#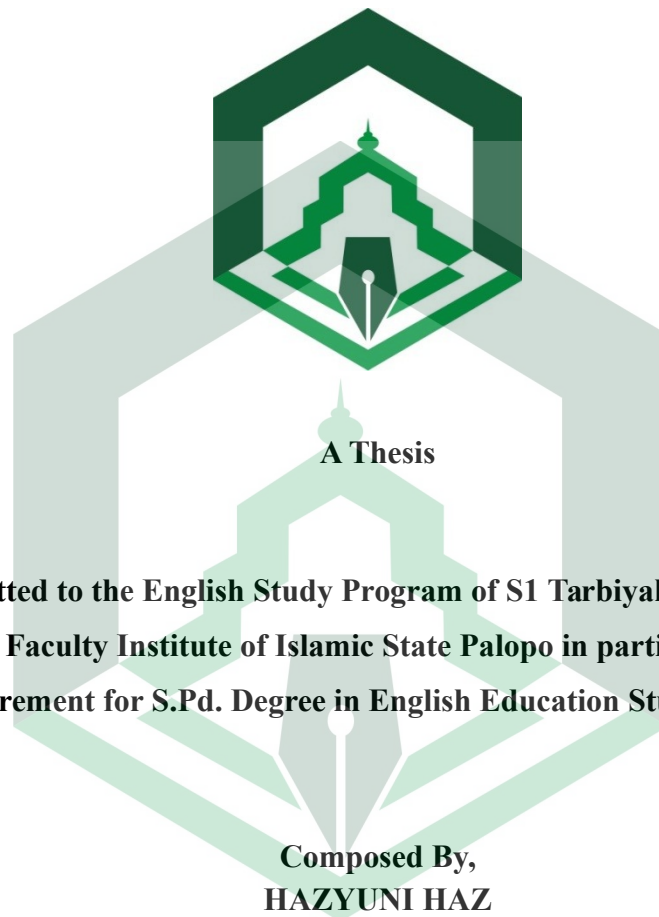 IMPROVING STUDENT WRITING SKILL BY USING PEER EDITING TECHNIQUE AT THE FIFTH SEMESTER ENGLISH EDUCATION PROGRAM AND TEACHER TRAINING OF IAIN PALOPO

A Thesis

Submitted to the English Study Program of S1 Tarbiyah and Teacher Training Faculty Institute of Islamic State Palopo in partial fulfillment of Requirement for S.Pd. Degree in English Education Study Program

Composed By,
HAZYUNI HAZ

REG.NUM. 12.16.3.0090

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
INSTITUTE OF ISLAMIC STATE PALOPO
2017

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Suvervised By:
1. Dr. Rustan S, M.Hum
2. Muh. Irfan Hasanuddin, S.Ag,M.A

ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

INSTITUTE OF ISLAMIC STATE PALOPO

2017

NOTA DINAS PEMBIMBING

Hal   : Skripsi

Lamp   : -

Kepada Yth.

Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di,-

     Palopo

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut di bawah ini:

Nama   : Hazyuni Haz

Nim   : 12.16.3.0090

Program Study   : Pendidikan Bahasa Inggris

Judul   : ***Improving Student Writing Skill by Using Peer Editing Technique at the Fifth Semester English Education Program And Teacher Training Of IAIN Palopo***

Menyatakan bahwa skripsi tersebut, sudah layak untuk di ujikan.

Demikian untuk di proses selanjutnya.

Wassalamu Alaikum Wr. Wb.

                                     Pembimbing I

                                   Dr. Rustan S, M.Hum
                                   19651231 199203 1 054

NOTA DINAS PEMBIMBING

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Kepada Yth.

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Wassalamu Alaikum Wr. Wb.

                             Pembimbing II

                             Muh. Irfan Hasanuddin, S.Ag,M.A
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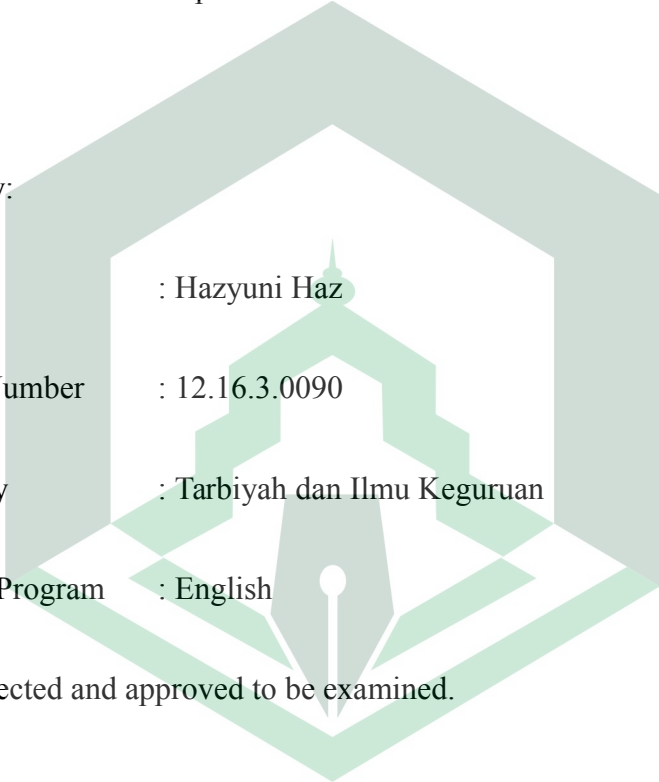**Palopo, July, 5th 2017**

Writer

HAZYUNI HAZ
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CONSULTANT APPROVAL

Thesis Entitle: Improving Student Writing Skill by Using Peer Editing Technique at the Fifth Semester English Education Program And Teacher Training Of IAIN Palopo

Researcher By:

Name   : Hazyuni Haz

Reg. Number   : 12.16.3.0090

Faculty   : Tarbiyah dan Ilmu Keguruan

Study Program   : English

Has been corrected and approved to be examined.

Palopo,   Juli 2017

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ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah swt. the binevent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet Muhammad saw. Peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty God (Allah) that has been given his guidance, chances and good health. So that, the researcher could finish the thesis on the title "Improving Student Writing Skill By Using Peer Editing Technique at The Fifth Semester English Education Program and Teacher Training Of IAIN Palopo" The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements, and comments from many people, even though this thesis still far from being perfect. Therefore the researcher would like to express deepest gratitude;

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5. The researcher thanks to her beloved parents (Zainal, S.E) and (Hasmawati),my sister (Hazdiya Haz) and my brothers (Indrawan Haz), for their prayer, understanding,

support, motivation and andless love, and their patience through the duration of my studies.

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The researcher also thanks the other who can not be mentioned one by one, who have helped and supported the research to finish this thesis.

The researcher realized that this thesis would not be created without their participation. The researcher hopes this thesis can give some values to the students of English department and English teachers and the readers especially improving students' vocabulary mastery in translational writing. The researcher admits that this thesis is not perfect, sothat the researcher will accept suggestions from the readers in order to make better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis may Allah swt, bless us. Amin.

Palopo, July 2017

The Researcher

Hazyuni Haz

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LIST OF TABLE

ABSTRACT

HazyuniHaz, 2017.**Improving student writing skill by using peer editing technique at the fifth semester English education program and teacher training of IAIN Palopo.** Thesis English Study Program of Tarbiyah and Teacher Training Faculty of The State Institute for Islamic Studies (IAIN) Palopo. Supervised by **(1)Dr. Rustan S, M.Hum (2) Muh. IrfanHasanuddin, S.Ag,M.A**

Key words: Writing skill, Peer Editing.

This thesis discussed about teaching writing by using peer editing at the fifth semester of IAIN Palopo. The problem statement of this research namely "Is the use of peer editing can increasing the students' skill at the fifth semester of IAIN Palopo?"

