



**IMPROVING THE FIRST YEAR STUDENTS' WRITING ACHIEVEMENT
THROUGH PEER EDITING TECHNIQUE AT SMAN I TONGAS
PROBOLINGGO IN THE 2006/2007 ACADEMIC YEAR**

THESIS

Presented as one of the requirements to obtain the S-1 Degree
at English Education Program, The Language and Arts Education Department,
The Faculty of Teacher Training and Education,
Jember University

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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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SUMMARY

Improving the First Year Students Writing Achievement through Peer Editing Technique at SMAN I Tongas Probolinggo in the 2006/2007 Academic Year;

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This classroom action research was intended to improve the first year students' writing achievement at SMAN I Tongas Probolinggo in the 2006/2007 Academic Year by applying Peer Editing Technique. The respondents of this classroom Action research (CAR) were class Xd that was determined purposively. The class Xd were chosen as the subjects of this research because the class had more complicated problem dealing with writing and their average score in writing was the lowest among five existing classes that was 59.2 in the first semester of 2006/2007 Academic Year.

This CAR consisted of two cycles, in which each cycle covered four main stages including: the planning of the action, the implementation of the action, classroom observation. Meanwhile, the supporting data were gathered from interview and documentation.

The result of the average score of the writing test in the first cycle was $M=68.61$ that was classified in the fair category. This result did not achieved the standard average score requirement in this research that was $M \geq 70$. besides, based on the classroom observation that was done in the first cycle, it was found that the students' involvement in the process of writing activities was 60.5%. therefore, the actions were proceeded to the second cycle by revising the first action cycle such as: optimizing the students' participation in the process of writing activities, giving enough clues about the passive sentences, news item and the way to conduct peer editing to the students. The results of the average score of the writing test in the second cycle was better $M=75.73$ that was classified in the good category. Besides, the students' involvement in the writing process improved from 60.5% in the first

cycle up to 83.7% in the second cycle. It means that both the students' writing test and the students' involvement in the writing process improved in the second cycle and fulfilled the target of this research.

Based on the results, it could be concluded that the use of peer editing technique could improve the first year students' writing achievement at SMAN I Tongas Probolinggo in the 2006/2007 Academic Year in two cycles. Then it is suggested to the English teacher to apply peer-editing technique as the alternative way of English teaching technique, especially in teaching writing a news item text. This is expected to facilitate and to help the students collaborate and share knowledge and experiences with their peers to solve the writing problems.

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CHAPTER I

INTRODUCTION

This chapter presents the discussion of some issues related to the topic being studied. They are background of the research, problem of the research, scope of the research, operational definition of the research, objective of the research and significance of the research.

1.1 Background of the Research

English is an International language and the first foreign language taught in Indonesia. It becomes one of the compulsory subjects that must be learnt by students of junior high school. English is used not only for communication but also for skill that has to be mastered to face the high competition in the global era. Due to the important role of English in the global era, approaches, methods, and techniques of teaching English are developed. The objective of using techniques is to enable students to learn and practice English easily. According to the competence-based curriculum, the objective of learning English in senior high school is to enable students to communicate in English. The communication skill is reached through the development of the four major skills speaking, listening, reading, and writing.

From the objectives of learning English in senior high school, writing is one of the skills the students should master besides the other skills such as listening, speaking, and reading. Many efforts have been made to enable learners to practice English. It can be seen in the present syllabus design in which communicative activities are designed to develop learners' mastery of English to reach the goal of teaching English.

Like the other language skills, writing plays an important role in the context of English teaching as a foreign language in Indonesia. As stated by Hirsch (in Hughey et. al, 1983:6) for English as a Second Language students particularly, whose individual needs and goals are highly variable, writing is an efficient tool to

facilitate and reinforce other language skills that are employed in the act of writing. Harmer (1998:2) adds that the reasons for teaching writing to students of English as a foreign language are for reinforcement, language development, learning style, and most importantly as a basic skill.

Considering its merits, writing, as a means of communication is demanded. It is a learners' need, which cannot be neglected in the era of high competition. This means that students should be equipped with writing skills important for their future. They should be trained to write in English in order to be skilled writer.

Writing in English as a foreign language (EFL) is difficult as considered by most of the English foreign language learners. As pointed by Hirsch (in Hughey et. al, 1983:3) that certain psychological, linguistic, and cognitive factors make writing a more complex and difficult discourse medium for most people, in both native and second language. Byrne (1984:4-5) also states that some problems that make writing a difficult task are related to psychological, linguistics, and cognitive problem.

Dealing with Psychological problems, writing is considered to be more difficult skill rather than speaking since in writing, there is little possibility to get feedback enquired from someone whom the writer interacts with. In relation to Linguistic problems, dealing with the choice of sentence structure and by the way the sentences are linked together and sequenced. Cognitive problems dealing with the process of instruction, the written form of the language, the structures, and the organization of the ideas. For instance, it has often been assumed that written language is necessarily formal in relation to spoken language. Many students of senior high school are able to communicate orally but they cannot express their ideas in written form. Thus, teaching writing as silent communication is very important for the students.

Empirically, based on the interview done with the English Teacher at SMA Negeri I Tongas, the first year students of SMA Negeri I Tongas also faced the same problems. It was found that the students' ability in writing was still far from what is expected. They still got difficulties in composing sentence and arranging the