

## ABSTRACT

Pujikurniawati, Andri. 2004. *The Perceptions of the Intermediate Students at LBA-Interlingua Yogyakarta toward the Implementation on the Peer Writing Revision*. Yogyakarta: Sanata Dharma University.

Writing, as one of productive skills, plays an important role in human's life, such as a means of communication to express ones' ideas and beliefs, an aid for critical thinking and problem solving, self actualization, as well as a tool to survive in the real world. However, most students at *LBA-Interlingua* do not like writing activities for they seem to keep thinking that writing is boring and difficult. Apparently, some instructors also share the same opinion; they assume that writing is hard to teach and boring. Therefore, through this research, the researcher intended to propose a new teaching writing strategy at *LBA-Interlingua*, which actively involved the students in the process, so the students could gain meaningful benefits from the writing activities.

There were three problems which were identified in this study, namely (1) how to implement the peer writing revision at the Intermediate level of *LBA-Interlingua*, (2) what writing components that the students could revise were, and (3) what the students' perceptions toward the implementation of the peer writing revision were.

In order to solve the first and the second problems, the researcher employed the experimental research, whereas the third problem was answered using the qualitative research. The researcher conducted the pilot experimental research prior to the real one. The purposes of the pilot experiment were to test if the writing instructional materials, which were designed by the researcher, were applicable for the intermediate students at *LBA-Interlingua* and to test if the items of the questionnaire were effectively and efficiently designed as well.

To solve the first problem, the researcher applied the peer writing revisions by combining writing activities with speaking and reading ones. Reading activities were used to introduce the basic elements of an essay and provide the writing topics. In addition, the students could develop their speaking skill by being actively involved in the discussion of their peers' papers. Despite these integrated skills, this study was still primarily concerned to writing.

To answer the second problem, the researcher calculated the number of revisions that the students made on each writing element. The researcher observed that all students made the biggest number of revisions on sentence errors. Besides, they performed several revisions on the elements which were stated in the revision guides, like title, thesis statement and supporting details, main and supporting sentences, and conclusion. And yet, there were few students who could revise other writing elements, like coherence and unity.

To solve the last problem, the researcher distributed questionnaires after the treatment. Based on these questionnaires, the researcher concluded that students seemed not to give positive responses toward the peer writing revision. Even though most students admitted that they could get benefits from this activity,

they did not trust their peers' suggestions. The students preferred having teacher revision to having peer revision.

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Menulis, sebagai salah satu ketrampilan produktif, mempunyai banyak peran penting dalam kehidupan manusia, misalnya sebagai alat untuk mengekspresikan ide gagasan, alat untuk membantu manusia memahami dan memecahkan masalah di sekitarnya, alat untuk mengekspresikan diri, dan alat untuk bertahan hidup. Meskipun demikian, sebagian besar siswa *LBA-Interlingua* tidak menyukai aktivitas menulis karena mereka beranggapan bahwa menulis merupakan aktivitas yang sukar dan membosankan. Dan tampaknya sebagian guru di *LBA-Interlingua* juga beranggapan sama; mereka berpendapat bahwa menulis adalah pelajaran yang sulit diajarkan dan membosankan. Karena itu melalui skripsi ini, peneliti berusaha untuk memberikan strategi pengajaran menulis yang baru di *LBA-Interlingua* yang mengharuskan siswa aktif terlibat sehingga siswa dapat mengambil manfaat dari aktivitas menulis yang diberikan guru.

Ada tiga masalah yang dipecahkan dalam skripsi ini, yaitu (1) bagaimana menerapkan *peer writing revision* di level *intermediate*, *LBA-Interlingua*, (2) komponen menulis apakah yang siswa mampu revisi, dan (3) bagaimana persepsi siswa terhadap *peer writing revision*.

Masalah pertama dan kedua akan diselesaikan menggunakan metodologi penelitian *experimental*, sedangkan masalah ketiga akan dijawab menggunakan pendekatan kualitatif. Selain itu peneliti melakukan sebuah penelitian awal sebelum penelitian sesungguhnya. Tujuan dari penelitian awal tersebut adalah untuk mengetahui apakah materi menulis yang dirancang peneliti dapat diterapkan di kelas *intermediate*, *LBA-Interlingua*, selain itu penelitian awal bertujuan untuk mengetahui apakah pertanyaan dalam kuesioner dapat dimengerti siswa.

Untuk memecahkan masalah pertama, penulis menerapkan *peer writing revision* dengan cara menggabungkan aktifitas menulis dengan aktifitas membaca dan berbicara. Siswa melakukan aktifitas membaca untuk mengenali unsur-unsur dasar sebuah esai dan topik karangan, selain itu siswa dapat mengembangkan kemampuan berbicara ketika mereka saling mendiskusikan karangan mereka. Meskipun demikian menulis masih menjadi perhatian utama dalam skripsi ini.

Masalah kedua dijawab berdasarkan jumlah revisi yang dilakukan siswa terhadap setiap komponen menulis. Penulis menemukan bahwa tata bahasa merupakan elemen yang paling banyak direvisi oleh siswa. Selain itu mereka juga merevisi komponen-komponen menulis yang terdapat dalam panduan revisi. Namun hanya ada beberapa siswa yang mampu merevisi komponen lain seperti, kesatuan dan fokus.

Untuk menyelesaikan masalah ketiga, penulis membagikan kuesioner setelah penerapan *peer writing revision*. Berdasarkan hasil kuesioner tersebut, peneliti menyimpulkan bahwa siswa kurang memberikan tanggapan positif terhadap *peer writing revision*. Meskipun sebagian besar siswa berpendapat bahwa mereka dapat mengambil manfaat dari *peer writing revision* namun

sebagian dari mereka tidak mempercayai revisi dari teman. Siswa-siswa tersebut juga berpendapat bahwa mereka lebih menyukai guru yang memeriksa karangan mereka daripada teman yang memeriksa.