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# Implementing Error Correction Strategies to Enhance Arts and Science College Students' Writing Skills

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**Abstract:** *The purpose of the study is to implement error correction strategies to enhance arts & Science college students' writing skills. Participants of the study were final year students of UG and PG from Dhanalakshmi Srinivasan Arts and Science College for Women, Perambalur. An Online Google form and a survey questionnaire were administered in this study to collect data. Five point likert scale was incorporated in the questionnaire. Respondent's size is two hundred and seventeen (217) female students. The problem statement of the study is that the female students of Arts and Science College struggle to frame a correct sentence with proper sentence structure. They are unable to frame a sentence with complete meaning. The hypothesis of the study is to enhance the arts and science female students' writing skills through the gallery walk technique and three error correction techniques. The objectives of the study are i) to enhance the writing skills of arts and science college female students, ii) To develop the ability of students to understand the importance of sentence making, iii) To bring awareness about the gallery walk technique, self, peer, and teacher correction, and its benefits. The research questions are i) Will the students develop their writing skills through self-correction, peer-correction, and teacher-correction strategies? ii) Will students enhance sentence structure and sentence pattern through the gallery walk technique? iii) Will students improve their language proficiency through texts and images? The collaborative theory is utilized in this study. The findings of the study are that through gallery walk and self-correction, peer-correction, and teacher-correction strategies, students have shown involvement and improvement.*

**Keywords:** *Self-Correction, Peer-Correction, Teacher-Correction, Sentence Pattern, Sentence Structure, Gallery Walk Technique and Writing Skills.*

## 1. INTRODUCTION

### Writing Skills

In the academic world, writing is the most important skill. The majority of the time, competency in writing is used to determine and grade a person's language abilities. Writing is an important part of the teaching/learning process. Writing is a social requirement in today's



culture. It has become an integral part of life, serving as one of the mechanisms of recognizing social, cultural, philosophical, scientific, and behavioral advancements. Literacy is a significant phenomenon in human life. It is a tool that is utilized in the literate society to convey one's thoughts, opinions, and so on.

Writing has long been recognized as a higher-order mode of communication, as well as an authentic and reliable source of information. Writing can be regarded as a process of self-discovery. It is, rather, a goal-oriented and deliberate action. Furthermore, writing makes it feasible for anyone's thoughts to be reviewed and reevaluated right away. Emig (1981) states writing, "..... does not proceed in linear sequence rather it is recursive"(P.223)

Writing can be described as a process of meaning discovery. When a writer writes, we can say that he produces, discovers, and molds meaning. Murray (1978) comments, "Writing is a process of using language to discover meaning. In writing, a writer is involved in various thinking processes", (P. 378)

### **Problem Statement**

The majority of English language learners who study English as a second language are unable to use their writing abilities effectively. The reasons for the learners' failure to use their writing skills may vary depending on their socio-cultural and linguistic backgrounds. It is found that students have problems in making sentences.

### **Hypothesis**

The hypothesis of the study is to enhance the arts and science female students' writing skills through the gallery walk technique and three error correction techniques.

### **Research Questions**

- i) Will the students develop their writing skills through self-correction, peer-correction, and teacher-correction strategies?
- ii) Will students enhance sentence structure and sentence pattern through gallery walk technique?
- iii) Will students improve their language proficiency through texts and images?

### **Research Objectives**

- i) To enhance the writing skills of arts and science college female students.
- ii) To develop the ability of students to understand the importance of sentence making and sentence structure.
- iii) To bring awareness about the gallery walk technique, self, peer, and teacher correction, and its benefits.

### **Literature Review**

Aloysia Kristi Siregar , Wildan Iskandar , and Habib Rahmansyah conducted a study titled, "the effect of gallery walk technique on students' ability in writing hortatory exposition text". In this study the participants of the study were the eleventh grade 194 students of sma swasta katolik sibolga in 2018/2019 academic year. Systematic sampling method was adopted in this study. Gallery walk technique was administered. It is categorized "Very Good".



Irais Ramirez Balderas and Patricia Maria Guillen Cuamatzi, (2018) conducted a research study on, "Self and Peer Correction to Improve College Students' Writing Skills". Peer correction, self-correction techniques implemented in this study. The participants were nine students, seven females and two males whose ages ranged from 20 to 22 years old. They were in the sixth semester of the B.A. in language teaching at UATX.

Khairunnisak and Rusdi Noor Rosa (2018) conducted a research study on "Using a gallery walk technique in teaching writing announcement texts to junior high school students". Participants of the study were junior high school students.

Vivi Lestari (2019), conducted a study titled, "The effect of gallery walk technique on students' achievement in writing". The participants of this study were the eighth grade in academic year 2019/2020 which consisted of two classes that VIII A and VIII B, and only one class was taken as the sample that is class VIII A consisting 30 students. The findings of the study proved that there was a significant effect of gallery walk technique on students' achievement in writing.

Catherine A. Jolivet (1994) conducted a study titled, "Error correction in second year students' compositions: a comparative study of native and non-native speakers/instructors of French". Participants of the study were eight sections of third and fourth semester French at a large Southeastern state university.

### **Importance of Corrections**

Correction is required. The notion that all students need to do is utilize the language and the rest will fall into place itself appears to be a poor one. Teachers are called upon by students to instruct them. If they merely want to talk, they'll usually let us know, or they'll just go to an online chat room. Students must, without a doubt, be corrected as part of the learning process. Students must, however, be encouraged to utilize the language. Correcting kids while they are attempting to utilize the language effectively can be discouraging. Making corrections as an activity is the most satisfying solution of all.

After every class activity, correction can be utilized as a follow-up. Correction sessions, on the other hand, can be employed as a worthwhile exercise in and of itself. To put it another way, teachers can plan an exercise in which each error (or a certain sort of mistake) gets rectified. Students are aware that the activity will be centered on correction and accept this. These exercises, however, should be balanced with other, more free-form activities can help kids to express themselves without worrying about being chastised for every other word.

It's not an either/or situation when it comes to correction. The necessary correction must take place, and pupils anticipate and desire it. However, how professors correct pupils have a significant impact on whether students feel secure in their use are intimidated? Correcting students in groups, during correction sessions, at the end of exercises, and allowing them to rectify their own mistakes all contribute to encouraging students to use English rather than worry about making too many mistakes.

### **Self-Correction**

One of the procedures for fixing our own mistakes or errors in our sentences is self-correction. Teachers have traditionally supplied pupils with feedback on faults; however, various methods of providing feedback and rectifying have been introduced in the current teaching methodologies.



### **Peer-Correction**

One approach for correcting one another is peer correction. Rather than having the teacher correct all of the students' grammatical sentences, the students in the classroom correct problems or inaccuracies in each other's writing. Because, it actively incorporates learners in the learning and teaching process, peer correction has proven to be an excellent technique of assisting writing growth.

