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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

In theoretical framework, researcher provides the discussion of writing ability, descriptive text, teaching writing, peer editing, advantages of using peer editing in teaching writing, writing assessment, relevant research, operational concept, assumption and hypothesis. Theories explained in the theoretical framework are based on the variables stated and theories needed in order to support the researcher in conducting this research.

1. Writing Ability

In writing ability, researcher presents the discussion of the nature of writing and the the nature of writing ability.

a. The Nature of Writing

Writing is one way to express and show our ideas, feeling and experience in certain time and situation through written form. Writing is also an effective means of communication; different process of writing is built up of some sentences which have been unified and coherently. According to Soles (2010, p. 4), writing is a process of best learned by doing. In order to master writing, the students have to practice more in writing a good paragraph. From that statement we can understand that we have to practice every day to have a good result in writing.

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Writing is one of the skills which has complex activity where the students start from preparing, conducting, and also correcting language in written form. Therefore, Richards (2003, p.11) states that writing is the result of complex process of pre-writing, drafting, reviewing, and revising. In this study, the process of writing is divided into four processes, there are pre-writing, drafting, reviewing, and revising. On the other side, Zemach and Rumisek (2005, p. 3) state that process of writing starts from pre-writing. This step is divided into three steps activities, first when the writers choose a topic that they have in their mind and express it into their writing. Galko (2001, p. 1) states that pre-writing is writing your thought as they come to you; moreover, you always let your sentences flow freely without considering or thinking whether your ideas are appropriate to the topic that you will use or the grammar is perfect.

According to Richards and Schmidt (2002, p. 592), the third process is reviewing and revising. In this process the once writers have to produce a draft then they read and find which one is good and which one that must be revised or corrected become good writing. After that the writers revise the writing that they make sure about the correct grammar, structure or anything else. In this part, the writers checked their writing in order to find out whether their writing has good structure. Taylor (2009, p. 222) states that revising is an activity of adding and developing some arguments. It means the writers have

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obligation to add and delete and also develop some arguments to good writing.

Furthermore, Raimes Ann (1983, p. 5) states that writing is not just speech written down on paper. It means that writing is a form of the written language that generally demands standard forms of grammar, organization, and vocabulary. In addition, Patel and Jain (2008, p. 5), in writing process, we can refer to the first version of a piece of writing as a draft because it is like a guideline when we want to write something. Therefore, before writing a writer needs to know what writing is, and what for writing is. Therefore, writing is usually done for a purpose and for a particular audience.

Meanwhile, Audience is one of the most crucial parts in term of writing. A writer needs to communicate messages, ideas or feelings to readers with a very clear meaning through a means of written communication. Knowing audience will help a writer to reach his or her goal of communication clearly and effectively. Furthermore, By knowing his or her audience, the writer will be able to determine what she or he will write, what his or her audience need and expects

Elbow (1998, p. 29) explains that there are four kinds of audience:

1) Audience with the Authority

In completing writing task, the audiences of students may be a teacher or a lecturer. The teacher or the lecturer expects what he

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or she reads to include everything that the students want to say or imply. Sometimes, especially when the teacher or the lecturer wants to do peer feedback for students' writing, he or she will ask other students to collaborate as an audience. But sometimes, the teacher or the lecturer is the only audience. When students write for teachers, they are writing in the authority dimension.

2) Audience of Peers

The readers are friends. It could happen when teacher asks students to do peer editing. So, other students will be the audience. For example, students are asked to write about description of a thing around them and after accomplishing the writing, the teacher asks the students to do peer correction/editing.

3) Audience of Allies

An ally reader is someone who cares more about the writer than about the writing. For example, when students are asked to write a text, then readers would be their teachers or their friends who actually care about the writers rather than the writing.

4) Audience of Self Alone

The audience is the writers itself. This writing is called private writing, such as writing a diary. For example, the writer writes a secret event in a diary book that the writer does not want the others to know about that. So, the only reader of this writing is the writer itself.

