

**THE EFFECTIVENESS OF PEER CORRECTION FOR STUDENTS'
WRITING SKILL AT THE FIRST GRADE OF MA MA'ARIF NU BLITAR**

THESIS

Presented to

State of Islamic Institute (IAIN) Kediri

In Partial Fulfilment of the Requirements

For the Degree of *Sarjana* in English Language Education



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This thesis is to fulfil the requirement for the degree of Sarjana (S1) in English study program, State Islamic Institute (IAIN) Kediri.

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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir sarjana strata satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya. Dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam sidang munaqosah.

Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terima kasih.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam sidang Munaqosah yang dilaksanakan pada tanggal, kami berpendapat bahwa skripsinya telah memenuhi syarat untuk disahkan sebagai kelengkapan ujian akhir sarjana strata satu (S-1) Fakultas Tarbiyah dan Ilmu Keguruan Jurusan Pendidikan Bahasa Inggris.

Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terima kasih.

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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۚ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ ۗ.....

“Allah does not charge a soul except [with that within] its capacity. It will have [the consequence of] what [good] it has gained, and it will bear [the consequence of] what [evil] it has earned.” (Al-Baqarah:286)

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

“For indeed, with hardship [will be] ease.” (Ash-Sharh:5)

DEDICATION

This graduation paper is whole heartedly dedicated to:

- ❖ Allah SWT, the only Lord who always guide me to the truth.
- ❖ My parents Khusni Mubarok and Siti Maemunah who definitely love me more than anything they have and treat me well with their patience. May this paper erase all of your sadness as a symbol that I wish I could make you proud of me although I am not a perfect daughter.
- ❖ My brother and sister who always cheer me up and give me much love.
- ❖ My sincerely advisors, Mr. Drs. Agus Edi Winarto M. Pd. and Ms. Dewi Nur Suci M. Pd. who are always very kind to me and guide me to be better as long as doing my thesis and more.
- ❖ My partner, Abdullah Asyrofusy Syaakir who always supports me and hears all of my stories and also accompanies me in almost whole my situations.
- ❖ My friends who always pray for me. May Allah bless you and ease your way.

ACKNOWLEDGEMENTS

Alhamdulillah all praise to Allah SWT whose guidance and blessing have made it possible for me to finish this thesis. Piece and salutation always be given to the last Prophet Muhammad SAW.

Subsequently, I express my great appreciation and thank to those who have a big contribution in helping me to finish this thesis. Therefore, the writer would like to express appreciation and sincerest gratitude to:

1. Dr. Nur Chamid, M.M. as the rector of State of Islamic Institute (IAIN) Kediri.
2. Dr. H. Ali Anwar, M. Ag. as the dean of Faculty of Tarbiyah in IAIN Kediri.
3. Drs. Agus Edi Winarto, M. Pd. and Dewi Nur Suci M. Pd. as my respected advisors who always guide, help and support me to complete my thesis.
4. All my lectures in IAIN Kediri in academic year 2016-2020.
5. M. Wahid Mustofa, S.Sos. M.M.Pd as the headmaster of MA Ma'arif NU Blitar.
6. Dedi Sigit Prasetyo, S.Pd.I as the English teacher of MA Ma'arif NU Blitar.

Finally, I realize that this thesis is far from being perfect. Hence, criticisms and suggestions are expected to develop in the future research. By looking that, I do expect that this thesis gives advantages and great contribution to the readers particularly the students of English Department of State Islamic Institute (IAIN) Kediri.

Kediri, 20 Mei 2020

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ABSTRACT

Zulfa, Istik Nafiatur Royidatuz. 2020. *The Effectiveness of Peer Correction for Students' Writing Skill at the First Grade of MA Ma'arif NU Blitar*. Thesis. Department of English Language Education, Faculty of Tarbiyah. State Islamic Institute of Kediri (IAIN Kediri). Advisors: (I) Drs. Agus Edi Winarto M.Pd., (II) Dewi Nur Suci M.Pd.

Keywords: writing skill, students in SHS, peer correction, genre-based approach

Writing English remains a difficult skill for EFL students of senior high school since they rarely practice English in daily life. In several cases, peer correction was successfully conducted for undergraduate students but it is required to test at senior high school level by combining the genre-based approach in teaching writing. Thus, this study aims at investigating the effectiveness of peer correction for students' writing skill at the first grade of MA Ma'arif NU Blitar.

This research was classified as a quasi-experimental study which involved 58 students from two existing groups as experimental and control group. Class X-D consists of 28 students as the experimental group who were taught by applying peer correction and class X-E also consists of 28 students as the control group who were taught by applying self-correction. The treatment was conducted by combining methods (peer correction and self-correction) with the genre-based approach in teaching writing as line as the K13 curriculum. The data were obtained by two essays writing of recount text which are pre-test and post-test. To test the hypothesis, an analysis of covariance (ANCOVA) was used by using *software SPSS 24*.

The results show that both peer correction and self-correction increased. There is a significant difference between peer correction and self-correction ($.000 < .05$) which means that peer correction is better than self-correction. In addition, the mean score in the post-tests of both the experimental group and control group are higher than the pretests of both groups. Therefore, the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, peer correction is effective to improve students' writing skill at the first grade of MA Ma'arif NU Blitar. Nevertheless, conducting the research in a larger sample is highly recommended to avoid errors and distinguish exceptions that might skew the data in a smaller sample.

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