PEER EDITING AS A TECHNIQUE FOR ENGLISH WRITING CLASSES

(A Classroom Action Research of Grade VIII Students of SMP Negeri 2 Karangawen Demak in the Academic Year of 2008/2009)

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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ALLAH is always with you
Do not give up before you try
A chance will come to you if you try to find it
Do not put off till tomorrow what you can do today
(Proverbs)

To:

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Semarang, August 2009
The Writer

ABSTRACT

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Key words : Peer Editing Technique, Writing, Teaching English Writing Classes.

Writing is one of the important skill topics taught to junior high school students especially eight grade of junior high school students. They may have problem in studying writing since English is not their mother tongue and it has different rule to Indonesian writing. Students cannot write well because they have limited knowledge in English grammar and vocabulary and sometimes the teacher changes the activities because the students cannot express what they have in mind, due to their insufficient knowledge. Therefore, the teacher should have alternative ways to teach writing.

Coming from the background, the writer focused her study in teaching English Writing Classes to the eighth grade students. She used Peer-Editing as her Technique in teaching writing.

The main problem discussed in this study was to determine if the use of Peer-Editing Technique is effective in teaching writing to the eight grade of junior high school and the objective was to know the students' achievement during teaching learning process by using this technique.

This study was conducted through an action research. The writer applied two cycles of action research. She began her study by giving a pre-test, cycle I and cycle II, a post-test, and a questionnaire. The writer took the eighth grade students of SMP Negeri 2 Karangawen as the subject of the study. Based on the data analysis, the writer found that there was a significant difference of the result of the students' pre-test and post-test.

The result of the research showed that the students' progress in mastering English writing especially writing recount text was good. The average achievement of the students' pre-test was 42.06%, in the first cycle was 56.46 %, in the second cycle was 71.54%, and the result of the post-test was 75.43% . The main factor affecting this improvement was the students' interest in the material given that was the peer-editing.

Based on the result, the writer concludes that teaching English writing by using peer-editing technique is very beneficial for the students in order to facilitate them in writing. It is suggested that using peer-editing technique in teaching writing in English especially writing recount text should be recommended for the English teacher. In addition, it is recommended that the technique to be applied in class regularly and continually.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In social life, people always communicate with others to fulfill their needs. To achieve their purpose they need a means for communication called a language. Ramelan (1994:1) states that man speaks a language. He uses a language as a means of communication with other people as a tool to express his ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with one another. Carrol (1953) as quoted by Ramelan (1992:10) states that language is an arbitrary system of speech sounds or sequences of speech sounds which is used or can be used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs things, processes and events in the human environment.

People can find many languages in this world because every country has its own language. People have to master more than one language when they want to know what is going on in the world. One of those languages is English. English is an international language, which is used by a lot of people all over the world, included in Indonesia -as the first foreign language- to communicate among nations and people either in spoken and written interaction. In addition, the use of English is very important as a means of communication so that the interest in learning English grows very rapidly from time to time. A lot of people learn

English because they have their own motivation depending on their needs, interest, and sense of values. It can be concluded that somebody has different motivation depending on his/her curiosity in learning English and the advantages that she/he gets. In this globalization era learning English can be said as a must because English plays very important roles in international communication, trade and commerce, news, technology development, scientific invention, etc. When people use English in communication, they have to know the knowledge in this modern world. In this modern world, it is very important for people to master English in order to cope with the development of science and technology which grows very fast. Many books are written in English language, so people who want to transfer or to get the knowledge must understand English well.

English is given as the first foreign language to be taught in Indonesia, whether it is at junior high school, senior high school or universities and even at the elementary schools as the local content. In addition, it is used to communicate with foreigners regardless of nationalities. By mastering English, the students are supposed to be able to gain valuable information and knowledge from the texts and books about science, commerce, economy, technology, etc which are written in English.

Teaching English in junior high school covers four competences and four language components. The four competences are: Listening, Speaking, Reading, and Writing and the four language components are: Vocabulary, Pronunciation, Structure/grammar and Spelling. All of those are important. Not one skill or component is superior to others since they are integrated and have close relation to

each other. In order to master all of those skills, students also must master all of those components. The students are said that they can communicate well if they have a lot of vocabulary knowledge and use it in English communication. Grammar helps the students to express their idea and help the audience to understand meaning expressed by someone. Pronunciation is very important in doing its role in spoken language, some mistakes in pronouncing some words will cause people not to express their idea exactly. In the written language, spelling has very important roles. Mistake in spelling will cause communication not runs well.

Writing is one of the important and productive skills. It needs its own methods and principles to teach it. Writing skill is more complex and difficult to teach. Learners need to choose the words and phrases themselves, and somehow put them all in a good order. There are many reasons for teaching writing in school. Harmer (2007:112) says that writing gives the students more "thinking time" than they get when they attempt spontaneous conversation. Harmer (2004:3) says that since societies grew larger and more industrialized, the need for citizens to be able to write became vital in order for bureaucratic organization to be successful. Writing as one of the four skills has always formed part of the syllabus in the teaching of English (Harmer, 2004:31). Syllabus helps the students to learn many types of writing such as genres, short functional texts, and some expression. Students will learn many things about elements of writing in order to make good writing. Students should pay attention to some elements in writing such as content, form, grammar, style and mechanics.

Problem of learning to write is partly because the students get little practice. In writing, students have to manage the structure, the coice of words, and the punctuation all at once. To be able to do those activities, the students need a lot of practice. In the classroom or outside, the students still get less practice in writing. The lack of practice maybe is due to the students. The students may feel unable to write, so they rarely practice writing.

The students sometimes are afraid to write, they complain about writing class. They feel they cannot arrange and make a good text. They cannot arrange well-organized steps, so they use disorder structure, ineffective sentences, incorrect punctuation and spellings, and they have difficulty in creating the idea, lack of vocabulary, lack of knowledge, lack of experience, and so on.

Some factors are involved in a teaching and learning process like teaching techniques and teaching media which play an important role to achieve the objectives of learning. Some technique in teaching English such as the grammar translation method, direct method, audio-lingual, silent way, suggestopedia, communicative language learning, total physical response, and communicative approach. (Larsen-Freeman:1986). Some media such as pictures, charts, maps, etc, are very common to achieve the instructional goals of teaching and learning process.

In teaching writing, there are several ways of correcting students' works such as: 1) selective correction, correction only in certain elements of writing such as in organization, punctuation, verb tenses, etc. 2) using marking scales, means that though students may fall down on, say, grammar, they can still perhaps do

well in the way they answer a task or in their use of vocabulary, 3) using correction symbols, these have the advantage of encouraging students to think about what the mistake is, so that they can correct it themselves, 4) reformulation, is a way of showing students how they could write something more correctly, 5) referring students to a dictionary or a grammar book, it has the advantage of encourages the students to look at the information with a purpose in mind, 6) ask me, teachers can ask students to talk to them so that they can sort out the problem face-to-face, 7) remedial teaching, it can be done when teachers read students' written work and they come across mistakes which many people in the same class are making. In the stages of writing called editing, there is a step called peer review or in other book known as peer editing.

Peer-editing is a classroom technique where learners correct each other, rather than the teacher doing this. In the classroom, peer editing is a useful technique as learners can feel less intimidated being helped by others in the class. However, some learners are highly resistant to being corrected by someone other than the teacher. Peer editing (or student – student correction) is another way of keeping students involved in the correction process. Students find it easier to accept correction from a fellow student (rather than the teacher all the time) and this in turn builds confidence as students can see it is possible to complete the given task. Where the teacher encourages peer editing, you'll find that students stay more focussed and involved in lessons as they feel part of the learning process. Peer editing is also a great way of promoting team work within the classroom.

From the advantages of peer editing technique stated above and the difficulties faced by many students in learning English, especially in writing the writer intended to use peer editing technique as an alternative technique to help and make students write the composition easily.

1.2 Reasons for Choosing the Topic

In the recent days, the ability in writing is very needed. For example in the context of career or job, people need this ability such as in making application letter, notes, memos, monetary report, etc. In the context of education, people must remember that most exams often rely on students' writing proficiency, and many others importance of writing in many aspects of life. Based on the description above, the writer states some reasons for choosing the topics:

(1) Peer Editing as a correction technique in teaching learning English in order to be able to make a good writing.

(2) The result of the study is expected to be used as a way of solving problems appearing in the writing English class.

1.3 Statements of the Problem

In order to make a systematic approach in solving the problem, the statements of the problem are as follows:

(1) How can peer editing improve the students' ability in writing?

(2) How far peer editing influence the effectiveness of English writing class?

1.4 Objectives of the Study

The objectives of the study are:

(1) To find out the students' improvement in English writing class trough peer editing.

(2) To find out the effectiveness of peer editing in English writing class in year VIII of SMP N 2 Karangawen.

1.5 Significance of the Study

At least they are three significances drawn from the study:

1) For the teachers, the finding of this study will inform them about the students difficulties in writing so they can evaluate themselves whether they are successful or not in teaching English.

2) For the students, the finding of this study will help them to understand their own weaknesses and it is also expected to increase their achievement in writing so they can make a good writing.

3) For the readers, the finding of this study will help them as reference to conduct other research so that they can give contribution in the education.

1.6 Outline of the Study

This study consists of five chapters as follows:

Chapter I consists of introduction which contains background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the study.

Chapter II presents the review of related literature. It consists of the General Knowledge of Peer Editing Technique, Writing, Teaching English Writing for the Year VIII students of Junior High School Students.

Chapter III explains the methodology of investigation which discusses the Population, Sample and Technique of Sampling, Data Collection, Instrument of the Study, Data Analysis, Research Design, Research Activities, and Criterion of Assessment

Chapter IV concerns with the results of the research and the Interpretation.

Chapter V consists of conclusions and suggestions.
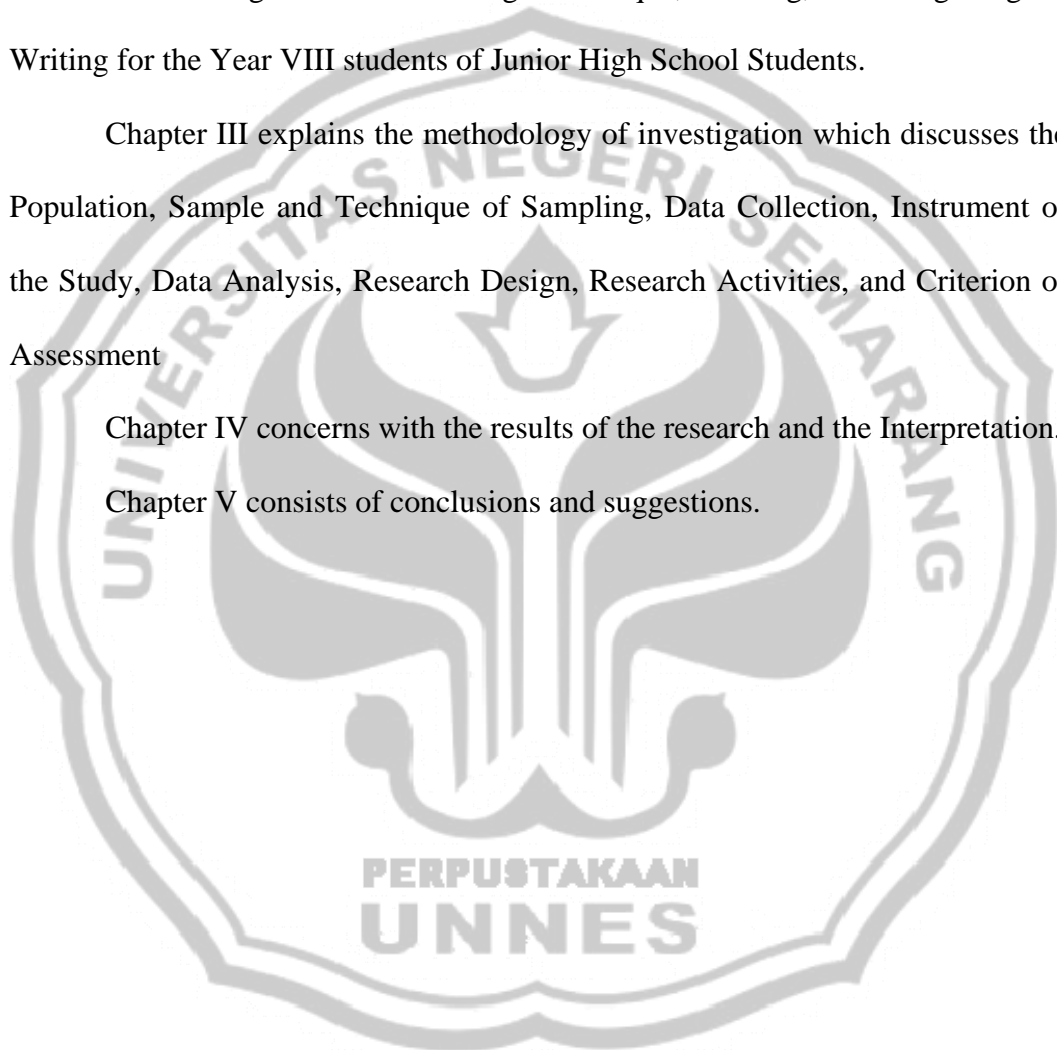
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to put the theories from some experts that support this research those consist of the General Knowledge of Peer Editing Technique, Writing, Teaching English Writing for the Year VIII of Junior High School Students.

2.1 General Knowledge of Peer Editing Technique

2.1.1 What is a Peer Editing Technique?

Peer editing is an interesting technique to be applied in the classroom. Oshima (2006:313) says that peer editing is an interactive process or reading and commenting on classmate's writing. Hornby (1995:855) says that peer is a person who is the same age as another. Hornby (1995:369) says that editing is to prepare a piece of writing, often another's person's for publication, e.g. by correcting it, commenting on it, or removing of it. So peer editing according Hornby is to prepare a piece of writing, often another's person's for publication, e.g. by correcting it, commenting on it, or removing of it by a person who is the same age as another. Harmer (2004:115) says that peer editing or known as peer review is a valuable element in the writing process where encourage students to read other students' work through what they have written to see where it works and where it does not.

