

**USING PEER EDITING TECHNIQUE TO IMPROVE  
STUDENTS' WRITING SKILL AT GRADE VIII<sup>1</sup>  
OF SMP N 3 KOTA BENGKULU**



**THESIS**

**Presented as Partial Requirement for a “Sarjana” Degree  
in English Education Study Program**

**By**

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UNIVERSITAS BENGKULU  
2014**

**APPROVAL**

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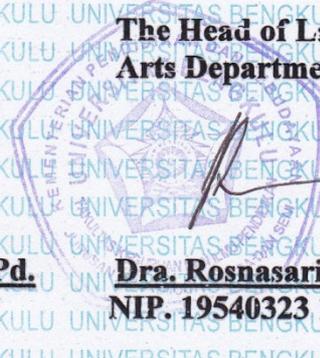
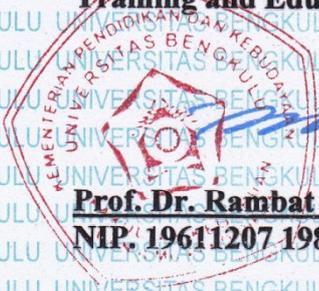
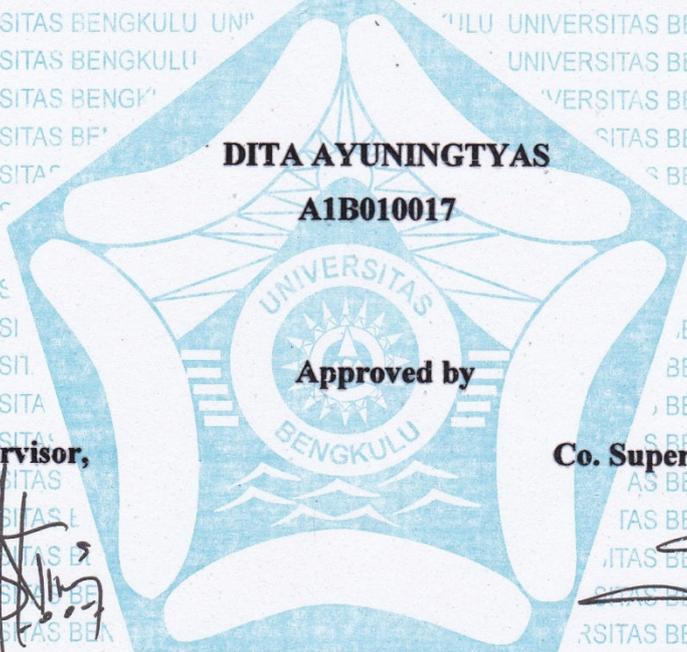
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**THESIS**

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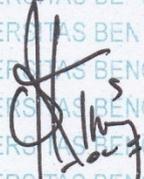
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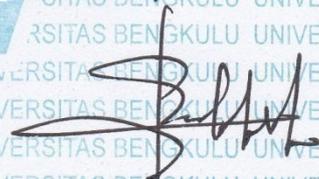
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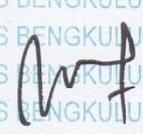
  
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# MOTTO

ﷻ How much the good you do to the others, that much good will you get.

ﷻ Inna ma'al 'usri yusroo.

ﷻ Our greatest glory is not being falling, but in getting up every time we do.

ﷻ I hear and I forget. I see and I remember. I do and I understand.

ﷻ There is a director who controls our life.

ﷻ Telling the truth and making someone cry is better than telling a lie and making someone smile.

“Paolo Coelho”

ﷻ Don't underestimate yourself by comparing with others. It is our differences that make us unique.

“English as Easy as Pie”

## DEDICATION

With love and gratitude I dedicated this thesis for:

- ♥ The Greatest Allah SWT and Prophet Muhammad SAW
- ♥ My beloved parents, my father (Wahono) and my mother (Sutarmi). Thanks for all your loves, prays, cares, and gives a big support in my life. You are my inspiration to do the best thing that I should do. I love you so much.
- ♥ My beloved brother “Rahman Saputra” and little sister “Calista Azka Sabella” who cares, loves, and makes me happy. I love you so much.
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In addition, the researcher wishes to express the researcher's gratitude to many people who had helped and supported the writer in finishing this thesis. The researcher would like to say thanks to:

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9. All the members of the students at Grade VIII<sup>1</sup> of SMP N 3 Kota Bengkulu.
10. All the people who can not mention all for their help, input, support and encouragement.

Furthermore, the researcher believes that this thesis is still far from being perfect; moreover the researcher wishes some critiques and suggestions from the readers to improve for better research. Hopefully, the researcher wishes this research will be useful and gives some benefits for readers, teachers, and the further researchers.

Bengkulu, June 2014

Dita Ayuningtyas

## ABSTRACT

**Ayuningtyas, Dita. 2014. *Using Peer Editing Technique to Improve Students' Writing Skill at Grade VIII<sup>1</sup> of SMP N 3 Kota Bengkulu***

This study was a classroom action research. The objective of this research was to explain whether using peer editing technique can improve students' writing skill at the eight grade of SMP N 3 Kota Bengkulu. The subjects of this study were 26 students, consisted three males (3) and twenty three females (23). The instruments of this study were students' writing test, teacher's and students' observation checklist and field notes and interview. The study was conducted into two cycles which included plan, action, observe, and reflect. The result of this study showed that: 1) Peer editing technique improved students' writing skill. There were 85% students reached the indicator of success or got  $\geq 75$ . 2) Peer editing technique improved the students' interaction, participation, and attention in writing class. In addition, peer editing improved the class condition during teaching and learning process.

