

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discuss about the importance of writing skills, the definition of descriptive paragraph, the characteristics of junior high and senior high students, an overview of self-correction and peer correction, UPTD SMPN 1 Mojo Kediri, assessment of writing and previous studies.

A. The Importance of Writing Skills

Writing is a complex ability in English due to the need to understand grammatical and sentence structure. The ability to write allows a person to convey ideas, information and ideas well. Writing skills are the ability to express thoughts, ideas, opinions, or responses to a statement, as well as express feelings in writing. Writing skills are a form of language skills that are productive and expressive, used to communicate with others indirectly and without having to face each other (Bora, 2023).

Language is a very important and fundamental skill that every individual must have, because language has a big role in facilitating communication and building understanding between others. In Indonesia, Indonesian as the national language is taught comprehensively at all levels of education, from kindergarten to college. In addition to Indonesian, students are also introduced to foreign languages, including English, as part of the educational curriculum. Good language skills are needed by everyone, because through language a person can convey ideas, share information, and establish effective social and academic interactions.

In the process of learning English as a second language, students are expected to not only be able to speak and listen well, but also have writing skills in English. This writing ability is considered one of the important aspects of language mastery, because it shows the extent of students' understanding of grammar, vocabulary, sentence structure, and the ability to convey ideas in writing. Therefore, in learning English, writing skills receive balanced attention with speaking and pronunciation skills, as the three complement each other to form complete language competence. Therefore, for students in Indonesia, writing skills in English are a very important component to master, both to support academic achievement and communication in the professional world in the future.

The writing process demands significant cognitive resources. These resources are required from the initial stage of generating ideas, organizing and planning actions, carrying out the writing tasks, revising, and monitoring based on feedback on the written output (Ramadhanti & Yanda, 2021). Writing is the act or process of generating and recording words in a readable and comprehensible format. Despite being one of the key language skills, writing is still perceived as challenging due to the need to organize thoughts, apply correct grammar, and use appropriate vocabulary all at once. However, writing holds an essential place in language education, as it provides learners with an opportunity to actively use and reinforce their knowledge of linguistic elements such as sentence structure, punctuation, and coherence in a practical and meaningful way.

Understanding how words and sentence structures are used to convey ideas is critical to effective communication. This ability is the basis for a person to be able to express his thoughts clearly and in a structured way. In the context of language learning, writing skills are often considered the most challenging skills to master compared to other skills such as listening, speaking, or reading. This difficulty is even more pronounced when students are asked to write descriptive texts, because this type of writing requires them to describe an object, place, or person in detail and interestingly. Not only is it necessary to master the right vocabulary, but also the ability to string sentences that are able to create a clear picture in the reader's mind. Therefore, writing descriptive texts is a challenge for many students, because in addition to having to master linguistic elements, they are also required to have creativity in compiling vivid and communicative descriptions. According to Brown (2007), there are five aspects of writing. They are:

1. Content

Content refers to the substance or content of a writing, which is the main point conveyed by the author. In this case, the content reflects a group of statements that are interrelated and arranged in an integrated manner to develop a particular topic. The main focus of this aspect is how the main and supporting ideas are conveyed in a clear, relevant, and directed manner. The purpose of the content in a paragraph is not just as a complement, but as a core that conveys the meaning and information you want to convey,

not just to perform additional functions such as transitions, repetition, or emphasis.

2. Organization

Organization refers to the logical and systematic arrangement of the content of writing. In the early stages of writing, the ideas that the writer has may still be a collection of facts or ideas that have not been well structured. Therefore, the organization of writing aims to organize these ideas into a coherent and logical pattern so that readers can follow the writer's thought flow clearly. Even in the initial draft, writers are often still trying to find the right pattern to organize their writing material and adapt each section to the main goal that is still in the process of being formed.