A technique is a procedure used to accomplish a specific activity or task. Peer editing technique is a classroom technique where learners correct each other, rather than the teacher doing this (Wikipedia the Free encyclopedia, accessed in April, 28th 2009). From the definition above, It can be concluded that peer editing is an interesting technique where students correcting and editing other students' writing in order to be a good writing.

Peer review, therefore, is less authoritarian than teacher review, and helps students to view both colleagues and teachers as collaborators rather than evaluators. However, in order for it to be successful (especially when first introduced), students will need guidance from their teacher so that they know what to look at when they read their classmates' work. When the writer applied this technique, the students must read and give comment or correct the work. The students must analyze the content, mechanics, grammar, fluency, and vocabulary of the work. The students also gave correction and comment on the other students' work.

2.1.2 *The Function of Peer Editing Technique in Language Learning*

If we talk about writing in the classroom, we often find that students produce mistakes and errors in the classroom. It maybe caused they have lack knowledge about writing. Peer editing or peer review has the advantage of encouraging students to work collaboratively, something which in a group, we

want to foster. It also gets round the problem of students reacting too passively to teacher responses.

Peer editing can make students feel confidence when they correct other students' work because they feel comfort corrected by the same age rather than the teacher. Peer editing explores their ideas deeply because they can find mistakes in their work and they try to correct it. It also builds team works among the students. Peer editing encourages the students to think critically knowing their weaknesses or mistakes in producing a text and try to correct it.

2.2 Writing

2.2.1 Definition of writing

As stated above that teaching learning English in Indonesia must mastered four skills and four components so that the students can communicate english well in certain aspects of life. One of those important skills that the students must master is writing. When the students processing writing they should pay attention in some aspects such as select and combining the words appropriately and use correct English grammar.

The word *writing* comes from a verb. That means it is an activity-a process. Writing is a way to produce language, which you do naturally when you speak. Meyers (2005:2) says that writing is speaking to others on paper - or on computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action - a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising

them. Hornby (1995:1383) says that writing is the activity or occupation of writing.

Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). (http//www.wikipedia.org/wiki/writing, accessed in April, 28th 2009). From the definition above, it can be concluded that writing is a kind of communication through paper in which people can express their ideas, thoughts, and feelings and they must consider their choices of words, the form, grammar, etc. to make sure that they clearly express what they intend to say.

2.2.2 The importance of Writing

Since writing plays very important roles in many aspects so the teaching writing at schools is a must. Because of writing activities, people all over the world may get newest information through written media of communication such as: newspaper, magazines, tabloids, etc.

In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge. So it is wrong to say that writing is a waste of time. As Harmer (2004:3) says that "Being able to write is a vital skill for 'speakers' of a foreign language as much as for everyone using their own first language."

There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more "thinking time" than they get when they

attempt spontaneous conversation (Harmer, 2007:112). This allows them more opportunity for language processing-that is thinking about the language-whether they are involved in study or activation. Another reason is writing demonstrates people ability to use language, apply critical and analytical thinking skills effectively to various topics. Writing also develop someone's ability to think explicitly about how to organize and express her/his thoughts, feelings, and ideas in ways compatible with envisioned reader's expectation. So, writing is very important in many aspects.

2.2.3 Types of Writing

Meyers (2005:2) says that "Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing in native language may be more difficult than writing in a mother language.

Brown (2004:220) states that there are four types of writing skill performances which students can learn. Those types are: 1) Imitative Writing, This category includes the ability to spell correctly and to perceive phoneme-grapheme correpondences in the english spelling system, 2) Intensive (Controlled) Writing, This category obligate the students to attain skills in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to the length of a sentence, 3) Responsive Writing, In this category, assessment tasks require learners to perform at a limited discourse level, cconnectinfg sentences into a paragraph and creating a logically connected sequence of two or three paragraphs, 4) Extensive Writing, Extensive writing

implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even thesis..

In the other opinion, Harmer (2004:32-33) classified writing into three types. They are: 1) Reinforcement writing, It is used as a means of reinforcing language that has been taught. In its simplest form, teachers often ask students to write sentences using recently learnt grammar. The aim of this activity is to give students opportunities to remember 'new' language better, 2) Preparation Writing, this kind of writing gives students to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward, 3) Activity Writing, this kind of writing be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.

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2.2.4 The Process of Writing

Writing as one of the important skill needs its own method and approach in order to teach to the students. In order to make a good writing we must consider about the process of writing. If the process runs well so the result is also good. Harmer (2004: 12) says that "process of writing is a way of looking at what people do when they compose written text". Writing comes from working through a process of writing. There are many stages in order to make good paragraph or essay. People must pay attention to their writing when they write in order their product understood by the reader. That is why creating an understandable text is

very important. There are many steps in writing and the writers cannot do all of the these things at once.

The steps in writing based on Meyers (2005: 3-12): 1) Exploring ideas, Writing first involves discovering ideas. Before writing, let your mind explore freely. And then record those thoughts by writing on whatever you can, 2) Pre Writing, The second step of the writing process involves writing your thought on a paper or on the computer. It consists of brainstorming (listing our thought), clustering (writing the subject in the middle of the page and then circle it), and free writing (writing without worrying about sentence structure, spelling, logic, and grammar), 3) Organizing, After you have put your ideas into words, you can begin to organize them. This process involves selecting, subtracting, and adding, 4) Writing the first draft, You have done some pre writing, selected your best ideas, expanded on them, and arranged them in some reasonable orders. Now, you can begin the first draft of your paragraph, 5) Revising the draft, Revising means improving what you have already written. When you revise, you examine how well your first draft makes its purpose for its audience, and 6) Producing the final copy (editing and proofreading). Similarly, Harmer (2004: 4) says that the process of writing has four main elements: 1) Planning, there are three main issues: firstly, the writers have to think about purpose of their writing. Secondly, writers have to think about the audience. Thirdly, writers have to consider the content structure of the piece, 2) Drafting, the first version of a piece of writing, 3) Editing (reflecting and revising), Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions known as peer review. Another

reader's reaction to a piece of writing will help the author to make appropriate revisions, and 4) Final draft, Once writers have edited their draft, making the changes they consider to be necessary, and they produce their final version.

2.3 Teaching English Writing for the Year VIII students

In this globalization era, English as an internationaal language has many functions and roles, especially as a means of communication. Communication is expressing and understanding information, ideas, thought feeling, developing knowledge, culture and technology. English as a subject matter is managed for developing the four skills (listening, speaking, reading and writing) so the students enable to communicate using English in any levels.

Based on KTSP (2006:277-278), the target of teaching English in SMP/MTs is the students can reach the functional level that is communicate in spoken and written form to solve daily problems. There are three purposes in teaching English in SMP/MTs. Those are to 1) develop the competence to communicate in spoken and written form (listening, speaking, reading, and writing) to reach functional literacy level, 2) grow the awareness of the reality and importance of English as one of the foreign languages to increase the nation competition on global society, 3) develop the comprehension of the culture and language interrelation and broaden the culture. To fulfil the target and purposes above, all of skills must be taught to the students. One of them is writing. Writing is a kind of communication competence that needs to be taught in early stage of year in order to reach the target of teaching english. For the year VIII, the target is

the students can reach the functional level that is communicate in spoken and written form to solve daily problems. In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge.

Generally, the standard competence had mastered by junior high school students is to express various meanings (interpersonal, ideational, textual) in various writing texts. The various writing texts are called genre. Hartono (2005:5) says that genre is used to refer to particular text types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes, also the level of context dealing with social purpose.

For the year VIII, the standard competence they had mastered is expressing meaning in short functional texts and simple short essay of *descriptive, narrative* and *recount* for doing interaction to close environment. The scope of learning writing in year VIII students is about writing text of *descriptive, narrative* and *recount.*

Teaching writing is not easy. There are lots of things must be considered like choices of words, mechanics, spelling, etc. Although there are many different ways of writing process, most teachers would probably agree in recognizing at least the following five general components of writing.

Harris (1969:68-69) says that the components are: (1) content, the substance of the writing, the ideas expressed; (2) form, the organization of content; (3) grammar, the employment of the grammatical forms and syntactic

patterns; (4) style, the choice of the structures lexical items to give a particular tone or flavor on writing; (5) mechanic, the use of graphic conventions of the language.

2.3.1 The Characteristics of Junior High School Students

Junior high school students which in year between eleven up to fourteen or often called teenagers is characterized as adolescent students. In this period, it is the time to find their self identity. So, the changes of their attitudes may happen. They incline like to have fun, make friends, spend their times for hanging around, instable, cannot control their emotions, and often shows their disruptive and impolite behavior in class. Although many bad behaviors they have, actually they have a great capacity and capability in learning because their thinking are still fresh and can catch the lesson as much as they can. However, this cannot be successfull without helping and enganging from their teacher. If they were engaged, they had a great capacity to learn, a great potential for creativity and a passionate commitment to things make them interested. So the cooperation between the teacher and the students are needed in teaching learning process so that the teaching learning process succeed.

In his book, Harmer (2001:38-39) states thet there are five characteristics of adolescents learners. There are: 1) They seem to be less lively and humorous than adults, 2) Identity has to be forged among classmates and friends: peer approval may be considerably more important for the students than attention of the teacher, 3) They would be much happier if such problem did not exist, 4) They

maybe disruptive in class, 5) They have great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

Teacher's job is to provoke the adolescents students in their intelectual activity and creativity so that they can express their ideas, thoughts, and feeling freely. Thus, adolescents students are in period of change, new experiences, instability, learning many things and often make disruptive behavior in life school. In this case they need something special in education. Schools and teachers should provide adolescent with opportunities to explore and experiment in a stable and supportive atmosphere, because they learn new experiences, new roles, and this range of age is one of the most challenging times in life. So they can resolve themselves but still have the teacher's guidance.
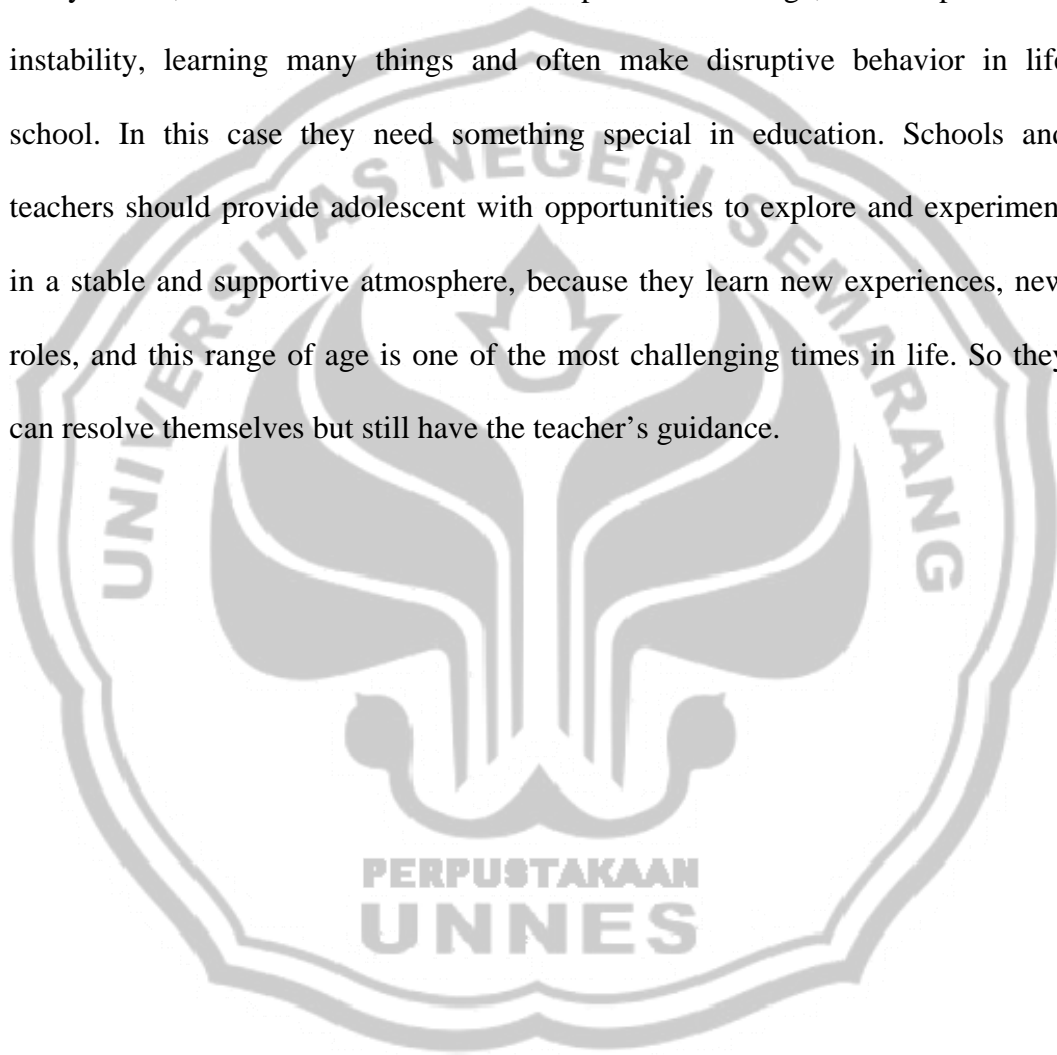
CHAPTER III

METHOD OF INVESTIGATION

In this chapter, the writer is going to present population, sample and technique of sampling, data collection, instrument of the study, data analysis, the research activities, and the criterion of the assessment.

3.1 Population

Sutrisno (1994:220) states that "population is any group of people or individual who have one or more characteristics in common." Arikunto (2006:130) states that "population is the entire of the subject of the study."

The population of this study were 15 classes of SMP N 2 Karangawen which were divided into 5 classes for the seventh grade, 5 classes for the eighth grade and 5 classes for the ninth grade. The writer decided to conduct this action research in class VIII.

In this case, the total population of SMP N 2 Karangawen in the academic year of 2008/2009 is 586 students.

