II. FRAME OF THEORIES

2.1 Writing

Writing is not only about producing graphic symbols. It is a process to communicate one's feeling or idea into a set of words. It is an important skill that needs to be mastered by the students. The significance of writing is evident in the statement of Alwasilah and Alwasilah (2005: 134) who say that writing is language activity that help students to create the logical competent, that is the ability to solve problem through complex linguistic and cognitive ability such as organizing, structuring, and revising.

The other expert, Graves (1980) offers the following arguments for the importance of writing as a learning tool:

1. Writing contributes to intelligence by requiring analysis and synthesis of information.

2. Writing develops initiative, by requiring that the student supply everything him/herself.

3. Writing develops courage, by requiring that the student give up anonymity.

4. Writing increases the student's personal knowledge and self-esteem.

5. Writing encourages learning in all subject areas, by employing auditory, visual, and kinesthetic systems all at once.

6. Writing contributes significantly to improvement in reading skills.

Many people have the mistaken idea that being able to write well is a talent that either has or does not have. This idea is not necessarily true. Learning to write will be effective when one is willing to learn some strategies and practice them (Oshima and Hogue, 1999: 11).

Writing is a continuous process of discovery (Oshima and Hogue, 1999: 11). Good writing is based on continuous growth in knowledge, reflection, and writing (Morris, 1964: 706). Besides, growth and development in writing are generally more important than mechanical correctness. However, writing, like any other skills, depends on rules for its effectiveness. One aspect of growth in writing is learning to use the rules to convey to the reader -as clearly and simply as possible- images and ideas (Shanley in Smith, 1976: 103).

From the explanation above, it is considerably needed to take some points. Writing is not an activity of producing a language into written form, but it is an activity that also needs skills to develop idea, reformulate knowledge, and arrange words into a good writing that achieve its purposes.

2.2 Teaching Writing

Teaching writing is important to conduct as stated by Belden (2007) that learning to write well is very essential to improving communication skills, grammar and gives a special contribution to the way of critical thinking. There is a need to write

well to succeed regardless of what type of job it is.

In Junior High School curriculum, writing becomes an important skill that should be taught in teaching-learning language. It can be seen from the content standard of English for Junior High School. The content describes how to construct the contextual text as the purpose of teaching writing. In addition, the content also mentions how to construct meaning and rhetorical step of the text by using acceptable language in order to communicate well. Therefore, to achieve those purposes, teachers should guide the students. Therefore, they are able to create the text rhetorically based on the context given.

According to Byrne (1984:6) there are four goals of teaching writing. First, the introduction and practice of some form of writing provide students for different learning style and needs; so, they feel more at ease and relax. Second, writing provides students with some tangible evidence that they make some progress in the language. Third, writing is likely a medium and also classroom activities. The last, It is often needed for formal and informal testing.

In order to achieve those goals, some approaches have been applied by the teachers. In recent years, process approach has been used in teaching-learning writing process

2.2.1 Process Approach

Leki (1991) states that the process approach is an approach to teaching writing that places more emphasis on the stages of the writing process than on the final

product. It is interpretational, learner-centered and not specifically related to examinations. In the process approach, learners are looked upon as central in learning, so that learners' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration. Through the writing process, learners need to make the most of their abilities such as knowledge and skills by utilizing the appropriate help and cooperation of the teacher and the other learners. It encourages learners to feel free to convey their own thoughts or feelings in written messages by providing them with plenty of time and opportunity to reconsider and revise their writing and at each step to seek assistance from resources outside like the instructor.

Writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure (Badger and White, 2000: 154). In the approach, students use several steps which help them write freely and arrive at a product of good quality. A typical sequence is comprised of three steps: prewriting, drafting, and, revising. Some sequences, however, use four steps, such as thinking, planning, writing, and editing, while others use five steps, prewriting, drafting, revising, editing, and evaluating.

From discussion above, it can be concluded that process approach focuses on how a text is written instead of the final outcome. It is stated that the steps of writing process help learners to develop more effective ways of conveying meaning and to better comprehend the content that they want to express.