### **Teacher-Correction**

One of the processes that the teacher performs is teacher correction. As feedback from the teacher, the teacher will revise the students' writing in order to clarify the students' mistakes or flaws in their writing/sentence.

### **Gallery Walk Technique**

During the gallery walk, pupils look at a variety of texts or pictures that have been displayed throughout the space. When you want students to discuss their work with their classmates, review multiple historical documents, or comment to a collection of quotations, you can utilize this method. This method can be extremely engaging for kinesthetic learners because it demands them to physically walk around the room.

## **2. METHODOLOGY**

- i) **Research Design:** This study employed both quantitative and qualitative methods to collect the data, which were gathered through an online questionnaire.
- ii) **Instrumental Tool:** Online Google forms Survey – Questionnaire.

### **PART A:**

### **PERSONAL DETAILS OF THE STUDENT**

Name	-----
Degree	B.A/B.Sc./BBA/BCA/B.Lit./B.Com/M.A/M.Sc/M.Com/MBA
Age	-----
Subject	----- Year ----- Semester ----
Gender	Male ----- Female -----
Residence	Village / City/
Mother To	-----
Board of instruction at school	a) CBSE b) Matriculation c) State Board d) Others
Medium of instruction	a) Tamil b) Telugu c) Hindi d) English
Family's Monthly Income	a) 10000 - 30000 b) 30000 -50000 c) 50000 -100000 d) others
Father's Occupation	-----
Mother's Occupation	-----
Parent's Educational level:	
1. Father:	School /College/Other
2. Mother:	School /College/Othe

### **PART – B ENGLISH WRITING SKILLS**

Please rate your use of each learning strategy below on a scale between 1 to 5. Circle your choice.



- 1 – Never
- 2 – Rarely
- 3- Sometimes
- 4 – Often
- 5 - Most Often

<b>Part – B English Writing Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I can construct sentences in a variety of ways.					
I can write clear subject sentences that identify the topic and directs the paragraph’s main theme.					
Before writing, I can efficiently brainstorm to acquire ideas.					
I can take detailed notes on reading and use them to back up my arguments in my writing.					
Before writing, I can create an outline to properly organize my thoughts.					
I can improve the development and organization of my reviewing writing by revising it.					
I can improve the phrasing, grammar, punctuation, and spelling in my writing by editing it.					
I can write effectively, under time limits.					
I can write swiftly, in English.					
I can spot flaws in my writing and determine what needs to be better.					
I can use effective ways to address issues with my writing.					
In my writing, i may apply my own autonomous thoughts, in my writing.					
I enjoy writing in English, in my spare time.					
<b>Part – C Before Writing</b>					
Before I start writing, I go over my class notes, handouts, and assignment criteria.					
Before writing, I thoroughly evaluate the task or assignment as well as the guidelines.					
I talk about what I’m going to write with my classmates and teacher.					
Before I start writing, I brainstorm and jot down ideas.					
Before I write, I develop plans and take notes in my mother tongue.					
In English, I create an outline or plan. I create a schedule for when I will write.					
I conduct extra study outside of the classroom to strengthen my writing skills before producing the first draft.					
<b>Part- D During Writing</b>					
I attempt to write in a relaxing, calm environment where I can focus.					
I use my background knowledge (world) information to help me build my thinking.					
I prefer to write in my first language before translating into English.					
I prefer to start by writing a rough draft in my mother tongue before translating it into English.					



As I write, I edit for content (ideas).					
While writing, I like to change or clarify my ideas.					
When I write, I utilize a dictionary to double-check anything I'm not sure about.					
When I write, I use a grammar book to double-check anything I'm not sure about.					
When I'm writing in English, I make up new words if I don't know the correct ones.					
I consider how improving my English writing skills will help me achieve in my other classes.					
<b>Part – E After Writing</b>					
I look over my writing again to check for errors in language, vocabulary, spelling, and punctuation.					
After I finish a draft, I consult a dictionary.					
After I finish a draft, I refer to a grammar book.					
I talk to other students about my work to receive input on how I might better it.					
I talk to my teacher about my work to seek input on how I might improve it.					
I take notes or try to recall the input I receive so that I can use it to my next piece of writing.					
I read the feedback on my prior writing and use it into my next piece.					
I utilize the feedback to improve my English skills in other areas (reading, speaking, and listening).					
<b>Part – F Grammar in Writing Skills</b>					
I have good grammar, punctuation, and mechanics, so my mistakes do not detract from people's comprehension of my ideas.					
When I write, I may employ proper word forms and components of speech.					
When I write, I may employ proper sentence structure.					
When I write, I can employ a number of sentence types. When I write, I can accurately use capital letters.					
When I write, I can accurately utilize hyphens. (-)					
When I write, I can accurately use underlining.					
When I write, I can accurately employ italics.					
When I write, I can accurately employ the present tenses.					
When I write, I can accurately employ the numerous past tenses.					
When I'm writing, I can accurately employ the numerous future tenses.					
When I write, I can accurately use active voice.					
When I write, I can correctly use subject-verb agreement.					
When I write, I can accurately employ count and non-count nouns.					
When I write, I can accurately employ singular and plural nouns					
When I write, I can correctly use articles. (a, an, the)					
When I write, I can accurately employ pronouns.					





When I write, I can accurately employ gerunds and infinitives.					
When I write, I can correctly place adjectives and adverbs (for example, running, to run).					
When I write, I can accurately use semicolons (;) I can identify my grammatical, punctuation, and mechanical problems.					

**iii) Participants And Sample Size**

The population of the study is final year students of UG and PG from Dhanalakshmi Shrinivasan Arts and Science College for Women, Perambalur. Sample size is two hundred and seventeen (217) female students.

**iv) Procedure:**

Choose the texts for the gallery walk (for example, quotations, photographs, papers, and/or student work). You might also have the students choose the texts themselves, either alone or peer.

Texts should be exhibited in a "gallery style" that permits pupils to spread throughout the room, with several students clustered around each text. Texts can be hung on the wall or set on a table. The most crucial aspect is that the paragraphs are spaced far enough apart to avoid overcrowding.

The order in which you view instructions will be determined by your exercise goals. If the goal of the gallery walk is to introduce students to new content, have them take notes while they travel around the room. Visual organizer for students was arranged to fill out while they inspect the "show," or a set of questions for them to answer based on the texts on display. Questions were asked in between to students to find similarities and differences within a group of texts. Few minutes were given to explore the room before asking them to write down their views about what they saw once they are seated.