3. Vocabulary

Vocabulary is concerned with choosing the right words and in accordance with the context of the writing. The use of proper vocabulary is very important because it shows the writer's ability to convey ideas accurately, straightforwardly, and not confusingly. The right choice of words can help the writer avoid blurring meanings or deviating from the actual intent. Therefore, this aspect assesses how well the writer is able to choose and use words to clarify the message he wants to convey.

4. Language use

The use of language includes the application of correct grammatical forms and proper syntactic patterns in forming and incorporating ideas into words, phrases, clauses, and sentences. The writer needs to be able to structure sentences with the correct structure so that the relationships in the

paragraph become logical and easy to understand. This aspect also assesses the author's ability to maintain grammatical consistency, such as the use of tenses, subject-predicates, conjunctions, and complex sentence structures.

5. Mechanic

Writing style includes the use of graphic conventions in written language, such as spelling, punctuation, capitalization, and paragraph layout. An understanding of the structure of the writing and how elements such as letters, words, and sentences are arranged visually is essential for the writing to look neat, systematic, and professional. The assessment of this aspect includes the writer's technical skills in presenting his writing in accordance with the rules that apply in formal language writing.

The five aspects in the assessment of writing ability such as content, organization, vocabulary, language use and mechanics are the main components that play an integrated role in forming a writing that is not only informative, but also structured and according to rules. Each aspect has a complementary function in the process of conveying ideas in writing. Writing skills can be classified into several skill levels, according to the CEFR (Common European Framework of Reference for Languages). Writing levels CEFR provides standards that are used internationally to measure language skills, including writing, including:

- a. **A1 (Beginner)**: Students can create very simple sentences and short paragraphs consisting of common phrases and basic words.
- b. **A2 (Elementary)**: Students are able to create simple descriptions of everyday topics and can write short messages or notes.

- c. **B1 (Intermediate)**: Students can write simple, organized texts on familiar topics or personal interests. Students can provide reasons and brief explanations for their opinions.
- d. **B2 (Upper Intermediate)**: Students can produce clear and detailed writing on a variety of subjects, as well as provide good explanations and arguments.
- e. **C1 (Advanced)**: Students can write complex texts with good use of cohesion and coherence, as well as adjust the style and register of writing according to the context.
- f. **C2 (Proficient)**: Students can produce sophisticated, complex, and well-organized writing, using a variety of language styles.

Based on the criteria above, it can be seen that junior high seventh grade students are between the A1 and A2 levels, with writing skills that are still developing, focusing on the use of basic vocabulary, simple sentence structure, and starting to learn to write paragraph with basic cohesion.

B. Definition of Descriptive Paragraph

A paragraph is a unit of thought consisting of a collection of sentences that are arranged systematically and interconnected within a coherent structure, serving to convey a single main idea through a series of related sentences, thereby supporting the main idea expressed in the overall writing. Meanwhile, a descriptive paragraph is a type of writing that aims to create a vivid and detailed image in the reader's mind by conveying how something looks, sounds, smells, feels, or tastes, allowing the reader to

fully experience the subject through sensory details (Wali & Qayum Madani, 2020).

Descriptive paragraphs are used to provide a detailed description of a person, place, object, or situation, thus helping the reader visualize and understand the subject clearly. This paragraph is usually used when describing a person's appearance or personality, such as when introducing a character in a story or writing a biography. Descriptive paragraphs also help create a clear picture of the place, focusing on sensory details such as sight, sound, and smell, which are often found in travel writing or setting descriptions. This depiction must be presented clearly and realistically, so that what is explained can be clearly drawn in the reader's imagination (Wali & Qayum Madani, 2020).