***Keywords: Writing Skill, Peer Editing Technique***

## ABSTRAK

**Ayuningtyas, Dita. 2014. *Using Peer Editing Technique to Improve Students' Writing Skill at Grade VIII<sup>1</sup> of SMP N 3 Kota Bengkulu***

Penelitian ini merupakan penelitian tindakan kelas. Tujuan dari penelitian ini adalah untuk menjelaskan apakah teknik Peer Editing dapat meningkatkan keterampilan menulis siswa kelas VIII<sup>1</sup> SMP N 3 Kota Bengkulu. Subyek penelitian ini adalah 26 siswa, terdiri dari tiga (3) laki-laki and dua puluh tiga (23) perempuan. Instrument penelitian ini adalah tes menulis siswa, ceklis observasi siswa dan catatan lapangan, dan ceklis observasi guru dan catatan lapangan dan wawancara. Penelitian ini dilakukan dalam dua siklus yaitu rencana, tindakan, mengamati, dan refleksi. Hasil penelitian ini menunjukkan bahwa: 1) Teknik Peer Editing meningkatkan keterampilan menulis siswa. Ada 85% siswa yang mencapai criteria sukses atau memperoleh nilai  $\geq 75$ . 2) Teknik peer editing meningkatkan interaksi, partisipasi, dan perhatian siswa dalam kelas menulis. Selain itu, peer editing meningkatkan kondisi kelas selama proses belajar dan mengajar.

***Kata Kunci: Keterampilan Menulis, Teknik Peer Editing***

# TABLE OF CONTENT

<b>COVER</b>	<b>i</b>
<b>APPROVAL</b>	<b>ii</b>
<b>APPROVAL EXAMINER</b>	<b>iii</b>
<b>MOTTO</b>	<b>iv</b>
<b>DEDICATION AND SPECIAL THANKS</b>	<b>v</b>
<b>ACKNOWLEDGEMENT</b>	<b>vi</b>
<b>ABSTRACT</b>	<b>viii</b>
<b>ABSTRAK</b>	<b>ix</b>
<b>TABLE OF CONTENTS</b>	<b>x</b>
<b>LIST OF CHARTS</b>	<b>xiii</b>
<b>LIST OF FIGURES</b>	<b>xiv</b>
<b>LIST OF TABLES</b>	<b>xv</b>
<b>LIST OF APPENDICES</b>	<b>xvi</b>
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background	1
1.2 Identification of the Problem	5
1.3 Limitation of the Problem	6
1.4 Research Question	6
1.5 Purpose of the Research	7
1.6 Significance of the Research	7
1.7 Definition of the Key Terms	8

## **CHAPTER II LITERATURE REVIEW**

2.1 Review of Related Theories .....	9
2.1.1 Definition of Writing.....	9
2.1.2 Process of Writing.....	11
2.1.3 Peer Editing Technique .....	12
2.1.4 Steps of Peer Editing Technique .....	14
2.1.5 Advantages of Peer Editing Technique.....	15
2.2 Review of Related Findings .....	17
2.3 Conceptual Framework.....	19

## **CHAPTER III METHODOLOGY**

3.1 Research Design .....	21
3.2 Subject and Location of the Research .....	22
3.3 Instruments of the Research .....	22
3.4 Procedure of the Research .....	24
3.5 Technique of Collecting Data.....	28
3.6 Technique of Analyzing Data.....	30
3.7 Indicator of Success.....	33

## **CHAPTER IV RESULT AND DISCUSSION**

4.1 Result of the Research.....	34
4.2 Findings of the Research .....	61
4.3 Discussion of the Research .....	62

**CHAPTER V CONCLUSION AND SUGGESTION**

5.1 Conclusion ..... 67

5.2 Suggestion ..... 68

**REFERENCES** ..... 69

**APPENDICES** ..... 72

## **LIST OF CHARTS**

Chart 4.1 Improvement of Students' Score from Baseline Data to Cycle 1

Chart 4.2: Improvement of Students' Score from Cycle 1 to Cycle 2

Chart 4.3: The Improvement score in Baseline Data, Cycle 1 and Cycle 2

## **LIST OF FIGURES**

Figure 1. Conceptual Framework

Figure 2. Kemmis and Mc Taggart's Action Research Model (1998)

## **LIST OF TABLES**

Table 4.1 Result of Baseline Data

Table 4.2 Percentage of the Students' Writing Score Per-Aspects in Cycle 1

Table 4.3 Percentage of Students' Writing Test Based on the Total of the Three  
Aspects in Cycle 1

Table 4.4 Percentage of the Students' Writing Score Per-Aspects in Cycle 2

Table 4.5 Percentage of Students' Writing Test Based on the Total of the Three  
Aspects in Cycle 2

## **LIST OF APPENDICES**

- Appendix 1. Result of Baseline Data
- Appendix 2. Result of Students' Writing Test of Cycle 1
- Appendix 3. Result of Students' Writing Test of Cycle 2
- Appendix 4. Lesson Plan in Cycle 1
- Appendix 5. Lesson Plan in Cycle 2
- Appendix 6. Instrument of Students' Writing Test of Cycle 1
- Appendix 7. Instrument of Students' Writing Test of Cycle 2
- Appendix 8. Instrument of Interview
- Appendix 9. Peer Editing Checklists
- Appendix 10. Students' Observation Checklist and Field Notes in Cycle 1
- Appendix 11. Teacher's Observation Checklist and Field Notes in Cycle 1
- Appendix 12. Students' Observation Checklist and Field Notes in Cycle 2
- Appendix 13. Teacher's Observation Checklist and Field Notes in Cycle 2
- Appendix 14. Result of Interview
- Appendix 15. Students' Activity in Cycle 1
- Appendix 16. Students' Activity in Cycle 2
- Appendix 17. Pictures in Cycle 1

Appendix 18. Pictures in Cycle 2

Appendix 19. Pictures in Interview

Appendix 20. Surat Izin Penelitian

Appendix 21. Surat Keterangan Selesai Penelitian

Appendix 22. Surat Keterangan Tidak Plagiat

Appendix 23. Syllabus of SMP N 3 Kota Bengkulu

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Writing is one of four skills that should be mastered by students in learning English. Students need writing for their academic purpose, so students at every level need to be able to write clearly and well organized compositions. In fact, many students find difficulty in writing. Rijlaarsdam and Bergh (2005) state that writing is the most difficult skill for students because they need to have a certain background knowledge about the rhetorical organization and appropriate language use.