Students went on their own or with a partner for the gallery walk. Allowed them to travel in small groups, with announcements as to when they should move on to the next exhibit piece. One point that should be highlighted is that pupils should disperse across the room. When there are too many students clustered around one text, it becomes difficult for students to read the text and increases the risk of off-task behavior.

Debrief the activity as a class after students has seen enough of the texts throughout the room. This debrief can take a variety of forms, depending on the goals of the gallery visit. Finally, students shared the data they gathered, and developed conclusions about a wider subject based on the material they studied.

**Data Analysis and Interpretation**

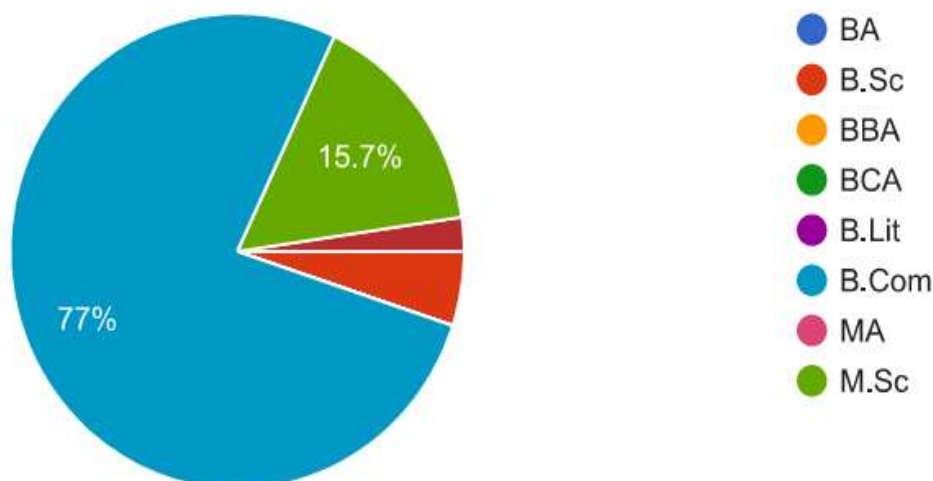
As the next phase in the research process, the data acquired for the current study was evaluated, described, and interpreted in a systematic manner in this part. The documentation and analysis procedure attempted to present data in an understandable and interpretable form so that trends and relationships could be identified in accordance with the study's goal. The hypotheses and research topics are discussed.

**Demographic Details of the Respondents**

Part –A . The students' personal information was analyzed using frequency and percentages. (Degree, Age, Subject, Gender, Residence, Mother Tongue, Board of instruction

at school, Medium of instruction, Family's Monthly Income, Father's Occupation, Mother's Occupation and Parent's Educational level.)

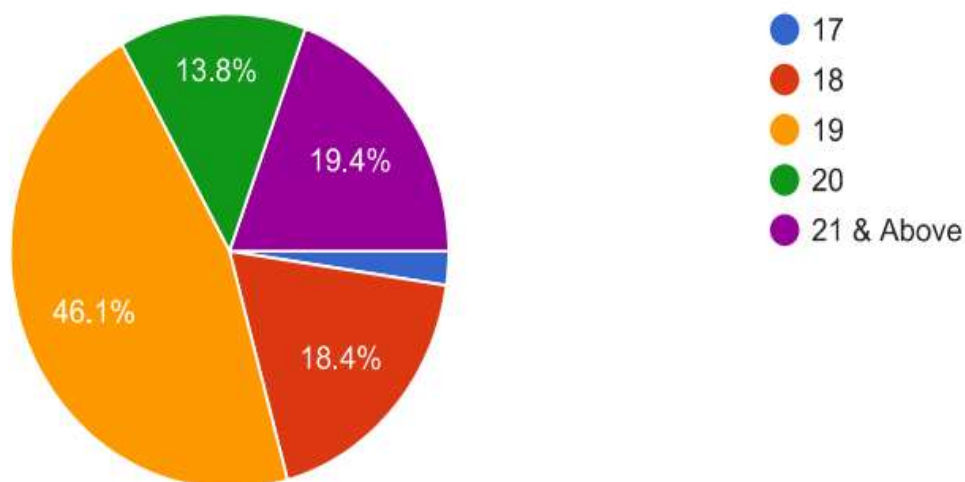
**i) Degree**



**Pie Chart 1**

It is identified from the above pie chart 1 that nearly 77% of the respondents were B.A and B.Com. 15.7% respondents were from BCA and M.Sc.

**ii) Age**

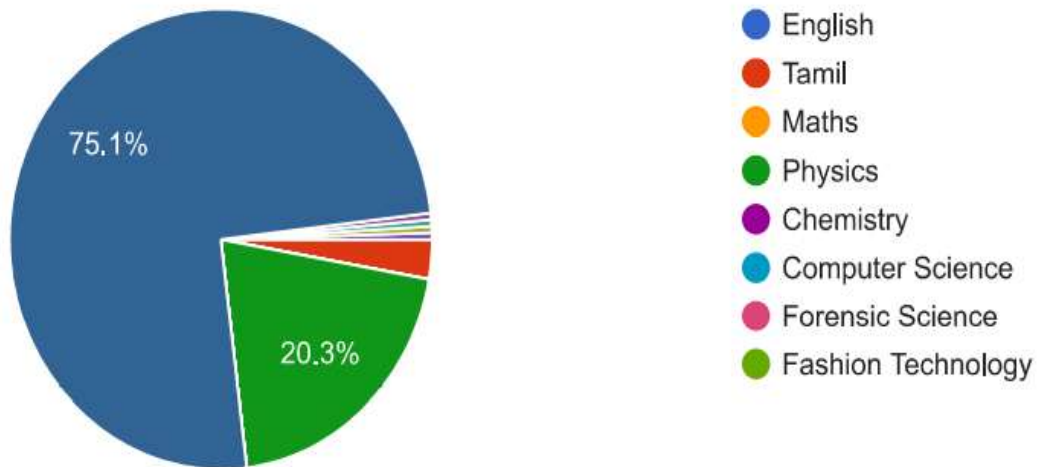


**Pie chart 2**

Above mention pie chart 2 proved that the respondents were belonged to four age groups. 46.1% of the respondents were 19 years old, and 19.4% were 21 & above. 13.8 % respondents were 20 years old and 18.4 respondents were 18 years old.