In this research, the writer used peer editing in teaching writing in writing. The population of this research was all of the fifth semester students of English Department of IAIN Palopo, consisted of 115 student's. The writer used purposive sampling technique and selected English Cas sample, the number of sample were 20 students. The writer collected data by using tests namely pre-test and post-test. The pre-test intended to find out the students' prior knowledge before teaching writing by using wordless picture. While post-test was given to find out the students' improvement after applying peer editing.

The result of statistical analysis for level of significance ($p=0.05$) with degree of freedom (df)= N-1, where (N) = 20, df = 19. The probability value was smaller than α ($0.00<0.05$). it indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that teaching writing by using peer editing techniqueis effective in improving the students' writing ability.

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CHAPTER I

INTRODUCTION

A. Background

Writing is one of skill from four language skill have important role in human life. Through writing, someone can express their opinion and ideas to reach their aim. In this case Lade said that "To write is to put down the graphic symbols that represent a language that one understood, so that other can read that graphic representation". It means that aim of writing is how the people can read and understand about the written text.

Writing is a part of learning a language that requires knowledge, reading, observation and experience. All language skills such as listening, speaking, reading, and writing must be applied in teaching English. We can understand the information through listening and reading; in addition, through speaking and writing, we can communicate our feeling, need, desire and idea. The basic purpose of teaching language is the students are expected to master all the language skills. All language skill cannot be separated due to they are related to each other and integrated in teaching English, especially writing.

Writing is language skill which provide students chance to express their ideas. One reason for learning to write is to transmit ideas to other people, especially those who are a distance of time and place. In learning language, writing helps the students reinforce the grammatical structure,idioms and vocabulary.When the students write,

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they also have a chance to be adventurous with the language to go beyond that have just learned.In other words,they become involved with the language.

In learning writing skill, the teacher has to master some methods because it can support him arrange lesson in appropriate ways and more convenience. Many students can speak and read well because when they are speaking, they ignore the structure and when they are reading they only look at the text. But in writing, students must pay attention to some aspects such as content, organization, vocabulary, language use and mechanics. So that they are not difficult in writing.

Writing is very important to learn because we can absorb our idea and process some information through writing. However, we have to know well that the writing skill is very complex, it is difficult to master because not only grammatical and theoretical devices but also the conceptual and judgment element.[1] Writing English is a skill which so compulsory. So we have to study how to write something like argumentation essay. Sometimes we cannot express our idea orally but we can freely through writing. Writing is an activity to make a text. But in fact teaching writing in the class.

Peer editing is the processes through which students respond to and provide feedback on their peers' writing highlighting the positive and the negative aspects in a way to help each other reach better written products. The peer editor does not correct the paper's mistakes, but helps the writer fix their own mistakes by showing the area of the error and making it clearer for the writer. That is because it is easier to spot

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1 Department of education Tasmania school of education definition, *Communicative Approach,* (Accessed on October 2016)

another person's mistakes than it is to spot your own and it always helps to show your writing to be looked at by another person.[2]

Based on the research observation in IAIN PALOPO especially in fifth semester, the researcher found the students were very difficult in mastering English especially in writing skill. Students had problem in term in learning language use, they used incorrect verb especially in expressing pas action, students also had limited vocabulary, they used less English in expressing their writing, and their writing text had poor organization. As they think that writing is difficult, surely it affects the class situation in teaching learning English writing so the students feel bored with that learning, and even make some students are lazy to attend English class.

Based on the description above, the research interest in conducting research entitled *"IMPROVING STUDENT WRITING SKILL BY USING PEER EDITING TECHNIQUE AT THE FIFTH SEMESTER ENGLISH EDUCATION PROGRAM AND TEACHER TRAINING OF IAIN PALOPO"*.

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B. Problem Statement

Based on the title above, the writer formulates the main research question as follow:

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2 Tusiono, The effectiveness of Peer editing to Improve the students' Essay Writing Skill, 2014. P 138.

"Is peer editing effective in improving student writing skill at the fifth semester English Education Program and Teacher Training Faculty of IAIN Palopo"

C. Objective of the Research

According to the problem statement, the objective of research is to find out the effectiveness of peer editing in improving student writing skill at the fifth English Education Program and Teacher Training Faculty semester of IAIN Palopo

D. Significance of the Research

The result of the study can give the following benefits for:

1   Lecturer: Give information for the lecturer at English education study Program of IAIN Palopo about strategy in increasing writing.
2   Students: The student can apply peer editing in their learning to increasing writing.
3   The next researcher: It can be references for the next research.

E. Scope of the research

This research focused on the students' increase in learning writing by peer editing in fifth semester of IAIN PALOPO. The scope of the research is restricted to build up the students' writing skill through peer editing.

CHAPTER II

REVIEW OF RELATED LITERATUR

A. *Previous of related research finding*

There have been researches and the writer dealing with variation of writing:

1. Wilma had conducted researcher about the contribution of parallel writing technique to develop students writing skills to the eleventh year students *of SMAN Bupon*. Based on the result the research found that of technique that can apply in teaching writing is parallel writing technique that had applied at the eleventh year students of SMAN Bupon is effective, so if a teacher wants to develop their students writing skill, they may try this technique. It means that as a teacher has technique, method or media in teaching English language especially in teaching writing skill. [1]

Tusino in his research under the tittle the effectiveness of peer editing to improve the students' essay writing skill. The population of this research was all the fifth semester students of English Education Program of Muhammadiyah University of Purworejo. The researcher used two classes as the research samples. As the experimental group, the researcher took students of VA class who were taught by peer editing. Then, the researcher involved students of VB class as the control group. The researcher conducted a series of treatment from August to November 2014. The researcher used a writing test to collect the data. Descriptive statistics and inferential

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[1] Wilma, the contribution of parallel writing technique to develop students writing skills to the eleventh year students of SMAN Bupon, 2012. P1.

statistics were employed to analyze the data. After analyzing the data, the researcher obtained some findings. First, the students' writing score was 71.2 belonged to good category. Second, all writing aspects could improve where the significant improvement was in the aspects of content (2.6 points) and vocabulary (1.9 points). The aspects of organization, grammar, and mechanics did not increase significantly (0.3-0.7 points). Third, the result of calculation illustrated that t-obtained was higher than the critical value on the t-table (3.602>2.000). It meant that the use of peer editing was effective to improve the students' essay writing skill.[2]

Nurina Ika Rusmania in her research entitled using peer editing to improve students' writing skill. The objectives of the study are describing the Implementation of peer-editing technique to improve students' writing skill and describing whether peer-editing technique can improve students' writing skill or not. This Study was undertaken in Vocational School of SMK Negeri 1 Pati. The subjecst of the research are the second year students of XI Accounting2 of SMK Negeri 1 Pati, who consist of 30 students. The researcher collected the data of the research observation, interview, document, and test (pre-test, post-test1,post-test2).In this research the researcher applied classroom action research which requires four steps, namely planning, implementing, observing, and reflecting. The result of this study shows that teaching writing using peer-editing can improve the students' writing ability. It is proved by the improvement of the students' mean score.The mean score of pre-test is 49,6%,

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2 Tusino, the effectiveness of peer editing to improve the students' essay writing skill, 2014.p1.

while the mean score of post-test is 79,20%. In addition the students also fell interested, motivated, and easy in writing class.[3]

Based on the research finding above, the researcher concludes that between previous studies and the writer research, there were difference and similarity. The similarity the previous research and this research were focused on improving writing skill by using peer editing. The difference the previous research is the method of the research, the researcher on this research will use pre experimental with pretest and posttest design and using article to measure the writing skill of the student. The researcher applied peer editing in this research and it can help the students to make good writing.

B. Writing
1. Concept of Writing

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourage thinking and learning for it motivates communication and makes thought available for reflection.when thought is written down,ideas can be ecamined, reconsidered, added to, rearranged, and changed.[4] Regardless of the language, writing has many rules including grammar, spelling,and punctuation. People use many tools to assist in their writing such as dictionary and thesaurus.