Relatively, writing is difficult for students. Many students have some difficulties in writing. There are many factors that make students difficult in writing. They are expressing ideas, grammar, vocabulary, and organization. Tessema (2005) states that one reason that makes writing so difficult is relates to knowing about the appropriate grammar and vocabulary, and a writer's ideas must be presented clearly. It is an obstacle for students in writing.

There is another factor that makes students difficult in writing; it is about the lack of motivation. Wang (2004) states that students will not be involved in learning process if they do not have a need or desire to learn it. It means that, students will be involved in learning process if they know that writing is important skill that should be mastered for their academic purpose. So, teachers

should have an appropriate technique that can motivate students in teaching writing. If the students are motivated to write, it will bring a big chance for them to improve their writing skill.

Based on preliminary study done by the English teacher at Grade VIII<sup>1</sup> of SMP N 3 Kota Bengkulu on October 5<sup>th</sup>, 2013. There were 65% of students did not pass in writing skill based on the standard minimum score used in SMP N 3 Kota Bengkulu. It was shown by students' writing test result did by the English teacher. The students had some difficulties in organizing the paragraph, grammar (simple past form), and lack of motivation when they write. First, in organizing paragraph. Students could not organize paragraph clearly. For example, when the students express their ideas on their writing in one paragraph, the ideas of the paragraph did not consist of a topic, supporting, and concluding sentence. The students could not develop the topic sentence by using supporting sentences. Most of the students only wrote one or two sentences in one paragraph.

In addition, a good paragraph of text describes all the things in the paragraph logically, clearly, and easily to make the readers understand. Oshima and Hongue (1998) states that every good paragraph has a topic sentence and supporting sentences, which clearly states the topic and supporting sentences of the paragraph. This particular paragraph has three main supporting sentences. If the students can organize the paragraph clearly that is related to each other, it makes easy to understand. Second, students did not master English grammar. It was shown by their writing. It is one of the important skills when the students write a sentence or a paragraph. Reid (1982) states that most of the students do not write a sentence use a correct grammar. For example, students wrote a recount

text, but the students did not master the grammar “Simple past Tense”. It was a problem that faced by most students.

Last, most of students thought writing was very difficult. It caused the students had lack motivation. In writing, the students should have an effort to makes a good writing. If there were many mistakes in their writing, the students should be able to correct and improve their writing. However, it is not easy for many students to identify their mistakes in writing. Reid (1982) states that students will be able to see errors or mistakes in the writing of others more easily than in their own writing. When students have a motivation in writing like the students see errors or mistakes in the writing of others, it will improve their writing.

Considering the problems above, there are some techniques to improve students’ writing skill. For example, mind mapping technique, clustering mapping technique, fishbone technique, controlled composition technique, peer editing technique, etc. One of the techniques that was used in this research was peer editing.

Peer editing is a technique that students work with their classmate to check their writing. Oshima and Hongue (1998) state that peer editing is an interactive process of reading and commenting on classmates’ writing. Students will change the rough drafts with a classmate, read each other’s paragraphs, and make some helpful comments to improve their classmates’ content and organization.

Through this technique, students could exchange their writing with their classmate to check the organization in writing. Bartels (2003) states that in peer

editing, students read each other papers and provide feedback to the writer, usually answering specific questions that teacher has provided. So, through this technique, students got good feedback to evaluate their writing better and it was very useful for students. Boekaerts (2002) states that process oriented feedback give students a feeling of progress, which is necessary to build up a positive identity as a successful student. It means that peer editing technique or process oriented feedback is one of suitable technique that helps students have a good progress in learning writing.

There are three previous studies had been conducted by researchers that related to peer editing technique to improve students' writing skill. First, Baroroh (2011) conducted a research entitled "The Use of Mind Mapping and Peer-Editing to Improve Students' Writing Skill at the Tenth Grade Students of SMA Negeri I Karanganyar in the Academic Year of 2010/2011. The result of the study showed that the use of peer-editing technique can improve the students' writing skill.

Second, a research from Nahdi (2011) entitled "Improving Students' Writing Ability by Using Peer Editing Technique at the Third Semester Students of English Study Program of STKIP Hamzanwadi Selong in Academic Year of 2010/2011. The results of the study showed that: 1) Peer-Editing Technique can improve students' ability in writing an expository paragraph 2) Peer Editing Technique can improve classroom situation, especially in writing class.

The last, a research from Arini (2012) entitled "Using Peer Editing and Revising in Process Approach to Improve the Students' Ability in Writing Argumentative Essay at Lambung Mangkurat University". The result of the study

showed that the use of peer editing and revising strategy can improve the students' writing ability in writing argumentative essay.

In this research, there were some differences between the previous research above. The differences were about the type of the text, participants and location of this research that was used to improve the students writing skill.

Based on the explanation above, it is important to do a research entitled “Using Peer Editing Technique to Improve Students’ Writing Skill at Grade VIII<sup>1</sup> of SMP N 3 KOTA BENGKULU, Academic Year 2013/ 2014”.

## **1.2 Identification of the Problem**

Based on the background of the problem above, the researcher identified several problems in teaching and learning of writing skill. First, students’ writing skill was low especially in paragraphs development (organization). Second, the students had difficulties in grammar. The last, the students had lack of motivation when they write. The researcher choose peer editing technique to solve the problems at Grade VIII<sup>1</sup> of SMP N 3 Kota Bengkulu.

