



**TEACHING OF WRITING NARRATIVE TEXT BY USING PEER
EDITING TECHNIQUE FOR ELEVENTH GRADE STUDENTS OF SMA
WALISONGO PECANGAAN JEPARA IN ACADEMIC YEAR 2011/2012**

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UNIVERSITY OF MURIA KUDUS
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In English Education**

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2012**

MOTTO AND DEDICATION

MOTTO

- *Don't give up.*
- *We shall have no better conditions in the future if we are satisfied with all those which we have at present.*
- *The future depends on what we do in the present.*
- *Today must be better than yesterday.*

DEDICATIONS

This is especially dedicated to:

- *ALLAH SWT the Almighty*
- *The writer's beloved family and the writer's best friends for all their supports and spirit.*
- *The English teachers of school.*

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of **Nazidatur Rohmatunnuha** (NIM: **200732153**) has been approved by the thesis advisors for further approval by the Examining Committee.

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The writer realizes that there are still any mistakes in making elsewhere. Therefore, the writer apologies for any mistakes and happily receives any constructive criticism and suggestion, but the writer hopes that it will be useful for those especially who are in the field of education.

Kudus, November 2011

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ABSTRACT

Rohmatunnuha, Nazidatur. 2012. *Teaching of writing Narrative Text by Using Peer Editing Technique For Eleventh Grade Students of SMA Walisongo Pecangaan Jepara in Academic Year 2011/2012. Skripsi.* English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dr. Slamet Utomo, M.Pd., (ii) Mutohhar, S.Pd, M.Pd.

Keywords: Writing Narrative Text, Peer Editing Technique.

Writing is one of important skills which must be taught to senior high school students. However, many students have difficulties in writing. Students cannot write well because they have limited knowledge in English, grammar and vocabulary. It makes them repeat the same mistakes in constructing a sentence and cannot express what they have in mind. Therefore, the teacher should have alternative ways to teach writing. One way to increase their creativity is invite the students to active in direct practice. To solve the students' problem to share their idea on written, peer editing technique is used to teach them in motivating their writing skill.

This research has a purpose to find out the answer from the statement of the problem. The purpose is to find out whether or not there is any significant difference between the ability of writing narrative texts of the eleventh grade students of SMA Walisongo Pecangaan Jepara in the academic year of 2011/2012 before and after being taught by using Peer Editing Technique.”

This is a quantitative research. The method of the research is experimental. This design of the research is the experimental method which uses pretest and posttest. The population is the eleventh grade students of SMA Walisongo Pecangaan Jepara in the academic year 2011/2012. The total number of the population is 120 students. They are grouped into three classes. It consists of two classes for social program (IPS) and one class for science program (IPA). The sample is taken one class from the population by using cluster random sampling through lottery. The data were taken from the written test. After the students were given the pretest, they were given the treatment for four meeting. The giving of the treatment relies on the material that taken from the syllabus of the school. Then, the data were analyzed using the t-test method to find out whether or not there is any significant difference between the ability of writing narrative texts of the eleventh grade students of SMA Walisongo Pecangaan Jepara in the academic year 2011/2012 before and after being taught by using peer editing technique.

The result of the research, the mean of pretest is 65.4 and the mean of posttest is 75. It can be concluded that the t-observation 15.1 in the level of significance $\alpha = 0.05$ and the degree of freedom (df) 39 which is gained from N-1, the t-table is 2.03. Thus, H_0 is denied and H_a is confirmed. So, the hypothesis states, “There is any significant difference between the ability of writing narrative texts of the eleventh grade students of SMA Walisongo Pecangaan Jepara in the

academic year 2011/2012 before and after being taught by using peer editing” is confirmed.

The writer hopes this study can be used by the teacher as one way to enrich the reference about improving the students’ writing skill in the eleventh grade students, and also as a consideration for the teacher to choose peer editing technique as an alternative technique to help and make students write the composition easily. The students can use the peer editing technique to share the ideas with other

ABSTRAKSI

Rohmatunnuha, Nazidatur. 2012. *Penggunaan Tehnik Peer Editing Dalam Pengajaran Menulis Teks Narrative Kelas Sebelas SMA Walisongo Pecangaan Jepara Tahun Pelajaran 2011/2012*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing (i) Dr. Slamet Utomo, M.Pd, (ii) Mutohhar, S.Pd, M.Pd.

