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COMPARATIVE STUDY BETWEEN PEER ASSISTED LEARNING STRATEGY AND GUIDED WRITING STRATEGY IN TEACHING WRITING

(An Experimental Study on the Eleventh Grade of SMA Negeri 1 Teras, Boyolali in the Academic Year of 2014/2015)

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Thesis

Submitted to the Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Getting the Undergraduate Degree in English Education

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA

2017

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PRONOUNCEMENT

I would like to certify that the thesis entitled **"Comparative Study between Peer Assisted Learning Strategy and Guided Writing Strategy in Teaching Writing (An Experimental Study on Tenth Grade Students of SMA Negeri 1 Teras, Boyolali in the Academic Year of 2014/2015)"** is really my own work. It is not a product of plagiarism or made by others. Everything related to others' works is written in quotation, the sources of which are listed on the bibliography.

If then this pronouncement proves wrong, I am ready to receive any academic punishment.

Surakarta, July 2017

Gigih Jantoko

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APPROVAL OF THE CONSULTANTS

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English Education Department of Teacher Training and Education Faculty of Sebelas Maret University Surakarta.

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ABSTRACT

This research aims at revealing whether: (1) there is a significant difference between Peer Assisted Learning Strategy and Guided Writing Strategy to teach writing and (2) Peer Assisted Learning Strategy is more effective than Guided Writing Strategy to teach writing. This research was conducted using experimental research method. This research was conducted at SMA Negeri 1 Teras in the academic year of 2014/2015. The samples are class XI IIS 3 as the experimental class which consists of 30 students, and class XI IIS 1 as the control class which consists of 30 students. The research instrument used to collect the data in this research is writing test. The data were analyzed by using t-test formula. The computation of the test shows that t observation (t_0) = (5.12) is higher than t table (58, 0.05) = (2.00172). Therefore, it can be concluded that there is a significant difference in writing skill between the students taught using Peer Assisted Learning and the those taught using Guided Writing. The mean of experimental group is 78.3, while the mean of control group is 75.2. Therefore, it can be concluded that Peer Assisted Learning is more effective than Guided Writing to teach writing.

***Key words**: peer assisted learning, guided writing, writing skill, teaching writing*

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MOTTO

If you feel yourself hitting up against your limit remember for what cause you clench your fists. Remember why you started down this path, and let that memory carry you beyond your limit.

- All Might -

I don't mind losing to someone, but I won't be beaten by myself.

- Emiya Shirou -

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DEDICATION

This thesis is dedicated to:

- My beloved Mother
- My beloved Father
- My older Brother
- My older Sisters
- My younger Sister
- All my friends

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The writer realizes that this thesis is still far from being perfect, so he accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers and improvement of teaching English.

Surakarta, July 2017

Gigih Jantoko

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