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**THE EFFECTIVENESS OF PEER REVIEWING  
TO ELEVENTH GRADE STUDENTS' WRITING ABILITY  
OF SMAN 7 KEDIRI IN ACADEMIC YEAR 2015-2016**

**SKRIPSI**

Presented for Skripsi as a Fullfillment of the Requirements to Obtain  
the Sarjana Degree of Education of English Department  
Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri



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**2016**

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APPROVAL PAGE

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Approved by the Advisors to be proposed to  
the English Department Examination Committee of  
University of Nusantara PGRI Kediri

Kediri, August 8<sup>th</sup> 2016

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**ENTITLED:**

**THE EFFECT OF DISCOVERY LEARNING STRATEGY TOWARD  
TENTH GRADE STUDENTS' READING COMPREHENSIONS AT  
SMK PGRI 3 KEDIRI IN ACADEMIC YEAR 2015/2016**

Approved and Accepted by all its qualification  
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Kediri, Agustus , 2016

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## THE EFFECT OF DISCOVERY LEARNING STRATEGY TOWARD TENTH GRADE STUDENTS' READING COMPREHENSIONS AT SMK PGRI 3 KEDIRI IN ACADEMIC YEAR 2015/2016

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### ABSTRACT

**Widiya Agustin:** The Effectiveness of Peer Reviewing to Eleventh Grade Students' Writing Ability of SMAN 7 Kediri in Academic Year 2015-2016. Skripsi, English Department, The Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri 2016.

Writing is one of four basic skills in English competence. Writing is way to produce language and express idea, feeling, and opinion. The ability to write is developing overall second language capabilities, especially by strengthening the vocabulary and grammar skills. The problems of the research, the students seldom practice to write composition even in their native language, difficult in grammatical structure, the lack of vocabulary. The purpose this research is to describe whether or not the peer reviewing technique is effective for teaching writing and to know student's response when peer reviewing is applied in writing ability on the students' writing ability of eleventh grade of SMAN 7 Kediri in Academic Year 2015-2016. The study is quantitative approach and used quasi experimental to investigate the effectiveness of peer reviewing to the students' writing ability. The researcher was done in four meeting. The subject of this research is 34 students which are chosen one class. Data was collected by using writing test that conducted in three part: pre-test, post-test and questionnaire. The result of this research, it is found that teaching learning using peer reviewing has significant effect to the student's writing ability. The result of the data which has been computed by the formula of t-test that the score t-score ( 10.88) > t- table as the level of significant 1% ( 2.756). So, we can say that t-score is higher than t-table at the level significant 1%. It means that there is a significant difference between the result of eleventh grade students' pre-test and post-test. Based on the result of the research, it can be concluded that peer reviewing is effective for students' writing ability because it can make the score of post-test is higher than the score of pre-test. The use of peer reviewing helped the students to understand the writing, such as vocabulary, grammar, logical idea, mechanic, structure. And the researcher suggested peer reviewing is useful for teacher, students and other researcher. This technique can increase students' writing ability.

**Kata Kunci:** Writing ability, Peer reviewing

## **I. INTRODUCTION**

Writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. All the skills should be mastered well to the fact that if they do not master the four skills well, students will not be able to master English to get good communication. Nation (2009: P. 113) states, “Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading”. This preparation can make it possible for words that have been used receptively to come into productive use.

Writing gives us advantages over speaking and gives time to express our idea clearly. Harmer (2004:31) states, “writing is a way to produce language and express idea, feeling, and opinion”. It means that the ability to write is considered essential as a means of developing overall L2 capabilities, especially by strengthening the vocabulary and grammar skills encountered in writing and reading activities. In order to, it is an important skill to reinforce language, content, culture and literacy in a second language.

The researcher found that many of students faced some difficulties when

they learnt English especially writing. They could not choose logical development idea in writing correctly and most of the students even cheated each other and their writings were totally similar when the teacher asked them to write an English paragraph. It is caused by some problems, such as the students seldom practice to write composition even in their native language, difficult in grammatical structure, the lack of vocabulary and knowledge about genre or text type, and they spend much of the time to think what they will write, because they have no idea how to write it.

Considering the above conditions, it is necessary to create technique that can involve both the teacher and the students that invited them to participate in the learning activities. Some methods and technique are developed to construct a meaningful teaching and learning in writing. One of the techniques that can be used in order to help the students in gathering and developing their ideas in writing is “Peer reviewing”. Peer reviewing is referred to as ‘peer feedback’, which is an assessment form performed by equal status learners (Gielen et al. 210). In peer reviewing a student does more than simply editing and evaluating another student’s essay. Peer reviewing is a powerful learning

tool ( Mangelsdorf, 1992; Diab, 2011; etc) which provides students with an authentic audience; increase their motivation to write; enables them to receive different view on their writing and read their own writing critically; and assists them in gaining confidence in their writing ( Mittan, 1989).Peer reviewing can be used by students to respond their friend's writing and give comment whether student make mistake. Besides that, peer review is a valuable element in the writing process.

## **II. RESEARCH METHODS**

This research was conducted in SMAN 7 Kediri especially in the second semester. This research was focused on the students' writing in narrative text. The research used quantitative approach and quasi experimental. Forgetting the data, the reseacher used pre-test, post-test and questionnaire. The pre-test was udertaken before being taught using peer reviewing. In the pre-test and post-test, students were doing test which made a narrative text.

