revise their papers by modification [68]. And the procedures repeatedly until the students thinks it is clear.

d. Advantages and Disadvantages of Self Correction

Advantages of Self-Correction:

1. Self-correction allows students to be self-confident at some point in correction work.
2. Self-correction is the possibility to take an active function inside the learning procedure.
3. Self-correction decreases dependency on the teacher in the final score.
4. Self-correction is a push of confident students when they examine the ultimate correction with the original sentence.
5. Students will appreciate the result correction in strengths and weakness[69].

[68]*Ibid*

[69]Abdul Majid Khan Rana, Uzma Perveen, "Motivating Students through Self Correction, *Educational Research International,* no. 2 (2013) 196-192, https://scholar .google.co.id/scholar?q=motivating+students+through+self+correction&hl=id&as_sdt =0&as_vis=1&oi=scholar+#d+gs_qabs&u+%23p%D6Cc3axfRAplJ,

e. Disadvantages of Self Correction

1. Students need help understanding what they need in correction.
2. Students haven't planned to begin[70].

The writer concludes that peer correction can help improve students' writing by correcting peer mistakes. Peer correction helps teachers when fixing and finding problems in students' writing. The researcher argues that peer correction will effectively teach students' writing ability.

B. The Hypotheses

Based on the frame of thinking above, the researcher proposes the hypothesis as follows:

H_0 : There is no significant influence of using peer correction techniques toward students ability in writing descriptive text at the First Semester of the Tenth Grade of MAN 1 Bandar Lampung in the academic year 2021/2022.

H_a : There is a significant influence of using peer correction techniques toward students ability in writing descriptive text at the First Semester of the Tenth Grade of MAN 1 Bandar Lampung in the academic year 2021/2022.

[70] *Ibid*

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