

ABSTRACT

Teti Rahmi 2015: The Effectiveness of Self-editing Technique to Improve Students' Writing Ability (A Quasi Experimental Study to the 4th Semester Students of English Education Department of UIN Sunan Gunung Djati Bandung)

Many factors can determine the success of learning. One of the most important factors is the learning technique. English learning technique is effective when the teacher used an appropriate technique in teaching. This research analyses the effectiveness of self-editing technique to improve students' writing ability with formulations of research: (1) What is the students' writing ability using Self-editing Technique? (2) What is the students' writing ability using Peer-editing Technique? (3) How significant is the difference between the students' writing ability using Self-editing Technique and without using Self-editing Technique?

The purposes of this research are to find out the result of students' writing ability using self-editing technique and without self-editing technique, and to find out the influence of self-editing technique to improve students' writing ability. This research used quantitative method through experimental study. This method was used to get real data in the field.

The sample of research are fourth semester of EED UIN Bandung, and involves two classes those are IV/A as experiment class and IV/B as control class. Every class consists of 40 students. Experiment class was taught by using self-editing technique and control class was taught by using peer-editing technique. The techniques used of collecting data in this research are pre-test, post-test, and questionnaire. The test was given to both of classes; the experiment class and control class.

The result of data analysis shows that the mean score of post-test experimental class is 89.13 and the mean score of post-test control class is 75.03. It means that the students' writing ability in experimental class is better than students' writing ability in control class. On the other hand, the students who were taught by using self-editing technique have higher achievement than students who were taught using peer-editing technique. Moreover, the statistical analysis of t-test shows that the $t_{count} = 13.06$ and the data t_{table} is on significance 1% and $df = 78$ is 2.64. It means that t_{count} is higher than t_{table} and the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

Based on the results of the data above, it can be concluded that the use of self-editing technique in teaching writing is good because there is a significant improvement in students' writing ability. Therefore, self-editing technique is an effective technique for teaching writing.