## **1.3 Limitation of the Problem**

Based on the problem above, the researcher focused on the improvement of students’ writing skill especially on the students’ difficulties in organizing the paragraph and grammatical mistakes (simple past form) by using peer editing technique at Grade VIII<sup>1</sup> of SMP N 3 Kota Bengkulu. First, the researcher focused on this problem because a good paragraph of the recount text should be consist of topic, supporting and concluding sentence in the paragraph logically, clearly, and

easily to make the readers understand. In fact, most of the students could not organize paragraph clearly. For example, when the students expressed their ideas on their writing in one paragraph, the ideas of the paragraph did not consist of topic, supporting, and concluding sentences. The students could not develop the topic sentence by using supporting sentences. Most of the students only write one or two sentences in one paragraph. Second, students did not master English grammar. It was shown by their writing. It was one of the important skills when the students write a sentence or a paragraph. It was a problem that faced by most students.

#### **1.4 Research Question**

Based on the limitation of the problem, the research question was formulated as follow: to what extent can peer editing technique improve students' writing skill at Grade VIII<sup>1</sup> of SMP N 3 Kota Bengkulu?

#### **1.5 Purpose of the Research**

The purpose of the research was to explain how far the use of peer editing technique can improve the students' writing skill at Grade VIII<sup>1</sup> of SMP N 3 Kota Bengkulu.

#### **1.6 Significance of the Research**

There were two kinds of importance of this research; theoretical and practical. The expected advantages of the study both theoretical and practical are:

1. Theoretical contribution
  - a. For the teachers

1. The result of this research will enrich the theory of teaching writing skill through Peer Editing technique.
2. The result of this research can be used as the references for those who want to conduct a research in improving students English writing skill.

## 2. Practical contribution

### a. For the teachers

This research help the teacher teaches the students writing skill in learning English by using Peer Editing technique.

### b. For the Students

1. Teaching writing through Peer Editing as a technique is expected to be able to improve students' writing skill especially in organizing paragraph such as develop a topic sentences by using supporting sentences.
2. Teaching writing through Peer Editing as technique is expected to be able to motivate the students to be interested in learning writing skill.

## 1.7 Definition of the Key Terms

To avoid misunderstanding, the key terms were defined as follow:

1. Writing is one of the four skills in English that is used to express an idea or perception on a piece of paper.
2. Peer editing is a technique where the students share and discuss their writing to their classmate to make their writing better.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Review of Related Theories**

##### **2.1.1 Definition of Writing**

Writing is one of the four skills that should be mastered by the students in learning English. Students have to master in writing because they need it for academic purpose. It means that writing is an important skill for students. Students can transfer idea on a piece of paper when they want. Raimes (1983) states that writing is not just speech written down on paper. It means that writing is a form of the written language generally demands standard forms of grammar, organization, and vocabulary. It is supported by Tessema (2005) states that writing is so difficult to know the appropriate grammar and vocabulary that must be presented clearly. It means that in writing, the writer should be mastered the using of grammar and vocabulary to make the reader understand about what the writer writes.

Writing is a skill to express some ideas on a piece of paper. Peim (1993) defines writing as transforming the writer's thought or ideas into a written text. Besides that, people also can express their feeling in writing. It is supported by Ur (1996) that the purpose of writing is to express ideas and to convey a message to the reader. Therefore, the ideas are the most important aspect of writing.

Writing is a skill that can be revised by other people when the writing is done on a piece of paper. If there are still some mistakes in the writing, they can revise the mistakes to make their writing be better. In general, students could also correct their mistakes in writing, such as grammar, spelling, and organization. Katz in Reid (1993) argues that writing is mainly a subject of correcting. The student's writing is corrected by their classmates to improve their writing. In writing, the students should have a good ability to make a good writing. There are some processes to get a good writing. According to Langan (2005) there are five stages of writing process including pre-writing, drafting, revising, editing, and publishing.

In conclusion, writing is a skill that should be mastered by the students in expressing their idea or perception on a piece of paper by using appropriate grammar and vocabulary to make the readers understand about what they write. In addition, there are some stages to make a good writing including pre-writing, drafting, revising, editing, and publishing.

### **2.1.2 Process of Writing**

Writing is a difficult activity for students. According to Langan (2005) there are five stages of writing process, the following are the explanation of each stage:

#### **1. Pre-writing**

It is the first stage before students start their writing. This stage helps students to generate ideas in their writing. Students can write

everything what they know about the topic. Students can make lists of ideas on the topic, read and take notes on the topic, etc. The purpose of this stage is to explore their ideas and only need a little time to think what the ideas (brainstorming).

## 2. Drafting

Drafting is a formal writing begins. Students can use their prewriting materials as a guide to start the writing. During the drafting stage, students should concentrate on getting their ideas on paper, organizing their information logically, and developing their topic with enough details.

## 3. Revising

Revising means seeing again. It is an important stage of writing process. In this stage, students correcting any major errors and improving the form and content the writing.

## 4. Editing

Editing is focus on mechanical correctness, such as grammar, usage, punctuation, spelling, etc. Editing can come from teacher, classmates, spell-checking and grammar-checking features on your computer, etc.

## 5. Publishing

It is the last stage in writing process. In this stage, writers showcase finished products of their writing. There are some ways to publish the

writing. For example, posting a piece of writing on the Internet. It is good for the writers to build their self confidence.

### **2.1.3 Peer Editing Technique**

Peer editing is one of techniques in teaching writing. It is very important in writing process. Bartels (2003) states that peer editing is also referred to as peer review, peer response, peer evaluation, and peer feedback, in which students read each other's writing and provide feedback to the writer.

