

ABSTRACT

Aini, Yulia Nurfajar. 2010. **THE USE OF PEER EDITING TECHNIQUE TO IMPROVE STUDENTS' SKILL IN WRITING A HORTATORY EXPOSITION TEXT TO ELEVENTH YEAR STUDENTS OF SMA NEGERI 1 CEPIRING IN THE ACADEMIC YEAR OF 2009/2010.** A Final Project, English Department, Language and Art Faculty, Semarang State University. First Advisor: Rohani, S.Pd., M.A. Second Advisor: Galuh Kirana Dwi Areni, S.S., M.Pd.

Key words : Peer Editing Technique, Writing, Hortatory Exposition.

Writing is one of important skills which must be taught to senior high school students. However, many students have difficulties in writing. They may have problems in writing in English since English is not their mother tongue and it has different rule compared to Indonesian. Students cannot write well because they have limited knowledge in English grammar and vocabulary. It makes them repeat the same mistakes in constructing a sentence and cannot express what they have in mind. Therefore, the teacher should have alternative ways to teach writing.

This research was aimed at answering the following questions: (1) To what extent do the students improve their writing skill through peer editing technique? and (2) How do the students perceive the use of peer editing technique in improving their writing skill?

This study was conducted through an action research. I applied two cycles of action research which contained four activities. They were pre-test, cycle 1, cycle 2, a post test and questionnaires. Field notes were taken during the activities in cycles 1 and 2 with the help of the class English teacher.

The result of the students' progress during the teaching and learning process by using peer editing technique was good. The result of the study showed that students' writing score improved, 49.5 (pre-test), 60.3 (first cycle), 72.9 (second cycle), and 78.6 (post-test). The other data were collected from field notes and questionnaires. It can be seen that most of the students were interested in the learning activities by using peer editing technique in writing hortatory exposition and they were able to apply this technique well.

In line with the result, it is concluded that the use of peer editing technique is very beneficial for the students in improving the students' skill in writing hortatory exposition. Moreover, from the results of the field notes and questionnaires, it is recommended that the technique is applied in class regularly and continually because the students were interested in using the technique.