3.2 Sample and Technique of Sampling

After defining the population, the writer must take the sample in order to make the population more representative. According to Arikunto (2006:131) sample is half of the population that was being observed. Arikunto (2006:134)

writes that we may take the entire subjects if the subject is less than 100, but if the subject is too big we may take 10% - 15% or 20% - 25% based on the capability of the researcher

In this research, the writer chose the random sampling. It is based on the groups or level. In this case, the sample was one class. In selecting the subject of study, the writer numbered the five classes from one to five and then wrote it down on small piece of paper then the paper were rolled and then put into glass, after that the rolled papers were shacked and dropped out from the glass, after one of the rolled paper dropped, the number wrote in the paper is the selected sample. And the sample is 8E with total students are 35 students.

3.3 Data Collection

In carrying out a research, the writer needs some data to achieve the objective of the research. Thus to collect the data the writer has to do data collection. Arikunto (2006) states that there are several techniques in collecting the data. They are: test, questionnaire, interview, observation, rating scale, and documentation.

In the study, the writer used a pre-test, some assessment test, a post-test, and questionnaire. The aims of using these techniques are to know the students' response and progress during the teaching learning activities, to see their abilities in mastering writing text and their progress, to gather information and get information of students' improvement during the teaching learning process.

3.4 Instrument of the Study

After the writer knew what is observed and from whom the data will be got, the next step is deciding the instrument. Arikunto (2006:149) states that instrument is any device the researcher uses to collect data. Arikunto (2006:160) states that a research instrument is a tool or facilities used by the researcher while collecting data to make the work becomes easier and to get better result, complete and systematic in order to make the data easy to be process. An instrument could be in form of questionnaire, observation list, interview and test. The writer gathers the data by using tests and questionnaire.

3.4.1 Tests

The tests used in the research were a pre-test, some assessment tests, and a post-test. The first test is called pre test. The purpose of giving the test is to know the students' mastery in writing. The second is called assessment test. The assessment test will be given in the end of the teaching learning process of cycle I and cycle II. The consideration in giving the students assessment test was to measure the students' progress. After all of the cycles are done, the last test is post test. The purpose of the post test is to check the significant difference of the students' result before and after the treatment in each cycle.

3.4.2 Questionnaire

A questionnaire is a list of questions that should be answered by students. It is also distributed to support the primary data. It is used to find the students response' during teaching learning process. Based on the way to answer, Arikunto

(2006:152) divides questionnaire into two kinds. They are opened and closed questionnaire. In this study the writer decided to use closed questionnaire, because it is easy for the students to do.

3.4.3 Field notes

Field notes was used to have the document about the class situation where the writer was conducting the action research. It used to know the activities during the teaching learning process. The writer observed the students' activity during the teaching learning process then the writer wrote her observation into the field notes.

3.5   Data Analysis

The aim of this study is to find out whether peer editing can improve the students' writing skill. There were two writing tests in this study, they were pre-test and post-test. These tests were used to measure the students' progress in mastering writing skill.

After conducting the test, the writer gave scores to the writing test papers of the students. The writer used the test to measure the writing ability covering fluency, grammar, vocabulary, content, and spelling.

In analyzing the data the writer used the scoring guidance taken from Heaton Grid and Categories (1974:137-138) in five areas. They are fluency, grammar, vocabulary, content, and spelling.

To score the test papers, writer applied the analityc method. This method is suggested by Heaton, who said that those five items should be scored, and the

maximal score for each item is 5, so the total of the maximal score will be 25.

We can know the students' mark and percentage from the formula as follow:

$$\text{The Mark} \quad = \quad \frac{\text{score the students' get}}{\text{maximal score}} \text{ X } 100$$

$$\text{The Percentage} \quad = \quad \frac{\text{score the students' get}}{\text{maximal score}} \text{ X } 100 \text{ \%}$$

Table 3.1. The Scoring Guidance Taken From Heaton Grid and Categories

Items	Scoring
Fluency	5. Flowing style-very easy to understand-both complex and simple sentences very effective.
	4. Quite flowing style-mostly easy to uderstand-a few complex sentences very effective.
	3. Style reasonably smooth-not too hard to understand mostly (but not all)-simple sentences-fairy effective.
	2. Jerky style-an effort needed to understand and enjoy-complex sentences-confusing-mostly (but not all) simple sentences-fairy effective.
	1. Very jerky-hard to understand-can not enjoy reading-almost all simple sentences confusing-excessive use of 'and'.

Grammar	5. Mastery of grammar taught on course-only 1-2 minor mistakes.
	4. A few minor mistakes only (preposition,articles, etc)
	3. Only 1 or 2 major mistakes but a few minor ones.
	2. Major mistakes lead to difficulty in understanding- lack of mastery of sentence construction.
	1. Numerous serious mistake-no mastery of sentence construction-almost unintelligibly.
Vocabulary	5. Use of wide range of vocabulary taught previously.
	4. Good use of new words acquired-fairly appropriate synonyms, circumlocution.
	3. Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted-has to resort location etc on a few occasions.
	2. Restricted vocabulary-use a synonym (but not always appropriate)-imprecise and vague-affect meaning.
	1.Very restricted vocabulary-inappropriate use of synonyms seriously hinders communication.
Content	5. All sentences support the topic-highly organize- clear progression of ides well linked-like educated native speaker.
	4. Ideas well organized-links coul occasionally be clearer but communication not impaired.

	3. Some lack of organization-reading required for clarification of ideas. 2. Little or no attempt at connectivity-though reader can deduce some organization-individual ideas may be clearer but very difficult to deduce connection between them. 1. Lack of organization so severe that communication is seriously impaired.
Spelling	5. Non errors 4. 1 or 2 minor errors only 3. Several errors-do not interfere with communication-not too bad hard to undersand. 2. Several errors-some interfere with communication-some words very hard recognized. 1. Numerous errors-hard to recognize words- communication made very difficult.

(Heaton Grid and Categories in Fatmawati : 2008)

By using the formula, the writer then analyzed the students' achievement from the first activity to the last activity (pre-test, assessment tests, post-test, and questionnaire). The discussion and result of those activities will be represented in the chapter IV.

3.6 Research Design

As stated by the writer before that this research will be carried out through action research by using Kurt Lewin's theory. The research was conducting in two cycles that consisted of four steps in each cycle; planning, acting, observing, and reflecting. Those four steps are integrated. Each step was conducted based on the previous one and the next. The purpose was to give some activities and observe the students' progress.

Planning

Reflecting

Acting

Observing

(Kurt Lewin in Arikunto 2006:92)
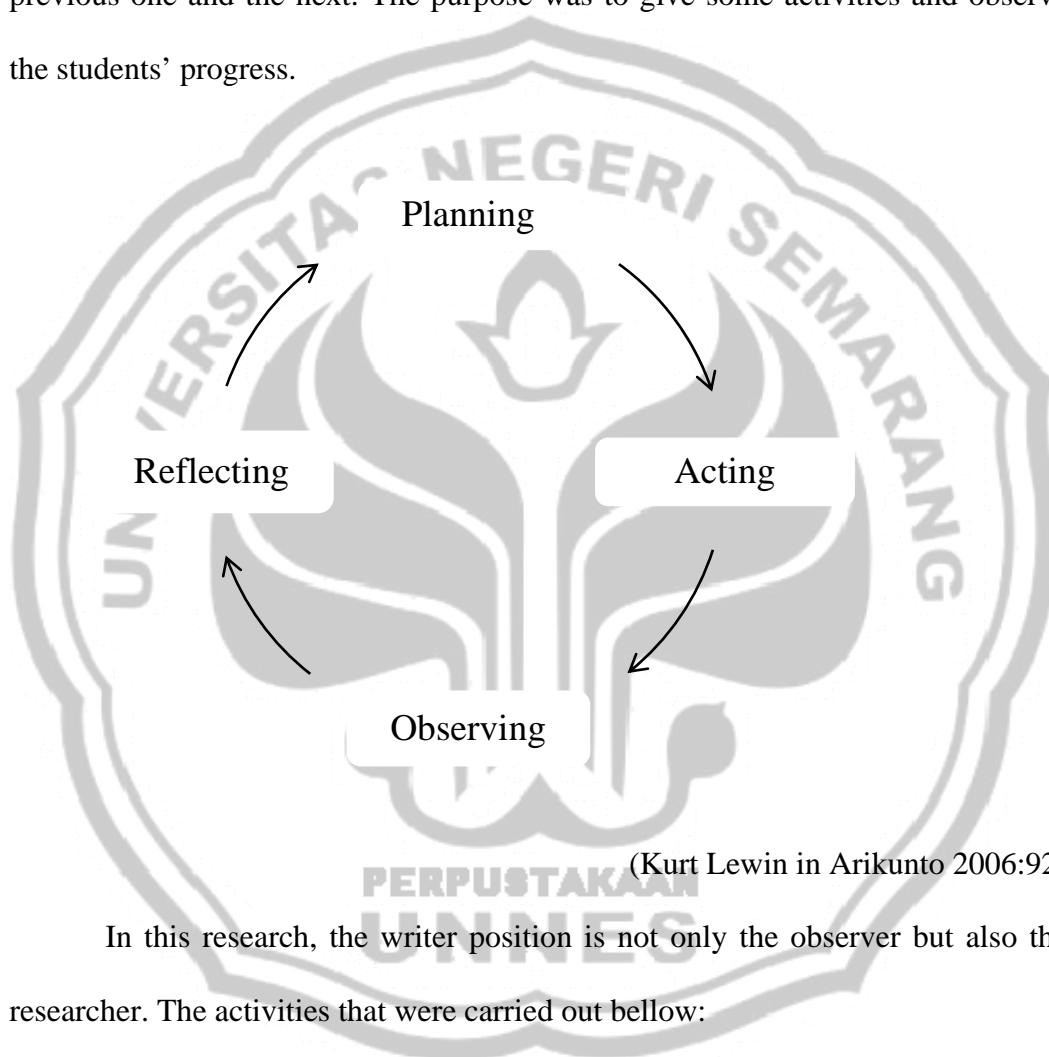
In this research, the writer position is not only the observer but also the researcher. The activities that were carried out bellow:

The procedure steps of the writer's action research in conducting research were like this:

1. Planning

   Planning is the first step of the research procedure. This step was about the activity of problem identification. It was the most important step in conducting action research as by knowing the problems, the writer could find a solution to solve the problem.

2. Acting

    The second step is acting. It is the implementation of planning. The purpose of acting was tried to find out the solution to solve the problem faced by the students during teaching learning process. Here, the writer prepared five activities to be applied in her action; pre-test, cycle 1, cycle II, post-test, and questionnaire.

   ```
   ┌──────────────┐
   │  Pre – test  │
   └──────┬───────┘
          ↓
   ┌──────────────┐
   │   Cycle I    │
   └──────┬───────┘
          ↓
   ┌──────────────┐
   │   Cycle II   │
   └──────┬───────┘
          ↓
   ┌──────────────┐
   │  Post – test │
   └──────┬───────┘
          ↓
   ┌──────────────┐
   │ Questionnaire│
   └──────────────┘
   ```
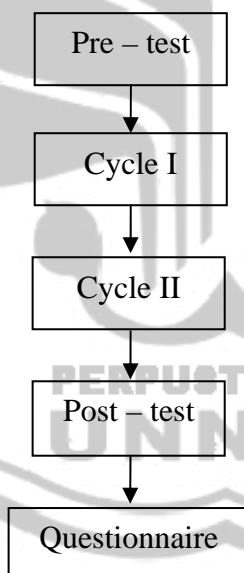
3. Observing

   In this step, the writer tried to observe the students' response during the teaching learning process whether or not they made some progress while teaching learning process.

4. Reflecting

In the last step, the writer analyze the students' achievement after the teaching learning process. The writer should find out the students' progress from the first activity to the last activity. After that she should analyzed the questionnaire. The writer should find out the significant progress from the first activity to the last activity. If there are still problems the writer should conduct to the next cycle (cycle II).

3.7 Research Activities

Based on the model and the explanation above, the elaboration of activities were carried out as follow:

Cycle I

1. **Planning**

Planning was the first and important step of the research procedure. The step was about the activity of making a consideration as a problem solving. The purpose of this activity is to know the problems of the teaching and learning process so that the researcher could find a good solution for the problem arose. In this step the writer also explained about what, where, when, whom, why, and how the action is done. In this research, the writer used peer-editing as a correction technique in teaching writing. Peer-editing is an interesting technique between students which is they are reading, commenting, and correcting on other students' work. In order to improve the students' writing, the writer used peer-editing and it is hope by using this technique the students can improve their writing ability. The writer did her research in SMP Negeri 2 Karangawen especially in class VIIIE in the

academic year of 2008/2009. The writer conducted her research from May 29th until June 6th 2009. The writer divided the activity into four (4) activities and was done in six meeting. The first meeting was pre-test, the second and the third were first cycle, the fourth and the fifth were second cycle, the last were post-test and questionnaire. In this step the writer also make a lesson plan, prepare the facilities and instrument for teaching learning process.

2. **Acting**

This step was the implementation of planning. The purpose of this step was to give some activities to the students and to observe the students' progress during the teaching learning process. There are three activities done in the first cycle: 1) pre-test, 2) activity I, and 3) activity II.

1) Pre-test

A pre-test was conducted at the beginning of the research. The purpose of this test was to know the students' ability in making a recount text. The students were asked to make a paragraph consisting at least ten (10) sentences which told about their experiences in their holidays.

2) Activity I

In the first activity of cycle I, the writer would explain about the structure of recount text such as the pattern, lexicogrammatical, and the generic structure. The writer also explained about the tenses used in recount text (past tense form) and the component of writing.

In this activity, the writer gave an example of recount text entitled "Visiting Mount Bromo". The students were asked to read and to understand the text. They asked to show the generic structure of the text and analyze the words

indicate the past tense. The students also introduced about the component of writing.

3) Activity II

After the writer explained about recount text, tenses, and the component of writing in the activity I, the writer gave more explanation about the component of writing to the students. After that, the writer introduced and explained about peer-editing technique to the students. The aims of this technique are to encourage the students to be more thinking critically, to help students to know their weaknesses and mistakes in producing recount text so that they can try to correct it. The students were asked to make a paragraph consisting at least ten (10) sentences. After that, the students were asked to exchange their work to the friend beside them and the students must analyze the work and correct the work whether the work is good or not. In the last, the students were once again to make a paragraph with different theme. This aimed to know the students' progress compared with the pre-test.

3. Observing

In this session, the writer observed the students' result during the teaching learning process (activity I and activity II).