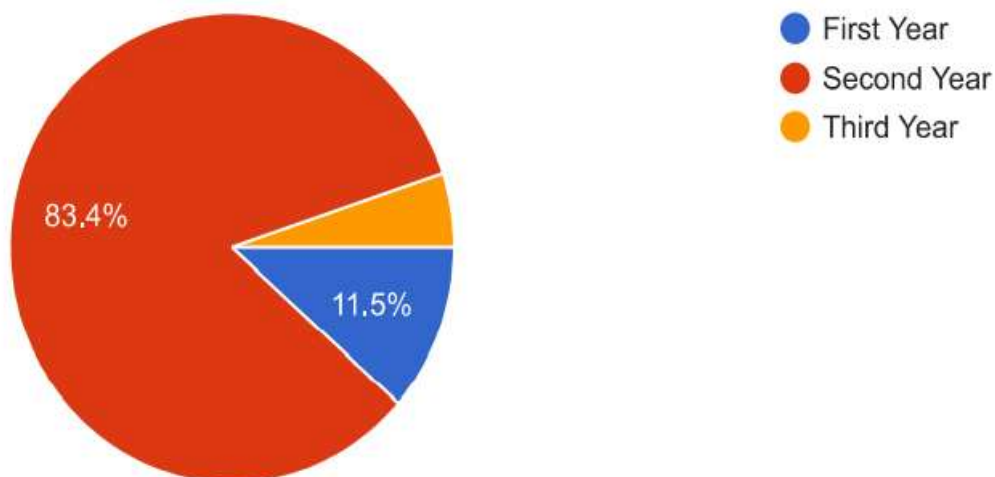
**iii) Major**



**Pie Chart 3**

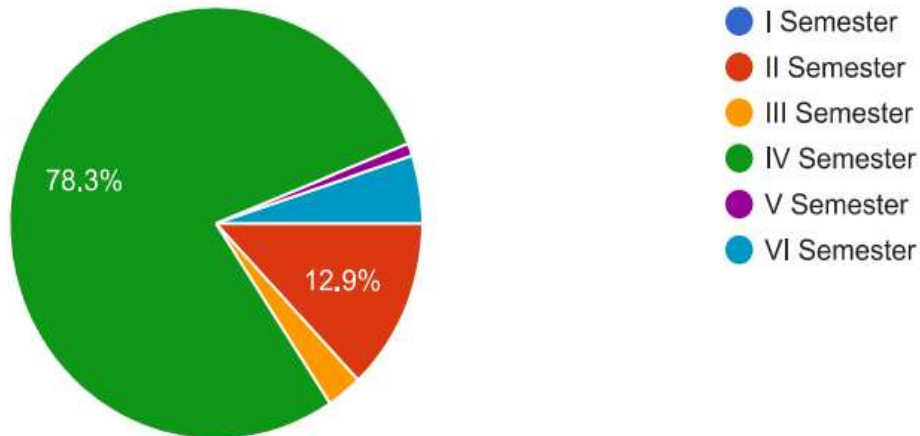
It can be observed from the pie chart 3 that 75.1% of the respondents were from English and Computer Science as a major subject. 20.3% of the respondents were Fashion Technology as a major subject.

**iv) Year**



**Pie Chart 4**

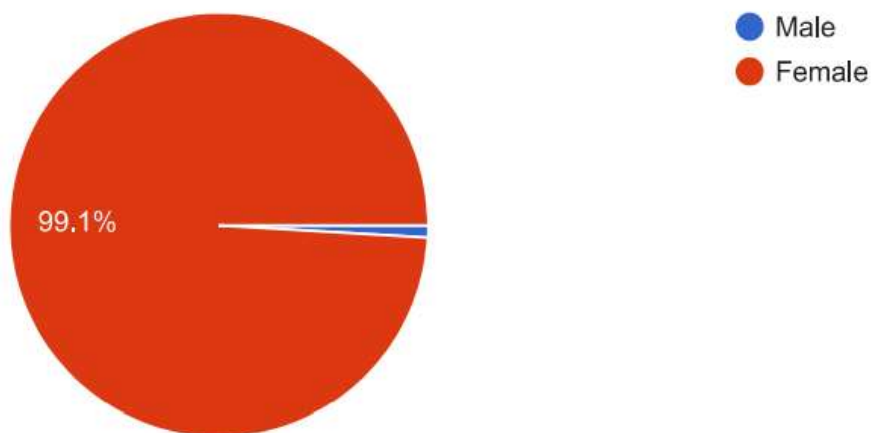
**v) Semester**



**Pie Chart 5**

The above pie chart 5 indicated which semester the respondents studying. 78.3% of the respondents were from fourth semester. 12.9% of the respondents from second semester.

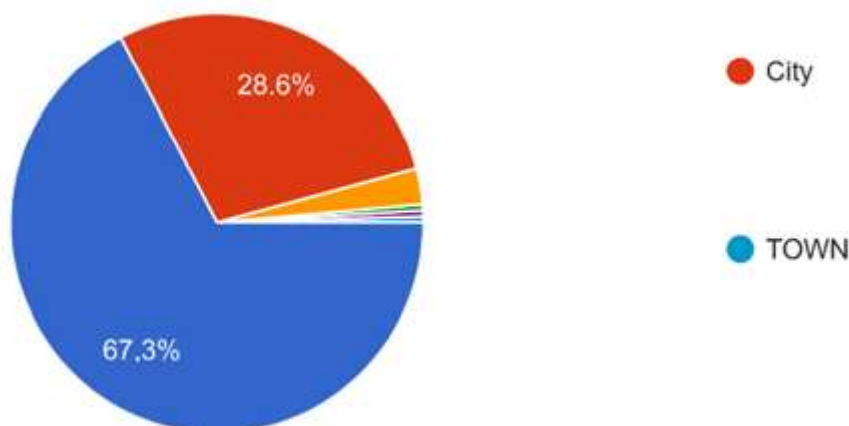
**vi) Gender**



**Pie Chart 6**

It can be observed from the above pie chart 6 that the genders of the respondents are only female. 99.1% of the respondents were female.

**vii) Residence**



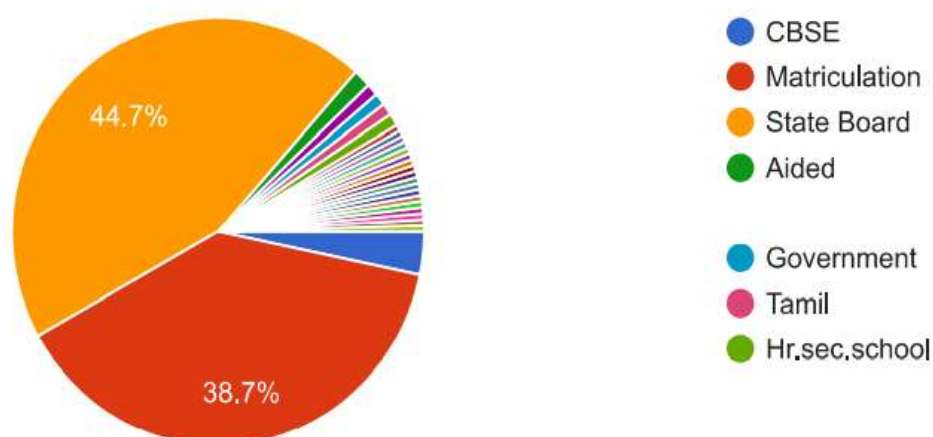
**Pie Chart 7**

Pie chart 7 indicates that 67.3% respondents were from town and 28.6% were from city.