Peer editing is an activity in process of students' writing to responding to each other's writing. Falchikov (2001) argues that in peer editing, there is an interaction with peers to develop their idea in writing skill. It means that, students will learn collaboratively. For example, when students write a paragraph, they can share their writing to check their vocabulary, grammar, and organization. It is very important for students, because response for student writing can come from various readers, including classmates, others peers, and teachers to get a good writing.

Peer editing technique is form of collaborative learning. A collaborative learning in teaching writing, students can learn from each other and gain mutual support. In collaborative writing encourages social interaction among writers through activities such as peer editing. It is supported by Teo (2007) states that collaborative writing students are encouraged to brainstorm ideas in pairs or groups, to give each other feedback, and edit each other's writing.

In general, peer editing involves student's interaction in learning process. Liu and Hansen (2005) state that peer editing is an interaction which involves students to exchange information. In addition, the students have a roles and responsibilities in commenting on and critiquing each other's writing in both written and oral formats in the process of writing.

On the contrary, Tsui (2000) states that peer comments are not seen as authoritative, students feel that they have autonomy over their own text and can make their own decisions on whether they should take the comments or not. They might think the teacher comments induced major changes because the teacher was more knowledgeable than her peers.

However, the researcher believed that peer editing technique was an effective technique for improving students writing skill. Peer editing technique is similar to the more general terms such as peer review, peer response, and peer feedback. It means that peer editing is a technique where the students share their writing to their classmate and they discuss to make their writing be better.

#### **2.1.4 Steps of Peer Editing Technique**

Before starting the process of peer editing, students should have written a first draft on a certain topic and before submitting it to the teacher they undertake peer editing. According to Liu and Hansen (2005), there are some certain steps should follow:

##### ***Step 1. Pre-Training Stage***

This step includes clarifying objectives and creating awareness for students about peer editing before doing it. This activity involves

explaining, giving examples, demonstrating and especially modeling on how to peer edit. In general, students must be prepared about the peer editing checklist as a guide for the students. The peer editing checklist based on Oshima and Hongue (1998). (*see Appendix 9*)

### ***Step 2. While Peer Editing Stage***

In this step, teacher's and students' roles are important. For the teacher should adjust the role at this step as supporter and language resource if necessary while monitoring group/ pair work. Students' role has to be guided, observed and supported and participation in groups such as asking for help, explaining, exchanging ideas and consulting to fulfill the task have to be observed. The teacher's moving around, observing and providing support both in terms of language and how to peer edit leads to more helpful feedback (for/from) students.

In general, the students are making suggestions. It means that the students giving the author some specific ideas about how to make his or her writing better. The students focus on aspects of content, organization of ideas, grammar, vocabulary, punctuation, and spelling and point out the strengths and weaknesses in the development of the topic.

### ***Step 3. Post Peer Editing Stage***

In this step, the peer editing process is making corrections. The corrections means checking peer's paper such as paragraph development (organization), spelling, punctuation, and grammar. In addition, students list all of peer comments on a piece of paper, and then indicate whether the students will revise their writing based on each comment or not. It causes

more need to ask for clarification and explain among reader and writer. So, after peer editing, a discussion among students and teacher should help improve the quality of students' feedback, which will make peer editing more useful to all students.

### **2.1.5 Advantages of Peer Editing Technique**

There are some advantages of peer editing technique. Hill (2011) states that one of the most obvious benefits for a student is the opportunity for them to work as part of a team, providing mutual support and helping each other succeed. When students learn together with their friends, it encouraged the students to learn from each other. It means that if one student as an editor can explain mistakes of their writing to their friends by using their own way with the simple language, so their friend will understand. It helped the students to revise and improve their writing when peers were able to provide concrete suggestions for revision. Garofalo and Mulligan (2011) state that there are five advantages of peer editing. They are social skills development, stress reduction and time-saving benefits, motivational effects, improvement in the content of their writing, and gains in grammatical and structural proficiency.

In addition, advantages for students and teacher, peer editing can improve the classroom learning environment such as providing more opportunities for students to respond socially and academically, providing the opportunity for immediate feedback and error correction, increasing opportunities to collaboration as well. As Hess & Friedland (1999) argue that advantages of peer editing for students are: peer editing can improve

higher academic achievement, improve personal relationship with peers, improve personal and social development, and increase motivation.

In conclusion, students need specific and concrete feedback on the strengths and weaknesses of their paper. Peer editing also cause more classroom interaction as students ask, explain and comment each other work, such as students practice communicative skills (asking for clarification and explaining problematic points to each other). Garofalo and Mulligan (2011) state that process of peer editing can be effective in raising students' awareness of important organizational and syntactical elements that they otherwise might not notice on their own.

## **2.2 Review of Related Findings**

Some researchers had been interested in doing research using peer editing technique to improve students' writing skill. There were several research that had been done by researchers in using peer editing technique in writing to improve students' writing skill.

First, Baroroh (2011) conducted a research entitled "The Use of Mind Mapping and Peer-Editing to Improve Students' Writing Skill at the Tenth Grade Students of SMA Negeri I Karanganyar in the Academic Year of 2010/2011. The result of the study showed that the use of peer-editing technique improve the students' writing skill.

Second, a research from Nahdi (2011) entitled "Improving Students' Writing Ability by Using Peer Editing Technique at the Third Semester Students of English Study Program of STKIP Hamzanwadi

Selong in Academic Year of 2010/2011. The results of the study showed that: 1) Peer-Editing Technique can improve students' ability in writing an expository paragraph 2) Peer Editing Technique can improve classroom situation, especially in writing class.

Third, a research by Arini (2012) entitled "Using Peer Editing and Revising in Process Approach to Improve the Students' Ability in Writing Argumentative Essay at Lambung Mangkurat University". The result of the study showed that the use of peer editing and revising strategy can improve the students' writing ability in writing argumentative essay.

