**ABSTRACT**

Hidayati, Meiliana. Registered student. 3213083083. 2012. *Improving the Students’ Ability in Writing Recount Text by Using Peer Assessment at MTs Darunajah Tanggunggunung*. S-1, Thesis, English Education Program, State College for Islamic Studies (STAIN) of Tulungagung.

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**Key Words: Improving Writing Skill, Recount Text, Peer Assessment**

This study was conducted to improve the students’ ability in writing recount text by using peer assessment as the strategy. This teaching aim is selected to improve the students’ score in writing recount text. The problem of the study is: how can peer assessment strategy improve the students’ ability in writing recount text?

The design of this study is classroom action research. It is adapted from Kemmis and Mc Taggart Model that included two cycles in which each contains planning, implementing, observing and reflecting. The subjects of this study were the eight year students of MTs. Darunnajah Tangunggunung in academic year 2011/2012. It consists of 23 students. This study was conducted in two cycles, each of cycle comprises in four meetings.

The result of this study was successful because the students could write recount text better after using peer assessment as the strategy. It can be seen from the data of students score. In the preliminary study, students who could pass the test is 8,7% of the students. On the cycle I, students who passed the test is 73,9% of the students. It means that the percentage of success has not achieved yet. Researcher continued to the next cycle and the result of the cycle is 95,6% of students could pass the test. It indicates that the criterion of success which 85% of students could pass the test was achieved on the cycle II.

 The result of the study indicates that using peer assessment can improve students’ ability in writing recount text. It can also make students to be active in the classroom. They can talk and discuss their works with their own peer during the learning process. The English teacher was agreed and gratefully to use peer assessment to improve the students’ ability in writing recount text because it gave many advantages both students and the teacher during the learning process in the classroom. It enriched the English teacher’s experience in conducting teaching and learning English.

**ABSTRAK**

Hidayati, Meiliana. Nomer Induk. 3213083083. 2012. *Meningkatkan Kemampuan Siswa dalam Menulis Teks Recount di MTs. Darunnajah Tangunggunung.* Skripsi, Program Pendidikan Bahasa Inggris , Sekolah tinggi Agama Islam Negeri, STAIN Tulungagung.

Pembimbing: Arina Sofiya, M.Pd

**Kata Kunci: Meningkatkan Kemampuan Menulis, Teks Recount, Penilaian Sejawat**

Penelitian ini dilakukan untuk meningkatkan kemampuan siswa dalam menulis teks recount dengan menggunakan startegi penilaian sesama teman. Pengajaran ini dipilih untuk meningkatkan nilai siswa dalam pelajaran menulis teks recount. Masalah penelitian ini adalah: bagaimana strategi penilaian sesame teman meningkatkan kemampuan siswa dalam menulis teks recount?

Desain penelitian ini adalah penelitian tindakan kelas. Hal ini di adaptasi dari model Kemmis dan Mc Taggart yang terdiri dari dua siklus dimana setiap siklus berisi perencanaan, pelaksanaan, obeservasi dan refleksasi. Subyek dari penelitian ini adalah siswa-siswi MTs. Darunnajah Tangunggunung tahun ajaran 2011/2012. Kelas yang terdiri dari 32 siswa-siswi. Penelitian ini terdiri dari dua siklus, masing-masing sikus terdiri dari 4 pertemuan.

Penelitian ini berhasil karena siswa dapat menulis teks recount lebih baik setelah menggunakan strategi penilaian sesame teman. Hal ini dapat dilihat dari data nilai siswa setelah tes tulis. Pada studi awal, sebanyak hanya 87% dari siswa yang berhasil dalam tes menulis teks recount. Pada siklus pertama, meningkat sebayak 73,9% dari siswa yang berhasil dalam tes menulis teks recount. Hal ini menunjukkan bahwa hasil dari tes menulis siswa belum mencapai kriteria yang ditentukan. Peneliti melanjutkan pada siklus berikutnya yaitu siklus kedua. Pada siklus kedua sebanyak 95,6% dari siswa berhasil dalam tes menulis teks recount. Hal ini menunjukkan bahwa criteria kesuksesan yang ditentukan sebanyak 85% dari siswa berhasil dalam tes menulis teks recount telah dicapai.

 Hasil penelitian ini menunjukkan bahwa penggunaan penilaian sesame teman can meningkatkan kemampuan siswa dalam menulis teks recount. Hal ini juga dapat membuat siswa-siswa menjadi aktif di dalam kelas. Mereka dapat berbica dan berdiskusi pekerjaan mereka dengan pasangan mereka masing-masing selama proses pembelajaran. Guru bahasa Inggris setuju dan senang menggunakan penilaian sesama teman untuk meningkatkan kemampuan siswa dalam menulis teks recount karena hal ini memiliki banyak keuntungan baik siswa maupun guru selama pembelajaran di dalam kelas. Hal ini juga memperbanyak pengalaman guru bahasa Inggris dalam melaksanakan pembelajaran bahasa Inggris.

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The Writer