**viii) Mother Tongue**

From the analysis it can be observed that 96% of the respondents are speaking Tamil as their mother tongue. This study has been conducted in Dhanalakshmi Srinivasan Arts and Science College for Women, Perambalur, and Tamilnadu, India. The college is situated in urban area of Tamil Nadu. All the informants are native speakers of Tamil and are studying English as SL. The teachers of the informants are likewise non-native English speakers.

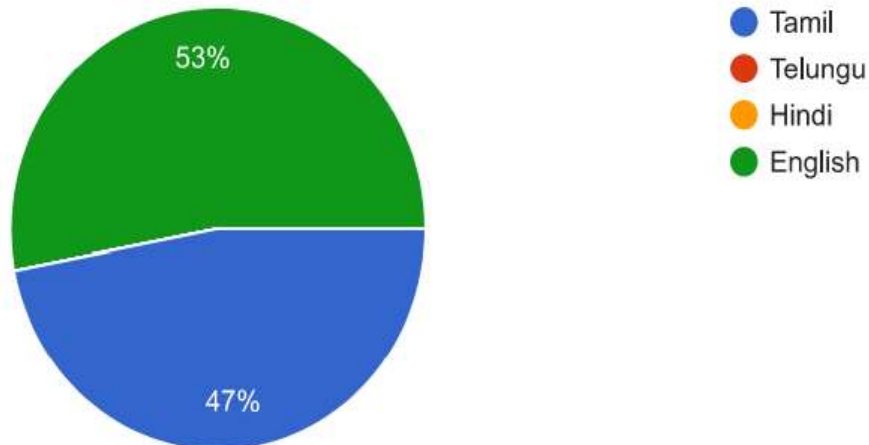
**ix) Board of Instruction at school**



**Pie Chart 8**

The pie chart 8 above indicates that 44.7% of the respondents were studied in state board at school. Only 38.7% of the respondents were studied in matriculation at school.

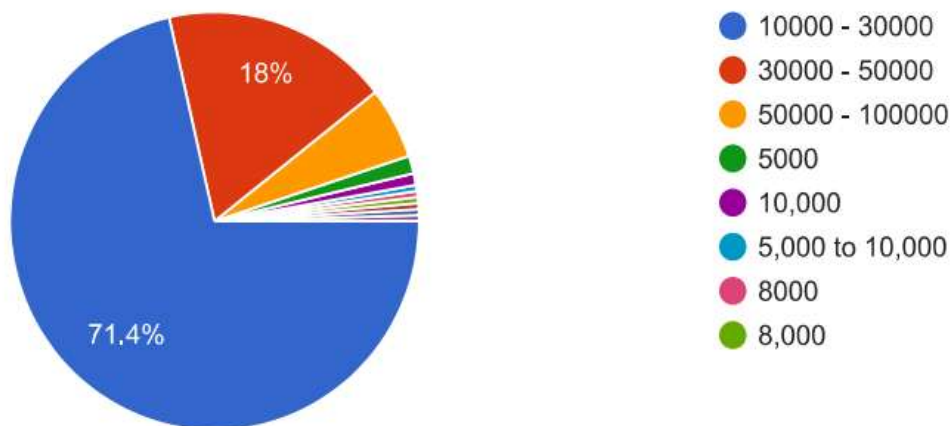
x) **Medium of Instruction**



**Pie Chart 9**

The above pie chart indicates that 47% of the respondent's medium of instructions was Tamil. 53% of the respondent's medium of instructions was English.

xi) **Family's Monthly Income in Rs**

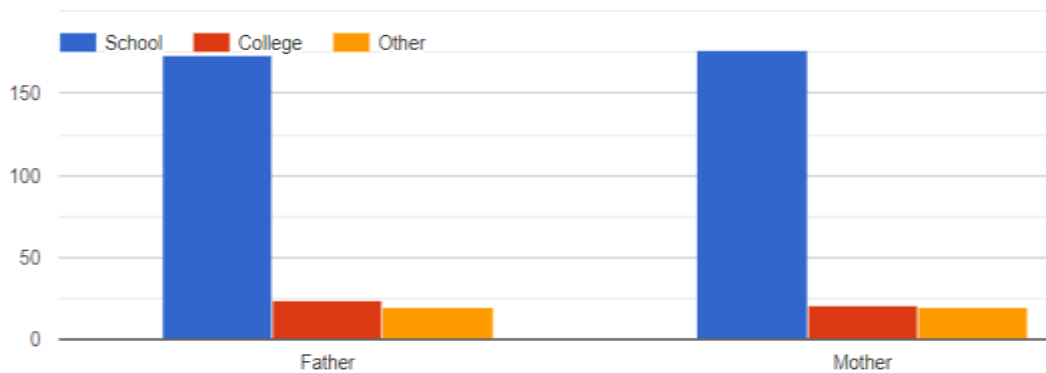


**Pie Chart 10**

The observation of the pie chart 10 above can be helpful to conclude that 71.4% of the respondent's monthly income is 10000 to 30000. 18% of the respondent's monthly income is 30000 to 50000.