2.3 Writing Process

Regarding process approach consists of several stages, Lorch (1984: 5) divides writing process into three stages. The first is defined as a period of discovery and invention, as the writers establish the relationship among themselves, their readers, and the subject. The middle stage is presented as a period of shaping materials for the reader. This involves writing the topic sentence, discovering and presenting support, and achieving order, coherence, as well as unity. This stage also covers improving the content and form of written work through revision activities. The final stage is characterized by the activity of editing, of making improvements and corrections at the level of sentence and word. Grammar and punctuation are presented as skills necessary for editing.

The other expert, Graves (1980) gives more detail division of writing process. In his opinion, writing process consists of five steps which explained below:

1. Prewriting

The prewriting stage is when a writer prepares his ideas for his essay before he begins writing. Prewriting helps the writer get his ideas on paper. In prewriting, it is needed to determine what the writer wants to write, identify the purpose and the audience, gather information and organize thinking.

First is determining what is going to be written. A writer has to think carefully what question he is going to answer in this paragraph or essay. The next step is identifying the purpose of the writing and the audience. A purpose is needed on writing. What the writing is for entertaining, persuading, explaining, etc., while

analyzing the audience will help the writer to make the necessary decisions about what he will write. Gathering information and doing some research will be needed to support the writer's ideas in developing the main idea. The last is organizing thinking. Once the most important point of paragraph or essay has been chosen, the writer must find the best way to tell the reader about it. He needs to decide which facts and ideas will best support the main idea of his essay.

2.   Drafting

Drafting is the process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. The end of result is a composition or "first draft" of the ideas. In this step, the writer needs to focus on the content (quantity and quality to be considered later). The paragraph or essay is composed freely, without any concern for mechanics.

3.   Revising

Revising is making decisions about how a writer wants to improve his writing, looking at it from a different point of view and picking places where his writing could be clearer, more interesting, more informative and more convincing. It can be done by sharing drafts with his peer group. It is also needed to invite them in a discussion, ask a response and helpful input from them for the writer's writing. He can do rearranging and revising his first draft after getting a suggestion from peer group.

4. Editing/Proofreading

Editing and proofreading are writing processes which are different from revising. Editing can involve extensive rewriting of sentences, but it usually focuses on sentences or even smaller elements of the text. Proofreading is the very last step writers go through to be sure that the text is presentable. Proofreading generally involves only minor changes in spelling and punctuation. It is a must to remember that both editing and proofreading require some practice before the strategies are used comfortably. Sharing revised draft with peer group is still needed in this stage, and also inviting for correction of grammar, spelling, punctuation, and usage. This editing will incorporate corrections in final draft.

5. Publication (The final draft)

The final draft is what will be handed in as the completed paper. By the time writing the final draft, the way of writing should look fairly polished. Choppy sentences, poor or nonexistent transitions between paragraphs, grammar and spelling errors, and other characteristics of a first draft should all disappear. In addition, the final draft should incorporate comments a writer has received as well as changes he wants to make based on his own evaluation.

Before turning in the final draft, it should be read all the way through at least once more. Peer group can be used to share the writing product. They should correct it if they find something wrong with the paper in the last minutes. It should be perfect before submit it for final evaluation by teacher.

From the explanation above it can be concluded that in the making of a good writing, some steps need to be done. A writer can not instantly produce a perfect writing because writing is a process. He needs to do the basic step and move forward to the following stages until he is able to give the complete final product of writing

2.4 Process of Learning Writing

According to Lorch (1984: 19), learning how to do something is in some ways different from learning about something, usually in content courses that teach about a subject, students usually learn from both texts and lectures in class. They must read, listen, take notes on the material, and then study the material until it becomes familiar and understandable. Success in content courses is usually measured by tests on the material covered.

Learning to write is a how-to process, meaning that writing courses are similar to courses in mathematics, accounting, or laboratory science. All of these courses require the students to develop certain skills that will enable them to perform certain activities. Skill development courses, in this case writing, are designed to help the students do something more effectively. In a composition course, the students learn about topic sentences to be used to write an effective paragraph. In this course and other how-to courses, knowledge must be applied in activity; it must become a part of what a writer does as well as a part of what he knows.

