

**STUDENT SELF-EVALUATIVE JUDGMENT OF
TEACHER AND PEER WRITTEN CORRECTIVE
FEEDBACK**

THESIS



By:

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**POST GRADUATE
ENGLISH EDUCATION PROGRAM
UNIVERSITY OF MUHAMMADIYAH GRESIK**

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Motto and Dedication

“Never give up and try to do the best.”

DEDICATION

Great thanks and love to
ALLAH SWT
My beloved family
My lovely advisors
All of my friends
All of lectures of Post Graduate
English Education Department
University of Muhammadiyah Gresik



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The writer is nothing without you all. Finally, the writer is only able to say that this study is the best for writer's effort, although it is far from being. Hence, critic and suggestion is hopefully. The writer wishes that this study will be useful, especially for the students of Magister of English Education Study Program at University of Muhammadiyah Gresik.

Gresik, February 3rd, 2020
The researcher

Intan Dina Fitri

ABSTRACT

Fitri, I. D. 2020. Student Self-Evaluative Judgment of Teacher and Peer Written Corrective Feedback. Thesis. English Education Study Program. Magister Program. University of Muhammadiyah Gresik. First Advisor: Dr. Khoirul Anwar, M. Pd Second Advisor: Dr. Yudhi Arifani, M.Pd.

Student self-evaluative judgment was important to evaluate the practice of teacher and peers written corrective feedback (WCF). It could be used to determine whether both methods were a proper method for student or not. Inappropriate WCF could damage students writing improvement and influenced student psychology aspect. This study aimed to identify student' self-evaluative judgment of teacher and peer WCF, correlated them with student' writing ability, and compared both of WCF methods. This research employed quantitative using survey, correlation and comparative design. Data were collected from 105 L2 learners using close questionnaires and writing test. Student' writing ability scores were taken from their teacher. By using quantitative research, this study found that first, both teacher and peer WCF had satisfied result on student' self- evaluative judgment. It meant that both methods were acceptable as an appropriate method in learning writing. Second, student with higher agreement of both teacher and peer WCF practice, would be also has a higher score on their writing. Third, student preferred to use teacher WCF than peer WCF. However, peer WCF still useful to be an adjunct for teacher WCF practice since it could improve student writing ability.

Key words: Student' Self Evaluative Judgment, Written Corrective Feedback.