4. Reflecting

In the last step, the writer analyzed the students' achievement after the teaching learning process. The writer should find out the significant progress from the first activity to the last activity. If there are still problems arose, the writer should conduct to the next cycle (cycle II).

Cycle II

1. **Planning**

The planning in cycle II is based on the result of cycle I. the planning which will be done is to make the improvement of the planning teaching writing by using peer-editing technique and it is hoped it can improve the problems or weaknesses in cycle I and it can reach significant result.

2. **Acting**

In this step, the writer divided this cycle into four activity: 1) activity I, 2) activity II, 3) post-test, 4) questionnaire. Actually, the procedure of teaching and learning was the same as the previous cycle.

1) Activity I

In this activity, the writer reviewed what have learned in cycle I such as re-explained about recount text and the tenses. After that, the writer focus on the treatment was to eliminate students' difficulties in constructing a text. The writer will give more explanation until all of the students understand.

2) Activity II

In this activity, the writer will gave more practice to the students. The students were asked to make a paragraph consisting of seven (7) sentences and then they asked to practice peer-editing. This activity were repeated many times. In the last, the students were asked to make a paragraph with the same instruction as the previous. This aimed to know the students' progress between the students' result in cycle I.

3) Post-test

In this activity, the students will be evaluated bi giving a post-test to measure the students' progress after teaching learning process (the treatment). The

test was the same as pre-test. They asked to make a recount text consisting of ten (10) sentences with the given topic.

4) Questionnaire

In this activity, the writer distributed questionnaire to the students. There are ten (10) questions the students must answer. The students only answer "yes" or "no" for each question.

3. Observing

In this session, the procedure of observing was the same as in the cycle I.

4. Reflecting

In the last step, the writer analyzed the students' achievement after the teaching learning process.

Table 3.2. The Schedule of the Action Research Activities

Activities	**Date**	**Meeting**
Pre-test	Thursday, May 28th 2009	1
Cycle I (activity I)	Friday, May 29th 2009	2
Cycle I (activity II)	Saturday, May 30th 2009	3
Cycle II (activity I)	Monday, June 1st 2009	4
Cycle II (activity II)	Wednesday, June 3rd 2009	5
Post-test and Questionnaire	Saturday, June 6th 2009	6

3.8 Criterion of Assessment

To find the degree of the students' achievement in each activity: pre-test, first and second cycle, and post-test. The average score of the students is counted individually by using the following formula:

$$\text{The average of the students' test result} = \frac{\text{The total percentage}}{\text{The number of the students}}$$

This research uses simple formula to analyze the results of the students' achievement. It was based on the Department of National Education in which it is stated that a student is said to be successful if he/she achieves 65% of the material and a class can be said to have mastered in learning if they can achieve 85% of the material presented.
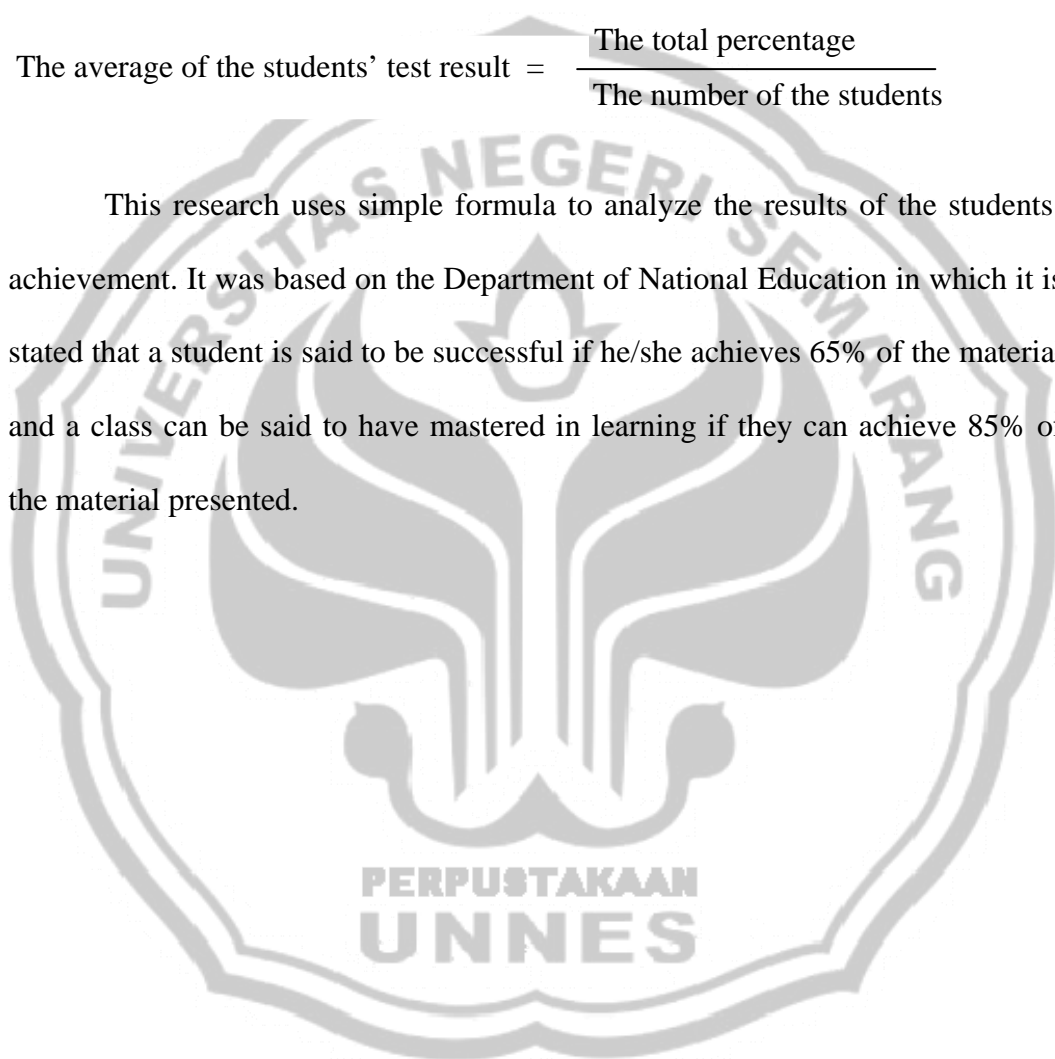
CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In this chapter, the writer is going to present discussion of the result of the study. They are the analysis of pre-test, the analysis of teaching learning process, the analysis of post-test, and the last is the analysis of questionnaire.

4.1 Analysis of the Pre-test

In starting the data collection, the writer conducted Pre-test. The purpose of this test was to identify the students' ability in writing a text (recount) before the treatment is giving. In this test, the writer's position is not only the observer but also the researcher.

The pre-test was conducted on Thursday, 28 May 2009. In this test, the students had to write a recount text based on the topic given by the writer.

From the result of the pre-test, it was found that 5 people got more than 65 and 30 students got less than 65. The writer concluded that the result of pre-test was very poor.

After tabulating the result of students' pre-test, the writer then tried to analyze the pre-test result in order to know the students' initial condition.

35

Table 4.1. The result of the students' achievement in pre test

No	Test code	F	G	V	C	S	Total	Mark / %
1	A - 1	3	2	3	2	3	13	52
2	A - 2	3	3	4	3	3	16	64
3	A - 3	1	1	1	1	1	5	20
4	A - 4	2	2	2	1	2	9	36
5	A - 5	1	2	2	2	2	9	36
6	A - 6	1	2	2	1	2	8	32
7	A - 7	2	2	2	2	3	11	44
8	A - 8	2	2	2	2	2	10	40
9	A - 9	1	1	2	1	1	6	24
10	A - 10	2	2	3	3	3	13	52
11	A - 11	2	2	2	1	2	9	36
12	A - 12	1	1	2	1	1	6	24
13	A - 13	2	2	2	1	2	9	36
14	A - 14	1	2	2	2	2	9	36
15	A - 15	1	1	2	1	2	7	28
16	A -16	3	2	2	2	3	12	48
17	A - 17	1	2	2	1	2	8	32
18	A - 18	3	3	3	3	3	15	60
19	A - 19	1	1	1	1	1	5	20
20	A - 20	1	1	2	1	1	6	24
21	A - 21	1	2	2	2	2	9	36
22	A - 22	1	1	2	1	1	6	24
23	A - 23	3	4	4	3	4	18	72
24	A - 24	3	3	4	3	4	17	68
25	A - 25	2	2	2	2	3	11	44
26	A - 26	1	1	1	1	1	5	20
27	A - 27	3	4	4	3	4	18	72
28	A - 28	2	2	2	2	2	10	40
29	A - 29	1	2	2	1	2	8	32
30	A - 30	3	2	4	3	4	16	64
31	A - 31	2	2	3	2	3	12	48
32	A - 32	2	2	2	2	2	10	40
33	A - 33	1	1	1	1	1	5	20
34	A - 34	3	4	4	3	4	18	72
35	A - 35	3	4	4	4	4	19	76
		65	72	84	65	82	368	1472

The average of the students' test results $= \dfrac{\textit{The total percentage}}{\textit{The number of the students}}$

$$= \frac{1472}{35}$$

$$= 42.06\%$$

The average of the students' result in the pre-test was 42.06% The result was lower than the criterion that has been stipulated by the Department of National Education. The writer concluded that the student had not understood recount text yet, so the treatments in each cycle were necessary to improve students' ability in writing recount text.

4.2 Analysis of the First Cycle

The first cycle consisted of two meetings. It was conducted on Friday, 29 May 2009 and Saturday, 30 May 2009. There were 35 students who followed the teaching learning process. In the first cycle, the focus of the treatment was to eliminate the students' difficulties in implementing the structure of recount text in their writing. The writer explained about recount text, such as: lexicogrammatical features and the generic structure. The writer also explained the grammar used in recount text (past tense form) and the component of a good writing. The process of teaching and learning during the treatment was represented in the teaching-learning stages. The stages of the cycle are: Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text and Independent Construction of the Text. Those linking stages informed the classroom activities by showing the process of learning this text.

In the first meeting, Building Knowledge of the Field (BKOF) and Modeling of the text (MOT) stages were presented. In the second meeting Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT) were elaborated. Here is the elaboration of the stages:

1) **Building Knowledge of the Field**

At this stage, the writer introduced the social context of recount text, its general cultural context in which recount text is used, its social purpose, its generic structure and the tense that is used. Firstly, the writer asked the students whether or not they have experience about going somewhere in their holidays and then the writer chose some students to tell their story.

2) **Modeling of the Text**

Modeling does not merely involve teacher as the model but also requires students as actors who have to perform the language. In the first activity of modeling of the text, the writer introduced the recount text to the students. The title of the text was" Visiting Mount Bromo". Then the writer distributed the reading text to the students. The writer asked them to understand the content of the text and discuss it with the writer. In the second activity of modeling of the text, the writer asked them to understand the generic structure of the text first. The generic structure of recount text is orientation, event(s), re-orientation. In the third activity of modeling of text, the writer explained about the Simple Past Tense. Then the writer asked the students to analyze the words or phrases indicating the past tense. In the last activity of modeling of the text, the writer explained about the component of a writing and peer-editing. Next is the students were asked to make a paragraph and the writer asked them to practice peer editing. The students had to analyze other students' work and correct the work.

3) **Joint Construction of the Text**

The second meeting was Join Construction of the Text (JCOT). Firstly, the writer reviewed what has been explained in the first meeting of cycle I. After that, the students were asked to make a paragraph based on the theme given. And then the writer asked them to practice peer editing by exchanging their work to the friend beside them and the students had to analyze and to correct the works.

4) Independent Construction of the Text

Independent Construction of the text was conducted on the second meeting of the first cycle. In this stage the students were asked to make a paragraph based on the theme given. The writer reminded them that the recount text had to be written in Simple Past Tense.

Table 4.2. The result of the students' writing in the first cycle

No	Test Code	F	G	V	C	S	Total	Mark / %
1	A - 1	3	3	3	3	3	15	60
2	A - 2	3	4	4	3	3	17	68
3	A - 3	2	2	3	2	2	11	44
4	A - 4	2	2	3	2	3	12	48
5	A - 5	2	3	3	2	3	13	52
6	A - 6	2	3	3	2	3	13	52
7	A - 7	2	3	3	2	3	13	52
8	A - 8	2	3	3	3	3	14	56
9	A - 9	3	2	3	2	2	12	48
10	A - 10	2	4	4	2	3	15	60
11	A - 11	2	3	3	2	3	13	52
12	A - 12	2	2	2	2	2	10	40
13	A - 13	3	3	3	2	3	14	56
14	A - 14	2	3	3	2	3	13	52
15	A - 15	2	2	3	2	3	12	48
16	A -16	2	4	3	3	4	16	64
17	A - 17	2	2	3	2	2	11	44
18	A - 18	2	4	4	3	4	17	68
19	A - 19	2	2	2	2	3	11	44
20	A - 20	3	2	2	2	3	12	48

21	A - 21	3	2	3	2	3	13	52
22	A - 22	2	2	3	2	2	11	44
23	A - 23	4	4	4	4	4	20	80
24	A - 24	3	4	4	4	4	19	76
25	A - 25	2	3	3	3	3	14	56
26	A - 26	2	2	2	2	2	10	40
27	A - 27	4	4	4	4	4	20	80
28	A - 28	3	3	3	2	3	14	56
29	A - 29	2	2	3	2	3	12	48
30	A - 30	3	4	4	3	4	18	72
31	A - 31	3	3	3	2	3	14	56
32	A - 32	2	3	3	3	3	14	56
33	A - 33	2	2	3	2	2	11	44
34	A - 34	4	4	4	4	4	20	80
35	A - 35	4	4	4	4	4	20	80
		88	102	110	88	106	494	1976

The average of the students' test results $= \dfrac{\textit{The total of the percentage}}{\textit{The number of the students}}$

$$= \frac{1972}{35}$$

$$= 52.46\%$$

The average achievement of the students in the first cycle was 56.46 %. According to the criterion provided by the Department of National Education, 65% was said to be successful. Therefore, it cannot be concluded that the first cycle was said successful.

