

**USING PEER CORRECTION ON STUDENTS' WRITING
ABILITY FOR SENIOR HIGH SCHOOL:
AN EXPERIMENTAL RESEARCH**

THESIS



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STATE ISLAMIC INSTITUTE (IAIN) OF KEDIRI
2022**

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THESIS

Presented to

State Islamic Institute of Kediri

**In partial fulfillment of the requirements
for the degree of *Sarjana* in English Education Department**

BY

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published 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 of institution of higher education. Due to this fact, I am the only responsible for the thesis of there is any objection or claim from others.

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

Kediri, June 13th, 2022

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USING PEER CORRECTION ON STUDENTS' WRITING ABILITY FOR SENIOR HIGH SCHOOL: AN EXPERIMENTAL RESEARCH

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MOTTO

“IT ALWAYS SEEMS IMPOSSIBLE UNTIL IT’S DONE”

-NELSON MANDELA-

DEDICATION

1. My beloved Allah SWT and Prophet Muhammad SAW.
2. My beloved parents Mr. Beni and Mrs. Sopiayah, who always in my heart and always support me. Thanks for all trust, support, finance, encouragement and pray.
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The writer realized that this thesis is not perfectly enough yet. Therefore, I excite to receive constructive criticism and suggestion to make this thesis better.

Kediri, June 13th, 2022

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ABSTRACT

Chunaifa, Mafrukhatul. 2022. *Using Peer Correction on Students' Writing Ability for Senior High School: An Experimental Research.* Thesis. Department of English Language Education, Faculty of Tarbiyah, IAIN KEDIRI. Advisors: (I) Dr. Mukhammad Abdullah, M. Ag and (II) Nurul Aini, M. Pd.

Keyword: Peer Correction, Writing Ability, Senior High School

Writing is one of the English skills that foreign learners should learn it. In writing contains four steps. They are prewriting, organizing, writing, and polishing: revising and editing. This study aims to know the effectiveness of students who are taught by using peer correction and self-correction. In the experimental research, the researcher used peer correction in teaching writing.

This study used a quasi-experimental design consisting of an experimental and control group. In the experimental group, the researcher used peer correction in teaching recount writing skills. Meanwhile, in the control group, the researcher used self-correction in teaching recount writing skills. The participant of this study were 62 students from two classes, namely class X-TKJ 1 as the experimental group consists of 32 students and X-TKJ 2 as the control group consists of 30 students from SMK AL IKHLAS TAROKAN. In collecting the data, the researcher used tests, including pre-test and post-test.

The result of this study can be seen from means of both pre-test and post-test experimental and control classes. The mean score of pre-test experimental class was 68.96 and control class was 70.46. Meanwhile, the result of post-test showed that the mean for experimental class was 81.68 and for control class was 79.63. It can be concluded that the experimental class got the highest score than control class. In addition, the result of ANCOVA showed that (p) was .000 ($p < \alpha$ 0.05). It can be concluded that using peer correction is effective in teaching writing for the tenth-grade students at SMK AL IKHLAS TAROKAN.

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