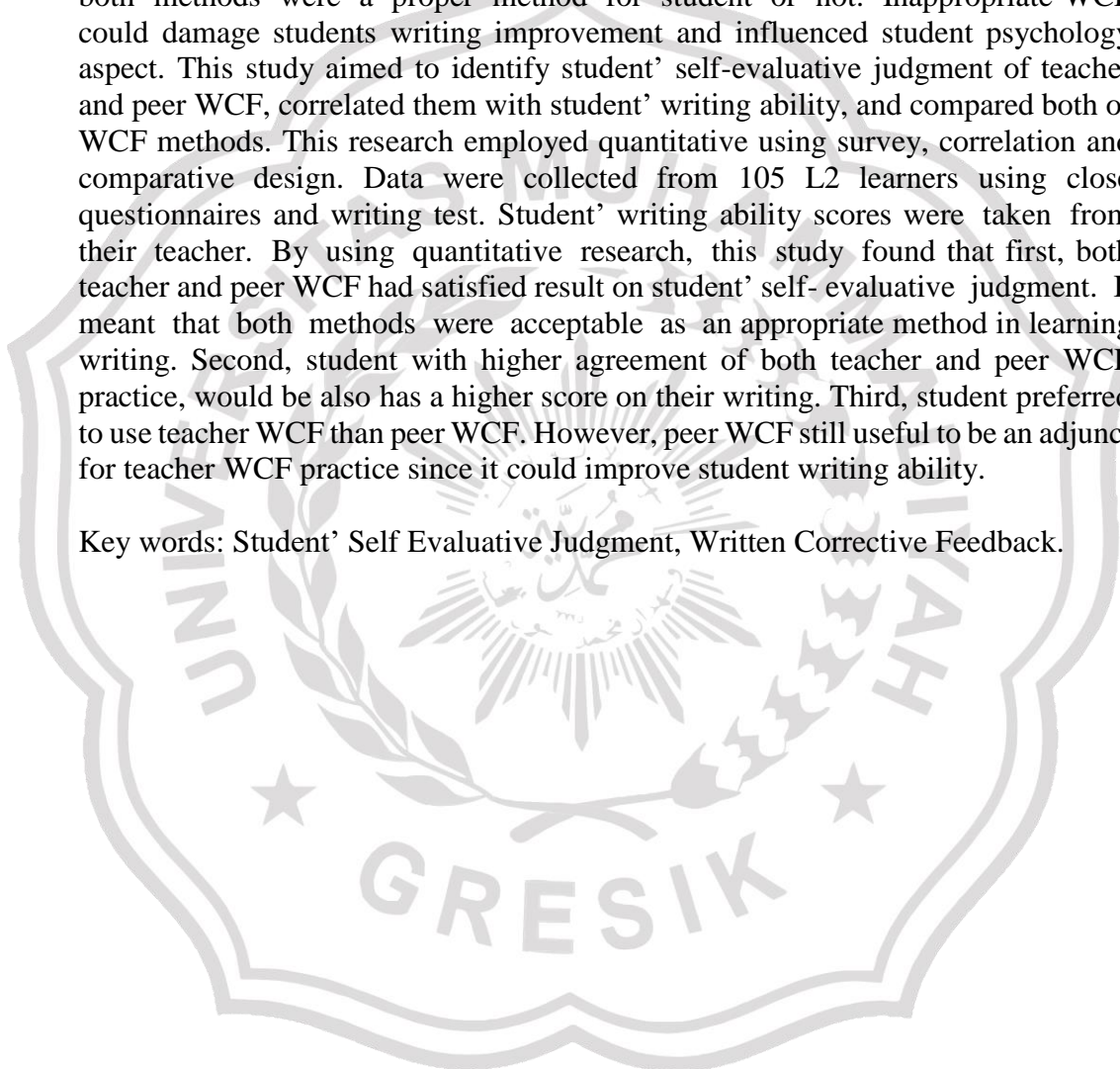
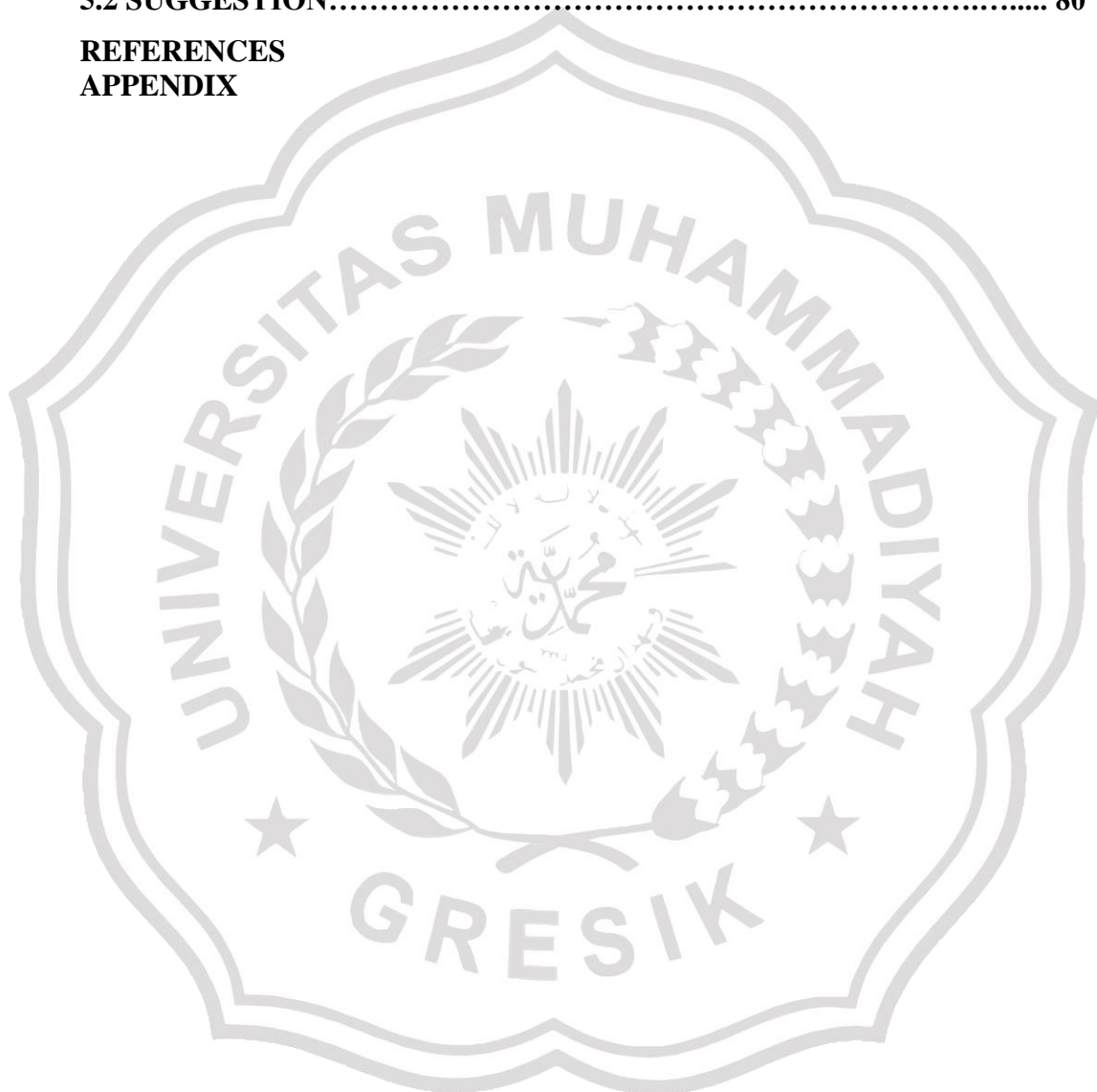