Based on the evaluation, there were twenty eight (28) students who got below 65. They made some mistakes when they produce recount text, such as in grammar, spelling, and arranging good sentences. Consequently, the writer conducted the next cycle by emphasizing on that difficulties.

4.3 Analysis of the Second Cycle

The second cycle consisted of two meetings; they were on Monday, 1 June 2009 and Wednesday, 3 June 2009. In general, the procedure of teaching and learning in this cycle was the same as the previous cycle. It was done through stages. The main focus of the treatment was to eliminate students' difficulties in constructing sentences and grammar (Simple Past Tense). In this activity the writer conveyed teaching and learning to discuss simple past tense and how to make effective and good sentences.

In this cycle, the students also performed peer editing. The students corrected and commented the other students' work. They correct whether there were many mistakes or not, such as in spelling, word order, punctuation, etc. The students practiced peer-editing many times. The students really enjoyed acting out this activity because they thought through peer editing they could work together with their friends, added their knowledge, and shared with their friends.

Finally, the writer asked the students to write a recount text by retelling their own experience.

Table 4.3. The result of the students' achievement in the second cycle

No	Test Code	F	G	V	C	S	Total	Mark / %
1	A - 1	3	4	4	3	4	18	72
2	A - 2	4	4	4	4	4	20	80
3	A - 3	4	3	4	3	3	17	68
4	A - 4	3	3	3	3	4	17	68
5	A - 5	3	3	4	3	4	17	68
6	A - 6	3	3	3	3	3	15	60
7	A - 7	3	4	4	4	4	19	76
8	A - 8	3	3	4	3	4	17	68
9	A - 9	3	3	3	3	3	15	60

10	A - 10	4	4	4	3	4	19	76
11	A - 11	3	4	4	3	4	18	72
12	A - 12	3	3	4	3	4	17	68
13	A - 13	3	4	4	3	4	18	72
14	A - 14	3	3	4	3	4	17	68
15	A - 15	2	3	4	3	3	15	60
16	A -16	3	4	4	3	4	18	72
17	A - 17	3	3	4	3	3	17	68
18	A - 18	4	4	5	4	4	21	84
19	A - 19	3	3	3	3	4	16	64
20	A - 20	3	3	4	3	3	17	68
21	A - 21	3	3	4	3	4	17	68
22	A - 22	3	4	4	3	3	17	68
23	A - 23	4	4	5	4	4	21	84
24	A - 24	4	4	5	4	5	22	88
25	A - 25	3	3	4	3	4	17	68
26	A - 26	2	3	3	3	3	14	56
27	A - 27	4	4	5	4	4	21	84
28	A - 28	3	3	4	3	4	17	68
29	A - 29	3	3	4	3	4	17	68
30	A - 30	4	4	5	3	5	21	84
31	A - 31	3	4	4	3	3	17	68
32	A - 32	3	3	4	3	4	17	68
33	A - 33	2	3	4	3	4	17	68
34	A - 34	4	4	4	4	5	21	84
35	A - 35	4	4	5	4	4	21	84
		112	121	141	113	134	503	2504

The average of the students' test results $= \dfrac{\textit{The total percentage}}{\textit{The number of the students}}$

$$= \frac{2504}{35}$$

$$= 71.54\%$$

The average of the students' achievement in the second cycle was 71.54%. The treatment in the second activity was successful because more than 85% (30 of 35 students) of the whole students got 65 or more of the achievement, so the writer could continue the next activity.

4.4 Analysis of the Post-test

After those cycles, the students' ability in writing recount text was once again measured by giving the Post-test. The post-test was conducted on Saturday, 6 June 2009. Before doing the Post-test, the writer reviewed the lesson that the writer had given. The Post- test was the same as the Pre-test.

Table 4.4. The result of the students' achievement in the post test

No	Test Code	F	G	V	C	S	Total	Mark / %
1	A - 1	4	4	3	4	4	19	76
2	A - 2	4	4	5	4	4	21	84
3	A - 3	3	3	4	4	4	18	72
4	A - 4	3	3	4	3	4	17	68
5	A - 5	3	4	4	4	4	19	76
6	A - 6	2	3	4	3	4	16	64
7	A - 7	4	4	4	4	4	20	80
8	A - 8	3	4	4	3	4	18	72
9	A - 9	2	3	4	3	4	16	64
10	A - 10	4	3	5	4	4	20	80
11	A - 11	3	4	4	3	4	18	72
12	A - 12	3	3	4	3	4	17	68
13	A - 13	3	4	4	4	4	19	76
14	A - 14	3	4	4	4	4	19	76
15	A - 15	3	3	4	3	3	16	64
16	A -16	3	4	4	4	4	19	76
17	A - 17	3	3	4	3	4	17	68
18	A - 18	4	4	5	5	5	23	92
19	A - 19	3	3	4	3	3	16	64
20	A - 20	3	3	4	3	4	17	68
21	A - 21	3	4	4	4	4	19	76
22	A - 22	3	4	4	3	4	18	72
23	A - 23	4	4	5	5	5	23	92
24	A - 24	4	4	5	5	5	23	92
25	A - 25	3	4	4	3	4	18	72
26	A - 26	3	3	3	4	3	16	64
27	A - 27	4	4	5	4	5	22	88
28	A - 28	3	4	3	4	4	18	72
29	A - 29	3	3	4	3	4	17	68
30	A - 30	4	5	5	4	5	23	92
31	A - 31	3	4	3	4	4	18	72
32	A - 32	3	4	3	4	4	18	72
33	A - 33	3	4	4	3	3	17	68
34	A - 34	4	4	5	4	5	22	88
35	A - 35	4	4	5	5	5	23	92
		114	129	144	130	143	655	2640

$$\text{The average of the students' test results} = \frac{\textit{The total percentage}}{\textit{The number of the students}}$$

$$= \frac{2640}{35}$$

$$= 75.43\%$$

From the analysis above, it can be seen that the average achievement of the students' post-test was 75.43%. It can be concluded that the students' achievement in writing recount text using peer editing had significant improvement because more than 85% of the whole students got 65.

4.1 Analysis of the Questionnaire

In this activity, the writer distributed a questionnaire to add the data. The questionnaire was conducted on Saturday, 6th June 2009 after doing the post test. It was responded by thirty five (35) students. The purpose of giving the questionnaire was to support the primary data.

Table 4.5. The result of the questionnaire

No	Item Number	"Yes" answer	"No" answer
1	1	33 (94%)	2 (6%)
2	2	35(100%)	-
3	3	31 (89%)	4 (11%)
4	4	5 (14%)	30 (86%)
5	5	33 (94%)	2 (6%)
6	6	22 (63%)	13 (37%)
7	7	35 (100%)	-
8	8	31 (89%)	4 (11%)
9	9	33 (94%)	2 (6%)
10	10	31 (89%)	4 (11%)

The writer gave 10 items to be answered. The students were asked to answer with "yes" or "no" for each question.

Question number 1 asked the students whether or not they found the difficulties in learning English. For question number 1 thirty three (33) students (94%) answered yes and two (2) students (6%) answered no. Based on the answer of question number 1, it is clear that the majority of the students (33 or 94%) have problems in learning English.

Question number 2 asked the students whether or not that learning English is important. For the question number 2 there were thirty five (35) students (100%) who answered yes. It means learning English is important for all of them.

Question number 3 asked the students whether or not they have another sources of books besides those given in their school. For question number 3 there were four (4) students (11%) who answered yes and thirty one (31) students (89%) who answered no. It means that, the majority of the students do not have other sources of books besides those given in their school.

Question number 4 asked the students whether or not they review the English lesson continuously at home. For question number 4 there were five (5) students (14%) who answered yes and thirty (30) students (86%) who answered no. It means that, the majority of the students had not review the English lesson continuously at home.

Question number 5 asked the students whether or not the students get the lesson about writing at school. For question number 5 there were thirty three(33)

students (94%) who answered yes and two (2) students (6%) who answered no. It means that, the students get the lesson about writing at school.

Question number 6 asked the students whether or not the English writing lesson useful in the daily life. For question number 6, there were twenty two (22) students (63%) who answered yes and thirteen (13) students (37%) who answered no. It means that, the English writing lesson is useful for daily life.

Question number 7 asked the students whether or not they like learning Writing English using peer editing. For question number 7, there were thirty five (35) students (100%) who answered yes. It means that, all students like learning writing English using peer editing.

Question number 8 asked the students whether or not with the peer editing technique the students increase their understanding in how to write a good writing. For question number 8, there were thirty one (31) or (89%) answered yes and four (4) students (11%) who answered no. Based on the above answer, it is clear that the students could increase their understanding in how to write a good English writing using peer editing technique.

Question number 9 asked the students whether or not using peer editing technique can motivate them to learn English. There were thirty three (33) students (94%) who answered yes and two (2) students (6%) who answered no. It is absolutely clear that the students like the peer editing technique.

Finally, question number 10 tried to seek the opinion of students whether or not the program had to be given regularly. There were thirty-one (31) students

(89%) who answered yes and four (4) students (11%) who answered no. It is obvious that the majority of students expected the program to be continued.

4.6 Data Interpretation

The result of the pre-test was only 42.06%. In the cycle I the result was 54.46%, there was a little improvement. It meant that it was higher than the pre-test. In this cycle, the students started to write well even though they made some mistakes when they produced recount text, such as in grammar, spelling, and arranging good sentences. The result of cycle II was significant (71.54%). It meant that the students' result in producing recount text was good. The result of students' post-test was 75.43%. It showed that the result was higher than the pre-test. It can be concluded that the teaching and learning activity by using peer editing technique showed significant improvement.

Referring to the research result, it could be said that the implementation of peer editing as a correction technique in teaching recount text was an effective way, the students were able to improve their ability in writing recount text, besides improving the students' ability in writing recount text, the peer editing also improves the students' knowledge, team work, and thinking skill. In this study, the effectiveness of using peer editing technique could be seen in the improvement of the students' result above. In this study there were interactions between the students and their partner. In the activity, the students were more active so they did not feel bored.

In doing the activity in cycle I, the writer was not successful, there were some problems in the teaching learning process. The writer found some students' difficulties in understanding grammar, spelling, and arranging good sentences. To overcome these problems, the writer explained on that until the students really understood with that. However, there were interactions between students. They were work in team, asked each other, etc. They felt freely have interactions with the same age with them. This made them did not feel bored doing the activity.

In cycle II, the activity is mostly the same in cycle I. in this cycle the students got more practices doing peer editing. First, they asked to make a recount text. Then, they asked to exchange their work to the friend beside them. After that, they must analyze and correct the work. In this activity, the students could improve their knowledge, think critically, and know the mistakes they made. They must find the mistakes in their work. Then, they must correct it so they can improve their knowledge.
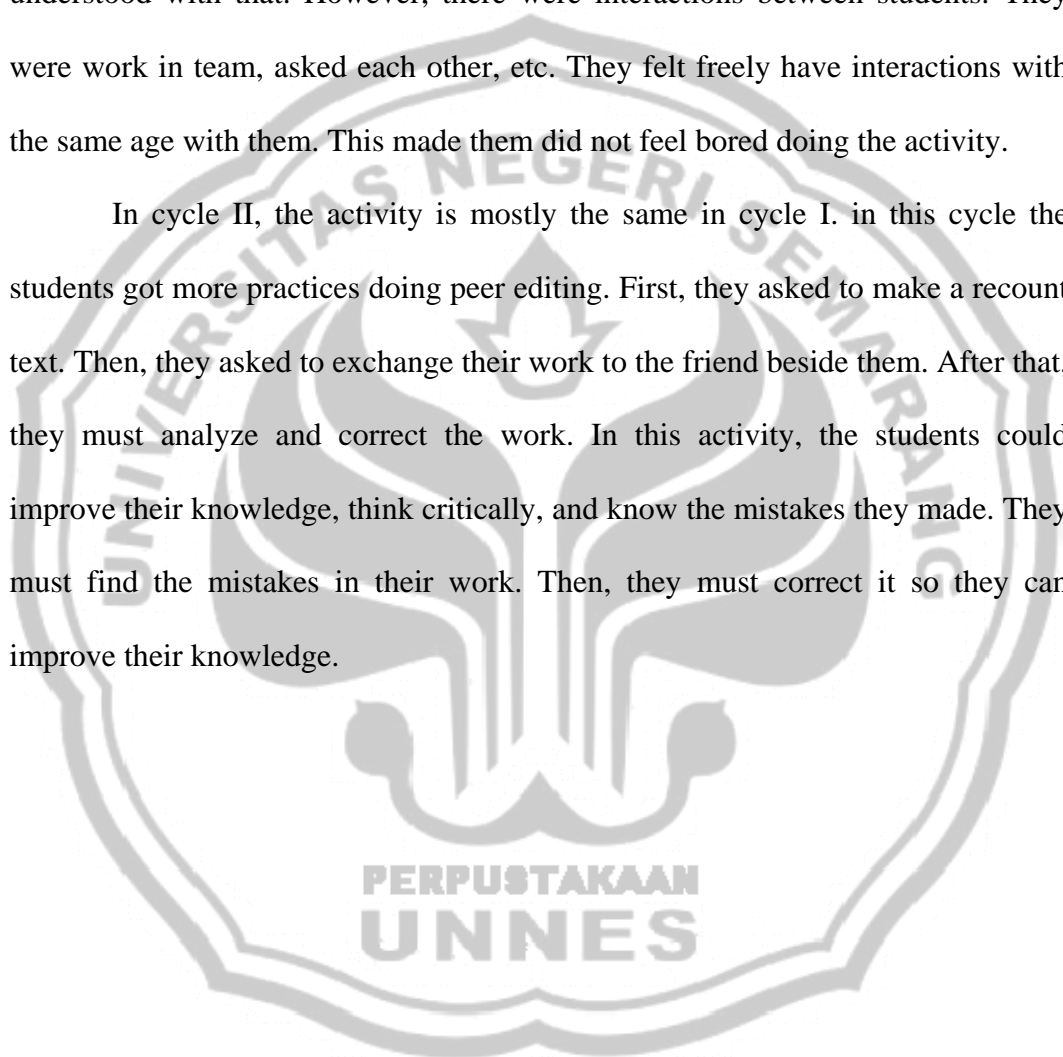
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 CONCLUSIONS

Based on the result of the analysis in the previous chapter, the writer can conclude that:

a. Reviewing at the result of the study the writer conducted that an increase in the students' achievement had happened after they got some treatments; it was proven by the comparison of the pre-test and the post-test in which the post-test result was higher. Peer editing can make the students thinking creative, increase their knowledge, and built their team work. Besides, most of the students said that the activities by using peer editing technique could help them in writing recount text. Moreover, they can improve their motivation in learning English, they can improve their knowledge, and they can work in team. The writer concludes that the main factor that affects the students' progress is the students' interest in the technique given so that they are motivated to learn writing.

b. There was significant result on students' achievement in mastering writing recount text by using Peer Editing Technique. The students' progress during the teaching writing activity by using peer editing technique was good; 42.06% (pre-test), 56.46 % (cycle I), 71.54% (cycle II), and 75.43% (post-test). It shows that the use of peer editing technique was effective in

teaching and learning English writing classes. Their mastery of structure on topic "writing recount text" was improved after the activities by using peer editing technique were given. These results can be concluded to give significant result for the students' achievement with the comparison between the pre-test and post-test. It was supported by the data that the result of the pre-test was lower (42.06%) than the post-test (75.43 %). Therefore, the result of the students' achievement increased 33.37%.