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3 Nurina ika Rusmania, Using peer editing to Improve writing skill.2012.p1

4 Ghazi *Ghaith http: //www.aub.edu.Lb/fas/dep/faculty/Ghazi.Ghaith/pages/index.* Accessed on July,21th 2015

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. It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio. Writing is an extension of human language across time and space. Writing most likely began as a consequence of political expansion in ancient cultures, which needed reliable means for transmiting information, maintaining financial accounts,keeping historical records, and similar activities.

According to Brown Ary Setya Budhi Ningrum book state that definition of writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main idea, and to give them structure and coherent organization. Writing is a process of thinking during which a writer puts many elements into account, suchas accuracy in the spelling of word, words arrangement, and sentence grammatical, and selection of the right words. Writing needs a skill to connect sentences to form them into a corehent text.[5]

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5 Ary Setya Budhi Ningrum*, 2012 Scaffolding starategy in the process of writing to improve the students ability*, (Jakarta: Kementrian Agama Republik Indonesia, Cet, I,,P.2

2. Types of Writing

Students are involved in a variety of writing experiences through out their education. The following list explaining more of these forms of writing:

a. Narrative writing, tell a personal experience or story and always includes characters, setting and plot (example: short stories, journals, autobiographical, writing about a people.

b. Descriptive Writing, creates a vivid image in the reader's mind and uses peecise details to pint " word picture "for the reader (example: menu, travel, brochure,poster).

c. Expository Writing informms, explain, clarifies, or defines (examples: research paper, essay, report)

d. Persuasive writing , informs and attempt to convince the reader to take the same stand (example: movie review restaurant critique, better to editor, editorial

e. Technical writing, use research to present specialized information, but just because it is technical does nit mean it has to be flat flat and dull (example: a VCR manual, driver's manual a legal document).[6]

Writing in the target language can be introduced shortly after language learners have begun reading. There are different types of writing, depending on the levels of language performance. They may be classified as writing or composition.

There are four types of writing: imitative writing, dictation, guided writing and controlled writing.[7]

   a. Imitative writing

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6 Arisah*, 2015 Improving students Writing Skill Through Diary at the Eleventh Year Student of Pondok Pesantren As'diyah Kecamatan Malangke*, (Palopo: Thesis S1 STAIN Palopo).p.18.

7 Setyadi, Bambang, 2013 Teaching English As a Foreign Language, (Yogyakarta: Graha Ilmu,), 1st Ed., p.70.

Writing may begin with the simple writing skill that is imitative writing. In this step, the beginning language learners begin writing by copying materials that they have already mastered by hearing, speaking and reading. In this writing, language learners only "imitate". They write groups of words, sentence or phrases rather than single words.

b. Dictation

After language learners have had sufficient practice in imitative writing, they may begin with dictation. The teacher can read sentences or parts of the dialogues and the language learners fill the missing words or phrases. This method can improve the student competences in spelling words and also their listening skill too.

c. Guided writing

Guided writing is the third step for increasing writing ability after language learners have practiced imitative writing and dictation. In guided writing the language teachers guided language learners to write short responses. The procedure of guided writing may take various forms. First of all, the teacher reads a passage twice and then they make incomplete statements based on the passage. Language learners complete the statements. Secondly, the teacher reads a passage twice and asks a number of questions. Language learners write the answers to each question. After that, the teacher reads a passage twice and asks language learners to rephrase the passage in their own words. Language learners write each passage read by the teacher in their own words. Fourth, the teacher reads a passage twice and asks language learners to change the tense, i.e. from simple present tense to simple past tense.

d. Controlled writing

If sufficient practice in guided writing has been given, language learners can begin with controlled writing. Like the previous steps of writing, controlled writing is also developed from a dialogue. It is similar to rewriting but in this writing language learners change a passage from dialogue to narrative or vice versa. Controlled writing may take a form of letter. This step may be given to more advanced learners after they have been given considerable practice in controlled writing. The practice in controlled writing can guide language learners to have composition in the target language.12 In this step, the language learners can make their own writing based on their imaginations. They can express all of their views on the papers. Controlled writing usually used in the advance class.[8]
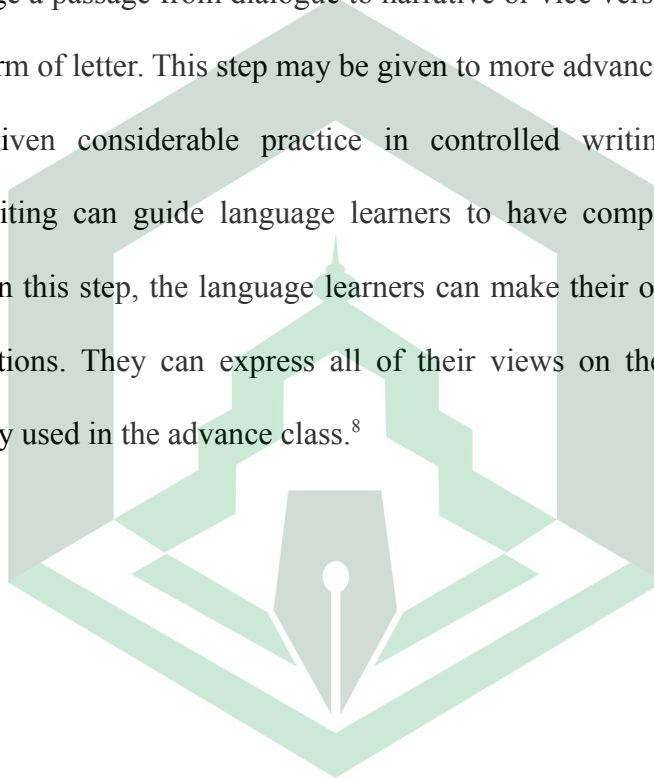
3. **The Component of Writing**

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8 Abu hasan, 2013, The Effectiveness of Using Engllsh Songs to Teach Descriptive Writing. P 18

Jacob states that the compenents of writing are divider into five, they are content, organization, language use, vocabulary and mechanics[9].

a. Contents

The contents of writing should be clear to readers so that the reader can underseand the message convoyed and gain information from it. There are at least think that can be measure in connecting with component. The composition should contain one central purpose only, should have unity. Should have coherence and continuity, and should be adequmely developed. And so,content refers to tople and its explanation or elaboration,discussion,evaluation and conclusion. In fact, it is the care or the body of a piece of writing. Therefare it is significant that it should be clear, specific and relevant.

b. Organization

In organization of writing concerns with the way they write arrange and organized the ideas or the message in the writing. The purpeso of the organizing in writing involve coherence, other of importance. General to specific to general, chronobical order of which happened from the beginning to the end.

c. Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerabke. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary make someonefails to compose what they are going to say, because

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9 J.B.Heaton, 2013 *Writing English Lnguage Test*, (New York:Longman,), p.146

they feels difficult to choose what appropirate will help the writers to compose the writing and also make readers easy to understanding.

    d. Language use

Language use in writing description and other from of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate function. And also grammar can help student improve the use of formal language.

    e. Mechanics

There are at least two parts of mechanic in writing, namely function and capitazation. Function is important as they way to clarify meaning. In English writing capital letter have to participles. First they used to distinguish between particular and things. Second, it used as first word in quotation, a formal statensents and proper adjectives, ete. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

4. The Principle In Academic Writing

a. Cohesion

    The smooth movement or "flow" between sentences and paragraphs.

b. Clarity

    The meaning of what you are intending to communicate is perfectly clear, the readers does not have to read between the lines to guess what you are saying.

c. Logical order

    Refers to a logical ordering of information. In academic writing, writers send to move from general to specific.

d. Consistency

Consistency refers to uniformity or writing style. For example, there is a problem on this page in that "cohesion" and "clarity" are defined in note form (incomplete sentences), whereas "consistency" and "unity" are defined in complete sentences.

e. Unity

At its simplest, unity refers to the exclusion of information which is not directly related to the topic being discussed in a given paragraph. In its broadest sense, an entire essay should be unified; that is within the paragraphs, the minor supports, which in turn must support the topic sentences. Each of the topic sentences must likewise support the thesis statement.

f.   Conciseness

Conciseness is economy in the use of words. Good writing quickly gets to the point and eliminates unnecessary words and needless repetition (redundancy or "dead wood"). The exclusion of unnecessary information promotes unity and cohesion. (This concept of course does not include the repetition of information in the conclusion, where the reader expects the writer to "sum up". However remember that the ideas must be stated in a different way than they were stated in a text.

g. Completeness

While repetitive or unnecessary information must be eliminated, the writer has a responsibility to provide the essential information on a given topic.

i.   Variety

Variety helps the reader by adding some "spice" to the text. It is achieved in part by using various methods of joining ideas. In addition to contouring sentences of various types and lengths, the writer should try to use synonyms when possible.

j. Formality

Academic writing is formal in tone. This means that sophisticated vocabulary and grammatical structure are used. In addition, the use of pronouns "I" and contractions is avoided.