Descriptive paragraph has its own communicative purpose, generic or schematic structure, and specific language features (Devi & Wanti, 2024). The generic structure of a descriptive text includes a definition and a description. The description may cover the purpose of the text, a description of features and their functions, physical characteristics, descriptions of people, their traits, interesting facts, and current evidence. Overall, the generic structure of a descriptive text consists of two main elements, which are:

a. Identification

Identification is important to prevent making broad or vague statements. It refers to the writer's need to specify exactly what is being discussed. In this context, it involves pointing out a phenomenon or

subject that will be described. The subject could be a person, an object, or a place. Identification serves as the part of the paragraph that introduces or defines the main character or topic. When students write the identification section clearly, it helps them to more easily develop their ideas in the descriptive section. In other words, this part of the paragraph plays a role in helping students' structure and expand their ideas into effective writing.

b. Description

This section provides detailed information about the parts, qualities, and characteristics of a particular phenomenon or subject. The description serves as the part of the paragraph that explains the subject in detail. Therefore, the writer presents all relevant information connected to the topic being discussed.

The characteristics of a descriptive paragraph include the use of concrete language, the senses as a tool for capturing objects, and the conveyance of a strong impression through words. Description paragraph provides a detailed and detailed explanation to the reader about an object, idea, place, or event. The author uses images or illustrations to explain clearly. According to Wali dan Qayum Madani (2020), the characteristics of the descriptive paragraph are as follows:

- a. Describe something.
- b. The depiction is done as clearly as possible by involving the senses.
- c. Make the reader or listener feel for themselves.

- d. The pattern of development of a point of view or objective is a pattern of paragraph development based on the place and position of a writer in seeing something.

The characteristic of a description essay is to describe or describe something clearly, involving the senses to create an impression. The descriptive paragraph should be written subjectively and objectively, and delivered in a communicative style so that the reader can feel what the author is explaining.

A good paragraph must meet three conditions: unity, coherence, and development. A paragraph has a good unity if all the sentences in it only express one main idea or main idea. Coherence refers to the cohesiveness of the relationship between one sentence and another. Writing a descriptive paragraph there are certain steps that must be followed so that the results are arranged systematically. The steps to compile a descriptive paragraph are as follows:

- a. Choose and assign objects, topics, or themes that will be the focus of the description. This object can be a specific person, place, object, or event that has specific characteristics to describe in detail.
- b. Establish the purpose of writing the description. This purpose serves as the direction and reason why the object is worthy of description, as well as what it wants to achieve or convey to the reader through the writing.
- c. Observing objects directly or through various sources to obtain accurate and detailed information. This data collection aims to get a comprehensive picture of the object, including its physical characteristics, atmosphere, evoked feelings, and other relevant aspects.

- d. After the data is collected, the information obtained needs to be arranged regularly and logically so that the flow of the writing becomes clear.
- e. Develop the framework that has been compiled into a complete descriptive text. The author begins to string sentences and paragraphs based on the data and structure that has been planned, paying attention to the linguistic elements and appropriate writing style so that the resulting description is lively, interesting, and easy for readers to understand.

C. Assessment of Writing

According to Brown (2007), the assessment of writing is categorized into three, namely holistic scoring, primary trait scoring and analytic scoring.

a. Holistic Scoring

Holistic scoring is an assessment approach in which writing is assessed as a whole based on the general impression obtained by the evaluator. This assessment does not break down writing into separate components such as content, grammar, or organization. Instead, the rater gives an overall score that reflects the total quality of the writing. Used in standardized tests, such as TOEFL or IELTS, where the efficiency of the assessment is crucial because the amount of writing that must be assessed is enormous. The assessor usually refers to a rubric or general guideline that describes the criteria for each score level.

b. Primary Trait Scoring

Primary trait scoring assesses writing based on one or several key characteristics that are relevant to a particular purpose of the writing task. The main focus lies on whether the writing meets the desired communicative purpose. For the task of writing a description of a person, the assessor can focus on the student's ability to describe the physical appearance and traits of the character in detail. The appraiser determines in advance the main aspects that are the focus of the assessment.

c. Analytic Scoring

Analytic scoring is an assessment method that breaks down writing into specific aspects or components, such as content, organization, grammar, vocabulary, and mechanics. Each aspect is assessed separately and scored individually. The assessor uses an analytics rubric that contains a detailed description for each score level in each component.