The population that was observed in this study was eleventh gradestudents of SMAN 7 Kediri in academic year 2015-2016 with the number of the students was 335. The sample was XII-2. There were 34 students that consist of 22 male and 12 female. Based on the result of pre-test

In analyzing the data, t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and posttest.

## **III. RESEARCH**

### **FINDINGS, DISCUSSION AND CONCLUSION**

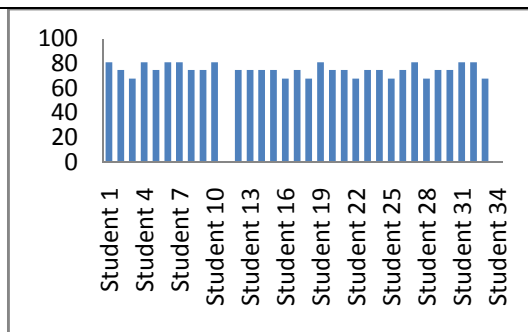
#### **Research Findings and Discussion**

##### **a. The Description of Students before Teaching by Using Peer Reviewing**

The first meeting researcher was doing pre-test. The researcher came to the class. Greeting to students prayed together. The researcher had a greeted and presented attendances. In pre- test, the students were given worksheet to write about legend in term of narrative text. The students made 8 groups consist of 4 students. They should write paragraph with good structure consist of orientation, complication, resolution. The researcher limited of the pre-test in order to make the students kept focus on developing their idea.

#### **Diagram 4.1 The score of Pre-Test**





## b. Teaching Writing Using Peer Reviewing

### a. Pre teaching writing

In this pre teaching activities, first the researcher greeted the students, checked the attendance list and asked students to prepare a book for learning. The second, the researcher told the purpose of teaching learning process to students, this included the goal of learning. The last, the researcher invited students to review about material and peer reviewing technique included definition and step in applying it.

### b. Whilst teaching writing using peer reviewing

The researcher divided the class into 8 groups consisting of 4 students. The indicators were the same as the first meeting. The students were more active than the first meeting. In the second meeting the students have explained about the material and technique. The students continued review peer's task. The researcher gave sheet work to the students when students worked pre-test in groups. In the second meeting the students have to review their text in peer.

They have to give feedback such as about grammar, mechanic, structure, capitalization and comment or suggestion. After the discussion finished, some of students were presentation the result of discussion. After correction together, the researcher closed the learning activities.

### c. Post teaching writing

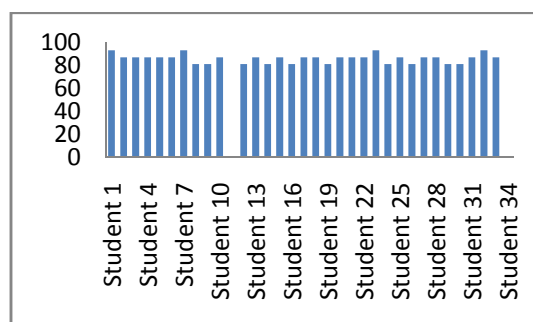
The students was given feedback about the material then helped the students who still did not understand about the material. The last, reseacher closed the class.

### c. The Description of the Student's Writing Ability after Being Taught

#### Using Peer Reviewing Technique

After giving treatment finished, to know peer reviewing technique is effective or not in teaching writing, In the post-test, the students should write narrative text but different topic. They have to work individually.

**Diagram 4.2**  
**The score of Post-Test**



### d. Questionnaire

The questionnaire had given to the students after they got post-test. They asked to answer all items of the questionnaire honestly, giving their own perceptions about their attitudes towards peer reviewing. There are three steps to analyze the data questionnaire such as: Data reduction is the process to edit the data, organize the data that will be got by the researcher. Data display is organizes, compress and accumulate information that it taken by the researcher. Conclusion drawing verifying is the last part of analyze the data. There was the process of summarizing of data.

## CONCLUSION

Based on the result of research which have discussed in discussion of previous chapter, the researcher concludes that the students of SMAN 7 Kediri have high expectation toward the aspects in peer reviewing technique. Peer reviewing technique is appropriate in teaching writing so that the students were increasing their writing such as in grammatical structure, vocabulary, developing idea and mechanic.

From the data analysis, researcher concluded that peer reviewing technique effective to be used to teach writing. It is proven by the result of t-score (10,88) is higher than t-table in level of significance

1% ( 2,756). Besides, students' writing ability also increased after being taught using peer reviewing technique. It is prove by the means of post-test ( 80,82) is higher than the means of pre-test ( 70,73). It means that there is effectiveness of peer reviewing technique on the students' writing ability, thus this technique should be applied in teaching writing especially in narrative text or the other text. The researcher can conclude that Peer reviewing technique is very helpful in teaching writing.

The students' response also good responds toward peer reviewing technique. The students were interesting in writing narrative text using peer reviewing because from the result the most students choose agree and strongly agree, although, there are students choose disagree and strong disagree because they were not join the class and still confused. Thus, peer reviewing can be said affect to the students' attitude toward writing narrative text.

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