In this research, there were some differences between the previous research above. The differences were about the type of the text, participants and location of this research that is used to improve the students writing skill.

### 2.3 Conceptual Framework

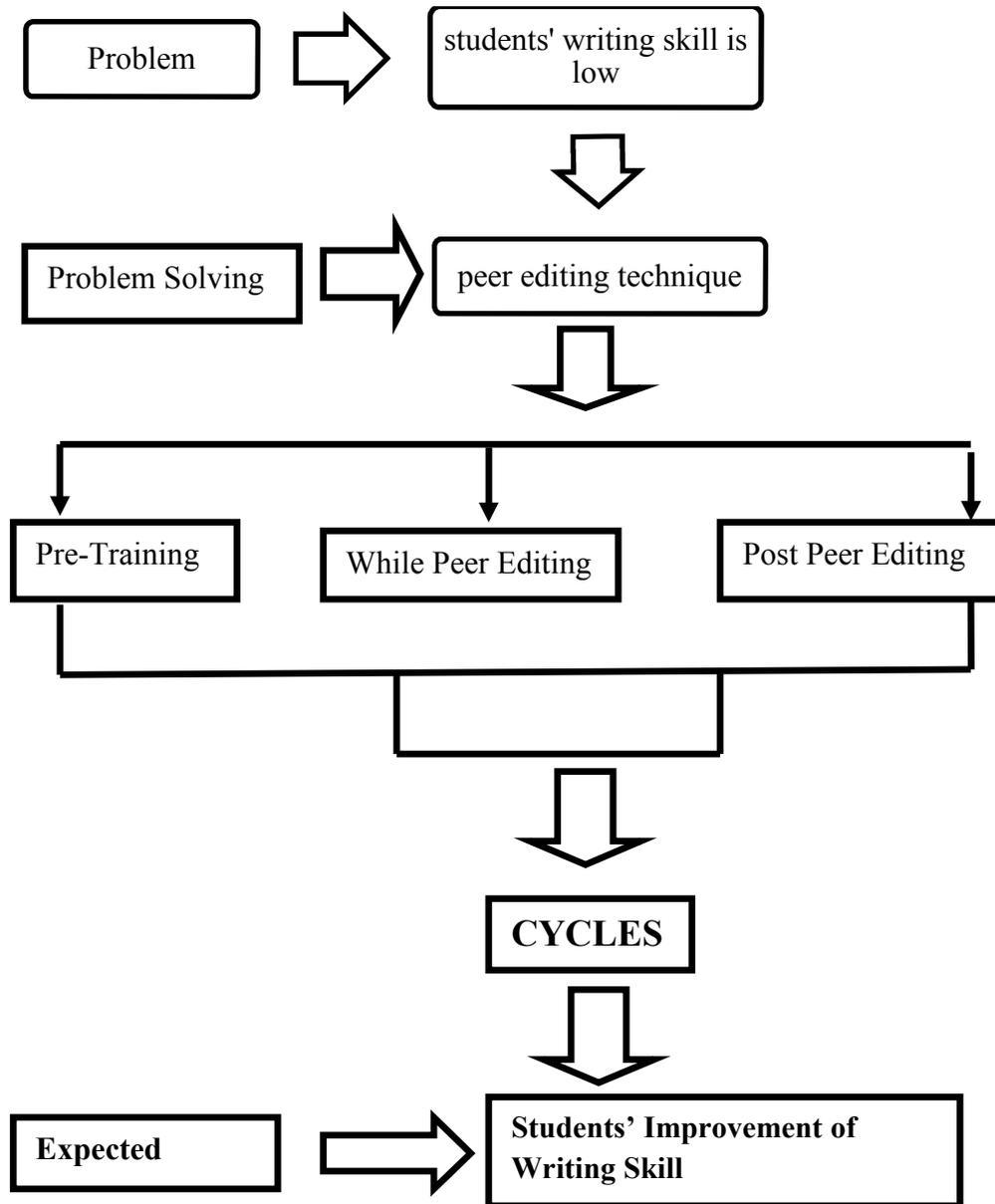


Figure 1. Conceptual Framework for the research on Peer Editing Technique

Based on the conceptual framework above, it shows that the problem of this research was students' writing skill was low in paragraph development (organization). Based on the problem, researcher had a technique to solve the problem. The technique was peer editing technique.

Peer editing technique is was a technique which is was students work with their classmate to check their writing. According to Liu and Hansen (2005), there were some certain steps should follow: **Step 1. Pre-Training Stage.** In this step, students must be prepared about the peer editing checklist as a guide before the students do peer editing. **Step 2. While Peer Editing Stage .** In this step, teachers' role as supporter and language resource if necessary while monitoring group/ pair work. Learners' role was making suggestions means giving the author some specific ideas about their paper. As editors, students must gave positive comments, clear explanation and specific comments to improve their writing. **3. Post Peer Editing Stage.** The third step in the peer editing process was making corrections. The corrections means checking peer's paper for paragraph development (consist of topic sentence and supporting sentences). In addition, students listed all of peer comments on a piece of paper, and then indicated whether the students revised their writing based on each comment or not. It caused more need to ask for clarification and explain among reader and writer.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The design of the research was a classroom action research. Arikunto (2010) states that a classroom action research is an action research that is implemented to solve a problem faced by students in the classroom. It means that to conduct a classroom action research, the researcher has to implement a technique, strategy, or method to solve the problem in the classroom. The result was the students' improvement. Kemmis and McTaggart cited in Nunan (1992) states that there are three characteristics of action research. First, action research is carried out by practitioners rather than outside researchers. Second, action research is collaborative. The last, action research is aimed at changing things. In addition, to conduct the action, the researcher needs a co-researcher to observe the researcher who applies peer editing technique in improving students writing skill in the classroom. The action mentioned was implemented by doing a study at Grade VIII<sup>1</sup> of SMP N 3 Kota Bengkulu.