5.2 SUGGESTIONS

To encourage the students to be active in learning writing, the writer would like to offer some suggestions:

a. For English teachers

The use of peer editing technique is recommended for the English teachers as an alternative technique, especially for Junior High School teachers to attract the students' interest and motivation to improve the English teaching and learning process since it was very useful to motivate and help the students' progress in achieving English especially in learning writing.

b. For the students

The students must have more practices to improve their achievement in mastering writing so that they can apply it in their daily life.

c. For Other Researchers

It is hoped that other researchers who intend to use peer editing technique in teaching learning process can make this study as a reference to conduct

other research so that they can give contribution in developing students'
writing skill.

d. For School

- The school should provide the facilities to support the teaching
learning process so that the teacher and the students can create a
condusive and comfortable situation in teaching learning process.

- The school should conducted such activity in other classes of other
schools, and the writer hopes there will be many researchers
conducting the research more effectively in the future, to get wider
generation of the result of the study.
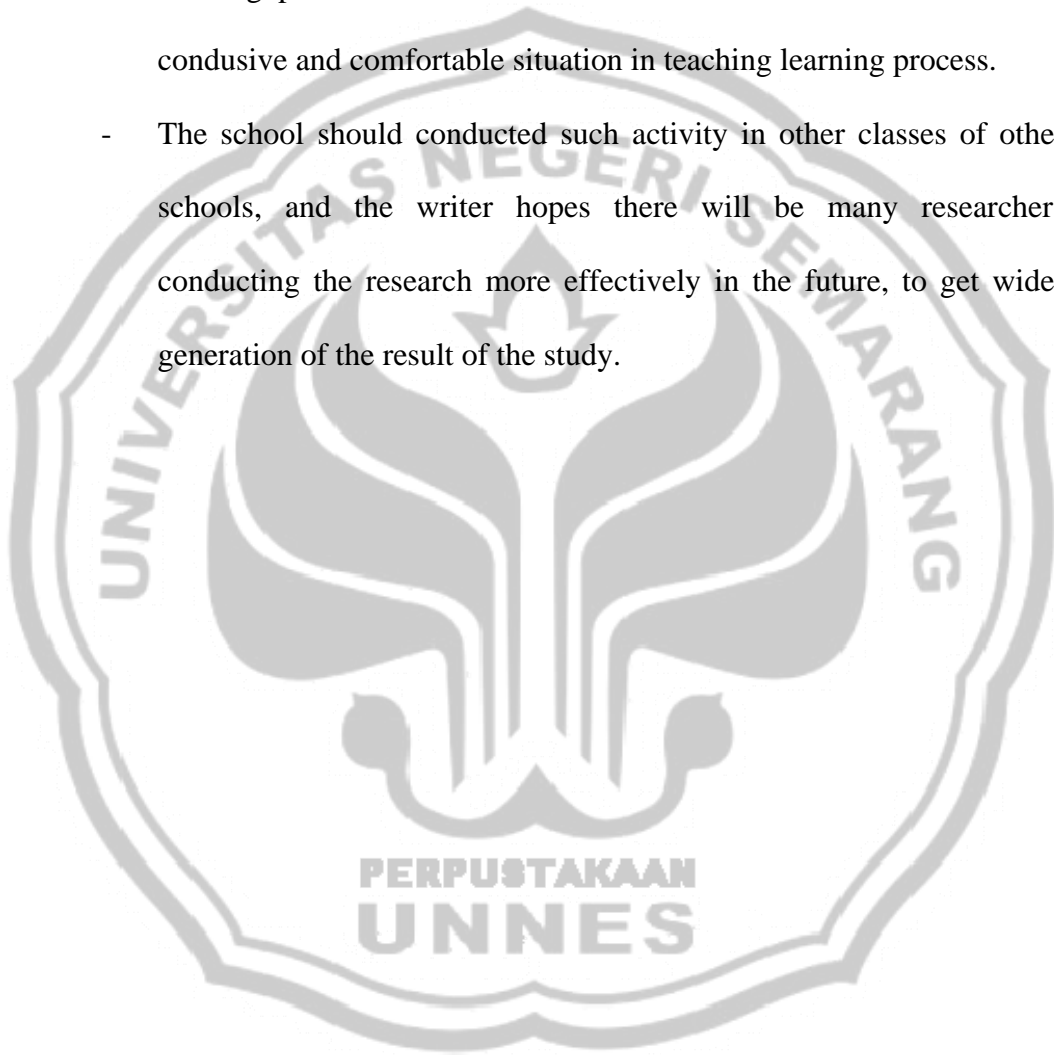
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Http//www.google.com/peer-editing technique[accessed 04/28/09]

Http//www.google.com/writing[accessed 04/28/09]

List of Students

NO	Test Code	Name
01	A-01	Agung Wiyono
02	A-02	Agus Romadhon
03	A-03	Ahmad Fatoni
04	A-04	Ahmad Mutohar
05	A-05	Ais Nurdiansyah
06	A- 06	Ana Fatmasari
07	A-07	Aprilian Ardi Hidayat
08	A-08	Dewi Fatmalasari
09	A-09	Diah Ayu Puspa Sari
10	A-10	Dian Rokhayati
11	A-11	Dwi Murniati
12	A-12	Eko Sugif Friambodo
13	A-13	Fitrotun Nisa
14	A-14	Hartadi
15	A-15	Heri Purnomo
16	A-16	Jasmian
17	A-17	Khafilil Khoir
18	A- 18	Kholifah
19	A-19	Lilik Gunari
20	A-20	Muhammad Abdul Kholik
21	A-21	Muhammad Feri Riyadi
22	A-22	Muhammad Puryadi
23	A- 23	Ngatini
24	A-24	Nurul Liana Pratiwi
25	A-25	Ricky sambora
26	A-26	Romansyah
27	A- 27	Romdhonah
28	A-28	Satria Dewa Rangga
29	A-29	Siti Kholidah
30	A-30	Siti Setiana
31	A-31	Sulikah
32	A-32	Sumiati
33	A-33	Suwarno
34	A-34	Ullin Nikmah
35	A-35	Yunarti

Appendix 2

LESSON PLAN 1

School   : SMP Negeri 2 Karangawen
Subject   : English
Class/ Semester   : VIII / 2
Time Allotment   : 2 X 40 menit

1. Competence Standard

12. Expressing meaning in written short functional texts and simple short essay in the form of recount and narrative for doing interaction to the close environment.

Basic Competence

12.1 Expressing the meaning of written short simple functional text using various written language accurately, fluently, and acceptably in recount and narrative for doing interaction to the close environment.

12.2 Expressing the meaning and rhetorical step in simple short essay using various written language accurately, fluently, and acceptably in recount and narrative for doing interaction to the close environment.

2. Indicators:

- Be familiar with recount text
- To recognize recount text.
- Identification meaning idea in recount text.
- Knowing the examples of recount text.
- Practice make recount text.

3. Learning Materials

- ❖ Recount
- ❖ Social Function

To retell events for the purpose of informing or entertaining.

❖ Generic Structure

- Orientation

- Event (s)

- Reorientation

❖ Simple Past Tense

❖ A recount text "Visiting Mount Bromo"

Visiting Mount Bromo

On Saturday I went to Mount Bromo. I stayed at Nisa and Muna's house at Cemara Lawang, Probolinggo. It has a big garden with lots of colorful flowers and a fishpond.

On Sunday Nisa and I saw Gunung Batok and went on the scenic ride on horseback. It was scary. Then we went to get a closer look at the mountain. We took pictures of the beautiful sceneries there.

On Monday we went to the zoo at Wonokromo. We saw many animals there. In the afternoon I went home.

It was fun.

4. **Learning Activity:**

➤ Pre-Activity

▪ Teacher greets students

▪ Teacher check attendance list

➤ Main Activity

a. Building Knowledge of The Field

▪ Teacher asks some questions to the students related to the genre.

▪ Teacher explains recount text from the social function until the generic structure

▪ Teacher explains the tenses used in recount (past tense form)

▪ Teacher explains the component of writing

b. Modeling of The Text

▪ Teacher explains and gives an example of recount text

▪ Teacher gives the reading material about recount text

- Teacher asked the students to analyze the generic structure and the words or phrases indicated past tense
- Teacher gives the knowledge about the component of a good writing
- Teacher explain and give example how to analyze and correct a composition

c. Joint Construction of Text
- Teacher asks the students to make a paragraph of recount consisting ten sentences
- Teacher asks the students to exchange their work to the friend beside them and then analyze the work whether the work is good or not and then correct it

d. Independent Construction of Text
- The students are asked to make a recount text consisting at least of ten sentences.

➢ Closing**:**
- Teacher reviews the progress of the students.
- Teacher closes the lesson and greets the students.

5. Media and Source of Learning
- Media   : - Exercise sheet
- Source : - *Genre Based Writing.* Rudi Hartono
  - *Understanding and Using English Grammar.* Betty S. Azhar
  - *Writing English Language Tests.* J. B. Heaton

6. Evaluation
- Assessment**:** Written test
- Mode of Scoring

Items	Scoring

Items	Scoring
Fluency	5. Flowing style-very easy to understand-both complex and simple sentences very effective. 4. Quite flowing style-mostly easy to uderstand-a few complex sentences very effective. 3. Style reasonably smooth-not too hard to understand mostly (but not all)-simple sentences-fairy effective. 2. Jerky style-an effort needed to understand and enjoy-complex sentences-confusing-mostly (but not all) simple sentences-fairy effective. 1. Very jerky-hard to understand-can not enjoy reading-almost all simple sentences confusing-excessive use of 'and'.
Grammar	5. Mastery of grammar taught on course-only 1-2 minor mistakes. 4. A few minor mistakes only (preposition,articles, etc) 3. Only 1 or 2 major mistakes but a few minor ones. 2. Major mistakes lead to difficulty in understanding- lack of mastery of sentence construction. 1. Numerous serious mistake-no mastery of sentence construction-almost unintelligibly.
Vocabulary	5. Use of wide range of vocabulary taught previously. 4. Good use of new words acquired-fairly appropriate synonyms, circumlocution. 3. Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted-has to resort location etc on a few occasions. 2. Restricted vocabulary-use a synonym (but not always appropriate)-imprecise and vague-affect meaning. 1.Very restricted vocabulary-inappropriate use of synonyms seriously hinders communication.
Content	5. All sentences support the topic-highly organize- clear progression of ides well linked-like educated native speaker. 4. Ideas well organized-links coul occasionally be clearer but communication not impaired. 3. Some lack of organization-reading required for clarification of ideas. 2. Little or no attempt at connectivity-though reader can deduce some organization-individual ideas may be clearer

Items	Scoring
	but very difficult to deduce connection between them. 1. Lack of organization so severe that communication is seriously impaired.
Spelling	5. Non errors 4. 1 or 2 minor errors only 3. Several errors-do not interfere with communication-not too bad hard to undersand. 2. Several errors-some interfere with communication-some words very hard recognized. 1. Numerous errors-hard to recognize words- communication made very difficult.

Appendix 3

LESSON PLAN 2

School   : SMP N 2 Karangawen
Subject   : English
Class/ Semester   : VIII / 2
Time Allotment   : 2 X 40 menit

1. **Competence Standard**

   12. Expressing meaning in written short functional texts and simple short essay in the form of recount and narrative for doing interaction to the close environment.

   Basic Competence

   12.1 Expressing the meaning of written short simple functional text using various written language accurately, fluently, and acceptably in recount and narrative for doing interaction to the close environment.

   12.2 Expressing the meaning and rhetorical step in simple short essay using various written language accurately, fluently, and acceptably in recount and narrative for doing interaction to the close environment.