As it is known, writing is one of language skills. Lorch (1984: 20) gives three points that must always be remembered in learning a skill. Those are:

1. Learning a skill requires time

Being able to do some activities cannot be acquired instantly. It is possible to cram information into a writer head in a relatively short period, but a skill must be developed. In writing, a writer cannot possibly discover all he needs to know at once. The basics are learned first, and then additional abilities are developed and refined. It should be started by the basics of composing and more from there, learning to develop a number of separate abilities that will improve the writer's overall ability to write effectively.

2. Learning a skill requires practice

Improving any ability requires effort as well as time. Writing requires practice. Learning what should be done in a paragraph will not ensure that it could be done. It is only practice which will further develop a writer's skills for effective writing.

3. Learning a skill requires patience

Making errors or mistakes is normal in the process of learning. So is in writing. One should not be discouraged or angry with himself or the instructor because he is not instantly able to write an error-free essay. He should not give up when, after two months of hard work, his papers are still returned with red marks on them. If he keeps practicing, the number of problems will gradually diminish. A writer must have the patience to concentrate on one area at a time and to give himself credit for mastering an area as he moves on to the next stage.

2.5 Editing in Writing

Producing a good final product of writing cannot be done directly. As is known even a professional writer, after writing for the first time, he needs to reread and rewrite the writing particularly the content (thesis statement, topic sentence, supporting ideas, sub-supporting ideas, unity, coherence, and cohesion) and syntax (structure and grammar). As students, before submitting the writing product to the teacher, they need to check whether it is already correct or not. This step of writing process is called editing. Furthermore, Lorch (1984: 180) says that after working on the unity and coherence, it remains for the writer to work on correctness, variety, and maturity. This is done through editing, which involves both correcting and improving at the level of sentence and word.

2.5.1   Definition of Editing

One among the important steps that must be done in the process of writing is called editing. Lorch (1984: 180) gives two definitions for the term of editing. The first, it is the process of finding and eliminating unconventional forms of spelling, grammar, and punctuation. An unconventional form is which one differs from that which an educated reader is accustomed to. The example is writing *fotograffy* instead of *photography* (in spelling), putting *he don't* instead of *he doesn't* (in grammar), and using no capital letters in the beginning of sentences (in punctuation). The process of editing is designed to reduce the number of error to a minimum. The second definition is the process of examining sentences and shaping them into the most effective form possible.

The other expert, Leki (1998: 87) has another additional explanation for editing. In his opinion, editing is the final stage of revising. The revising itself consists of six steps: (a) revising for purpose and audience, (b) revising the topic sentence, (c) revising support, development, and organization, (d) revising coherence, (e) revising word choice and sentence structure, and (f) editing, proof-reading, and publishing. Furthermore, he says that editing involves polishing the grammar usage, capitalization, punctuation, spelling, and physical appearance of the writing. These refinements give one's writing the clean and correct appearance which is so important as he reaches the goal of the writing process -presenting his writing to readers. In general, editing means making changes in sentences structure and wording.

2.5.2 Process of Editing

Lorch (1984: 181) devides editing process includes two main points, editing sentences and words. Each of them is explained below:

1. Editing Sentences

Editing a paragraph (or any other unit of writing) that has been written requires a writer to reread his own writing several times, paying particular attention to the form and effectiveness of each sentence. The editing process is not complete until a writer has eliminated the unconventional uses and has improved the structure of his sentence. This means that a writer must be familiar with conventional uses and effective forms. The sentence has certain basic features that must be present for the unit to qualify as a sentence.

(1) A sentence must begin with a capital letter and end with a mark of

terminal punctuation – the period (.), the question mark (?), and the exclamation point (!).

(2) A sentence must have a word or phrase that serves a subject (it is either the doer, the thing or person acting in the sentence, or the thing or person acted on) and a word or phrase that serves a verb (it states the action or the condition of the subject).

2. Editing the Words

The process of editing at the word level can be divided into two categories: editing vocabulary and editing spelling.

(1) Editing vocabulary

Editing vocabulary of one's work – the words that have been used – involves being sure that the writer has used the right word in the right way. The expanding vocabulary provides him with a store of words from which to choose the ones that best express his meaning. Editing vocabulary includes using new words, choosing the correct form of the word, using the possessive form, etc.