5. The Characteristic of Good Writing

a. Clarity and focus

In good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running off on too many tangents.

b. Organization

A well-organized piece of writing is not only clear, it is presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long an your scenes or ideas are well ordered.

c. Ideas and theme

For a piece of writing to be considered well crafted. It has to contain clearly identifiable ideas and themes.

c. Language (word choice)

Good writing includes smart and appropriate word choices and well-crafted sentence.

d. Grammar and style

Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break

those rules only when there's a good reason). Style is also important in ensuring that a

piece of writing is clear and consistent.[10]

C. *Concept of peer Editing*

    1. Peer Editing

      Peer editing is one of techniques in teaching writing. It is very important in

writing process. Bartels states that peer editing is also referred to as peer review, peer

response, peer evaluation, and peer feedback, in which students read each other's

writing and provide feedback to the writer.[11]

      Peer editing is an activity in process of students' writing to responding to each

other's writing. There is an interaction with peers to develop their idea in writing

skill. It means that, students will learn collaboratively. For example, when students

write a paragraph, they can share their writing to check their vocabulary, grammar,

and organization. It is very important for students, because response for student

writing can come from various readers, including classmates, others peers, and

teachers to get a good writing.

      Peer editing technique is form of collaborative learning. Students can learn

from each other and gain mutual support. Collaborative writing encourages social

interaction among writers through activities such as peer editing. It is supported by

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10   http;//*writing forward.com.* Accessed on September 20nd.2016

11 Bartels, Defeniton of peer editing http://repository.unib.ac.id/8272/1/I,II,III,II-14-dit.FK.pdf accesed on August 20nd.2016

Teo stating that collaborative writing students are encouraged to brainstorm ideas in pairs or groups, to give each other feedback, and edit each other's writing.[12]

In general, peer editing involves student's interaction in learning process. Liu and Hansen state that peer editing is an interaction which involves students to exchange information. In addition, the students have a roles and responsibilities in commenting on and critiquing each other's writing in both written and oral formats in the process of writing.[13]

2.   Steps of Peer Editing Technique

Before starting the process of peer editing, students should have written a first draft on a certain topic and before submitting it to the teacher they undertake peer editing. According to Liu and Hansen there are some certain steps should follow:

a. First step

This step includes clarifying objectives and creating awareness for students about peer editing before doing it. This activity involves explaining, giving examples, demonstrating and especially modeling on how to peer edit. In general, the Teacher must prepare about guide for the students.

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12 Teo, 2003, Peer editing Technique, Defeniton of peer editing http :// repository. unib.ac .id/ 8272/ dit. FK.pdf accesed on August 20nd.2016

13 Liu and Hansen, 2005, Defeniton of peer editing http :// repository. unib.ac .id/ 8272/ dit. FK.pdf accesed on August 20nd.2016

b. While Step

In this step, teacher's and students' roles are important. The teacher should adjust the role at this step as supporter and language resource if necessary while monitoring group/ pair work. Students' role has to be guided, observed and supported and participation in groups such as asking for help, explaining, exchanging ideas and consulting to fulfill the task have to be observed. The teacher's moving around, observing and providing support both in terms of language and how to peer edit leads to more helpful feedback (for/from) students. In general, the students are making suggestions. It means that the students giving the author some specific ideas about how to make his or her writing better. The students focus on aspects of content, organization of ideas, grammar, vocabulary, punctuation, and spelling and point out the strengths and weaknesses in the development of the topic.

c. Post step

In this step, the peer editing process is making corrections. The corrections mean checking peer's paper such as paragraph development (organization), spelling, punctuation, and grammar. In addition, students list all of peer comments on a piece of paper, and then indicate whether the students will revise their writing based on each comment or not. It causes more need to ask for clarification and explain among reader and writer. So, after peer editing, a discussion among students and teacher

should help improve the quality of students' feedback, which will make peer editing more useful to all students.[14]

3. Benefits of Peer Editing

There are some advantages of peer editing technique. Hill states that one of the most obvious benefits for a student is the opportunity for them to work as part of a team, providing mutual support and helping each other succeed. When students learn together with their friends, it encouraged the students to learn from each other. It means that if one student as an editor can explain mistakes of their writing to their friends by using their own way with the simple language, so their friend will understand. It helped the students to revise and improve their writing when peers were able to provide concrete suggestions for revision.[15]

Garofalo and Mulligan state that there are five advantages of peer editing. They are social skills development, stress reduction and time-saving benefits, motivational effects, improvement in the content of their writing, and gains in grammatical and structural proficiency.[16] In addition, advantages for students and teacher, peer editing can improve the classroom learning environment such as providing more

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[14] Liu and Hansen, 2005, Defeniton of peer editing http :// repository. unib.ac .id/ 8272/ dit. FK.pdf accesed on August 20nd.2016

[15] Hill, 2011, Peer Editing, http:// tabler3010.pbworks.com/ w/file/fetch/58546589/ Diab 20Peer/.20versus% 20self% 20editing.pdf. accesed on August 23rd.2016

[16] Guffalo and Murigan,2011, Peer Editing, http:// tabler3010.pbworks.com/ w/file/fetch/58546589/ Diab 20Peer/.20versus% 20self% 20editing.pdf. accesed on August 23rd.2016

opportunities for students to respond socially and academically, providing the opportunity for immediate feedback and error correction, increasing opportunities to collaboration as well. As Hess and Fried land argue that advantages of peer editing for students are: peer editing can improve higher academic achievement, improve personal relationship with peers, improve personal and social development, and increase motivation.[17]

According to Kay's there are five benefits of peer editing :

a. **Ensure consistency.** It is a great way to improve consistency and common usage among collaborating writers. And it ensures that your style guide works. You really should have a style guide *before* you peer edit and then use your experiences and findings to fill in the gaps, throw out what you don't need and change what doesn't work.

b. **Realise growth opportunities.** Peer editing is a quick and pretty reliable reality check what each writer does and does not do well, relatively speaking, compared to other writers.

c. **Encourage mutual trust.** It gives all writers a formal, regular opportunity to check in with each other's work. It can anchor the good practice to take responsibility for one another's work and to learn to listen to others criticize your work. In the best case, it helps colleagues to grow into a team where people trust each other.

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17 As Hess and Fried Land, Peer Teaching Technique in Writing. 2003.p189

d. Enhance group dynamics. Become to trust each other, will find better collaborate? Knowing each other's strengths, become more efficient and more productive as a team, just as members of a sports team knows almost instinctively how the others act.[18]

D. Concept of Article

1. Article
   Article is a written composition in prose, usually nonfiction, on a specific topic, forming an independent part of a book or other publication, as a newspaper or magazine.[19]
2. Types of article

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18 Kay's. 2011. Benefits of Peer Editing Documentation.P2.

