

ABSTRAK

Anugerah Septian Gabriel. NIM 2183311021. Pengaruh Teknik pembelajaran *Peer-correction* terhadap keterampilan menulis teks eksplanasi siswa kelas XI SMK Taruna Maritim Dirgantara 2024/2025. Jurusan Bahasa dan Sastra Indonesia/S-1, Fakultas Bahasa dan Seni, Universitas Negeri Medan.

Keterampilan menulis memiliki peran penting dalam berbagai aspek kehidupan, terutama dalam pendidikan dan komunikasi. Penelitian ini bertujuan untuk mengetahui pengaruh teknik *peer-correction* terhadap kemampuan menulis teks eksplanasi siswa kelas XI SMK Taruna Maritim Dirgantara tahun ajaran 2024/2025. Menggunakan metode eksperimen dengan desain *one group pre-test post-test*, penelitian dilakukan pada 23 siswa kelas XI TKR 1. Hasil penelitian menunjukkan: (1) kemampuan menulis teks eksplanasi siswa sebelum menerapkan teknik *peer-correction* berada pada kategori cukup dengan nilai rata-rata 67,5. (2) kemampuan menulis teks eksplanasi siswa setelah menerapkan teknik *peer-correction* meningkat menjadi kategori sangat baik dengan nilai rata-rata 87,6; (3) teknik *peer-correction* berpengaruh positif dan signifikan terhadap kemampuan menulis teks eksplanasi, dibuktikan dengan nilai *t-hitung* (32,24) > *t-tabel* (1,721) pada taraf signifikansi $\alpha = 0,05$. Analisis data penelitian menunjukkan bahwa teknik *peer-correction* efektif dalam meningkatkan kemampuan menulis teks eksplanasi siswa melalui proses pembelajaran kolaboratif yang melibatkan umpan balik dari teman sebaya.

Kata Kunci : Teknik, *Peer-Correction*, Teks Eksplanasi

ABSTRACT

Anugerah Septian Gabriel. Student ID 2183311021. *The Influence of Peer-Correction Learning Technique on the Explanatory Text Writing Skills of Grade XI Students at SMK Taruna Maritim Dirgantara in the 2024/2025 Academic Year.* Department of Indonesian Language and Literature/S-1, Faculty of Language and Arts, Universitas Negeri Medan.

Writing skills play an important role in various aspects of life, particularly in education and communication. This study aims to determine the influence of the peer-correction technique on the ability to write explanatory texts among Grade XI students at SMK Taruna Maritim Dirgantara in the 2024/2025 academic year. Using an experimental method with a one-group pre-test post-test design, the study was conducted on 23 students of class XI TKR 1. The results of the study show that: (1) students' ability to write explanatory texts before applying the peer-correction technique was in the *fair* category, with an average score of 67.5; (2) students' ability to write explanatory texts after applying the peer-correction technique improved to the *excellent* category, with an average score of 87.6; (3) the peer-correction technique had a positive and significant effect on students' explanatory text writing skills, as evidenced by the calculated t-value (32.24) being greater than the critical t-table value (1.721) at a significance level of $\alpha = 0.05$. The data analysis indicates that the peer-correction technique is effective in improving students' explanatory text writing skills through a collaborative learning process involving peer feedback.

Keywords: Technique, Peer-Correction, Explanatory Text