**xii) Parents Education Level**



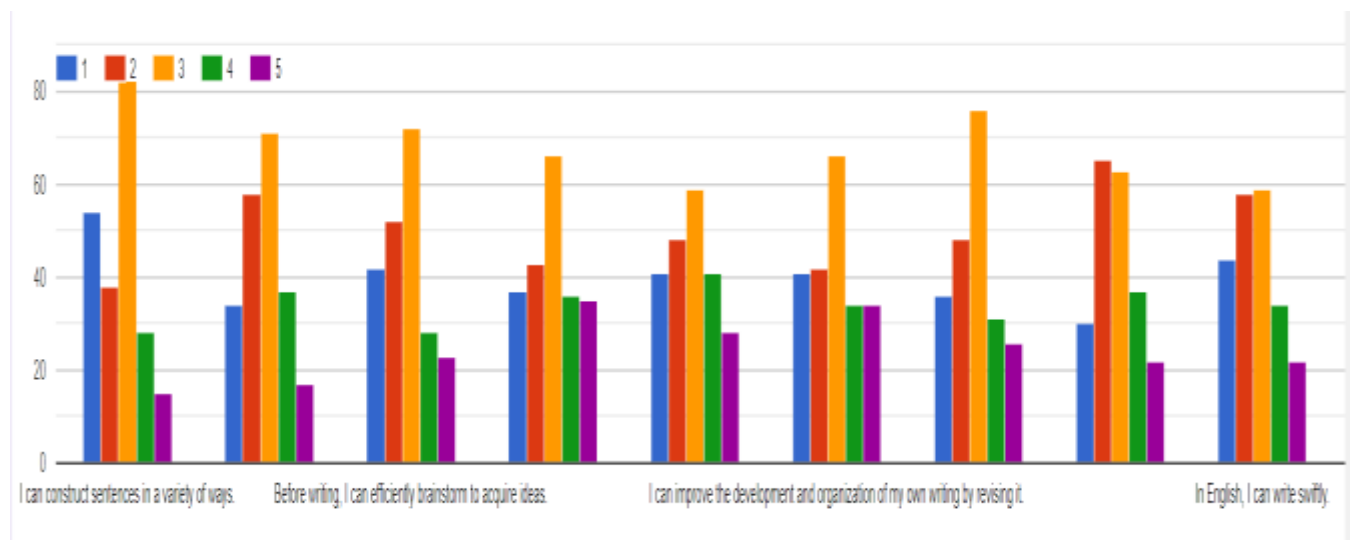
**Bar Chart 1**

It can be observed from the above bar chart 1 that majority of the respondents parent's education level is only up to school level.

**Part – B English Writing Skills**

Please rate your use of each learning strategy below on a scale between 1 to 5. Circle your choice.

- 1 – Never
- 2 – Rarely
- 3- Sometimes
- 4 – Often
- 5 - Most Often





Bar Chart 2

Part B - English Writing Skills	Frequency of Respondents				
	1	2	3	4	5
I can construct sentences in a variety of ways.	54	38	82	29	15
I can write clear subject sentences that identify the topic and directs the paragraph's main theme.	34	58	71	38	17
Before writing, I can efficiently brainstorm to acquire ideas.	42	52	72	29	23
I can take detailed notes on reading and use them to back up my arguments in my writing.	37	43	67	36	35
Before writing, I can create an outline to properly organize my thoughts.	41	48	60	41	28
I can improve the development and organization of my reviewing writing by revising it.	41	42	66	35	34
I can improve the phrasing, grammar, punctuation, and spelling in my writing by editing it.	36	48	76	32	26
I can write effectively, under time limits.	30	65	63	38	22
I can write swiftly, in English.	44	58	59	35	22
I can spot flaws in my writing and determine what needs to be better.	34	46	81	33	24
I can use effective ways to address issues with my writing.	33	62	55	39	29
In my writing, i may apply my own autonomous thoughts, in my writing.	36	46	69	43	24
I enjoy writing in English, in my spare time.	39	47	66	38	28

Table 1

From the above bar chart 2 and table 1 we can observe the frequency of the respondents for the part-A English writing skills questions.

**Part - C Before Writing**

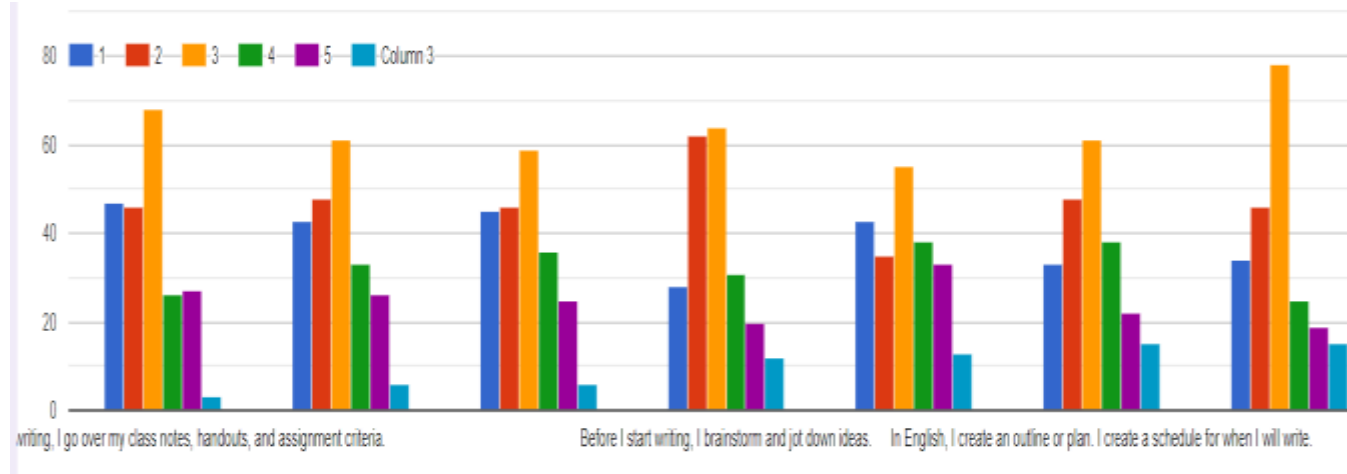
Please rate your use of each learning strategy below on a scale between 1 to 5. Circle your choice.

1 – Never





- 2 – Rarely
- 3- Sometimes
- 4 – Often
- 5 - Most Often



Bar Chart 3

Part – C Before Writing	Frequency of Respondents				
	1	2	3	4	5
Before I start writing, I go over my class notes, handouts, and assignment criteria.	47	46	68	27	3
Before writing, I thoroughly evaluate the task or assignment as well as the guidelines.	43	48	62	33	26
I talk about what I'm going to write with my classmates and teacher.	45	46	59	37	35
Before I start writing, I brainstorm and jot down ideas.	28	62	64	32	20
Before I write, I develop plans and take notes in my mother tongue.	41	41	41	41	41
In English, I create an outline or plan. I create a schedule for when I will write.	43	35	55	39	33
I conduct extra study outside of the classroom to strengthen my writing skills before producing the first draft.	34	46	78	26	19

Table 2

The bar chart 3 and table 2, as mentioned above, indicates the frequency distributions of the respondents.