19 Wikipedia.com https:// article+writing+definition&ie=utf-8&oe= accesed on September 23rd.2016

a. News: This type of article presents facts about something that happened recently or that will happen in the near future. It usually covers the 5 W and H: who, what, where when, why and how.

b. Feature: This type of article presents information in a more creative, descriptive way than a straight news article. It can be an article about a person, a phenomenon, a place, or other subject.

d. Editorial: This article presents a writer's opinions on a topic or debate. It is intended to persuade the reader to think a certain way about a topic.

e. How-to: This article gives clear instructions and information about how to accomplish some task.

f. Profile: This article presents information about a person, using information that the writer typically gathers through interviews and background research.[20]

E. Conceptual Framework

The conceptual framework underlying this research was presented in the following diagram.

```
┌─────────────────────────────────────────┐
│ Students at the Fifth  Semester English  │
│   Education Program and Teacher Training  │
│        Faculty of IAIN Palopo             │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│   Students Writing Article by Using Peer  │
│            Editing Technique              │
└─────────────────────────────────────────┘
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20 Betha, 2012 Article in writing skill.p56

$\downarrow$
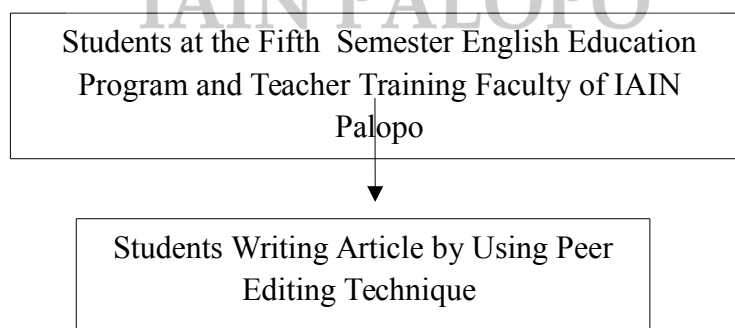
Improvement of Students Writing Skill

Writing article is a good method to develop students' writing skill. One of the reasons is because in writing article the students only wrote about the interesting topic and it could stimulate students' brain to get many ideas in their writing. Therefore, by writing article the researcher encouraged to explore students' idea. In addition, she also explained about the rules in academic.

After writing, the student has edited their writing by using discovery writing which was consisted of self-editing worksheet and peer editing worksheet. Self-editing worksheet was used by students to recognize their own writing and peer editing worksheet was used by students' classmate to give some comments. By using that worksheet, the student could know about the weakness and the strengths in their writing. So that students could make a better writing in the next meeting. Therefore, based on those processes the students could develop their writing skill.

F. Hypothesis

Based on conceptual framework above, the hypothesis of the research will be formulates as follows:

H$_0$: There is no significance different between the result of pretest and posttest after the treatment of peer editing in increasing writing skill.

H$_1$: There is significance different between the result of pretest and posttest after the treatment of peer editing in increasing writing skill.

Criteria of hypothesis acceptability

H$_{0>}$H$_1$: reject null hypothesis

H$_{0<}$H$_1$: receive null hypothesis.

CHAPTER III

RESEARCH OF METHOD

A. Research Design

In this research, the researcher applied pre-experimental research and conducted it sixth meetings. This research aimed at finding out the effectiveness of peer editing in improving students' writing skill. Here is the design of this research:

$$O_1 \qquad X \qquad O_2$$

Where: O_1 = Pretest

X = Treatment

O_2 = Posttest[1]
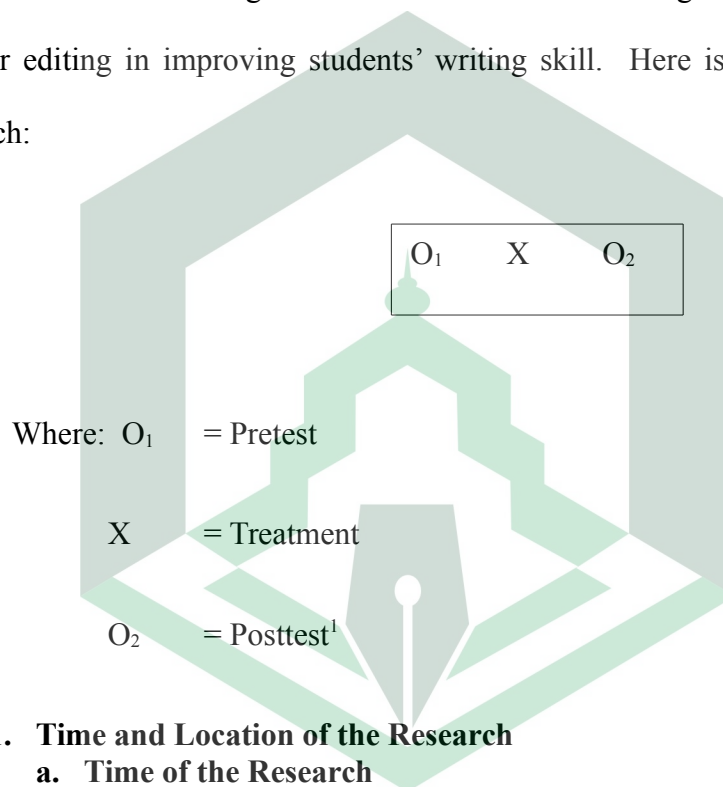
1. **Time and Location of the Research**
    a. **Time of the Research**

This research was conduct on 20th October 2016 – 10th December 2016.

    b. **Location of the Research**

This research conducted in English Education Program and Teacher Training Faculty at the Fifth Semester of IAIN Palopo. The researcher was interest in conducting the research in this campus because based on the observation the

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[1]Sugiyono, *Metode Penelitin* Kombinasi *(Mixed Methods), (*Cet.IV: Bandung: Alvabata, 2013),p.112.

students in English Education Program and Teacher Training Faculty of IAIN
Palopo faced difficulties in writing therefore the researcher is interested in guiding
the students to increase their writing.

B. *Population and Sample*
1 Population

The total number of population of this research is 120 students at the Fifth
Semester student English Study Program and Teacher Training Faculty of IAIN
Palopo, in academic year 2015/2016. It is divided into four class, the researcher
used random sampling to take the sample. Each class consists of 30 students.
Then, the researcher took five students from each class as sample. The total
number of sample is 20 students.

C. *Instrument of the Research*

The instruments that used in this research were:

Paper   : Media for Student write
Stopwatch   : To measure the time of student when they are write.

D. *Technique of Collecting Data*

In this research, the researcher conducted treatments in sixth meetings. The
procedures of this research are:

1 Pre-test

The pretest distribute to the students to measure their ability in writing before giving treatment. The theme will use in pretest entitled "When I was a Kid". It will take 90 minutes to finish it.

2 Treatment
a. Giving Treatment Process
1) First Treatment

Treatment process was divided into three parts. The first was pre activities, second was main activities and the third was last activities. At the first treatment the researcher teaches material with the theme "News". In pre activities, the researcher prepared the students, asked the students condition, prepared the media for conduct the material, presented the purpose of the meeting and gave explanation to the students about learning material, it spend 10 minutes.

In main activities, the researcher cooperated with student and asks the student to prepare their self for writing. The researcher gave a time for student to write. The researcher moved around, observed and provided support both in terms of language and how to peer edit leads to more helpful feedback (for/from) students. After writing process done the researcher guided the student to conduct peer editing process.

The peer editing process is making corrections. The corrections mean checking peer's paper such as paragraph development (organization), spelling, punctuation, and grammar. In addition, students listed all of peer comments on a piece of paper, and then indicate whether the students will revise their writing based on each comment or not. It will take 70 minutes

In the last activities, the researcher asked the students about their difficulties during treatment process, concluding the material and Inform the material at the next meeting to the students to give reinforcement. It spent 10 minutes.

2) Second Treatment

In second treatment, the researcher tough material with the theme "Feature". In pre activities the researcher prepared the students, asked the students condition, preparing the media for conduct the material, presented the purpose of the meeting and gave explanation to the students about learning material. It spent 10 minutes.

In main activities, the researcher cooperated with student and asks the student to prepare their self for writing. The researcher gave a time for student to write. The researcher moved around, observed and provided support both in terms of language and how to peer edit leads to more helpful feedback (for/from) students. After writing process done the researcher guided the student to conduct peer editing process.