(2) Editing spelling

Almost every writer at some time has trouble with spelling, sometimes not knowing how to spell a word and at other times spelling a word incorrectly without realizing it. Everyone who writes has to develop the ability to edit for correct spelling. It is important to spell words correctly because incorrect spellings call the readers' attention away from the content of the

message. Learning to edit carefully for spelling problems is an important skill to develop.

3. Editing the Content

Editing content is thoughtful and critical. Leki (1998:141) says it is because each section of the essay that a writer cross out, add, or move around must be smoothly reconnected to, or integrated into, the text around it. First, the writer should identify who the audience and what the purpose will be gained by the writing. Then the writer should reread draft several times and analyze it. He has to look at the ideas he expressed whether he has said everything he wanted to say. If his ideas do not flow smoothly and logically from one to the next or everything he said do not fit to the audience, the purpose, and the main point, he can change whatever he want to.

2.6 Types of Editing

2.6.1 Peer Editing

Peer editing means people getting together to read, give comment, and advice some improvement on each other's work. The students have the same role to help each others examine the essay and put comments on it. When a student has finished with his/her writing, then his friend examines the text and gives some suggestions to improve the quality of the text. In addition, students will not only learn how to write but also learn how to read. Thus, when students write the text, they have to be aware that the text will be read by other students; moreover, they have to make sure that the text will be understood by the reader.

By applying peer editing, students will know their mistakes in writing at the same time they learn how to comment on their peer's writing. Peer editing is a good way to improve students' writing skill since it gives students chance to play a part as a writer and a reader.

On the other hand, peer editing is not always effective in enhancing students' writing skill. The students may have an interaction in the class for chatting not doing editing. Furthermore, implementing peer editing does not mean that the result will be satisfying. Kroll (1990) asserts that without adjusting peer editing to the context (EFL setting) the result will not be optimum. It is because most of EFL students lack of language competence that it often leads them to give wrong correction to their peers' writing.

Furthermore, Kroll (1990) suggests teachers to provide a short list of directed questions. It consists of several questions that addressed by students to their peers. The questions may ask about grammatical aspects, relevance of each paragraph, etc. By providing the directed questions, students will more focus on giving corrections to their peers' writing because the questions are automatically functioned as guidance for them.

The teachers have an important role in peer editing especially in EFL setting. The teachers should give some instructions and guidance to the students at the early stage. Furthermore, they also have to control the whole activities, help them when they have problems, and give useful reflections at the end of peer editing process.

It is very useful since the students, especially EFL students do not have language ability as native speakers possess.

From the explanation above, it can be concluded that by applying peer editing, students have two roles, both as the writer and the reader. As the writer the students have to know the mistakes that they made in their writing. As the reader the students need to stand in a sight of reader to comprehend how sentence is made and also to give an input or suggestion on the text. Both activities are supporting each other in improving students writing skill.

2.6.2 Teacher Editing

Teacher editing is needed in order to make the writing more perfect. The teacher usually initiates, designs, assigns, and evaluates the writing of the students. In interaction with his students, the teacher has different roles, among them coach, judge, facilitator, evaluator, interested reader, and copy editor (Reid, 1993: 217).

In addition, the teacher should provide a response that genuine, effective, and long-lasting. Successful teacher response can be either formative or summative. However, it must helps the students to improve their writing by communicating feedback detailed enough to allow the students to act, to commit to change in their writing.

2.6.3 Self Editing

Response to students writing can come from various reader, including classmates, other peers, teachers, and the student writer (Reid, 1993:205). Responding to the students writing is ongoing process, not a single one. Therefore, the student writers should continuously writing, reading, and revising their composition.

Self-editing means that a writer review his own writing in a methodical way to improve its clarity and accuracy. In doing self editing, a writer can use a checklist of problems to guide him. At first, a witer should look at the content, meaning and clarity. Next, he should look at the organization of part of the text and the arrangement of the information in the part of the text. At this point, he should rewrite the text or parts of it as necessary. Then he should look at the language problem, and the last correct mechanical errors, such as punctuation and spelling.