2. **Indicators:**

   ▪ To introduce and practice writing recount text using peer editing technique

   ▪ To work with friends

3. **Materials:**

   - Recount text
   - Component of writing

4. **Learning Activity:**
    ➢ Pre-Activity
        ▪ Teacher greets students
        ▪ Teacher check attendance list
    ➢ Main Activity
        a. Building Knowledge of The Field
            ▪ The teacher gives explanation about recount text, the tenses used in recount (past tense from), and peer editing technique
        b. Modeling of The Text
            ▪ The teacher explains the component of writing and peer editing technique
            ▪ Teacher explains how to edit and analyze other students' work
        c. Joint Construction of Text
            ▪ Teacher asks students to make a paragraph of recount consisting of ten sentences
            ▪ Teacher asks the students to exchange their work to the friend beside them and then analyze the work whether the work is good or not and then correct it
        e. Independent Construction of Text
            Teacher asks the students to make a paragrapg of recount consisting of ten sentences
    ➢ Closing**:**
        Teacher reviews the material given before

5. **Media and Source of Learning**
    ▪ Media   : - Exercise sheet
                        - Peer editing guidance
    ▪ Source : - *Genre Based Writing.* Rudi Hartono
                    - *Understanding and Using English Grammar.* Betty S. Azhar

6. Evaluation:

- Assessment**:** Written test
- Mode of Scoring

Items	Scoring
Fluency	5. Flowing style-very easy to understand-both complex and simple sentences very effective. 4. Quite flowing style-mostly easy to uderstand-a few complex sentences very effective. 3. Style reasonably smooth-not too hard to understand mostly (but not all)-simple sentences-fairy effective. 2. Jerky style-an effort needed to understand and enjoy-complex sentences-confusing-mostly (but not all) simple sentences-fairy effective. 1. Very jerky-hard to understand-can not enjoy reading-almost all simple sentences confusing-excessive use of 'and'.
Grammar	5. Mastery of grammar taught on course-only 1-2 minor mistakes. 4. A few minor mistakes only (preposition,articles, etc) 3. Only 1 or 2 major mistakes but a few minor ones. 2. Major mistakes lead to difficulty in understanding- lack of mastery of sentence construction. 1. Numerous serious mistake-no mastery of sentence construction-almost unintelligibly.
Vocabulary	5. Use of wide range of vocabulary taught previously. 4. Good use of new words acquired-fairly appropriate synonyms, circumlocution. 3. Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted-has to resort location etc on a few occasions. 2. Restricted vocabulary-use a synonym (but not always appropriate)-imprecise and vague-affect meaning. 1.Very restricted vocabulary-inappropriate use of synonyms seriously hinders communication.
Content	5. All sentences support the topic-highly organize- clear progression of ides well linked-like educated native speaker. 4. Ideas well organized-links coul occasionally be clearer but

Items	Scoring
	communication not impaired. 3. Some lack of organization-reading required for clarification of ideas. 2. Little or no attempt at connectivity-though reader can deduce some organization-individual ideas may be clearer but very difficult to deduce connection between them. 1. Lack of organization so severe that communication is seriously impaired.
Spelling	5. Non errors 4. 1 or 2 minor errors only 3. Several errors-do not interfere with communication-not too bad hard to undersand. 2. Several errors-some interfere with communication-some words very hard recognized. 1. Numerous errors-hard to recognize words- communication made very difficult.

Appendix 4

WORKSHEET (PRE-TEST)

Read carefully the following instruction!

1. Write your name of the sheet composition given.

2. Make a paragraph of recount text with your own words.

3. It based on your experience in holiday or other experience you have got.

4. Use of past tense.

5. The paragraph consists of minimal seven sentences.

6. If there are some vocabularies which you are not understand, you may

    open your dictionary.

7. Time allotment is 30 minutes.
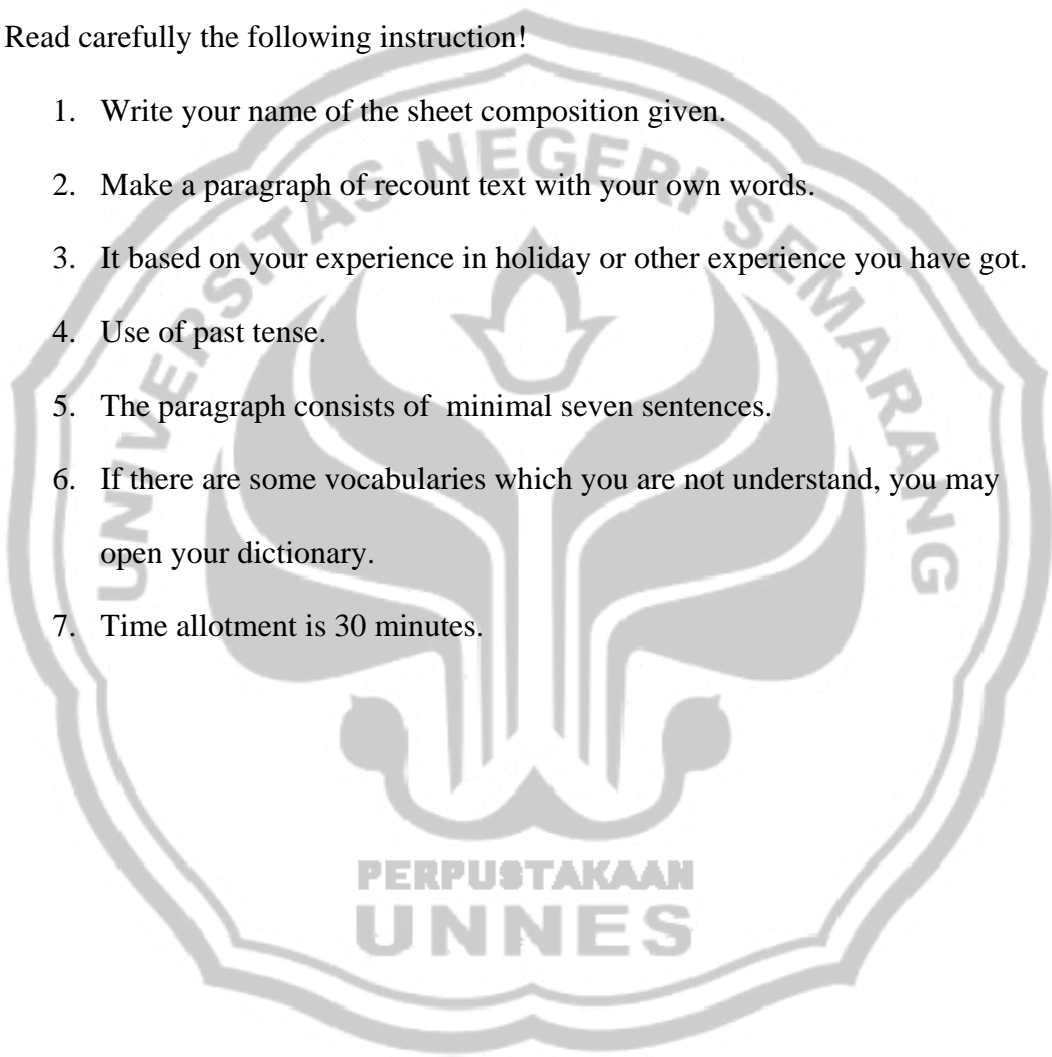
Appendix 5

WORKSHEET (TASK)

Read carefully the following instruction!

1. Write your name of the sheet composition given.

2. Make a paragraph of recount text with your own words.

3. It based on your experience in holiday or other experience you have got.

4. The paragraph consists of minimal seven sentences.

5. Use of past tense.

6. If there are some vocabularies which you are not understand, you may
   open your dictionary.

7. Time allotment is 30 minutes.

8. After you finished, exchanged your work with friend beside you.

9. Correct / analyze your friend's work.

10. Analyze whether the work is a correct work or not.
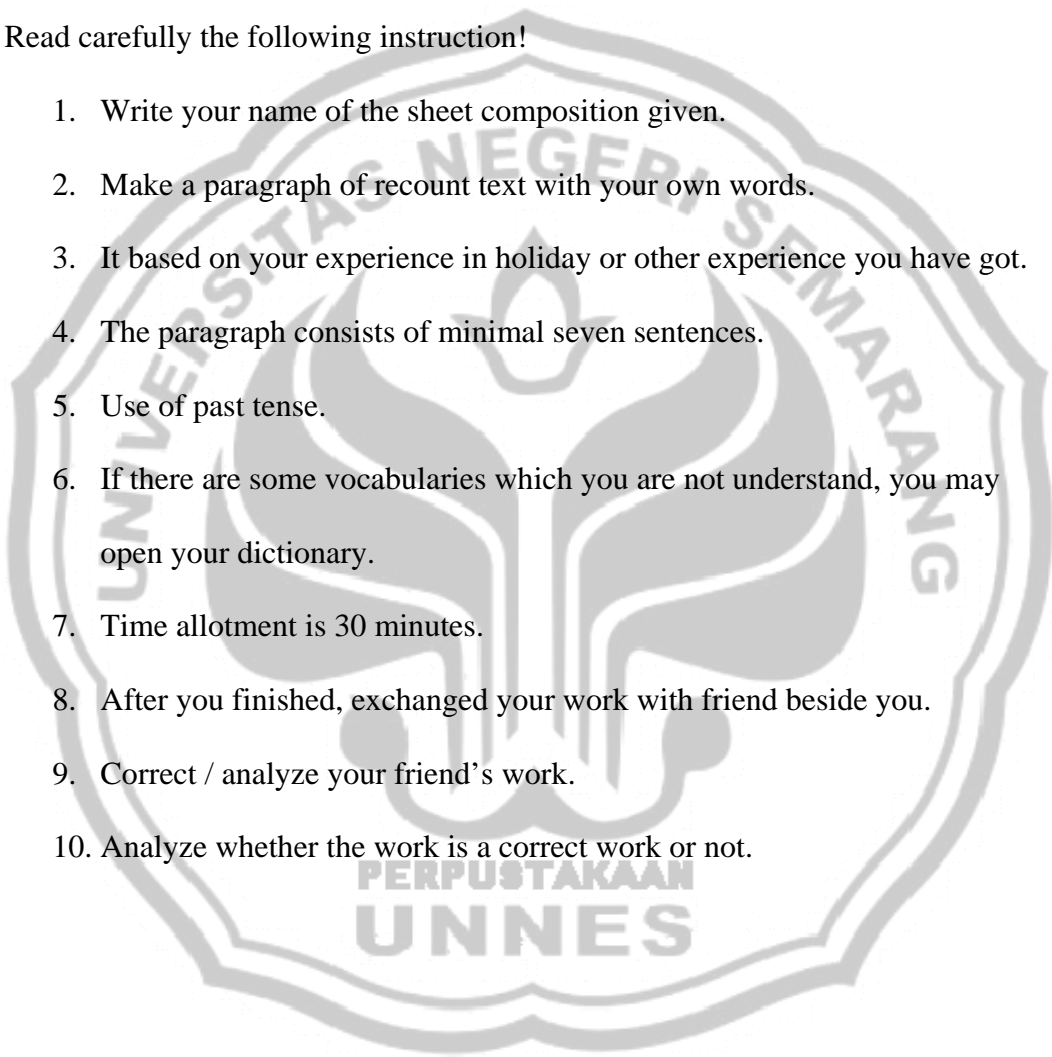
Appendix 6

WORKSHEET (POST TEST)

Read carefully the following instruction!

1. Write your name of the sheet composition given.

2. Make a paragraph of recount text with your own words.

3. It based on your experience in holiday or other experience you have got.

4. Use of past tense.

5. The paragraph consists of minimal seven sentences.

6. If there are some vocabularies which you are not understand, you may

    open your dictionary.

7. Time allotment is 30 minutes.
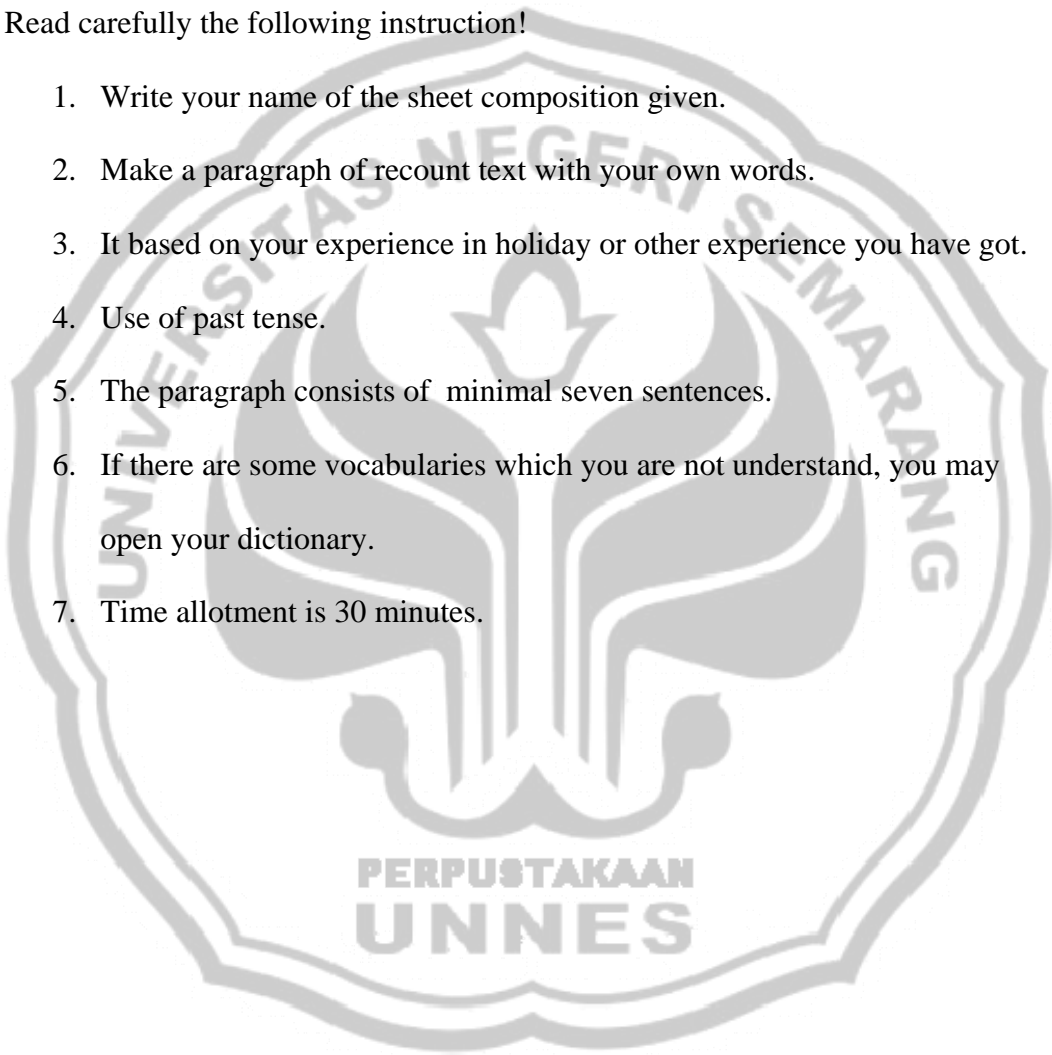
Appendix 7

QUESTIONNAIRE

A. DENTITAS SISWA

1. Nama :
2. No. Absen :
3. Kelas :

B. PETUNJUK PENGISIAN

1. Tulislah lebih dahulu nama, nomor absen, dan kelasmu pada kolom yang tersedia.
2. Periksa dan bacalah pernyataan-pernyataan dengan teliti sebelum menjawab.
3. Mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Jawablah pernyataan dibawah ini dengan sejujur-jujurnya.
5. Jawaban yang kamu berikan tidak berpengaruh jelek terhadap nilaimu.
6. Berilah tanda silang (x) pada huruf a atau b, pada jawaban yang kamu anggap paling tepat.
7. Bekerjalah dengan sebaik-baiknya.
8. Tinggalkanlah pekerjaanmu jika telah selesai kamu kerjakan.