The peer editing process is making corrections. The corrections mean checking peer's paper such as paragraph development (organization), spelling, punctuation, and grammar. In addition, students list all of peer comments on a piece of paper, and then indicate whether the students will revise their writing based on each comment or not. It will take 70 minutes

In the last activities, the researcher asking the students about their difficulties during treatment process, concluding the material and Inform the material at the next meeting to the students to give reinforcement, it spend 10 minutes.

3) Third Treatment

The Third treatment the researcher tough material with the theme "How to". In pre activities the researcher prepared the students, asked the students condition, preparing the media for conduct the material, presenting the purpose of the meeting and gave explanation to the students about learning material, it spend 10 minutes.

In main activities, the researcher cooperated with student and asks the student to prepare their self for writing. The researcher gave a time for student to write. The researcher moved around, observed and provided support both in terms of language and how to peer edit leads to more helpful feedback (for/from) students. After writing process done the researcher guided the student to conduct peer editing process.

The peer editing process is making corrections. The corrections mean checking peer's paper such as paragraph development (organization), spelling, punctuation, and grammar. In addition, students list of all of peer comments on a piece of paper, and then indicate whether the students revised their writing based on each comment or not. It spent 70 minutes

In the last activities, the researcher asked the students about their difficulties during treatment process, concluded the material and inform the material at the next meeting to the students to give reinforcement, it spend 10 minutes.

4) **Fourth Treatment**

The first treatment the researcher thought material with the theme "Profile". In pre activities the researcher prepared the students, asked the students condition, prepared the media for conducting the material, presented the purpose of the meeting and gave explanation to the students about learning material. It spent 10 minutes.

In main activities, the researcher cooperated with student and asks the student to prepare their self for writing. The researcher gave a time for student to write. The researcher moved around, observed and provided support both in terms of language and how to peer edit leads to more helpful feedback (for/from) students. After writing process done the researcher guided the student to conduct

peer editing process. The peer editing process is making corrections. The corrections mean checking peer's paper such as paragraph development (organization), spelling, punctuation, and grammar. In addition, students list all of peer comments on a piece of paper, and then indicate whether the students revised their writing based on each comment or not. It spent 70 minutes

In the last activities, the researcher asking the students about their difficulties during treatment process, concluding the material and Inform the material at the next meeting to the students to give reinforcement, it spend 10 minutes.

3   Post-test

The posttest was given to the students after doing treatment. The posttest given to the students, was measure the different between after and before giving treatment. In the post test the researcher teaches material with theme "Action in 4th November".

E. Technique of Data Analysis

The data obtained from the test based on the sentence structure. To evaluate the student's composition, the researcher applied the scorring system.

1. Scoring the students writing test based on criteria below:

An analytical writing scale for evaluating written language.

Rubries of Writing Test

Criteria.	Score	Level
Content	27-30	**Very Good** Clear, focused, and interesting details, complete. Rich. Well focus, main idea stand out secondary ideas do not usurp to much attention
	15-26	**Good** Clear and focus, even though the overall Result may not be especially captivating. Support is attemped, but in may be limited or obsivous, insubstantial, too general.
	12-14	Fair Lack of logical sequencing and development ideas confusing or disconnected.lacking in purpose or theme.
	9-11	Poor No fluent, does not communicated, information is very limited, boring.
	5-8	Very poor No organization, not enough, to evalute because not meaningfull.
Organization	18-20	**Very Good** Fluent expression, ideas clearly stated. Supported logical sequencing, well organized means the order, structure, or presentation is compeling and moves the reader through the next. Good introduction, good placement of retail, and strong conclusion.
		Good The reader can readily follow what's being said.

2. Scoring the students' point by using the following formula[2]:

$$Score = \frac{The\,number\,of\,students'\,point}{Total\,point}\,X\,100$$

F. Classifying students mean score

Classifying the students' mean score by using SPSS 20, SPSS 20 is program to count mean score, standard deviation, level of significant by using computer program.

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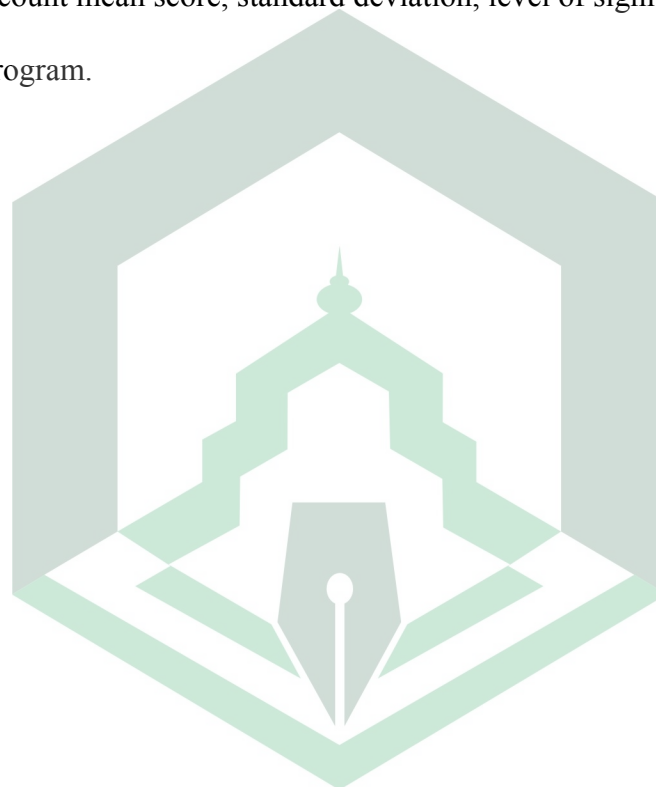
2 Brown 2007, Assesing writing descriptive text, *teachingenglish4all.wordpress.com. assessing-writing-descriptive-text. Accesed on 20 August 2016*

CHAPTER IV
FINDINGS AND DISCUSSION

A.   Findings

This part dealt with finding the result of research obtained from the data analysis. The finding based on research the question been formulated.   The research applied pre experimental research that is analyzed statistically.   The method used to describe the result of analysis was quantitative method obtained by using "t" test analysis SPSS 20. The research used table distribution frequency of the method fair or gain classification and percentage of the students score, method scores of content, organization, vocabulary, grammar, and mechanic in pre test and post test of significance between pre test and post test.

The student score of pre test and post test were classified into some criteria and percentage of the student score of pre test and post test are presented as follows:

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1. Pre Test

a.   **Table of students raw score in pre test**

Student	Content	Organization	Vocabulary	Grammar	Mechanic	Total
R1	5	5	7	8	2	27
R2	7	6	7	8	3	31
R3	5	6	5	5	2	23
R4	12	5	5	9	2	30
R5	7	7	5	9	2	30
R6	8	5	7	5	4	29
R7	5	5	8	9	2	29
R8	7	7	8	5	2	29
R9	10	5	9	10	3	37
R10	7	7	8	5	2	29
R11	10	8	8	12	4	42
R12	7	7	5	7	2	28
R13	10	5	8	5	2	30
R14	8	5	5	9	2	29
R15	5	5	5	5	2	22
R16	10	5	5	6	2	28
R17	7	7	7	5	2	28
R18	10	7	8	9	3	37
R19	10	8	9	7	3	37
R20	12	8	8	8	3	39
Total	162	186	182	146	49	614

Table 4.1.

It can be seen from the table above, in content ability, the highest score is 12 there are 2 students got the score that classified as fair and the lowest score is 5 student got 4 that classifies as very poor. In organization ability, 3 student got 8 score that classified as poor and 9 students got 5 that classified as very poor. In vocabulary ability, 2 student got 9 score that classified as poor and in grammar ability 7 students got 5 that classified as very poor. In mechanic ability, only 2

students got 4 score that classified as good and 13 students got 2 that classified as poor.

b. **Content**

Table 4.2.

The criteria and percentage of the student's content in pre test

No	Classification	Score	Frequency	Percentage
1	Very Good	27-30	-	0 %
2	Good	15-26	-	0 %
3	Fair	12-14	3	15%
4	Poor	9 -11	6	30 %
5	Very Poor	5 – 8	11	55 %
	Total		20	100%