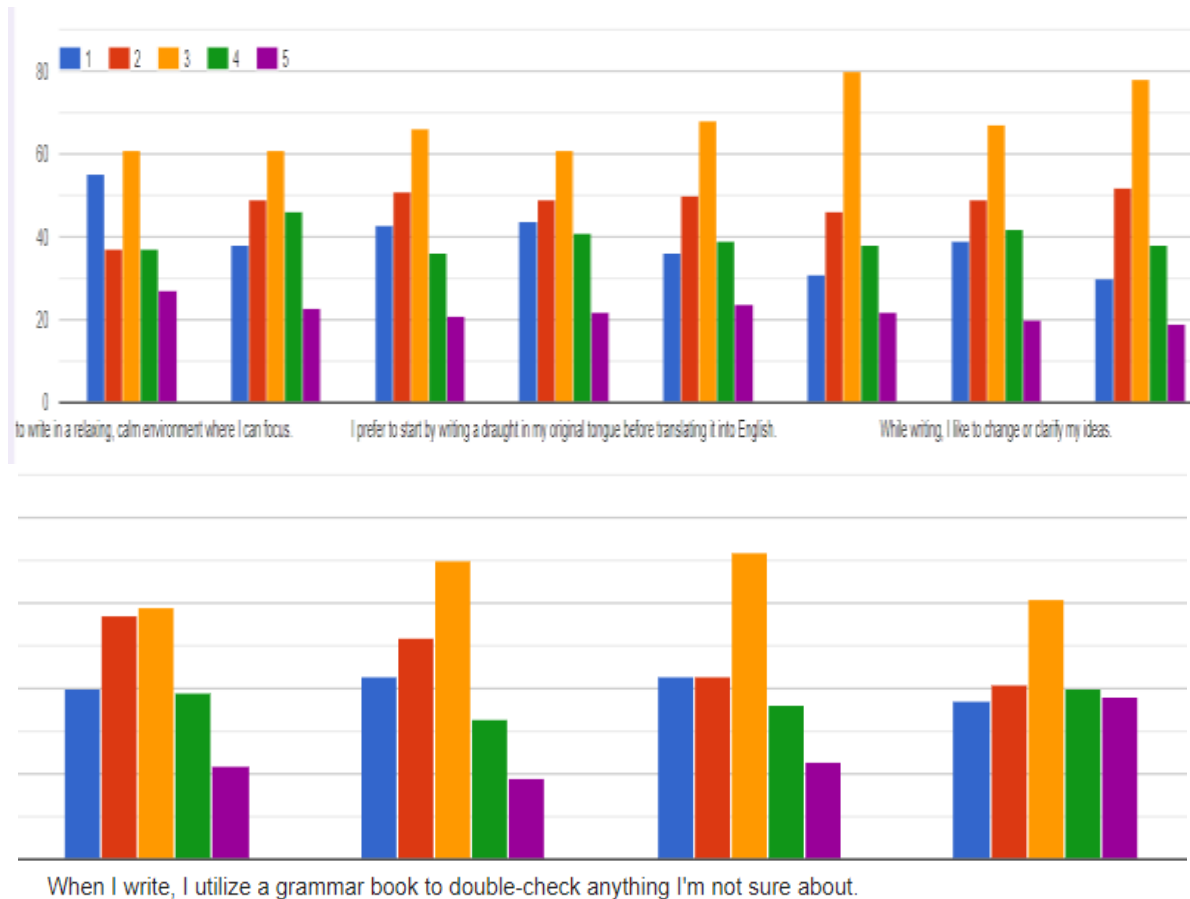
**Part – D During Writing**

Please rate your use of each learning strategy below on a scale between 1 to 5. Circle your choice.

- 1 – Never
- 2 – Rarely
- 3- Sometimes



4 – Often  
5 - Most Often



Bar Chart 4

Part- D During Writing	Frequency of Respondents				
	1	2	3	4	5
I attempt to write in a relaxing, calm environment where I can focus.	55	37	62	37	27
I use my background knowledge (world) information to help me build my thinking.	38	49	61	47	23
I prefer to write in my first language before translating into English.	43	51	66	36	22
I prefer to start by writing a rough draft in my mother tongue before translating it into English.	44	49	61	42	22
As I write, I edit for content (ideas).	36	50	68	39	25
While writing, I like to change or clarify my ideas.	39	49	67	42	21
When I write, I utilize a dictionary to double-check anything I'm not sure about.	30	52	78	38	20
When I'm writing in English, I make up new words if I	43	43	72	36	24



don't know the correct ones.					
I consider how improving my English writing skills will help me achieve in my other classes.	37	41	61	40	39

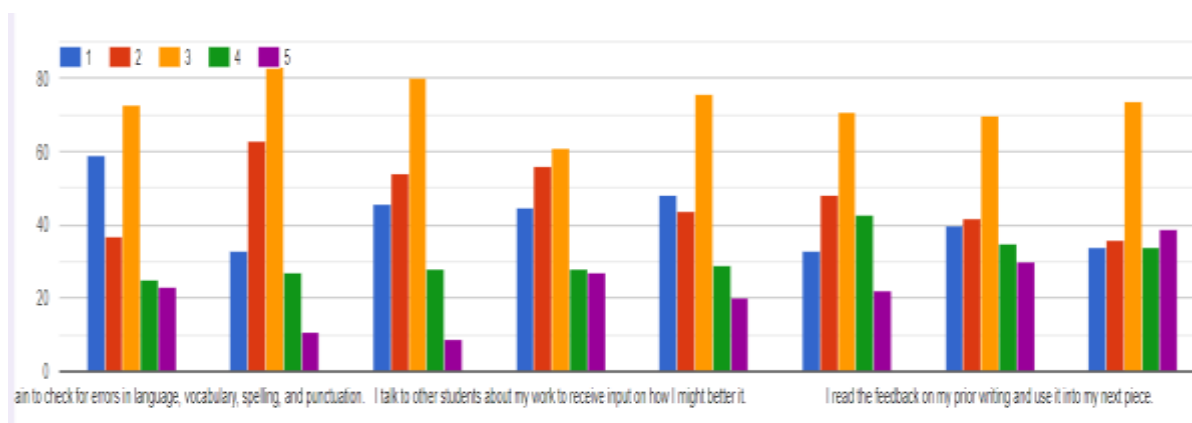
Table 3

The bar chart 4 and table 3, as mentioned above, indicate the frequency distributions of the respondents.

**Part – E After Writing**

Please rate your use of each learning strategy below on a scale between 1 to 5. Circle your choice.