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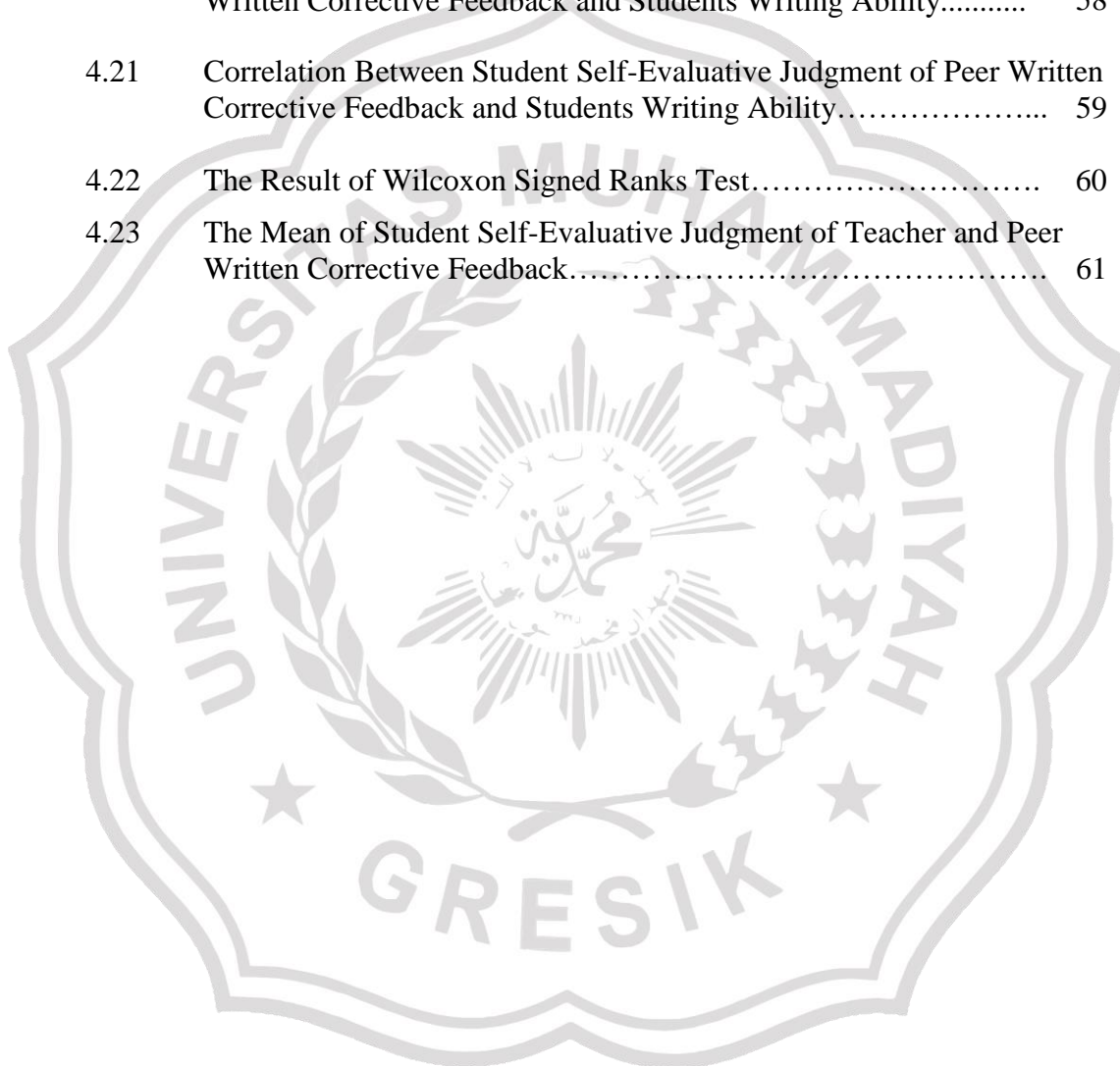
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