Table 4.2 indicates that the criteria and percentage of the student's content in pre test shows that there was no student obtained very good and good. 3 students (15%) got fair. There were 6 students (30%) got poor scores and 11 students (55%) got students got very poor.

c. **Organization**

Table 4.3.

The criteria and percentage of the student organization in pre test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	-	0 %
2	Good	14-17	-	0 %
3	Fair	10-13	-	0%
4	Poor	7 - 9	9	45 %
5	Very Poor	5 – 6	11	55 %
	Total		20	100%

Table 4.3 indicates that the criteria and percentage of the students' organization in the pre test shows that there was none student who obtained 'very

good and good. There was none of students (0%) got fair scores, 9 students (45%) got 'poor' scores and there were 11 students (55%) got 'very poor'.

d. Vocabulary

Table 4.4.

The criteria and percentage of the student's vocabulary in pre test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	-	0 %
2	Good	14-17	-	0 %
3	Fair	10-13	-	5 %
4	Poor	7 - 9	13	65 %
5	Very Poor	5 – 6	7	35 %
	Total		25	100%

Table 4.4 shows that the criteria and percentage of the student's vocabulary in the pretest shows there was none of student got very good, good and fair score. 13 students (65%) got 'poor' scores and 7 students (35%) got 'very poor'.

e. Grammar

Table 4.5.

The criteria and percentage of the student's grammar in pre test

No	Classification	Score	Frequency	Percentage
1	Very Good	23-25	-	0 %
2	Good	20-22	-	0 %
3	Fair	16-19	-	0 %
4	Poor	9 - 15	6	30 %
5	Very Poor	5 – 8	14	70 %
	Total		20	100%

Table 4.5 shows that the criteria and percentage of the students grammar in the pre test shows that there was none of student got very good, good and fair score.

There were 6 students (30%) got 'poor' score, 14 students (70%) got 'very poor' score.

f. Mechanic

Table 4.6.

The criteria and percentage of the students' mechanic in pre test

No	Classification	Score	Frequency	Percentage
1	Very Good	5	-	0 %
2	Good	4	2	10 %
3	Fair	3	5	25 %
4	Poor	2	13	65 %
5	Very Poor	1	-	0 %
	Total		20	100%

Table 4.6. shows that the criteria and percentage of the students mechanic in the pre test shows that there was no student got 'very good' and 'very poor' score for mechanic, There were 2 student (10%) got 'good' scores, 5 students (25%), got 'fair' score, 13 students (65%) got 'poor score.

2. **Post test**

    a.   **Table of Students raw score in posttest**

Table 4.7.

Student	content	Organization	vocabulary	grammar	Mechanic	Total
R1	13	14	14	10	3	54
R2	14	14	13	14	4	59
R3	14	15	13	11	3	56
R4	14	12	12	10	3	51
R5	15	15	15	15	3	63
R6	17	14	14	17	4	66
R7	16	14	12	12	3	57
R8	16	15	13	16	3	63
R9	15	14	16	10	3	58
R10	11	13	12	12	3	51
R11	13	14	12	11	2	52
R12	14	13	16	12	3	58
R13	12	13	16	12	4	57
R14	13	14	13	10	3	53
R15	12	13	13	10	2	50
R16	12	10	11	12	3	48
R17	13	11	13	10	3	50
R18	14	13	14	15	4	60
R19	12	12	10	10	3	47
R20	14	14	14	15	3	60
Total	274	267	266	244	62	1,113

It can be seen on the table above, in content ability there was 1 student got 17 that classified as good score, there 15 students got fair score and 1 students got poor score. In organization ability, there are 11 students got good score and 9 students got fair score. In vocabulary ability, there are 7 students got good scores, there are 13 students got fair score. In the grammar ability, there 2 students got fair score and 18 students got poor score. In mechanic ability, there are 4 students got good, 14 students got fair score and 2 students got poor score.

b. Content

Table 4.8.

The criteria and percentage of the student's content in post test

No	Classifications	Score	Frequency	Percentage
1	Very Good	27-30	-	0 %
2	Good	14-26	4	20 %
3	Fair	12-14	15	75%
4	Poor	9 -11	1	5 %
5	Very Poor	5 – 8	-	0 %
	Total		20	100%

Table 4.9 indicates that the criteria and percentage of the students' content in post test shows that there was none of student got 'very good' and very poor score. There were 4 students (20%) got 'good' scores, 15 students (75%), got 'fair' score and 1 student (5%) got poor score.

c. Organization

Table 4.9.
The criteria and percentage of the student organization in post test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	-	0%
2	Good	14-17	11	55%
3	Fair	10-13	9	45%
4	Poor	7 - 9	-	0%
5	Very Poor	5 – 6	-	0%
	Total		20	100%

Table 4.10 indicates that the criteria and percentage of the students' organization in the post test shows that there was no students obtained 'very good,

poor and very poor score. 11 students (55%), got 'good' score, 9 students (45%) got 'fair' scores.

d. Vocabulary

Table 4.10.
The criteria and percentage of the student's vocabulary in post test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	-	0 %
2	Good	14-17	7	35 %
3	Fair	10-13	13	65 %
4	Poor	7 - 9	-	0 %
5	Very Poor	5 – 6	-	0 %
	Total		20	100%

Table 4.11 shows the criteria and percentage of the student's vocabulary in the post test. The table shows that there was no students got very 'good' and 'poor' and 'very poor' scores, 7 students (35%), got 'good' scores, 13 students (65%) got 'fair'.

e. Grammar

Table 4.11.
The criteria and percentage of the student's grammar in post test

No	Classification	Score	Frequency	Percentage
1	Very Good	23-25	-	0 %
2	Good	20-22	-	0 %
3	Fair	16-19	2	10 %
4	Poor	9 - 15	18	90 %
5	Very Poor	5 – 8	-	0 %
	Total		20	100%

Table 4.12 shows that the criteria and percentage of the students grammar in the post test shows that there was no students got very good and good, There were 2 student (10%) got 'fair' scores, 18 students (90%), got 'poor' score and no student got 'very poor' scores.

f. Mechanic

Table 4.12.

The criteria and percentage of the student's mechanic in post test

No	Classification	Score	Frequency	Percentage
1	Very Good	5	-	0 %
2	Good	4	4	20 %
3	Fair	3	14	70 %
4	Poor	2	2	10 %
5	Very Poor	1	-	0 %
	Total		20	100%

Table 4.13 shows that the criteria and percentage of the students mechanic in the post test show that there was no student got' very good and 4 students (20%) got 'good' scores, 14 students (70%), got 'fair' score, 2 students (10%) got 'poor' score, and no students got 'very poor' score.

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The complete student's score of content, organization, vocabulary, grammar, mechanic in Post test are percentage as follows.

After calculating the result of the students' pretest, the mean score and standard deviation of both groups are presented in following table:

Table 4.13.

Respondent	Pretest	Posttest
R1	27	54
R2	31	59
R3	23	56
R4	30	51
R5	30	63
R6	29	66
R7	29	57
R8	29	63
R9	37	58
R10	29	51
R11	42	52
R12	28	58
R13	30	57
R14	29	53
R15	22	50
R16	28	48
R17	28	50
R18	37	60
R19	37	47
R20	39	60

It can be seen on the table above, there are significant differences and improvements total score between pretest and posttest.

Table 4.14.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	30.7000	20	5.14117	1.14960
	Posttest	55.5000	20	5.26658	1.17764

The table above shows the mean score of the students pretest was 30.70 and the mean score of posttest was 55.50 Standard deviation of pretest was 5.14 and the standard deviation of posttest was5.26. It means that using peer editing technique in teaching writing can enhance the students' ability in writing.

The t-test Value of Students' Writing achievement

The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance $(\alpha) = 0.05$, the only thing which is needed; the degree of freedom (df) = N – 1, where N = 20, then the t-test is presented in the following table.

Table 4.15

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Pair 1	pretest posttest	24.80000	7.09039	1.58546	28.11841	21.48159	15.642	19	.000

Hypothesis Testing