D. Rubric of Peer Correction and Self-Correction

A rubric is a tool used to assess students' performance based on predefined criteria across various aspects of their work. This study using an analytic scoring based on Brown (2007) proposed an assessment rubric for descriptive paragraph writing that evaluates students' writing based on five key aspects: content quality, organization, word choice (diction), sentence accuracy, and spelling & mechanics.

This rubric covers several main aspects in writing assessment such as, content, organization, vocabulary, language use/grammar and mechanics. Each aspect in the rubric is given a score on a scale of (1–4), accompanied

by a clear description of the criteria for each score level. This helps the assessor to provide consistent and fair grades to all participants, as well as minimizing subjectivity in the assessment. The following table shows the descriptive paragraph scoring rubrics used in the study:

Aspect	Score	Performance Descriptive
Content (C) - Topic - Detail	4	The topic is complete and clear and the details are relating to the topic.
	3	The topic is complete and clear but the details are almost relating to the topic.
	2	The topic is complete and clear and the details are not relating to the topic.
	1	The topic is not clear and the details are not relating to the topic.
Organization (O) - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives.
	3	Identification is almost complete and descriptions are arranged with proper connectives.
	2	Identification is not complete and descriptions are arranged with few misuse connectives.
	1	Identification is not complete and descriptions are arranged with misuse connectives.
Grammar (G)	4	Very few grammatical or agreement inaccuracies.
	3	Few grammatical or agreement inaccuracies but not effect on meaning.
	2	Numerous grammatical or agreement inaccuracies.

	1	Frequent grammatical or agreement inaccuracies.
Vocabulary (V)	4	Effective choice of words and word forms.
	3	Adequate word choice and word forms.
	2	Limited range confusing word and word forms.
	1	Very poor knowledge of words, word forms and not understandable.
Mechanics (M) - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization.
	3	It has occasional errors of spelling, punctuation and capitalization.
	2	It has frequent errors of spelling, punctuation and capitalization.
	1	It has errors dominated by errors spelling, punctuation and capitalization.

Table 2.1 Rubric of Correction Methods

a. Final Score Analysis:

The overall score is obtained by adding together the individual scores from each of the five assessed aspects.

$$\text{Final Score} = \frac{\text{Acquisition Value}}{\text{Maximum Value}} \times 100$$

b. Score Interpretation:

- a. 90-100 : Excellent (A)
- b. 80-89 : Good (B)
- c. 70-79 : Satisfactory (C)
- d. 60-69 : Need Improvement (D)
- e. <60 : Poor (E)

E. Overview of Self Correction and Peer Correction

a. Definition of Self Correction and Peer Correction

Self-correction is a student-centered technique that enables learners to review and improve their own writing independently (Dahal, 2023). During the self-correction process, students can enhance their writing awareness by revising and evaluating their work, identifying errors, and independently correcting those. Furthermore, self-correction enables students to independently assess their work, reflect on it, and deepen their understanding to achieve learning objectives (Ramadhanti & Yanda, 2021).

Self-correction based on cognitive theory and constructivism actively involves students in every stage of the learning process. In Jerome Bruner's view, learning is most effective when students discover concepts and relationships for themselves through active engagement with materials and ideas. He states, learners are encouraged to discover facts and relationships for themselves (Bruner, 1961). When students are directly involved in self-correction, they engage in discovery learning, where they identify errors, reflect on them, and independently seek solutions. This aligns with Bruner's idea that true understanding arises when learners construct knowledge through exploration and problem-solving.

This activity not only increases students' awareness of their mistakes but also strengthens their memory and conceptual understanding, as they are actively participating in the learning process

rather than passively receiving information. In writing instruction, for instance, students are encouraged to plan, revise, and evaluate their own texts. Through self-correction, they are led to discover patterns in their writing, recognize recurring mistakes, and apply learned strategies to improve. This self-directed discovery fosters deeper cognitive engagement and supports long-term development of writing skills in line with Bruner's theory.