This research was conducted by collaborating action between the researcher and an English teacher. It means that the researcher was helped by the English teacher in doing this research. In addition, according to Kemmis and McTaggart (1988) described action research as being a spiral of steps, there are four steps in action research; 1) Plan, 2) Action, 3) Observe and 4) Reflect.

### **3.2 Subject and Location of the Research**

This research was conducted at the second semester students of Grade VIII<sup>1</sup> of SMPN 3 Kota Bengkulu in 2013/2014 academic year. There were 26 students in the classroom; twenty three (23) females and three (3) males' students. The average age of the students was around fourteen years old. It was located on Jln. Iskandar 474, Kel. Tengah Padang, Kota Bengkulu.

### **3.3 Instruments of the Research**

In collecting the data of this research, the researcher used some instruments. The instruments of this research were students' writing test, observation checklist and field notes, and interview.

#### **1. Students' Writing Test**

The use of students' writing test was to know the progress of the students' skill in writing recount text. The test was done at the end of every cycle. The item of this test consisted of one question that related to the topic. The test was designed based on lesson plan that relevant to the syllabus that teacher used. The students' writing test was scored by using the modified scoring guide for recount text adapted from Heaton (1988).

#### **2. Observation checklists and field notes**

The observation checklists and field notes were done filled by collabulator in teaching and learning process. The collaborator wrote some notes about the teaching and learning process in observation checklists and field notes. The researcher used Guttman scale in the teacher and students' observation sheet. Riduwan (2004) stated that Guttman scale is a

cumulative scale which only has two answers, yes or no. This scale could be used to know the clear answer. There were two kinds of observation checklist in this research. They were students' observation checklist and teacher's observation checklist. It provided a column which could be used to fill the notes or information about the observation checklists.

First, students' observation checklists and field notes. It was used to collect the data about the students' attitude toward the teaching and learning process (students' attention, enthusiasm, and participant or not during the action using peer editing technique) in the first cycle and it was used to design the planning to solve the problems and doing the action. After that the data was used to revise the planning for the next cycle. (*See Appendix 10*)

Second, teacher's observation checklists and field notes. It was used to know about how the teacher teaches their students and how the teacher explains the material for their students. Beside, it was used to know about how the teacher manages the class. The result of the teacher observation checklist and field notes was used by researcher to revise to the next cycle. (*See Appendix 11*)

### 3. Interview

The interview was done at the end of the research. The researcher used interview to get the students' perception about using peer editing technique in teaching writing whether it can improve the students' writing skill or not. There was 5 questions which prepared by the researcher. The researcher interviewed the students in bilingual language (English-

Indonesian). The researcher used the theory of Arikunto in determining the number of students to be interviewed. Arikunto (1996) states that if the number of subjects in the population is less than 100, it will be better for the researcher to take all of the subjects. On the other hand, if the population is more than 100, the researcher should take 10% - 15% or 20% - 25% based on some considerations. Based on the theory above, the researcher took all of the research subject or 26 students at Grade VIII<sup>1</sup> of SMP N 3 Kota Bengkulu. (*See Appendix 8*)

### **3.4 Procedure of the Research**

The procedure of this research referred to four steps in action research. The four steps were taken based on the Kemmis and McTagart (1988) theory. Kemmis and McTagart (1988) developed a concept for action research which proposed a spiral model comprising four steps: plan, act, observe and reflect (see Figure 2). This research followed this model to find out the data.

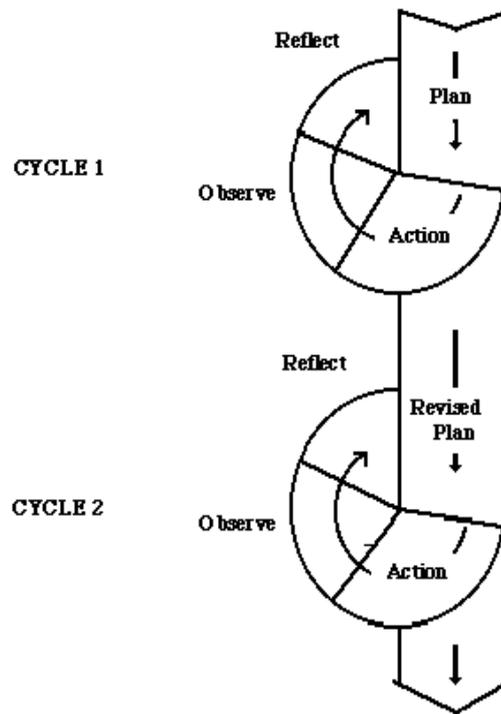


Figure 2. Kemmis and McTaggart's Action Research Model (1988)

The procedures of this research were done as follows:

### 3.4.1 Preliminary Data

To get the preliminary data, the researcher got the data from an English teacher as a co-researcher.

### 3.4.2 Cycle 1

In each cycle, there were three meetings for one cycle. In one cycle, students got a writing test at the end of the cycle. The target of the students' writing test was to know the improvement of the students' writing skill especially in organizing the paragraph. The students were able to make a good complete and clear paragraph which consist of topic sentence and supporting sentences.

#### **3.4.2.1 Plan**

In this step, researcher prepared the entire instruments such as lesson plan, observation checklist, field note, and interview to be applied in teaching and learning process.

#### **3.4.2.2 Action**

In this step, the researcher applied the peer editing technique to maximize the students' writing skill. The researcher roles as a teacher to give writing material and teach the students by using peer editing technique. The researcher implemented the planning that was stated in the form of lesson plans. The lesson plans were needed as guidance of the researcher to describe the effectiveness of peer editing technique in writing. The activities in action for one cycle (three meetings) can be described as follows:

1. The teacher gave an example of recount text that was learned.
2. The teacher explained detail about generic structure and language features of recount text.
3. Teacher focused on the explanation about paragraph organization. For example organize the topic sentence and supporting sentences in one paragraph.
4. The teacher gave a clear explanation about peer editing technique and how to use it.
5. The teacher asked the students to write a recount text.
6. The teacher asked the students to use peer editing technique in editing the text.

