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I hereby declare that the thesis and the work presented in it are my own and have been generated by me as result of my own original research. It does not incorporate any materials previously written or publish by another person except those indicated in quotations and references. No portion on this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis of there is any subjection or claim from others.

This thesis is to fulfill requirement for the degree of Sarjana (S1) in English Study Program, State Institute for Islamic Studies (IAIN) Kediri.

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APPROVAL PAGE

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**THE EFFECTIVENESS OF USING CHECKLIST BASED PEER
FEEDBACK IN TEACHING WRITING FOR THE TENTH GRADE
STUDENTS OF SMK PAWYATAN DAHA 1 KEDIRI**

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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Srata Satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat disajikan dalam Sidang Munaqosah.

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

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MOTTO

“If opportunity does not come to you, then create it”

(By Siti Vernalias)

“Yakin, Usaha, Sampai”

DEDICATION

Thanks to My God, Allah SWT and Prophet Muhammad SAW for giving me this amazing chance and experience, so I can get more knowledge.

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7. The writer realized that this thesis is far from perfect. The writer will receive any suggestions or critics that will help this research to be better.

ABSTRACT

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Keywords: Effectiveness, Writing, Teaching Writing, Checklist Based Peer Feedback.

Writing is one of the most important skills in learning a foreign language, especially English. It is also one of the productive skills which involves communicating a message in the form of letter and symbols. Writing is a communication tool in written form. This skill is important part of conveying thoughts, ideas, and organizing sentences or paragraph. One of technique in giving feedback that can be used to check the correct of writing is checklist based peer feedback. The aim of this research was to investigate the effectiveness of the use of checklist based peer feedback in teaching writing for the tenth grade students of SMK PAWYATAN DAHA 1 Kediri.

The design of this research was quasi-experimental. The population was the students of class X in SMK PAWYATAN DAHA 1 Kediri. The samples were two classes X TKJ and X MM. The experimental group was class X TKJ that consists of 30 students, meanwhile the control group was class X MM that consists of 30 students. The researcher used tests as the instrument of the research. The format of the test is oral test. In analyzing data, the researcher used Analysis of Covariance (ANCOVA) by SPSS Program 20.0 version.

The result of this research showed that the data was normally distributed. It was proven by the Kolmogorov-Smirnov test that the significant value (p) of tests were 0.169 for pre-test of the experimental group, 0.143 for pre-test of the control group, 0.223 for post-test of the experimental group, and 0.176 for post-test of the control group. ($p > \alpha 0.05$). The homogeneity variances test showed that (p) was .784 ($p > \alpha 0.05$). The homogeneity regression (Slope) shows that (p) was .214 ($p > \alpha 0.05$). Then, the result of ANCOVA showed (p) was 0.014 ($p < \alpha 0.05$). It was enough evidence to reject H_0 and accept H_a . Based on the finding, the researcher concludes that Cheklist based peer feedbackis effective for teaching writing.

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