From explanation above, it can be concluded that as a writer, the students need and deserve a response to their writing. It can come from peers, teachers, or student writers. Such feedback should be informative and detailed enough to help the student writers improve on what they have not done effectively.

2.7 Peer Editing in the Process of Learning Writing

Gocsik (1997) said that for the past three decades, educators have recognized the value of learning collaboratively. Studies have shown that students do not learn well when they are isolated, silent "receivers" of knowledge. Indeed, learning is most effective when students overcome both isolation and silence. Collaborative

learning exercises – such as peer review workshops, collaborative research assignments, group presentations, collaborative papers, discussion groups, and so on – succeed in writing classrooms because they give students the opportunity to become actively involved with their peers.

Furthermore, Qiyi (1993: 30) said that teaching composition is much more difficult than teaching other language skills. From his experience of teaching composition to Chinese students majoring in English in university, he found that peer editing or group evaluation is an effective way to help students overcome passivity and become strongly motivated in writing class. From his research, a questionnaire reveals that a majority of the students (91%) find themselves more interested in the writing class than before, 84% think group editing helps them make greater gains in writing quality than does the teacher's evaluation, and 80% have got a stronger critical awareness in writing as well as in evaluating their peers' compositions.

Gocsik (1997) gives the reasons why peer group activities during writing class is called effective:

- Peer groups help students gain a sense of audience.
- Peer groups help students understand writing as a public, communal act, rather than as a private, isolated one.
- Peer groups help students understand better the conventions of academic prose.
- Peer groups give students practice in analyzing writing.

- Peer groups force students to talk about their writing.

- Peer groups help students understand writing as a process, and to increase their sense of mastery of what is often a complex and difficult process.

Littauer (1996) in "Teaching Peer Editing" says that peer editing is a method of instruction designed to shock students into the realization that they must read, correct, and they also have to rewrite their own compositions before handing them in. In addition, he also gives some techniques in conducting peer editing in writing class as follows: (the steps are mentioned in sequence).

a. Inform students that they are going to learn how to edit their own composition

b. Assign a composition using a topic students can relate to

c. When all students are finished writing, break the class up into groups of four students per group

d. Ask the group leaders to collect the papers of their own group mates

e. Teach recognition of sentence fragments

f. Signal the end of the first reading

g. Have group leaders to collect the papers and return them to the groups from which they were received.

The other expert, Brown (2001: 335) adds that in writing instruction process approaches do most of the following:

a. Focus on the process of writing that leads to the final written product

b. Help student writers understand their own composing process

c. Help them build repertoires of strategies for prewriting, drafting, and

rewriting

d. Give students time to write and rewrite

e. Place central importance on the process of revision

f. Let students discover what they want to say as they write

g. Give students feedback throughout the composing process (not just on the

final product) as they attempt to bring their expression closer and closer to

intention

h. Encourage feedback from both the instructor and peers

i. Include individual conferences between teacher and student during the

process of composition.

In conclusion, peer editing is important component of writing classrooms because

it encourages active learning, giving students the opportunity to become more

deeply engaged with their writing, and with one another. To achieve these aims,

the teacher should use a certain technique and approach in implement it. Therefore

peer editing activity will run well.

2.8 Descriptive Text

Descriptive text is a text that is used to describe a particular person, place, or

thing. It talks about one specific person, thing, or place by mentioning its

characteristics, parts, qualities, or quantities. The subject being described is

explained as clearly as possible. So the reader or listener will understand what is

meant. For instance, a student wants to describe her new friend to her brother. She

has a clear picture of her new friend in her mind, including her curly hair and friendly smile. Her brother, however, has no past image of her new friend. He must rely on her words. Her goal, then, is to use specific details in her description so that her brother could pick her new friend out of a group of people.

The generic structure/ text organization of the descriptive text are general classification and description.

- General classification : introduces the topic
- Description : provides details of the topic such as parts, qualities, quantities, or characteristics.

Beside the generic structure, descriptive text has also language features (lexicogrammatical features). The following are the language features of descriptive text:

- Focus on specific participants : a particular class or thing, person, or place (e.g. Queen Elizabeth, *The Times*, bus) rather than generalized participants (e.g. the royal family, newspaper, public transportation)
- Use of attribute and identifying process : additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, and linking verbs such as *taste*, *smell*, *appear*, *look*, *is*, *am*, *are*, etc.)
- Use of simple present tense
- Frequent use of classifier in nominal group (e.g. one of…, many of…, etc.)