7. The teacher gave peer editing checklist to the students before the students do peer editing in their writing. (*see Appendix 9*)
8. The teacher asked the students to work in pairs of two students and share their writing.
9. The teacher asked the students read and give positive response to compliment their peers on their writing.
10. The teacher asked to the students to focus on aspect of organization of paragraph such as in one paragraph consists of a topic sentence and supporting sentences or not. In addition, point out the strengths and weaknesses in the development of the topic, to ask questions directed at clarifying confusing parts, and to make suggestions for improvement.
11. The students revised and corrected their writing based on the peer feedback during the classroom sessions, in writing through peer editing checklist.
12. For the last meeting, the students had to write a recount text (students writing test).
13. The students collected their writing test to the teacher.
14. The teacher gave the score to the students based on the ESL Composition scoring guide.

#### **3.4.2.3 Observe**

In this phase, the researcher observed students activity during the teaching and learning process. The researcher was helped by an observer as co-researcher. The co-researcher in this research was an

English teacher at Grade VIII<sup>1</sup> of SMP N 3 Kota Bengkulu. The observation of this research was done by the co-researcher who observe the implementation of peer editing technique in teaching and learning process by using an observation checklist and field notes.

#### **3.4.2.4 Reflect**

In this step, the result of observation checklists and field notes and the result of students' writing test were analyzed as the evaluation result. The result of this reflection was taken as consideration to plan the next cycle.

#### **3.4.3 Cycle 2**

In cycle 2, the activities were similar to those in cycle 1, but there were some emphases due to the revise plans. Based on the result of cycle 1, it was found that the students were difficult in using simple past tense in their writing. So, in cycle 2 the researcher only focused on teaching the simple past tense in recount text.

### **3.5 Technique of Collecting Data**

In collecting the data of the research, the researcher collected the data through observation checklist and field notes, the students' writing test and interview. The observation checklist and field notes was done by collaborator during the teaching and learning process. The researcher also collected the students' writing test after the teaching learning process on the first cycle and second cycle. It was done to know the students' ability through the use of peer editing technique. The researcher collected the data by using quantitative and qualitative data.

### **3.5.1. Quantitative Data**

The quantitative data collected from students' writing test. The use of students' writing test was to know the progress done by the students' skill in writing text. The test was given at the end of cycle after applying peer editing technique. The data from the test was used to know students improvement in writing skill. The item of this test consisted of one question that related to the topic. The test was designed based on lesson plan that relevant to the syllabus that teacher used. The test was given to all students in class VIII<sup>1</sup> of SMP N 3 Kota Bengkulu.

### **3.5.2. Qualitative Data**

The qualitative data was collected from observation checklist and field notes and interview. There were two kinds of observation checklist in this research. They were students' and teacher's observation checklist. It is to provide a column which can be used to fill the notes or information about the observation checklists. The data of students' and teacher's observation checklist and field notes were fulfilled by collaborator. The collaborator wrote some notes about the teaching and learning process in observation checklist and field notes during implementing peer editing technique in teaching and learning process. At the end of the cycle, the researcher interviewed the students. The interview consisted of 5 questions. It was used to know

the students' perception about the implementation of peer editing technique in writing a text in the classroom.

### 3.6 Technique of Analyzing Data

#### 1. Quantitative Data

Quantitative data was used to describe and measure the data collection. The data was gotten from the students' writing test at the end of each cycle. Both of results of the students' writing test in each cycle was measured in numeral data that was showed in percentage. The score of students' was analyzed after applying peer editing technique. The researcher analyzed students score by using the modified scoring guide for recount text adapted from Heaton (1988). After that, to give the student's score, the researcher used formula below:

$$\text{Total Score} = \frac{\text{Score by Researcher} + \text{Score by Collaborator}}{2}$$

Then, after getting the students score, the researcher analyzed the percentage the number of students to know the improvement of the students (the students who already passed the test) by using the following formula:

$$P = \frac{f}{N} \times 100 \%$$

Where:

P= percentage

f= frequency of the students who passed the test

N= the total number of the students (Soedijono:2012)

## 2. Qualitative Data

The qualitative data was analyzed based on the observation checklist and field notes and interview. It was described based on the situation during the teaching and learning process. Gay (2000) states that there are five steps of analyzing the qualitative data are:

### a. Data managing

The researcher organized the data from observation checklist and field notes and interview collected during teaching and learning process. The researcher organized the data and check the completeness of the data. In organizing the data the researcher also checked the observer's comments or notes on the observation and field notes.

### b. Reading and Memoing

In this step, the researcher read about the result of observation checklist and field notes, such as observer's comments, memos, and field notes. The researcher analyzed the result and maked notes or memo.

### c. Describing

The researcher explained and described all data from observation checklists and field notes, and interview. The description of the data provided the pictures condition of the research and where the data from. Then explained more about memo that the researcher have written in the reading/memoing step. The description was in detail of the context and processes.

#### d. Classifying

In this step, the researcher classified the result of observation checklist, field notes, and interview. The researcher classified all the qualitative data into categories that represented different aspect of the data.

#### e. Interpreting

The last step, the researcher determined and make some interpretations from the result of the findings of students' writing skill using peer editing technique.

### **3.7 Indicator of Success**

The criteria of success to measure the successful of this research, the researcher concerned one indicator as following:

1. The average score of students (75%) was equal or above the minimum passing criterion, which was 75. (75 are standard minimum score used in SMP N 3 Kota Bengkulu). The score is more than 75% of students reach score 75 which show from students' writing test.