Kata kunci: Menulis Narrative, Tehnik Peer Editing.

Menulis adalah salah satu keahlian yang penting yang mana harus diajarkan untuk siswa sekolah menengah atas (SMA). Bagaimanapun, banyak siswa mempunyai kesulitan dalam menulis. Siswa tidak bisa menulis dengan baik karena mereka mempunyai keterbatasan pengetahuan dalam bahasa Inggris, tata bahasa dan kosakata. Itu membuat mereka mengulang kesalahan-kesalahan yang sama dalam membentuk sebuah kalimat dan tidak bisa mengekspresikan apa yang mereka punya dalam benaknya. Oleh karena itu, guru seharusnya mempunyai cara alternatif untuk mengajar menulis. Salah satu cara untuk meningkatkan kreatifitas adalah mengajak siswa untuk aktif dalam kegiatan menulis langsung. Berbagi ide dalam kegiatan menulis untuk mengatasi masalah siswa, tehnik peer editing digunakan untuk mengajar mereka dalam memotivasi keterampilan menulis.

Penelitian ini memiliki tujuan untuk mencari tahu jawaban dari pernyataan masalah. Tujuannya adalah untuk mengetahui apakah ada atau tidak perbedaan yang signifikan antara kemampuan menulis kelas sebelas SMA Walisongo Pecangaan Jepara pada tahun akademik 2011/2012 sebelum dan sesudah diajarkan dengan menggunakan tehnik peer editing.

Ini adalah penelitian kuantitatif. Metode dari penelitian ini adalah eksperimental. Desain dari penelitian ini adalah metode eksperimental yang menggunakan pretest dan posttest. Populasi adalah siswa kelas sebelas SMA Walisongo Pecangaan Jepara pada tahun akademik 2011/2012. Jumlah populasi adalah 120 siswa. Mereka dikelompokkan ke dalam tiga kelas. Terdiri dari dua kelas IPS dan satu kelas IPA. Sampel diambil satu kelas dari populasi dengan menggunakan cluster sampling acak melalui undian. Data diambil dari tes tertulis. Setelah siswa diberi pretest, mereka diberi pengobatan selama empat pertemuan. Pemberian pengobatan bergantung pada materi yang diambil dari silabus dari sekolah. Kemudian, data dianalisis dengan menggunakan metode t-test untuk mengetahui apakah ada atau tidak perbedaan yang signifikan antara pencapaian penulisan kelas sebelas SMA Walisongo Pecangaan Jepara pada tahun akademik 2011/2012 sebelum dan sesudah diajarkan dengan menggunakan tehnik peer editing.

Hasil penelitian, rata-rata pretes adalah 65.4 dan rata-rata posttest adalah 75. Hal ini dapat disimpulkan bahwa t-pengamatan 15.1 pada tingkat signifikansi $\alpha = 0,05$ dan derajat kebebasan (df) 39 yang diperoleh dari N-1, t-tabel 2,03. Dengan demikian, H_0 ditolak dan H_a dikonfirmasi. Jadi, hipotesis menyatakan, "Ada perbedaan signifikan antara kemampuan menulis narrative teks kelas sebelas

SMA Walisongo Pecangaan Jepara pada tahun akademik 2011/2012 sebelum dan sesudah diajarkan dengan menggunakan tehnik peer editing" dikonfirmasi.

Penulis berharap penelitian ini dapat digunakan oleh guru sebagai salah satu cara untuk menambah referensi tentang peningkatan keterampilan menulis siswa kelas sebelas, dan juga sebagai pertimbangan untuk para guru dalam memilih tehnik peer editing sebagai tehnik alternative untuk membantu dan membuat siswa menulis karangan dengan mudah. Siswa dapat menggunakan tehnik peer editing untuk berbagai ide dengan lainnya.

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