- 1 – Never
- 2 – Rarely
- 3- Sometimes
- 4 – Often
- 5 - Most Often



Bar chart 5

Part – E After Writing	Frequency of Respondents				
	1	2	3	4	5
I look over my writing again to check for errors in language, vocabulary, spelling, and punctuation.	59	37	74	25	23
After I finish a draft, I consult a dictionary.	33	63	83	28	11
After I finish a draft, I refer to a grammar book.	46	54	80	28	10
I talk to other students about my work to receive input on how I might better it.	45	56	61	29	27
I talk to my teacher about my work to seek input on how I might improve it.	48	44	76	29	21
I take notes or try to recall the input I receive so that I can use it to my next piece of writing.	33	48	71	43	23
I read the feedback on my prior writing and use it into my next piece.	40	42	70	35	31



I utilize the feedback to improve my English skills in other areas (reading, speaking, and listening).	34	36	74	34	40
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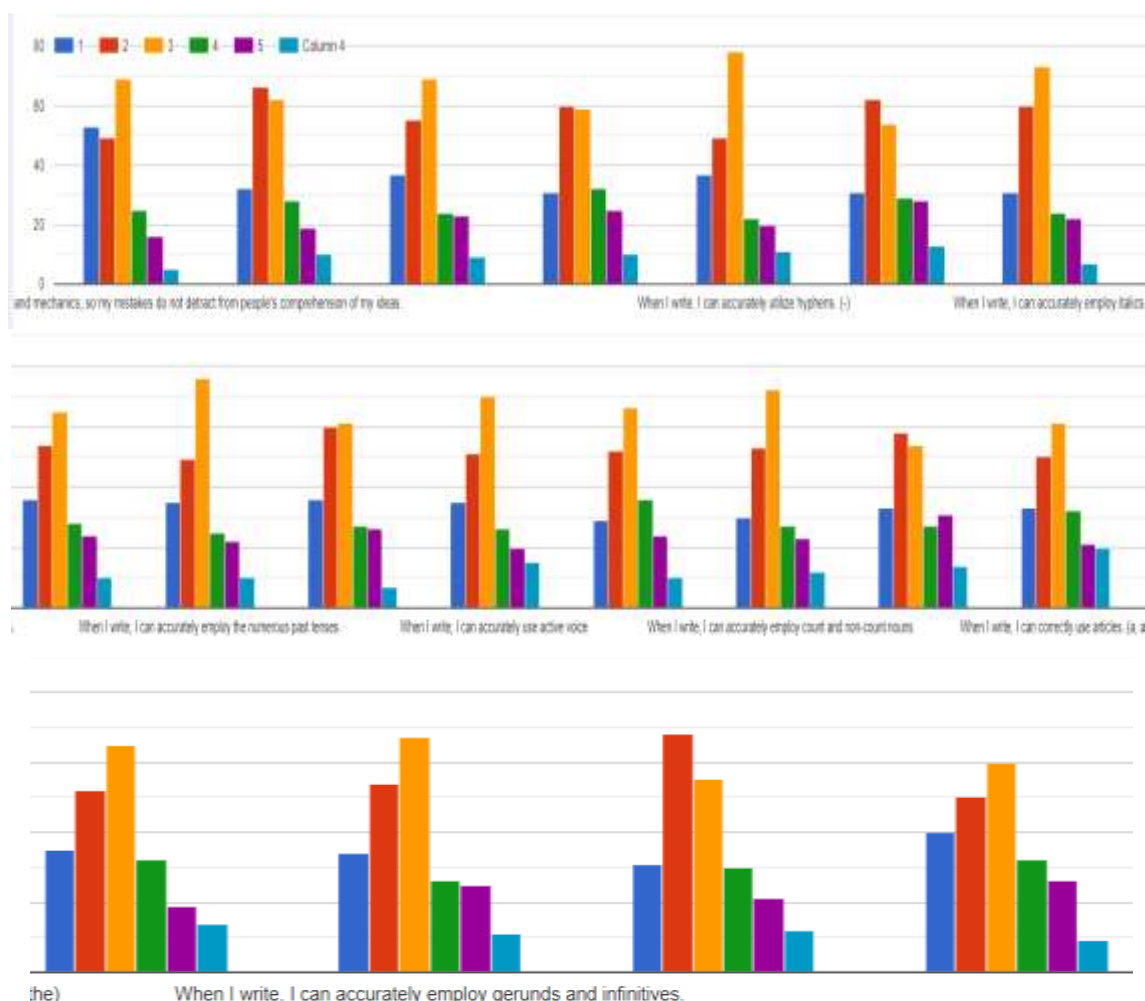
**Table 4**

The bar chart 5 and table 4, as mentioned above, indicate the frequency distributions of the respondents.

**Part – F Grammar Writing skills**

Please rate your use of each learning strategy below on a scale between 1 to 5. Circle your choice.

- 1 – Never
- 2 – Rarely
- 3- Sometimes
- 4 – Often
- 5 - Most Often



**Bar Chart 6**



Part – F Grammar in Writing Skills	Frequency of Respondents				
	1	2	3	4	5
I have good grammar, punctuation, and mechanics, so my mistakes do not detract from people's comprehension of my ideas.	53	49	70	25	16
When I write, I may employ proper word forms and components of speech.	32	66	62	29	19
When I write, I may employ proper sentence structure.	37	55	69	24	24
When I write, I can employ a number of sentence types. When I write, I can accurately use capital letters.	31	60	59	33	25
When I write, I can accurately utilize hyphens. (-)	37	49	79	22	20
When I write, I can accurately use underlining.	31	62	54	30	28
When I write, I can accurately employ italics.	31	60	74	24	22
When I write, I can accurately employ the present tenses.	36	54	65	29	24
When I write, I can accurately employ the numerous past tenses.	35	49	77	25	22
When I'm writing, I can accurately employ the numerous future tenses.	36	60	61	28	26
When I write, I can accurately use active voice.	35	51	70	27	20
When I write, I can correctly use subject-verb agreement.	29	52	66	37	24
When I write, I can accurately employ count and non-count nouns.	30	53	73	27	23
When I write, I can accurately employ singular and plural nouns	33	58	54	28	31
When I write, I can correctly use articles. (a, an, the)	33	50	61	33	21
When I write, I can accurately employ pronouns.	35	52	65	33	19
When I write, I can accurately employ gerunds and infinitives.	34	54	68	26	25
When I write, I can correctly place adjectives and adverbs (for example, running, to run).	31	68	55	31	21
When I write, I can accurately use semicolons (;) I can identify my grammatical, punctuation, and mechanical problems.	40	50	61	32	26

**Table 5**

The bar chart 6 and table 5, as mentioned above, indicate the frequency distributions of the respondents.

**Findings**

The current study discovered that error correction procedures improved the writing skills of arts and science college students. Students appeared to be interested in studying through the gallery walk technique as well as the other three corrective procedures. Instead of only hearing the content from the teacher, students are encouraged to discuss and write about it. Gallery Walk provides the added benefit of encouraging collaboration, listening skills, and teamwork.



## 2. CONCLUSION

Despite the fact that English is taught and learned as a second language in India, the expected progress has yet to be made. There are numerous explanations for this. In such a setting, greater work and a variety of techniques to teaching English to Indian pupils are required.

According to the writer's conclusion, an English teacher should utilize proper ways to urge students to write. Students can organize their ideas for writing by using the gallery walk technique, as well as self-peer and instructor correction. It also encourages people to collaborate with one another and share their ideas for discussion. Walking around the classroom can inspire students to participate in the activity. As a result, the learning process is not monotonous and can be exciting and enjoyable.

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