

ABSTRACT

Audina, Mia. 2017. *The Effect Of Peer Editing Strategy On Writing Ability Of The Tenth Grade Students' Of Sman Plus Sukowono In The 2016/2017 Academic Year*. Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors : (1) Henry Fatkurochman, SS, M.Hum (2) Widya Oktarini, SS, MA.

Key Word : Writing ability, Peer Editing Strategy

Writing has been a big problem which puts students into trouble as shown by errors made in both the organizing of the composition and the language so students cannot write topics of their writing correctly, especially for second language learners who basically learn foreign language or second language.

This research is aimed at finding the effect of using peer editing strategy at SMAN Plus Sukowono. It tries to reveal whether there is a significant difference in the students' writing ability of the tenth grade students who are taught peer editing strategy and those who are not, in the academic year of 2016/2017.

This research is classified as a quasi-experimental study. In the beginning of the study, both of Experimental and Control Groups were given a pre-test to measure the students' writing ability in the form of a writing test a recount text.

After 2 weeks of treatment, they were given a post-test with the same test as the pre-test to find out whether there was a significant difference in their writing ability after the treatment or not.

The data of the pre-test and post-test of both groups were analyzed using descriptive and inferential statistics. After the data were tested and found to be homogeneous variance but the distribution of the data is not normal, the hypothesis was tested using Mann-Whitney test. The computation of the data statistics used the computer program SPSS.

Based on the result, it can be concluded that there is a significant effect in the students' writing ability of the students who are taught using peer editing strategy and those who are not at the 0,001 level of significance. It means that the use of peer editing strategy has significant effect on the students' writing ability.