Through this process, students learn to take responsibility for their own learning process and become more independent of dependence on teachers. Self-correction strategies allow students to focus on their individual mistakes, in contrast to the common practice in the classroom where teachers, due to time constraints, only discuss the most frequent mistakes. Unfortunately, such an approach is not always appropriate for all students, especially for those who did not make the mistakes discussed.

Meanwhile, the peer correction technique engages students in giving constructive feedback on each other's writing. This practice can be implemented in pairs or small groups, allowing learners to interact and learn collaboratively. According to Cahyono and Amrina (2016), feedback given by fellow students is called peer feedback, emphasizing the reciprocal nature of student-to-student evaluation. Furthermore, Jacobs, as cited in Adi (2017), described peer correction as an instructional activity where students work together in a group setting to improve their writing.

This technique is strongly supported by Bandura's Social Learning Theory, which emphasizes the importance of observation, imitation, and modeling in the learning process. According to Bandura (1977) states that a significant portion of human behavior is acquired through observing others. By watching others, individuals develop an understanding of how certain actions are carried out, and this acquired knowledge then serves as a reference for future behavior. In the context of peer correction, students observe how their peers identify and correct errors, and in turn, internalize these strategies to apply them to their own writing.

Through this process of observational learning, students not only gain insight into language use and writing conventions but also develop metacognitive skills as they reflect on both their peers' and their own work. These social learning experiences contribute to increased self-efficacy, where learners become more confident in their ability to self-correct and improve. Therefore, peer correction, viewed through Bandura's lens, becomes a powerful method for enhancing both cognitive and social aspects of writing development.

Thus, the peer correction technique is a learning method in which students carry out the process of checking or correcting the work done by their classmates. In this technique, students are involved in the activity of checking each other's writings, with the aim of finding and correcting language errors or other aspects of the work. This process is usually done with direction from the teacher, who provides instructions

on what needs to be noted in the text being examined, as well as the criteria that should be used for proofreading.

Peer correction techniques are often done in groups or pairs, allowing students to share responsibility for checking and providing feedback on each other's writings. In addition, this activity also provides an opportunity for students to see how their friends are doing the same task, so that they can expand their insight and understanding of the material being studied. Thus, peer correction not only assists students in identifying and correcting language errors in their writing, but also improves their ability to collaborate and actively learn from others.

This study employed two correction methods to improve students' writing skills in descriptive paragraphs: rubric-based peer correction and rubric-based self-correction. In the peer correction process, students assessed their classmates' writing using a structured scoring rubric that focused on key elements such as content, organization, grammar, vocabulary, and mechanics. Meanwhile, in self-correction, students used the same rubric to evaluate and revise their own writing. These methods were designed not only to provide clear guidance and consistent criteria for assessment, but also to encourage critical thinking, reflective learning, and learner autonomy. Through these strategies, students became more actively engaged in the writing process and developed a deeper understanding of effective writing practices.

b. The Advantages of Self Correction and Peer Correction

In the application of self-correction techniques, students are required to learn independently and be able to overcome the problems they face on their own. By understanding and applying these techniques, students can not only improve their writing skills, but also learn to recognize the strengths and weaknesses in their own writing. As stated by Ne'matova Nigora (2024), self-correction techniques have a several of advantages, they are:

- a. Students can adjust their learning pace to minimize feelings of stress and pressure.
- b. It fosters independent exploration and critical thinking.
- c. Boosts self-esteem as learners recognizes their ability to self-monitor and improve.
- d. Provides learners the freedom to choose resources that align with their learning preferences.
- e. Promotes deeper comprehension and knowledge retention through active engagement with the material.