The following is the example of descriptive text about "The Must-See Ambarawa Railway Museum".

General classification	You can easily be accused of committing a tourism sin if you're in Semarang and failed to visit the Ambarawa Railway Museum.
Description	This museum is situated less than an hour's drive from the capital of Central Java. During the Dutch colonial days, Ambarawa was a military zone and the railway station was used to transport troops to Semarang through Kedungjati. It is at 474m above sea level, giving you unpolluted fresh air to breathe.
Description	The Ambarawa Railway Museum is wellmaintained.It is a medium-sized building. The railway route is offered to visitors. You can enjoy the beautiful panorama during the route. All in all, this is a truly exciting treasure to visit.

(Adapted fromContextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4)

From the example of the descriptive text above it can be seen that the organization of the text consist of two parts; general classification and descriptions. General classification or identification introduces the topic being described (Ambarawa Railway Museum). On the other hand, descriptions tell Ambarawa Railway Museum more clearly (such as the location and the condition).

2.9 Stages of Peer Editing in Teaching Writing

Zeng (2006) categorizes peer editing activity into three stages namely pre-peer editing, while-peer editing, and post-peer editing.

1) Pre-peer editing

This is the first stage where the teacher should prepare the classroom before implementing peer editing. The first step in this stage is that the students must be introduced with related concepts (in this research the concepts were peer editing and descriptive writing). The teacher should carefully teach the students about peer editing activity (what, why, and how to do it). The importance of teaching students those concepts is to avoid the peer editing drawbacks as well as possible.

The next step is training the students to do peer editing. Students need to understand peer editing activity completely by doing that. Training students can give them sense of the peer editing purposes and the potential benefits of that activity. Training students is very substantial in implementing peer editing activity in EFL writing classroom, unless the teacher want to be led into a failure

2) While-peer editing

In this stage, the students start writing their drafts (descriptive in this research), sharing their drafts, reading and giving feedbacks, revising their drafts, re-sharing them, and so on. The students are demanded to be active and reactive in interacting in this process. The teacher has to remind them that they are collaborators rather than correctors. This shows that the students do not only correct mistakes found in their peer's writing, but also offer meaningful and useful inputs for further developments of their peer's writing.

In fact, it is not simply said that it is enough to ask students to write, share, comment, and revise their drafts. Just because they are interacting does not mean that they are providing one another with helpful feedback. The students may use this stage for chatting. So the teacher must be aware of his or her role, as the helper and monitor.

3) Post-peer editing

The last stage of the peer editing activities is what is called reflection by Zeng (2006). Students are invited to make reflection from what they have done in the while-peer editing. In this process, the students can be given questions about what they have given and what they have accepted in the while-peer editing stage, or what achievement they think they have got during the process.

Teacher might not observe some obstacles in the second stage, for example, students did not know how to do certain thing in the process. In this last stage, the teacher should ask the difficulty or what the students might not understand during the second stage. Sometimes, students need advice or help from the teacher in the second stage but they did not want to look foolish. Some other students might feel dissatisfied when finding more criticism than praise. Here, the teacher should emphasize that criticism for further development is more meaningful than award that stops attempt to write more.

In this research, the English teacher would apply those stages in the procedure as follows:

Pre-activity

- Teacher asks the students about their daily activity and their members of family.

- Teacher asks the characteristics of one of their members of family, e.g. "how does she/he look like? How old is she/he? What is her/his hobby? etc.

- Teacher explains the correlation between those questions and the material they will learn. It is about descriptive text.

While activity

- Teacher explains the generic structure and grammatical features of descriptive text by making an example of descriptive text. He asks about the characteristic of somebody to the students. Then he arranges the students' answers to become a good organization of descriptive text.

- Teacher asks the other example from some students, for example describing one of their classmates.

- Teacher gives a chance for the students to ask question.

- Teacher breaks the class into groups consisting of four students. He asks them to discuss and make a descriptive text based on the explanation given by the teacher.

