

**THE EFFECTIVENESS OF PEER CORRECTION COMPARED TO SELF  
CORRECTION IN WRITING DESCRIPTIVE PARAGRAPH AT SMPN 1**

**MOJO KEDIRI**

**THESIS**

Presented to

State Islamic Institute of Kediri

In Partial Fulfilment of the Requirements

For the Degree of Sarjana in Education Department



**By:**

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**ENGLISH DEPARTMENT**

**FACULTY OF TARBIYAH**

**STATE ISLAMIC INSTITUTE OF KEDIRI**

**2025**

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I hereby declare that I compiled this thesis independently without the help of any party that is not mentioned. To the best of my knowledge and belief, this manuscript does not contain material that has been published or written by another party, unless it has been included with proper references in accordance with academic rules. This statement includes all forms of thought taken either directly or indirectly from printed books, articles, and various online sources. The translation of the foreign language source used in this thesis is entirely my own work. This thesis was prepared as one of the requirements to obtain a degree of Sarjana (S1) in the English Language Study Program, State Islamic Institute of Kediri.

Kediri. May 9<sup>th</sup> 2024

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## **APPROVAL PAGE**

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CORRECTION IN WRITING DESCRIPTIVE PARAGRAPH AT SMPN 1  
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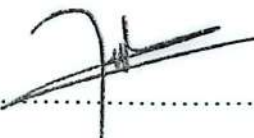
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**MOTTO**

**“Don’t look at the clock, do what the clock does. Keep moving”**

*(Sam Levenson)*

## **DEDICATION**

First, all praises and thanks are due to Allah Subhanahu wa Ta'ala, the Most Gracious, the Most Merciful, for granting me the strength, patience, and guidance to complete this research paper. Without His endless blessings and mercy, none of this would have been possible.

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Kediri. May 9<sup>th</sup> 2024

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## ABSTRACT

**Lestari, Ardelia Putri Eka.** 2025. *The Effectiveness of Peer Correction Compared to Self-Correction in Writing Descriptive Paragraph at SMPN 1 Mojo Kediri*. Thesis. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute of Kediri. Advisor: (I) Dr. Irma Khoirot Daulay, M.Hum.(II) Mohammad Muhyidin, M.Pd.

**Keywords:** *Self-Correction, Peer Correction, Writing Skill, Descriptive Paragraph, English Language Learning, Junior High School*

Writing is one of the skills in language learning, which has an important role in effective communication, especially for junior high school students who are still developing their ability to express ideas in written form. Among various writing types, descriptive paragraph is one of the foundational genres that students must master. This study aims to investigate whether there is a significant difference in writing performance between students who use peer correction and those who use self-correction when writing descriptive paragraphs.

The study was conducted among Grade VII students at SMPN 1 Mojo Kediri. It employed a quantitative approach with a quasi-experimental design. The participants were divided into two groups: the experimental group, consisting of 28 students from Class 7J, used the peer correction method, while the control group, consisting of 28 students from Class 7H, used the self-correction method. The research instruments were writing tests administered before (pre-test) and after (post-test) the treatment. Data were analyzed using SPSS, including descriptive analysis, normality tests, homogeneity tests, linearity tests, homogeneity of regression slopes test, and Analysis of Covariance (ANCOVA).

The findings of this study reveal that there is a significant difference between the writing achievements of students who used peer correction and those who used self-correction. The hypothesis was tested using Analysis of Covariance (ANCOVA) to control for students' pre-test scores, and the results showed a significance value of 0.005 for the teaching method, indicating that the difference between the two groups is statistically significant at the 0.05 level. The negative coefficient ( $B = -10.689$ ) for the self-correction group indicates that students in the peer correction group outperformed those in the self-correction group in the post-test. This suggests that peer correction is more effective than self-correction in improving students' ability to write descriptive paragraphs. These results emphasize the value of involving students in peer-based feedback activities, which not only foster greater awareness of writing errors but also enhance collaborative learning in the writing process.

## TABLE OF CONTENT

<b>THESIS .....</b>	<b>I</b>
<b>DECLARATION OF AUTHENTICITY.....</b>	<b>II</b>
<b>APPROVAL PAGE .....</b>	<b>III</b>
<b>RECTIFICATION SHEET .....</b>	<b>IV</b>
<b>MOTTO .....</b>	<b>V</b>
<b>DEDICATION.....</b>	<b>VI</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>VII</b>
<b>ABSTRACT .....</b>	<b>IX</b>
<b>TABLE OF CONTENT .....</b>	<b>X</b>
<b>LIST OF TABLES.....</b>	<b>XI</b>
<b>LIST OF APPENDICES.....</b>	<b>XII</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of The Study.....	1
B. Research Problem .....	6
C. The Purpose Of The Study .....	6
D. Hypothesis .....	7
E. Significance Of The Study .....	7
F. Scope and Limitations .....	8
G. Definition of Key Terms.....	8
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>10</b>
A. The Importance of Writing Skills.....	10
B. Definition of Descriptive Paragraph.....	15
C. Assessment of Writing .....	19
D. Rubric of Descriptive Paragraph.....	20
E. Overview of Self Correction and Peer Correction .....	23
F. UPTD SMPN 1 Mojo Kediri .....	30
G. Previous Studies .....	32
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>35</b>
A. Research Method and Design .....	35

B. Population and Sample .....	36
C. Data Collection Method.....	36
D. Research Instrumets .....	38
E. Validity and Reliability .....	42
F. Data Analysis .....	44
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION .....</b>	<b>47</b>
A. Research Finding.....	47
B. Discussions .....	58
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>63</b>
A. Conclusion .....	63
B. Suggestions .....	64
<b>REFERENCES .....</b>	<b>66</b>

## LIST OF TABLES

Table 2.1 Scoring Rubric of Descriptive Paragraph.....	22
Table 2.2 Material of English Book.....	31
Table 3.1 Treatment in Research .....	39
Table 3.2 Schedule of the Treatment .....	41
Table 4.1 Inter Rater of Pre-Test Experiment Class .....	48
Table 4.2 Inter Rater of Post-Test Control Class.....	49
Table 4.3 Descriptive Statistics of Pre-Test .....	49
Table 4.4 Inter Rater of Post-Test Experiment Class .....	50
Table 4.5 Inter Rater of Post-Test Control Class.....	51
Table 4.6 Descriptive Statistics of Post-Test.....	52
Table 4.7 Testing Normality .....	53
Table 4.8 Testing Homogeneity .....	54
Table 4.9 Testing Homogeneity of Regression .....	55
Table 4.10 Test of Between Subject Effects .....	56
Table 4.11 Test of Between Subject Effects .....	57
Table 4.12 Parameter Estimmates .....	58

## APPENDICES

Appendix 1: Pre-test Question.....	71
Appendix 2: Post-test Question .....	72
Appendix 3: Lesson Plan .....	73
Appendix 4: Class Pre-test Control Scores .....	79
Appendix 5: Class Post-test Control Scores.....	82
Appendix 6: Class Pre-test Experiment Scores .....	85
Appendix 7: Class Post-test Experiment Scores .....	88
Appendix 8: Experimental Class Paragraph (Pre-test) .....	91
Appendix 9: Experimental Class Paragraph (Post-test) .....	92
Appendix 10: Control Class Paragraph (Pre-test) .....	93
Appendix 11: Control Class Paragraph (Post-test).....	94
Appendix 12: Observation Certificate Letter .....	95
Appendix 13: Documentation.....	96