

ABSTRAK

Ni Kadek Suci Laksmi Dewi (2019). *The Effects of Self-Correction and Peer-Correction on the Students' Writing Competency in SMP PGRI 2 Denpasar*. Thesis, English Education Department, Post Graduate Program, Ganesha University of Education

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Key words: self-correction, peer-correction, and tipe teks

Menurut kurikulum 2013 untuk Sekolah Menengah Pertama (SMP) dalam mengajar Bahasa Inggris, ada empat keterampilan yang harus dikuasai siswa, yaitu: mendengarkan (*listening*), berbicara (*speaking*), membaca (*reading*), dan menulis (*writing*). Menulis adalah salah satu keterampilan penting yang harus dipelajari siswa. Penerapan teknik *self-correction* dan *peer-correction* dalam proses pembelajaran menulis mampu meningkatkan kompetensi menulis siswa. Tujuan dari penelitian ini adalah 1) untuk membuktikan adanya perbedaan pengaruh yang signifikan antara *self-correction* dan *peer-correction* pada kompetensi menulis siswa, 2) untuk membuktikan adanya perbedaan pengaruh yang signifikan antara *self-correction* dan *peer-correction* pada kompetensi menulis siswa dalam menulis teks deskriptif, 3) untuk membuktikan adanya perbedaan pengaruh yang signifikan antara *self-correction* dan *peer-correction* pada kompetensi menulis siswa dalam menulis teks recount. Penelitian ini menerapkan desain penelitian *quasi-experimental* dengan dua kelompok. Dua kelas dipilih sebagai sample menggunakan teknik purposive sampling. Selain itu, perlakuan dari kedua kelompok ditentukan secara acak. Sebelum melakukan percobaan, instrumen penelitian telah divalidasi oleh dua ahli. Penilaian kinerja diberikan untuk mengukur kompetensi menulis siswa di semua jenis teks. Sebelum digunakan, instrumen divalidasi untuk keterbacaannya (Grondlund = 0,79), keandalan (Cronbach alpha = 0,828), dan validitas konten (Pearson's = 0,878). Data yang diperoleh dianalisis secara deskriptif dan inferensial. Hasilnya menunjukkan, pertama, teknik *self-correction* dan *peer-correction* secara significant berpengaruh pada competency menulis siswa. Namun, pengaruh *peer-correction* secara signifikan lebih tinggi dari *self-correction* (F -ratio = 18,85; df = 58; α = 0,05). Kedua, teknik *self-correction* dan *peer-correction* secara signifikan berpengaruh terhadap kompetensi menulis siswa disemua jenis teks deskriptif dan recount ($Qpcd1 = 4.50$; $Qpcd2 = 4.05$; $Qpcd3 = 8.55$; $Qscd1 = 2.06$; $Qscd2 = 4.67$; $Qscd3 = 6.74$; $Qpcr1 = 4.49$; $Qpcr2 = 3.98$; $Qpcr3 = 8.47$; $Qscr1 = 2.50$; $Qscr2 = 4.87$; $Qpcr3 = 7.37$; $\alpha = 0.05$). Hasilnya menyiratkan perlunya menerapkan teknik *peer-correction* daripada *self-correction* ketika siswa Sekolah Menengah Pertama menulis jenis teks bahasa Inggris.

ABSTRACT

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Key words: self-correction, peer-correction, and text type

According to curriculum 2013 for Junior Secondary School in teaching English, there are four skills that the students should master, e.g. listening, speaking, reading, and writing. Writing is one of the important skills that the students should learn. The application of self-correction and peer-correction techniques in the learning process of writing are able to improve the students' writing competency. The objectives of this research are 1) to prove the significant effects between self-correction and peer-correction techniques on students' writing competency, 2) to prove the significant effect differences between self-correction and peer-correction technique on students' writing competency across descriptive text, 3) to prove the significant effect differences between self-correction and peer-correction on students' writing competency across recount text. The research applied a quasi-experimental research design with two groups. The sample recruited two intact classes using a purposive sampling. Moreover, the two groups were assigned to different groups randomly. Prior to conducting the experiment, instrument of the research was validated by two experts. A writing performance assessment was administered to measure the students' writing competency across text type. Prior to administration the instruments were validated for its readability (Grondlund's = 0.79), reliability (Cronbach alpha= 0.828), and content validity (Pearson's = 0.878). The obtained data were analyzed descriptively and inferentially. The result shows, firstly, self-correction and peer-correction techniques had significant effects on the students' writing competency, however peer-correction had a greater effect than self-correction (F -ratio = 18.85; df = 58; α = 0.05). Secondly, self-correction and peer-correction techniques significantly affected the students' competency in writing across descriptive and recount text types ($Qpcd1$ = 4.50; $Qpcd2$ = 4.05; $Qpcd3$ = 8.55; $Qscd1$ = 2.06; $Qscd2$ = 4.67; $Qscd3$ = 6.74; $Qpcr1$ = 4.49; $Qpcr2$ = 3.98; $Qpcr3$ = 8.47; $Qscr1$ = 2.50; $Qscr2$ = 4.87; $Qpcr3$ = 7.37; α = 0.05). The result implies the necessity to apply the peer-correction than self-correction when the Junior Secondary School students write English text types.