Peer correction is one of the techniques in language learning that provides additional opportunities for students to understand the mistakes they make and improve the quality of their writing. This process creates a collaborative learning atmosphere, where students can learn from each other and improve their writing skills together. According to Gulnara Ahmadova (2019), there are several reasons

why peer correction techniques are considered effective in improving students' writing skills, including:

- a. Encourages students to actively listen and think critically by involving them in the process of identifying and correcting their peers' mistakes.
- b. Enhances students' awareness of language use, including grammar, vocabulary, and pronunciation.
- c. Fosters communication skills and prepares learners for public speaking through peer interaction.
- d. Provides instant feedback, enabling students to quickly identify and rectify their errors.
- e. Transforms the correction process from being teacher-dominated to a more engaging, student-centered activity.

c. The Disadvantages of Self Correction and Peer Correction

Several studies suggest that the self-correction technique may not be the most effective method for improving students' writing performance for various reasons. As stated by Ne'matova Nigora (2024), self-correction techniques have a several of disadvantages, they are:

- a. Inconsistent practice may occur due to a lack of self-discipline.
- b. Without external feedback, students may continue making the same mistakes without realizing it.
- c. Selecting appropriate and credible learning materials can be challenging.

- d. The absence of structured guidance may lead to unorganized study habits.
- e. Limited communication with others can prevent learners from effectively using acquired knowledge in practical contexts.

Although the peer correction technique offers several advantages in writing instruction, its implementation also presents certain challenges. When teachers apply this method, they may encounter various obstacles. According to Gulnara Ahmadowa (2019), the following are some of the limitations associated with peer correction:

- a. Some students may feel uneasy or reluctant to provide corrections, particularly when dealing with close friends.
- b. Misleading corrections may occur if students provide incorrect feedback, potentially causing confusion.
- c. The process might induce anxiety or discomfort, especially if feedback is perceived as criticism rather than constructive input.
- d. In certain situations, students may correct accurate responses, leading to misconceptions.
- e. The success of peer correction largely depends on students' confidence and language proficiency levels

d. The Procedures of Self Correction and Peer Correction

According to Dahal (2023), there are several stages involved in implementing the self-correction technique, which are as follows:

- a. The teacher instructs each student to review their own written work individually.

- b. Students are then guided to closely examine their own writing.
- c. Following this observation, students begin to recognize inconsistencies or unusual elements in their text.
- d. The teacher provides encouragement and prompts students to identify any potential errors in their writing.
- e. Students are then asked to correct the mistakes they have identified.
- f. Finally, the teacher reviews the students' corrections to ensure accuracy.

On the other hand, peer feedback creates opportunities for students to collaborate and engage in meaningful discussions, helping them work toward shared goals. It also fosters the development of communication skills and encourages them to reflect on their thought processes (Osmani, 2023). This approach involves a series of steps in which learners both provide and receive comments on each other's written work. The process of implementing peer correction generally includes the following stages:

- a. The teacher guides students in selecting a writing topic.
- b. Students are introduced to the preparatory phase of the writing process.
- c. A checklist or set of evaluation criteria is provided by the teacher as a reference.
- d. Students are organized into pairs or small groups to facilitate peer interaction.

- e. Each student exchanges their initial draft with a peer.
- f. Students are then instructed to read and evaluate their peer's writing using the provided checklist as a guide.

F. UPTD SMPN 1 Mojo Kediri

UPTD SMPN 1 Mojo is a public junior high school located at Jl. Raya Mojo, Kediri Regency. SMPN 1 Mojo started teaching and learning activities in 1982. Currently, UPTD SMP Negeri 1 Mojo has A accreditation and led by a principal named Juni Tjahjono. In learning practice, teachers at SMPN 1 Mojo Kediri generally apply a teacher-centered approach, especially in learning English. This includes the provision of correction of students' writing, where the teacher correction method is more dominant. Teachers directly provide feedback and improvements to students' writing results as part of the writing ability development strategy.