- Teacher asks the students to make descriptive text about one of their

group mates individually.

- Teacher moves among the students to monitor their activities and help them if it is necessary.

- Teacher submits the students' first draft.

- Teacher introduces peer editing to the students. He explains the concept of peer editing and how to give feedback to the other's writing.

- Teacher gives their work back randomly.

- Teacher instructs the students to edit or revise their friends' first draft and correct it if there are some mistakes.

- Teacher moves among the students to monitor their activities and help them if it is necessary.

- Teacher instructs the students to stop editing.

- Teacher instructs the students to give the first draft back to the owner.

- Teacher instructs the students to rewrite their writing based on their peer correction.

- Teacher collects the students' final draft.

Post activity

- Teacher asks the students about what they have learnt that day.

- Teacher asks the difficulties faced by the students.

- Teacher invites them to ask question.

- Teacher gives a reflection toward peer editing activity

- Teacher summarizes what the students have learnt.

2.10 Advantages and Disadvantages of Peer Editing

Peer editing is strongly advocated by researchers with reasons that peer editing offer many ways to give students multiple improvement. Williams (2005:94) lists peer editing advantages as follows:

- It provides writers with an authentic audience. Through interaction with peers, students may come to understand what works in their writing and what does not. If a fellow student does not understand what they are trying to express, the other can help him to find out.

- It provides multiple audiences. Teacher's response is limited to an audience of one. Peer response gives writers several perspectives on the developing text.

- It provides several levels of feedback. Peer may focus on issue that the teacher has not noticed or prefers not to address.

- It provides feedback in a collaborative, relatively low-risk environment. Writers can try things out without losing face in front of an authority figure.

- Learners take on a more active role in writing process, rather than waiting passively for teacher's guidance.

- The critical reading ability that writers acquire in reading and responding to the work of their peers may eventually transfer their own texts.

- The interaction involved in peer response can push the development of all L2 skills.

- Peer response can give the teacher an opportunity to work with individual students while their classmate reads and responds to one another's work.

- It helps learners get to know one another better.

From the list of peer feedback advantages above, it is obviously seen that peer editing brings multiple benefits for student-writer, student-reader and teacher. For students, they are developed in a wide range of language skill. For a teacher they have more opportunity to focus on other important points of the learning process Although peer editing is said advantageous, it still leaves drawbacks. Williams (2005) completely mentions peer feedback drawback for the students as follows:

- Their L2 oral/aural proficiency may not be adequate for understanding their peers' text or successfully commenting on it.

- They may not have the skills and experience to offer advice what their peers really needs.

- Their suggestion may be vague or unhelpful.

- They may base their suggestions on L1 rhetorical conventions that are not appropriate in an L2 context.

- They may not believe they have anything valuable to contribute.

- They may be unaccustomed to this kind of learning activity.

- They may not believe their peers can offer any valuable advice, and therefore they ignore their suggestions.

- They may hesitate to offer any negative responses.

- Group dynamics may make the process difficult or unproductive. Example, if one member of the pair or group becomes aggressive or domineering, it may cause others to withdraw from the process.

- They may view it as a waste of time or a chance to chat.

- The teacher may not have adequately prepared students for the activity.

Peer editing advantages and drawbacks are also mentioned by Lee (2009). She claims that peer editing is advantageous when it generates multiple comments, develops critical thinking, enhances learner is autonomy, creates social interaction, and pushes all ESL skills. However, it is also pointed out that peer feedback may lead to failure when the students' knowledge, experience, and language ability are insufficient (Lee, 2009:130). Furthermore, peer editing might lead to a failure if the procedures are not implemented thoughtfully as carefully.

Peer editing activity, by considering the opinions of the experts and researchers, should be well-planned. The students should be taught how to give feedback correctly and appropriately. The most important is that the teacher should socialize all about peer editing to the students; this is useful to make the students understand why and how to do peer editing

2.11 Perception

2.11.1 The Definition of Perception

Perception is a term that is applied to the more complicated processing of complex, often meaningful stimuli like people encounter in everyday life (Greene et al, 1996: 65). People evaluate individual sensation in terms of additional information from other sensations, recently received or retained from past experience. When people glance out a window, they see more than a pattern of lights, shades, and colors; they see building, trees, cars, and people; they judge

some objects to be nearby, others at distance; some things appear familiar, others relatively unfamiliar, or completely novel; some look attractive, others ugly; some interesting, others dull. In other words, people are perceiving as well as sensing.

