V. CONCLUSION AND SUGGESTIONS

5.1 Conclusions

There are two research questions presented in the first chapter, concerning the implementation of peer editing in writing class and the students' perception about the value of peer editing. Based on those research questions, the conclusions can be presented as follows:

In implementing peer editing, the English teacher of class VII.1 of SMPN 3 Pekalongan East Lampung followed three stages proposed by Zeng (2006). The first is explaining the material and the concept of peer editing in the pre-peer editing activity. Next the English teacher gives time to write, edit and rewrite to the students in while-peer editing activity. At the same time the English teacher has a role to control, monitor, and help the students. And third stage is reflection which is given by the English teacher in post-peer editing activity

However, peer editing was not implemented effectively. Since it was only done for once "cycle". Ideally, it should be done at least four times as suggested by Alwasilah and Alwasilah (2005) that collaboration activities have to be done at least four times. The lack of time in the time allocation of writing subject becomes a reason of it. The teacher can not apply peer editing along the semester and the

implementation of peer reviewing also tend to be not focus. Hence, the teacher has to set some strategies to cope with that problem. Setting a guided question as a guide to do peer editing can be applied to make peer editing more focus and effective. Moreover, teacher also has to give feedback and guide the students during the peer reviewing. By doing this, it is hoped that peer editing will run effectively.

In writing process, the teacher applied four writing process. Those are pre-writing, drafting, editing, and final draft or publication. The first, the teacher gave explanation about the related material, and then the teacher gave the students time to brainstorming in pre-writing process to discuss a topic they should write. After deciding the topic, it was time to put in a written form in drafting process. Then the composition they made should be edited by their friend in editing process. In this process, editing only focused on grammatical and punctuation. Here, the teacher did not apply revising stage because revising focus on content, organization, and style of composition. The students of SMP N 3 Pekalongan are still beginner in writing. Therefore the teacher decided to use only editing stage in writing process. After editing process, the students should correct their composition before hand it to the teacher as the final draft.

The students of class VII.1 of SMPN 3 Pekalongan also had positive perception toward peer editing. It is in line with Rollinson's statement (2005:25) which says that peer editing gives multiple benefits from personal to social skill. Personal benefits that the students got including: become faster and easier to do the task;

learn new thing; braver in delivering ideas, learn from their own and their friends'
mistakes, and motivated to write better. Sosial benefits come from interact
actively with the teacher and their friends; learn to respect each others, and learn
from the others.

5.2 Suggestions

As mentioned above, the result of this study is expected to give contributions for
English teachers, students, and future researchers. In line with this statement,
some suggestions are stated below:

a. For the English teachers, it is expected that by reading the result of the
    study, they will apply peer editing in their writing classes. In applying peer
    editing, the teacher should make the procedures of it. It is hoped that by
    applying the procedures thoughtfully and carefully peer editing will be
    success and achieved the aims of teaching learning process. Furthermore,
    the material given to the students must be related to students' daily activity.
    Therefore, they can understand interest to follow the activity. If the
    students still lack of language competence, the teacher should socialize and
    guide the students in doing peer editing. It is useful to make the students
    understand why and how to do peer editing.

b. For the students, it is hoped that the implementation of peer editing will
    help them understand better that writing is not a matter of product, but it is
    a case of process of making the product. Therefore, they should not be
    afraid of making mistakes. By making mistakes, people will try not to
    repeat the same mistakes next time. Furthermore, by reviewing a

classmate's assignment, students have a rare opportunity to read another student's work product closely. The students sharpen their abilities to Carefully review and evaluate constructive criticism, resolve any conflicting suggestions, and carefully integrate specific feedback into their own papers. From this experience, the students can assess their own development in writing.

c. And for future researchers who want to conduct the similar study, it is expected that in the next study, it can be focused on the effect of peer editing on the students' achievement in writing to measure whether peer editing can improve students' writing skill or not.