



**THE EFFECT OF GIVING REVISION AND EDITING PROCESS ON THE
EIGHTH GRADE STUDENTS' WRITING ACHIEVEMENT AT SMPN 1
TEMPEH-LUMAJANG IN THE 2012/2013 ACADEMIC YEAR**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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Education Study Program, Language and Arts Education Department The Faculty of
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Urip Haryanto and Rustiniati. Thank you so much for your guidance and your endless love.
2. My dear sisters and brother, Umiyati, Ummul Hasanah and Samsul Bahri. Thank you so much for your love and care that encourage me to finish this thesis.

MOTTO

“We can learn a lot from our mistakes,
but we can also learn from the things we do right. ” *

***Langston Hughes**

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced. I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of thesis writing from the university and the faculty have been followed.

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THE EFFECT OF GIVING REVISION AND EDITING PROCESS ON THE EIGHTH GRADE STUDENTS' WRITING ACHIEVEMENT AT SMPN 1 TEMPEH-LUMAJANG IN THE 2012/2013 ACADEMIC YEAR

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SUMMARY

The Effect of Giving Revision and Editing Process on the Eighth Grade Students' Writing Achievement at SMPN 1 Tempeh-Lumajang in the 2012/2013 Academic Year; KhairunNisa', 080210491059; 2013:39 pages; English Language Education Study Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Many students faced difficulties in learning English, especially in writing. Considering the difficulty that the students had, the researcher decided to find a way to solve this problem. One of the techniques that could be used was giving revision and editing process on students' writing. This technique can support the writing skill in aspects of content, grammar, vocabulary, organization, and mechanics. Giving revision and editing process has never applied by the English teacher of SMPN 1 Tempeh. That is why; the researcher is interested in conducting this research.

This research was conducted to investigate the effect of Giving Revision and Editing Process on the Eighth Grade Students' Writing Achievement at SMPN 1 Tempeh in the 2012/2013 academic year. The population of this research was all of the eighth grade students of SMPN 1 Tempeh in the 2012/2013 Academic Year. The research respondents were determined by analyzing the students' scores of homogeneity test by using ANOVA formula. Based on the result of ANOVA, the population of the research was heterogeneous, so that two classes that had the closest mean score were chosen as the respondents of the research. The number of the respondents was 64 students, consisting of 32 students of grade VIII G as the experimental group taught writing by giving revision and editing process, and 32 students of VIII F as the control group taught writing by using conventional technique.

The primary data of this research were collected from the students' scores of writing test and observation, while the supporting data was gained through documentation. The primary data were collected from the post-test to make

comparison between the two groups after giving treatment and analyzed by using Independent Sample t-Test on SPSS (Statistical Program for Social Sciences). Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group. It was 79.19 for experimental class and 74.09 for control class. The value of sig. column is 0.001 and this value is lower than 0.05. It means that there was an effect of giving revision and editing process on the eighth grade students' writing achievement at SMPN 1 Tempeh. Thus, the alternative hypothesis "there is significant effect of giving revision and editing process on the eighth grade students' writing achievement at SMPN 1 Tempeh in the 2012/2013 academic year" was accepted. It is recommended for the English teacher to give revision and editing process technique as an alternative technique in teaching writing.

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Praised to Allah SWT, the most gracious and the most merciful who always gives me his blessings, so I can accomplish this thesis entitled **“The Effect of Giving Revision and Editing Process on the Eighth Grade Students’ Writing Achievement at SMPN 1 Tempeh-Lumajang in the 2012/2013 Academic Year”**. I would like to express my deepest appreciation and sincerest thanks to the following people:

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2. The Chairperson of the Language and Arts Department,
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4. My first consultant, Dr. Budi Setyono, M. A and my second consultant, Drs. I PutuSukmaantara, M. Ed for guiding and helping me to write this thesis,
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Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism are appreciated.

Jember, 29 May 2013

Writer

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I. INTRODUCTION

Writing is one of the language skills to be mastered. Many students face difficulties in writing English. Therefore, the English teacher needs to find a way to solve the students' difficulties. Revising and editing on student's writing can be used to improve students' awareness and motivation. This chapter presents the research background, the research problem formulation, the research objective, and the research significance.

1.1 Background of the Research

As the international language, English has an important role in the world as a tool of communication. Its role is very important in some fields, such as education, science, economics, technology, and many others. Considering the importance of English as an international language, people have to master it well in order to be able to take part and share their knowledge and ideas.

As a foreign language in Indonesia, English is taught in junior high school, senior high school, and even elementary school students. In the School Based Curriculum or KTSP/2006, it is stated that the objective of teaching English is that developing students' skills in listening, reading, speaking, and writing as well as language components in grammar, vocabulary and pronunciation. The purpose of teaching English at Junior High School is to make the students able to develop communication in English both in spoken and written forms. Therefore, the students have to master the four language skills and the three language components in order to be able to communicate in English in spoken and written forms.

English language covers four skills that should be mastered and writing is considered as one of the difficult skills in mastering English. Hughey (1983:38) says that writing is often the most difficult skills of all the English skills both the first and second language. Besides, writing is a complex, difficult, and time consuming

process (Elbow, 1998:3). Writing also deals with some aspects of writing such as grammar, mechanics, vocabulary, content, and organization. Thus, it is not an easy thing for the students to write a sentence, a paragraph, and even a text in English well.

Many students face difficulties in writing English. Students must have the ability of writing simultaneously to convey ideas for certain purposes effectively. Writing is a complex skill. Students should consider five aspects of writing such as grammar, mechanics, vocabulary, content, and organization. Otherwise, the readers will find it difficult to understand. Furthermore, the students have to know how to organize, make a draft, revise, edit, and make a final draft (Wingersky, 1999: 4). It means that students have to do all steps that are too complex to get a good writing. Students also have to produce good sentences and well organized writing.

Based on the previous explanation above, the teacher's role becomes important in teaching writing. The teacher is required to make students aware and realize with their writing by giving revision and editing process to the students. Teacher's response is an essential step in the writing process (Hyland, 1990:279). Moreover, there are three purposes of giving responses: (a) let students know whether or not their texts have conveyed their intended meanings; (b) help students become aware of the questions and concern of an audience so that they can ultimately evaluate their own writing more effectively; and (c) give students a motivation for revision (Sommers, 1980 in Ferris, 2003:3).

Giving revision and editing process to the students' writing must be correct to avoid removing the students' motivation, investment, engagement, and interest in writing (Brannon and Knoblauch: 160 in Ferris, 2003:7). Helping the students by giving revision and editing process can be done in coding correction on their writing such as, T for tense, S for spelling error, or by giving comment, and so on. Besides, giving clear information and instruction is important thing to help them to be good writers.