In addition, Moskowitz and Orgel (1969:158) define perception as a global wide-range response to a stimulus or a set of stimuli, a response which utilizes and intergrates information beyond that contained in the stimulus itself. This information may be obtained from other stimuli available at the moment, or it may be stored in the form of previously conditioned operant or emotional responses or in the form of conceptual (including verbal) behavior. The perceptual that people make, the "meaning" that they give to the stimulus or situation, mediates most or their behavior with respect to that situation.

Moreover, Moskowitz and Orgel (1969:177) states that individual perceptions are frequently influenced or altered by individual acquired motives, values, expectations, or personality characteristics, which produce particular sets or perceptual tendencies within the individual. For example, if a man distrusts other people, he is likely to question their actions as they relate to himself. He is therefore set to interpret a glance or statement as threatening, using as cues a slight movement eyes, or a slight harshness in the tone of voice.

The values of a man possesses, as well as his motives, also help to determine the way in which he perceives a situation. A painting attributed to a famous artist or marked with a high price will seem more attractive or more interesting to most

observers than the same painting attributed to an unknown artist or marked with a low price.

Familiarity with a situation produces a set which influences people perception also. Take, for example, a popular "hit" song. At first it is sufficiently different in melody, rhythm, or words to be enjoyably interesting. But after a few dozen repetitions it becomes completely familiar and predictable, and therefore dull, at least until it reappears in a new rearrangement.

The last term that influences perception is individual characteristics of individual differences. It does not refer to physical appearance or quality of voice or manual dexterity, but variations in style of thinking and perceptual organization. These are the important and meaningful differences among men. It makes people interpret stimuli differently. That is why one's perception can be different one to the others. It can be negative or positive, depends on the stimulus which is received. Moreover, Irwanto in Suryani (2004: 7) mentions two kinds of perception:

1. Positive Perception

Positive perception is perception that describes all of knowledge (known or unknown) and respond object that perceived positively. Positive perception makes the students easy to adapt in a new teaching and learning situation

2. Negative Perception

Negative perception is perception that describes knowledge (known/unknown)

and respond object that perceived negatively (not suitable with the object of perception).

2.11.2 Perception Towards Peer Editing

Studies to reveal students' perception toward peer editing activity have been done by researchers. Roni (2001) in his research mentions that peer correction was responded positively by the students. They also believe that peer correction was advantageous. In peer correction activity, the students becomes aware of their peer's careless mistake and they will not make such mistakes next time. Furthermore, it also makes the students actively involve in writing class.

Rollinson (2005:25) says that the students gives positive response to peer response. Because it gives multiple benefits from personal to social skill development. For personal development, it teaches students to think more critically because they are required to critically review their peers' writing and become effective self-editors. This skill also helps them to critically evaluate their own writing. They will look at their own papers and assess areas in which they need to improve and revise theirs papers. It's social dimension can also enhance the participant's attitudes toward writing.

Although peer editing was heavily advocated by the researchers, some notes have been taken that students do not always appreciate peer editing in the writing classroom. Hong (2006) reports that the participants have very negative perceptions of peer response. The students did not take much interest in doing

peer editing. It seems like peer response became the relaxing and chatting session. The students also does not value peer response as a helpful way to improve their writing. They feel doubtful about the quality of peer suggestions and hesitated to use peer comments in their revision. They prefer teacher's feedback than peer's feedback because they still believe that teacher 'know more'.

From the description above, students' perception toward peer editing must be reinvestigated. More studies should be done to answer unresolved problems and questions. During this time, the students' perception toward peer editing activities in writing classroom still left questions. Teacher should be careful in implementing peer editing in writing classroom, because sometimes *like* and *dislike* have significant influence to the students' learning motivation. Students' perception toward peer editing can be influenced by the technique used by the teacher or the internal factor of the students such us lack of language competence.