In addition, a school environment that is disciplined, structured, and has a strong academic culture also encourages students to follow the teacher's directions systematically. The learning model that places the teacher as the center of correction reflects the characteristics of schools that still prioritize the authority of teachers in assessment, as well as showing caution in implementing new learning approaches such as peer correction or self-correction. With these characteristics, SMPN 1 Mojo Kediri is a relevant setting to research the effectiveness of various correction methods in learning to write, especially in the comparison between peer correction and self-correction. This research was conducted in a 7th grade class, which covered the following material:

<u>Chapter I : About Me</u>
Unit 1. Galang from Kalimantan
Greet people and say good bye
Introduce one's self and other people
Unit 2. I love Fishing
Introduce others
Describe hobbies
Unit 3. My Friends and I
Describe people
Describe daily activities

<u>Chapter II : Culinary and Me</u>
Unit 1. My Favorite Food
Describe one's favorite meal
Unit 2. My Favorite Snack
Describe grocery shopping
Use articles (a/an)
Unit 3. A Secret Recipe
Inform recipe
Use imperative sentence (positive and negative)

<u>Chapter III : Home Sweet Home</u>
Unit 1. My House
Describe rooms in a house
Describe things in the rooms
Unit 2. My House Chores
Describe household activities
Describe things to use to clean up
Use simple present tense
Unit 3. My Friends and I
Describe cleaning up activities

Table 2.2 Material of English Book

This research used material from “Unit 1: My House”, which is part of the English subject for 7th grade students. The material aimed to help students learn how to describe various areas and objects in a house. It was applied in this study to measure the effectiveness of two correction methods,

namely self-correction and peer correction, in teaching students' descriptive paragraph writing skills.

G. Previous Studies

Based on the results of previous research, as shown by Insani Salma (2016) with the title "A Comparative Study Between Peer Correction and Self Correction in Improving Students' Writing Skill of Descriptive Text at First Grade of SMA Negeri 6 Metro" using the method is quasi-experimental with pre-test and post-test design and has results that students who use peer correction experience a significant increase in aspects of cohesion and coherence of writing.

On the other hand, Kusmiatni (2017) also added that peer correction encourages students to be more responsible in their own learning process in the title "Using Peer Correction to Improve Students' Writing Skills at the Eighth Year of SMPN 2 Palopo" by using qualitative descriptive methods.

Furthermore, research conducted by Yanti, Hadi, & Settiawan (2022) reinforces this finding with the title "Using Self-Correction and Peer Correction Techniques to Improve Students' Writing Skills" by using a quantitative method with an experimental design, showing that although both methods significantly improve writing skills, peer correction has a stronger impact, especially in terms of cohesion and coherence.

In addition, Komang Trisnadewi (2021), in a study entitled "The Use of Peer-Correction to Improve Student Writing Skill at STMIK Stikom Indonesia", conducted with classroom action research involving third-semester EFL students. The study found that peer correction significantly

enhanced students' writing skills, especially in improving content, organization, vocabulary, language use, and mechanics. Students were actively engaged in reviewing each other's work, and the technique helped reduce common sentence-level errors such as grammar mistakes and poor organization. Moreover, the findings revealed that students became more motivated and confident in their writing, showing a positive attitude toward peer correction as a beneficial learning strategy.

Furthermore, a study by Adi, Sutarsyah, and Nurweni (2017) entitled "The Use of Self Correction in Teaching Recount Text Writing" employed a quantitative method with a pre-test and post-test design to examine the impact of self-correction on students' writing ability. The findings showed that self-correction led to improvement in all aspects of writing particularly in language use suggesting that it helps students become more aware of their grammatical errors and more responsible for revising their own work. Although the study noted some students felt unprepared to correct their own texts, especially without teacher guidance, the overall results support the use of self-correction in secondary EFL classrooms.

Based on the various findings above, it can be concluded that these studies make an important contribution as a theoretical and practical reference in the development of writing learning strategies, especially in the use of peer correction and self-correction techniques. These findings not only enrich educators' insights into the effectiveness of both techniques, but also provide a solid foundation for further research that wants to explore the application of correction methods in more specific contexts.