ABSTRACT


Key Words: Self-correction, Writing Ability

This research is aimed to find out the effect of using self-correction technique on students’ writing ability. It tries to investigate whether students who taught by using self-correction technique have better result in writing report text than students who taught by teacher written feedback or not.

This research is classified as a quasi-experimental research. The subjects of this research were 53 students of eleventh grade at SMA Muhammadiyah 3 Jember where 28 students of XI IPA 2 and 25 students of XI IPA 1. Class XI IPA 2 was chosen as the Experimental Group which was taught by using Self-correction technique as the treatment while Class XI IPA 1 was chosen as the Control Group which was taught by using teacher written feedback.

Both of Experimental and Control Groups were given a writing test to measure their writing ability. The data collection technique of this research is by giving pre-test and post-test focus on writing a information report text. After the data were tested and found to be homogeneous variance and the distribution of the data is normal, the hypothesis was tested by using t-test.

The result of this research showed that the calculated $t$ (1.110) and the critical $t$ value from $t$ distribution table (1.675). Thus, the conclusion of this research is Self-correction technique has no significant effect on students’ writing ability.