

**THE IMPACT OF SELF-CORRECTION ON THE DESCRIPTIVE
TEXT WRITING ACHIEVEMENT OF GRADE VIII STUDENTS IN
MADRASAH TSANAWIYAH AULIA CENDEKIA PALEMBANG**



THESIS

*Submitted to the Faculty of Teacher Training and Education
Indo Global Mandiri University as a Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan*

By:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF INDO GLOBAL MANDIRI PALEMBANG
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APPROVAL PAGE

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WRITING ACHIEVEMENT OF GRADE VIII STUDENTS IN MADRASAH
TSANAWIYAH AULIA CENDEKIA PALEMBANG**

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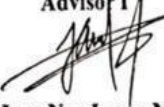
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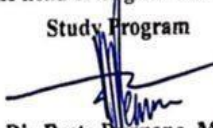

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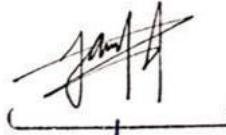
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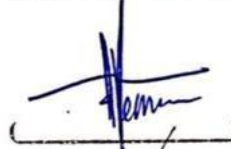
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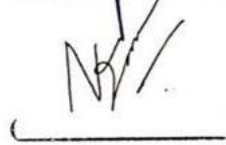
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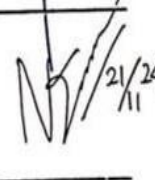


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STATEMENT PAGE

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State that:

1. All the data, information, interpretations, and conclusion presented in this thesis, except for those indicated by the sources are the results of my observations, process, and thought with the guidance of my advisors.
2. The thesis that the writer wrote is original and has never been handed in another academic degree, neither at Indo Global Mandiri University nor other Universities.

This statement is made truthfully, and if one day there is evidence of forgery in the above statement, the writer is willing to accept the academic sanction of the cancellation of my *Sarjana* degree that the writer has received through this thesis.

Palembang, 8 August 2024



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MOTTO AND DEDICATION

MOTTO

“Whatever it is, don't forget to pray” - My mom

“Everything done sincerely will always come back to our hearts in a beautiful way”

- Myself

DEDICATIONS

This thesis I dedicate to

My beloved self, my mother, my father, my younger brother, all my family from my mother and my father side, all of my friends, and everyone who cannot mention one by one

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Praise be to Allah SWT, who has bestowed His grace and guidance, enabling me to complete this thesis with great humility and patience.

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Palembang, 12 August 2024



Shella Mitha Barida

ABSTRACT

THE IMPACT OF SELF-CORRECTION ON THE DESCRIPTIVE TEXT WRITING ACHIEVEMENT OF GRADE VIII STUDENTS IN MADRASAH TSANAWIYAH AULIA CENDEKIA PALEMBANG

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Writing is an important and complex communication skill, which required mastery of various components such as vocabulary, grammar, punctuation, and writing mechanics. Despite its importance, many students faced difficulties in writing due to challenges such as limited vocabulary, grammatical errors, and difficulty organizing ideas. This study examined the impact of the self-correction method on improving descriptive text writing skills among Grade VIII students at Madrasah Tsanawiyah Aulia Cendekia Palembang. The study used a pre-experimental design with one treatment group and was conducted over 12 meetings. A pre-test was administered to assess students' initial writing ability, which revealed a mean score of 38.52 (SD = 6.01). After ten teaching sessions and self-correction exercises, the final test (post-test) showed significant improvement, with the mean score increasing to 64.98 (SD = 7.22). Statistical analyses indicated a significant improvement in writing achievement, supported by normality tests and paired-samples t-test results (t-value = -25.563, $p < 0.001$). The findings suggested that the self-correction method improved students' self-awareness, independence, and analytical skills in writing. By identifying and correcting their own mistakes, students became more meticulous and confident in their writing. It concluded that the self-correction method was an effective instructional strategy for improving students' descriptive text writing abilities, as well as fostering technical skill improvement and learning autonomy.

Key words: Self-correction, Descriptive Text, Writing, Pre-experimental Design

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