

THESIS

**USING PEER EDITING TECHNIQUE IN IMPROVING THE
WRITING ABILITY OF THE ELEVENTH GRADE STUDENTS
OF SMAK GIOVANNI KUPANG IN THE SCHOOL YEAR
2015/2016**



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**TEACHER TRAINING AND EDUCATIONAL SCIENCES
FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
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LANGUAGE AND ART DEPARTMENT
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**Presented in Partial Fulfillment of the Requirements for Sarjana Pendidikan
Degree in English Language Education**

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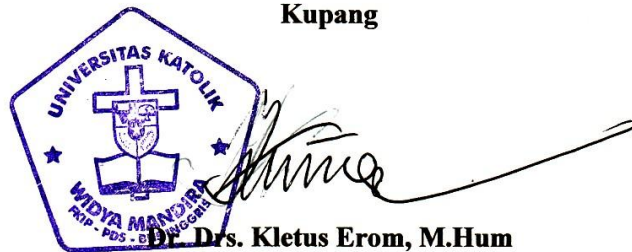
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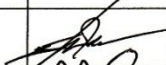
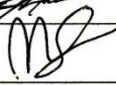
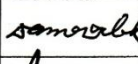
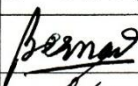



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This thesis was presented on Monday, May 30th 2016

Before the examination board

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MOTTO

“Success Never Comes To The Indollence”

(Konradus Mikhael Mamun Ama)

DEDICATION

This Thesis is particularly dedicated to:

1. My beloved parents

(Jack Mangu and Maria Witak).

2. My beloved brothers (Andro and Berto).

3. My beloved Almamater Widya Mandira Catholic University.

4. And all my families, relatives, friends, who are very

attentive to the success of my study.

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Kupang, Mei 2016

The writer

ABSTRACT

This study is entitled **‘Using Peer Editing Technique In Improving The Writing Ability Of The Eleventh Grade Students Of SMAK Giovanni Kupang In The School Year 2015/2016’**. The study is conducted to answer the following questions: (1) Is peer editing technique effective in improving the writing ability of the eleventh grade students of SMAK Giovanni Kupang in the school year 2015/2016 ? (2) How far is the improvement of the students’ writing ability after being taught using peer editing technique ?. The objectives of this study were : (1) To find out whether peer editing technique is effective in improving students’ writing ability at eleventh grade students of SMAK Giovanni Kupang in the school year 2015/2016. (2) To find out the improvement of the students’ writing ability after using peer editing technique. This study is limited in three aspects in terms of Grammar, Vocabulary, Mechanics. This study was classified as Classroom Action Research (CAR). This study was conducted in two cycles. Each cycle consisted of : planning, acting, observing, and reflecting. The instruments used in this study are lesson plans, writing test, observation sheet, and interview questions. Based on the analysis of data, the writer concludes that (1) The use of Peer Editing Technique in teaching writing is effective in improving the writing ability of Eleventh Grade student of SMAK Giovanni Kupang in the academic year 2016/2017, (2) There are significant differences in the results of teaching writing using Peer Editing Technique. They are as follows. The students’ level of writing in the post test 1 is Very Good (15,466) while in the post-test 2 the level is Excellent (17,466). The result of observation shows that: 1) Before applying Peer Editing Technique in teaching writing students are afraid to write but after implementing the function and the use of Peer Editing Technique students were daring to write a good writing. 2) Before applying Peer Editing Technique in teaching writing students had low motivation in classroom interaction but after using Peer Editing Technique students had higher motivation in learning English. 3) Before applying Peer Editing Technique in teaching writing the classroom atmosphere was not conducive but after using Peer Editing Technique the situation and condition was more conducive. Based on the results of the study the writer would like to propose some suggestions as follows: 1) Writing as medium of communication or as an intellectual activity and creativity needs to be encouraged and habitually practiced during course. In English writing course the students should be given more task and time improve their ability to write a good writing. The common mistakes encounter by the students regarding grammar, sentences patterns, vocabulary, the word choice and mechanics should be also considered by the English teacher particularly English writing teacher.

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SN	SCORE OF GRAMMAR (G)	SCORE OF VOCABULARY (V)	SCORE OF MECHANICS (M)	TOTAL SCORE	LEVEL OF ABILITY
S-1	5	5	4	14	Very Good
S-2	4	5	4	13	Very Good
S-3	5	6	6	17	Excellent
S-4	5	6	5	16	Excellent
S-5	4	6	4	14	Very Good
S-6	4	6	5	15	Very Good
S-7	5	6	5	16	Excellent
S-8	5	5	5	15	Very Good
S-9	5	6	6	17	Excellent
S-10	4	5	6	15	Very Good
S-11	4	6	5	15	Very Good
S-12	5	6	6	17	Excellent
S-13	5	5	5	15	Very Good
S-14	5	5	6	16	Excellent
S-15	5	6	6	17	Excellent
TOTAL				232	-
Class Average				232/15=15,466	Very Good

Table 1 (Summary of Students' score of Post – Test 1)

Table 2 (Summary of Students' score of Post – Test 2)

SN	SCORE OF GRAMMAR (G)	SCORE OF VOCABULARY (V)	SCORE OF MECHANICS (M)	TOTAL SCORE	LEVEL OF ABILITY
S-1	6	6	6	18	Excellent
S-2	6	6	6	18	Excellent
S-3	6	6	6	18	Excellent
S-4	6	6	6	18	Excellent
S-5	6	6	6	18	Excellent
S-6	6	6	6	18	Excellent
S-7	6	6	6	18	Excellent
S-8	5	6	6	17	Excellent
S-9	6	6	6	18	Excellent
S-10	5	5	5	15	Very Good
S-11	6	6	6	18	Excellent
S-12	6	6	6	18	Excellent
S-13	5	6	6	17	Excellent
S-14	6	6	6	18	Excellent
S-15	6	6	6	18	Excellent
TOTAL				265	-
Class Average				265/15 = 17,666	Excellent

Table Of Students' Ability Level In Writing : (Post – Test 1)

Number	Standard of Measurement	Students	Level of Students
1	16 – 18	7	Excellent
2	12 - 15	8	Very Good
3	9 - 11	0	Average
4	6 - 8	0	Below Agerage
5	1 - 5	0	Bad / Poor
Total		15	

Table Of Students' Ability Level In Writing : (Post – Test 2)

Number	Standard of Measurement	Students	Level of Students
1	16 – 18	14	Excellent
2	12 - 15	1	Very Good
3	9 - 11	0	Average
4	6 - 8	0	Below Agerage
5	1 - 5	0	Bad / Poor
Total		15	

List of Appendix :

Interview questions
Observation sheet for the students
Observation sheet for the teacher
Written exercise test (Post Test 1)
Written exercise test (Post Test 2)
Lesson plan