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in improving the students' writing skill by using peer editing technique. The result of statistical analysis for level of significance (p=0.05) with degree of freedom (df)= N-1, where (N) = 20, df = 19. The probability value was smaller than α (0.00<0.05). it indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that teaching writing by using peer editing technique is effective in improving the students' writing ability.

B. Discussions

Based on the result of data analysis, the researcher found out that improving student writing skill by using song student at the Fifth Semester English Study Program and Teacher Training Faculty of IAIN Palopo. From the result data analysis, shows that the mean score of the students pretest was 30.70 and the mean score of posttest was 55.50. Standard deviation of pretest was 5.14 and the

standard deviation of posttest was 5.26. It means that using peer editing technique in teaching writing can improve the students' ability in writing.

Based on the describing above, the researcher concludes that one of important point that teacher or lecture should accommodate he/she should give full the attention especially in writing skill. Therefore, in teaching writing one of technique that the teacher may use this technique in teaching, especially in writing or constructing ideas is greatly expected to make the students easier in generating and expressing their idea in different mode and sense.

Actually, there some technique that we can use to teach writing but the researcher using peer editing technique in teaching writing, moreover the application of peer editing technique in teaching writing gave good effect in improving the students' skill.

Based on the data collected, using peer editing technique in teaching writing can improve the students' writing skill toward five components focused: content, organization, language use, vocabulary and mechanics. It was proved by students' score on each components focused.

In pretest, there were some weaknesses of the students in this process such as in the points of mechanic. In this point most all of the students have low score, it was proven by looking there in score pretest in five components. In this test, the students had many mistakes in grammatical in expressing their ideas. They were still lack of vocabulary. Some of them were confuse in exploring their own opinions.

Furthermore in posttest, the students' weaknesses had been decreased. In this final test, the students had tried to present their ideas based on the topic that have been given. It could be seen by looking their score in posttest, that most all of the students have improvement on their score for each component.

Peer-editing make the students thinking creatively by developing their idea in giving their friends' paper compliment, suggestion, correcting and practicing to do real writing by written composition. Harmer states that peer-editing or known as peer review is a valuable element in the writing process where encourage students to read other students' work where it does not[1]. While according to Oshima peer-editing is an interactive process or reading and commenting on classmates' writing.[2]

Peer editing/editing is the processes through which students respond to and provide feedback on their peers' writing highlighting the positive and the negative aspects in a way to help each other reach better written products. The peer editor does not correct the paper's mistakes, but helps the writer fix their own mistakes by showing the area of the error and making it clearer for the writer. That is because it is easier to spot another person's mistakes than it is to spot your own and it always helps to show your writing to be looked at by another person. It is worth mentioning that the process of peer editing does not replace the teacher's

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[1] Harmer, Jeremy. 2004. *How to Teach Writing*. London: Pearson Education Limited.p.115

[2] Oshima, A. And H. Ann. 2006. *Writing Academic English*: 4th Edition. New York: Pearson Education.p.313

evaluation nor underestimate its value. It is a step between peers in a way to avoid submitting a full-of-mistakes paper.[3]

Thereby, the description of the data in findings shows that there is significant difference between the students' score in pretest and posttest. It can be shown in the following table:

Table 4.16.

Mean score of pretest	Mean score of posttest
30.70	55.50

Chart of students' correct answer in pretest and posttest

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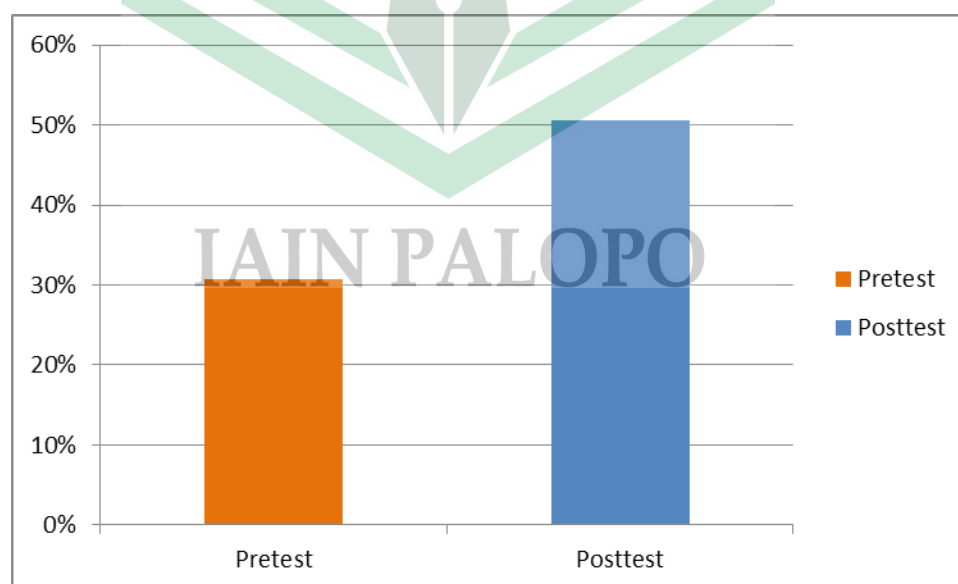
[3] Graves, Donald. 1994. *A Fresh Look at Writing*. Heinemann: Heinemann Press. p.30

Bar chart of students' correct answer shows that there is significance difference of students' score in pre-test and post-test. The students' score in post-test is higher than their score in pre-test. It means that there is improvement of students' score from pre-test to post-test after they learnt to writing by using peer editing technique. The improvement of students' score shows that there is improvement of students' ability in writing skill. It presents that the students' ability in writing skill increased after they learnt writing skill by peer editing technique.

Then based on the result of this research, it is found that teaching writing by using peer editing technique can improve the students' ability in writing. Peer editing allows students to share ideas regarding the topics of their writing, the different styles and structures and the editing methods and techniques. It also creates an atmosphere of cooperation and enthusiasm among students. They feel equal in one situation where they are helping each other to produce better results. In this regard, peer editing plays an important role in developing students' independence and raising their self-esteem and confidence in their abilities. In addition, peer editing enhances students' responsibility by allocating them a role similar to the teacher's to spot mistakes and help fix them. [4] All aspect of student writing is increase after conduct the treatment. Beside that, they make a list of their ideas to make easy writing.[5]

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[4] Karegianes, Myra L. 2000. *The Effects of Peer Editing on the Writing Proficiency*. New York:Pearson Education Inc.p.45

[5] Graham at all, Building writing competence, London. Second edition 2011. P 16

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion at the previous chapter, the researcher conclude that using peer editing technique in teaching writing is effective in increasing writing skill at the Fifth Semester student of English Education Program and Teacher Training Faculty of IAIN Palopo. It was proven that there was a significant difference between the students' mean score of pretest and posttest. In pretest, the students' mean score is 30.70and the students' mean score in posttest is 50.50. It also can be seen by t-test of the students' writing achievement was smaller than $\alpha = (0.00 < 0.05)$.

B. Suggestions

Based on the result of the data analysis and conclusion, the researcher proposes suggestion as follow:

1. The English lecturer of English Tarbiyah and Teacher Training Program can apply peer editing technique teaching English, especially in increasing the students' writing skill.

2. It is suggested for the students to increase the ability mastery in English especially writing skill.

3. The future researcher expected to conduct a research to find another significant of peer editing technique other English language skills.

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