C. PERNYATAAN

1)   Apakah Anda mengalami kesulitan dalam belajar Bahasa Inggris?

a. Ya   b. Tidak

2)   Apakah belajar bahasa Inggris penting bagi Anda?

a. Ya   b. Tidak

3) Apakah Anda memiliki buku penunjang selain buku paket dari sekolah?

   a. Ya   b. Tidak

4) Apakah Anda selalu mengulang pelajaran bahasa Inggris dengan rutin dirumah?

   a. Ya   b. Tidak

5) Apakah Anda mendapatkan materi tentang menulis Bahasa Inggris di sekolah?

   a. Ya   b. Tidak

6) Apakah pelajaran menulis Bahasa Inggris sangat berguna bagi kehidupan sehari-hari?

   a. Ya   b. Tidak

7) Apakah kamu senang belajar menulis menggunakan "peer editing"?

   a. Ya   b. Tidak

8) Apakah dengan teknik peer editing kamu dapat meningkatkan pemahamanmu terhadap bagaimana cara menulis yang baik?

   a. Ya   b. Tidak

9) Apakah belajar mengunakan "peer editing" dapat menambah semangat kalian dalam belajar bahasa Inggris?

   a. Ya   b. Tidak

10) Bagaimana menurut pendapat kalian mengenai kegiatan ini perlu dilanjutkan atau tidak?

   a. Ya   b. Tidak

Appendix 8

The Result of the Students' Achievement in Pre-Test

No	Test code	Fluency	Grammar	Vocabulary	Content	Spelling	Total	%
1	A - 1	3	2	3	2	3	13	52
2	A - 2	3	3	4	3	3	16	64
3	A - 3	1	1	1	1	1	5	20
4	A - 4	2	2	1	1	2	9	36
5	A - 5	1	2	2	2	2	9	36
6	A - 6	1	2	2	1	2	8	32
7	A - 7	2	2	2	2	3	11	44
8	A - 8	2	2	2	2	2	10	40
9	A - 9	1	1	2	1	1	6	24
10	A - 10	2	2	3	3	3	13	52
11	A - 11	2	2	2	1	2	9	36
12	A - 12	1	1	2	1	1	6	24
13	A - 13	2	2	2	1	2	9	36
14	A - 14	1	2	2	2	2	9	36
15	A - 15	1	1	2	1	2	7	28
16	A -16	3	2	2	2	3	12	48
17	A - 17	1	2	2	1	2	8	32
18	A - 18	3	3	3	3	3	15	60
19	A - 19	1	1	1	1	1	5	20
20	A - 20	1	1	2	1	1	6	24
21	A - 21	1	2	2	2	2	9	36
22	A - 22	1	1	2	1	1	6	24
23	A - 23	3	4	4	3	4	18	72
24	A - 24	3	3	4	3	4	17	68
25	A - 25	2	2	2	2	3	11	44
26	A - 26	1	1	1	1	1	5	20
27	A - 27	3	4	4	3	4	18	72
28	A - 28	2	2	2	2	2	10	40
29	A - 29	1	2	2	1	2	8	32
30	A - 30	3	2	4	3	4	16	64
31	A - 31	2	2	3	2	3	12	48
32	A - 32	2	2	2	2	2	10	40
33	A - 33	1	1	1	1	1	5	20
34	A - 34	3	4	4	3	4	18	72
35	A - 35	3	4	4	4	4	19	76
		65	72	84	65	82	368	1472

Appendix 9

The Result of the Students' Achievement in Cycle 1

No	Test Code	Fluency	Grammar	Vocabulary	Content	Spelling	Total	%
1	A - 1	3	3	3	3	3	15	60
2	A - 2	3	4	4	3	3	17	68
3	A - 3	2	2	3	2	2	11	44
4	A - 4	2	2	3	2	3	12	48
5	A - 5	2	3	3	2	3	13	52
6	A - 6	2	3	3	2	3	13	52
7	A - 7	2	3	3	2	3	13	52
8	A - 8	2	3	3	3	3	14	56
9	A - 9	3	2	3	2	2	12	48
10	A - 10	2	4	4	2	3	15	60
11	A - 11	2	3	3	2	3	13	52
12	A - 12	2	2	2	2	2	10	40
13	A - 13	3	3	3	2	3	14	56
14	A - 14	2	3	3	2	3	13	52
15	A - 15	2	2	3	2	3	12	48
16	A -16	2	4	3	3	4	16	64
17	A - 17	2	2	3	2	2	11	44
18	A - 18	2	4	4	3	4	17	68
19	A - 19	2	2	2	2	3	11	44
20	A - 20	3	2	2	2	3	12	48
21	A - 21	3	2	3	2	3	13	52
22	A - 22	2	2	3	2	2	11	44
23	A - 23	4	4	4	4	4	20	80
24	A - 24	3	4	4	4	4	19	76
25	A - 25	2	3	3	3	3	14	56
26	A - 26	2	2	2	2	2	10	40
27	A - 27	4	4	4	4	4	20	80
28	A - 28	3	3	3	2	3	14	56
29	A - 29	2	2	3	2	3	12	48
30	A - 30	3	4	4	3	4	18	72
31	A - 31	3	3	3	2	3	14	56
32	A - 32	2	3	3	3	3	14	56
33	A - 33	2	2	3	2	2	11	44
34	A - 34	4	4	4	4	4	20	80
35	A - 35	4	4	4	4	4	20	80
		88	102	110	88	106	494	1976

Appendix 10

The Result of the Students' Achievement in Cycle 2

No	Test Code	Fluency	Grammar	Vocabulary	Content	Spelling	Total	%
1	A - 1	3	4	4	3	4	18	72
2	A - 2	4	4	4	4	4	20	80
3	A - 3	4	3	4	3	3	17	68
4	A - 4	3	3	3	3	4	17	68
5	A - 5	3	3	4	3	4	17	68
6	A - 6	3	3	3	3	3	15	60
7	A - 7	3	4	4	4	4	19	76
8	A - 8	3	3	4	3	4	17	68
9	A - 9	3	3	3	3	3	15	60
10	A - 10	4	4	4	3	4	19	76
11	A - 11	3	4	4	3	4	18	72
12	A - 12	3	3	4	3	4	17	68
13	A - 13	3	4	4	3	4	18	72
14	A - 14	3	3	4	3	4	17	68
15	A - 15	2	3	4	3	3	15	60
16	A -16	3	4	4	3	4	18	72
17	A - 17	3	3	4	3	3	17	68
18	A - 18	4	4	5	4	4	21	84
19	A - 19	3	3	3	3	4	16	64
20	A - 20	3	3	4	3	3	17	68
21	A - 21	3	3	4	3	4	17	68
22	A - 22	3	4	4	3	3	17	68
23	A - 23	4	4	5	4	4	21	84
24	A - 24	4	4	5	4	5	22	88
25	A - 25	3	3	4	3	4	17	68
26	A - 26	2	3	3	3	3	14	56
27	A - 27	4	4	5	4	4	21	84
28	A - 28	3	3	4	3	4	17	68
29	A - 29	3	3	4	3	4	17	68
30	A - 30	4	4	5	3	5	21	84
31	A - 31	3	4	4	3	3	17	68
32	A - 32	3	3	4	3	4	17	68
33	A - 33	2	3	4	3	4	17	68
34	A - 34	4	4	4	4	5	21	84
35	A - 35	4	4	5	4	4	21	84
		112	121	141	113	134	503	2504

Appendix 11

The Result of the Students' Achievement in Post-Test

No	Test Code	Fluency	Grammar	Vocabulary	Content	Spelling	Total	%
1	A - 1	4	4	3	4	4	19	76
2	A - 2	4	4	5	4	4	21	84
3	A - 3	3	3	4	4	4	18	72
4	A - 4	3	3	4	3	4	17	68
5	A - 5	3	4	4	4	4	19	76
6	A - 6	2	3	4	3	4	16	64
7	A - 7	4	4	4	4	4	20	80
8	A - 8	3	4	4	3	4	18	72
9	A - 9	2	3	4	3	4	16	64
10	A - 10	4	3	5	4	4	20	80
11	A - 11	3	4	4	3	4	18	72
12	A - 12	3	3	4	3	4	17	68
13	A - 13	3	4	4	4	4	19	76
14	A - 14	3	4	4	4	4	19	76
15	A - 15	3	3	4	3	3	16	64
16	A -16	3	4	4	4	4	19	76
17	A - 17	3	3	4	3	4	17	68
18	A - 18	4	4	5	5	5	23	92
19	A - 19	3	3	4	3	3	16	64
20	A - 20	3	3	4	3	4	17	68
21	A - 21	3	4	4	4	4	19	76
22	A - 22	3	4	4	3	4	18	72
23	A - 23	4	4	5	5	5	23	92
24	A - 24	4	4	5	5	5	23	92
25	A - 25	3	4	4	3	4	18	72
26	A - 26	3	3	3	4	3	16	64
27	A - 27	4	4	5	4	5	22	88
28	A - 28	3	4	3	4	4	18	72
29	A - 29	3	3	4	3	4	17	68
30	A - 30	4	5	5	4	5	23	92
31	A - 31	3	4	3	4	4	18	72
32	A - 32	3	4	3	4	4	18	72
33	A - 33	3	4	4	3	3	17	68
34	A - 34	4	4	5	4	5	22	88
35	A - 35	4	4	5	5	5	23	92
		114	129	144	130	143	655	2640

Appendix 12

The Result of the Questionnaire

No	Item Number	"Yes" answer	"No" answer
1	1	33 (94%)	2 (6%)
2	2	35(100%)	-
3	3	31 (89%)	4 (11%)
4	4	5 (14%)	30 (86%)
5	5	33 (94%)	2 (6%)
6	6	22 (63%)	13 (37%)
7	7	35 (100%)	-
8	8	31 (89%)	4 (11%)
9	9	33 (94%)	2 (6%)
10	10	31 (89%)	4 (11%)

Appendix 13

The Examples of Students' Work in Pre-Test

No.

Date

Nama: Yunarti - Fuaiul

Class : 8e

Holiday Im GrandParent house

Yesterday, me and family went to grand Parent house. I an very happy on that holiday because we visited grandfather and grandmother. I and my brodher Play football In yeard, we finished In the evening, Father coold me to come home After that we ate together. Then we watched Tv together. At 09.00 we slept together.

NAME: Dwi mumiati No.

Class : 8 E Date

Camping

on saturday class eight had a camping. The

camping is in school. All the students Follow

camping together. there many activity in camping.

in the nigh there camp fire I am very heppi

see camp fire. on sunday evening we go home

together.

No.

Name : Ullin Nikmah

Class : VIII E

Date

Visiting Parangtritis beach

On sunday I went to Parangtritis beach

with my family. We had our meal on the mat

I and my brother run to sea together

Because I did not swimming I only

play the water. After that we had

a drink. We booght some suvenir

After that we went home

Appendix 14

The Examples of Students' Work in doing Peer-editing

name = Dian Rokhayati
cLoas = 8e

Holiday in hoose sister

on Sonday. I go in sister in Jragung
     a   went

I very happy I able meet may sister In night
I   met my   In

Iable sleep with sister we happy able
I   slept

to gether and play together in the afernoni
                    afternoon

and sister wach Tv. Then wes lep toyhother
          watched T   we slept together

wehapy in holiday
happy

Editor

Ngatini

No.

Date

Name: Dewi Fatmala

Class: 8E

In the rice Field

on sunday I my father and my mother go to
On   day ?   went

rice foeld For harvest corn I am very happy becau
     field   am   se

scenery who beautiful and fine sky I see
                                                        saw

grand mother I rady in rice field direct eat
                      ready   ate

After harvest I go home
                    went

Editor =

Ana Fatmasari

No.

Date

Name = kholifah
Class = 8 E

Holiday in Hame Grand mother

yesterdy, time day holiday (me) and family (go) to
                              I   went
home grand mother. This (is) holiday it's happy
                          was
Because we together visited grand mother. I and

(Go there) play foot (call) in (Fild) in evening father
went   b   field
(coold) (my) to come home Some.
Called me

Editor:

Fitrotun Nisa

Name = Ais nurdiansyah
Class = 8 E

No.

Date

Camping

On Satuday class eight had a camping. 1he
On S
Camping ~~is~~ in school. All the students ~~follow~~
~~was~~ followed
Camping toge ther. There many achi vity in camping
were
inthe ~~naigh~~ ~~there~~ camp fine. Iam ve~~r~~ry ~~heppi~~
night T was happy
She camp fire on sunday evening we ~~go~~ home
went
toge ther,

Editor :

Agus Romadhon

Appendix 15

The Examples of Students' Work in Post-Test

No.

Date

Name: Ullin Nikmah

Class: VIIIE

Holiday School

one upon a time, my family and I went to a home
untle
There were many children on the yard.

After at 120'clock we eat together in the dining room

One the night my father tell a soundly and dream
beautifal
On the morning we to plan went to take a walk
togeter

we go at to take awal at 8 o'clock

and we go home at 11 o'clock

till in the home we watch Tv Togeter

After at 130' clock I and my fnother sleep

afternoon

together

NAMe= Dwi murniati
CLass= 8 E

Go to grand mother house

on saturday I and my mother go to semarang.
we go to semarang by motor cycle. There I met my
friend small. I Play with her. She the same age
with I. I veri hepi there. we Play swing, doll,
and seesaw. we Play until evening. At night
we go to our home. then I tak a bath. Then
I watch Tu with my grand mother. Then we slePt.

No.

Date

Name : Yuharti

class : 8 E

camped together

on friday, my fried and I camped In a

hill near my house, Then We Set up the tent

we fovad a lake near the tent. The Lake

was not so deep and the water was clear.

we saw many fish In It. After Set up

the tent, we had our meal together.

That was very Impresed experience