

**Effect of Peer and Pair Feedback
on Students' Recount Writing Achievement**

A THESIS



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WIDYA MANDALA CATHOLIC UNIVERSITY

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2017

Approval Sheet

(II)

This thesis entitled *Effect of Peer and Pair Feedback on Students' Recount Writing Achievement* prepared and submitted by Fransisca Tuti Rahaju Tanuadji/8217214005 has been examined by the Thesis Board of Examiners on 21 January 2017.



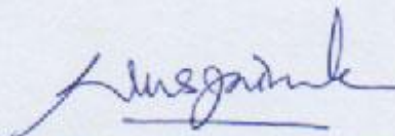
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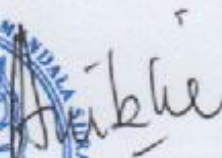
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Statement of Authenticity

I declare that this thesis is my own writing, and it is true that I did not take any scholarly ideas or work from others deceitfully. All cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled "Effect of Peer and Pair Feedback on Students' Recount Writing Achievement" to Widya Mandala Catholic University library and fully understand that it will be made public via Internet and other uses of online media.

Surabaya, 21 January 2017



Fransisca Tuti Rahaju Tanuadji

(The writer)

Abstract

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Keywords: experimental group, control group, peer feedback, pair feedback, recount writing achievement.

This experimental study investigates the effect of peer and pair feedback on students' recount writing achievement. The subjects of the study consisted of the first semester students of Hotel Management Program in Surabaya. Twenty-six students who were assigned in the Experimental Group received peer feedback treatment while twenty-four students who were assigned in the Control Group received pair feedback treatment. The research used quantitative method with quasi-experiment design. The instruments used in this study were recount writing pre-test and post-test. The data gathered were processed with t-test using SPSS. The result of data analysis showed that there was no statistically significant difference between the recount writing achievement of the Experimental Group and Control Group as the p value is $0.18 > 0.5$. The main reason of the result was that all of the students have the same level of writing ability. The participants, however, revealed improvement in their writing skill. In the Experimental Group, the mean score increased 9.18% (6.92 points) which could be seen from the pre-test average mean score of 75.42 that reached up to 82.16 for the post-test average mean score. In the Control Group, the mean score increased 9.56% (7.33 points) which could be seen from the pre-test average mean score of 76.67 that reached up to 84 for the post-test average mean score.

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