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Meanwhile, in assessing writing, Jacob et al. in Weigle (2002, p. 116) suggested that the writing can be assessed through several aspects of writing. They are: content, organization, vocabulary, language use, and mechanic.

1) Content

Content is one of the writing components that discusses about how the writers can think creatively and develop their thought to gather all information into communicative message. To develop contents, the writers need to define a term, to expand the points of view about subject discussed, or to elaborate examples in order to help readers understand the text or to persuade them about the validity of arguments presented.

2) Organization

Organization is about the systematic or flow of ideas. If the writing is to be intelligible, it must be produced in coherent sentences, well-linked to produce fluent expression, ideas clearly stated, well organized, logically sequenced and cohesive (Syafi'i, et. Al, 2007).

3) Vocabulary

Vocabulary is a set of lexemes, including single words, compound words and idioms (Richard, et al, 2002). In writing, precise vocabulary also takes a part in influencing the readers so that the language can represent and strengthen what the writers

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want to say. The writers should pay attention to usage of words and how to place those effectively in writing.

4) Language Use

In general, language use can be defined as the creation or interpretation of intended meanings in discourse by an individual, or as the dynamic and interactive negotiation of intended meanings between two or more individuals in particular situation. Shach (2009, p. 54) explains when you write, write something in structured and clear way so that the reader can follow what the writers are trying to say.

5) Mechanics

When we discuss about mechanics, we usually refer to the letter recognition, letter discrimination, word recognition, and basic rules of spelling, punctuation, and capitalization.

b. The Nature of Writing Ability

Writing is one of the four language skills: listening, reading, speaking, and writing. Various definitions of writing ability have been formulated according to the two main approaches to the teaching writing as follows:

- 1) Texts-as-discourse:” writing ability is the ability to create coherent and cohesive discourse following prescribed patterns for developing and organizing discourse”. (Jyi-yeon, 2009, p. 58).

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- 2) Texts-as-autonomous objects: writing ability is defined as “ the ability to adhere to style-guide prescriptions concerning grammar, arrangement and punctuation (Nunan, 1999, p. 59).

While in this research, writing ability is a specific ability which helps writers put their ideas into words in meaningful form and interact with the message. Being able to write is very important because writing is one of the core skills for the success in education. The ability to write has become an indispensable skill in students' life. To support the ability in writing, students must be able to construct ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis in their writing.

Besides, students just understand what components involve in writing such as content, organization, vocabulary, language use, and mechanics and how to use these components in correct form of writing.

Furthermore, Brown (2000, p. 343) divided writing skill into two terms as taxonomy of writing itself is that micro and macro skills.

1) Micro Skills

- a) Use cohesive devices in written discourse.
- b) Produce graphemes and orthographic patterns of English.
- c) Express a particular meaning in different grammatical forms.
- d) Produce writing at an efficient rate of speed to suit the purpose.

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- e) Use acceptable grammatical systems (e.g., tense, agreement, and pluralization), pattern, and rules.

2) Macro Skills

- a) Distinguish between literal and implied meanings when writing.
- b) Use the rhetorical forms and conventions of writing discourse.
- c) Correctly convey culturally specified references in the context of the written text.
- d) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- e) Convey links a connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplifications.
- f) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonym, soliciting peer and instructor feedback and using feedback for revising and editing.

The five-step process writing approach is described by Peter Elbow (1998, p. 55), as follows :

a. Pre-writing

It is the first stage before students start their writing. This stage helps students to generate ideas in their writing. Students can

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write everything what they know about the topic. Students can make lists of ideas on the topic, read and take notes on the topic, etc. The purpose of this stage is to explore their ideas and only need a little time to think what the ideas (brainstorming).

b. Drafting

Drafting may involve using a text map or writing frame to help structure the piece. You should certainly refer to any planning notes made on a previous occasion. When drafting it is important to model not only the transcribing but also the sort of thinking that takes place as you decide what to write. You can induct children into this by asking for their views, opinions and reasons.

c. Revising

This involves looking at a piece of writing and considering its effect and how that effect is created. This is a good opportunity to evaluate the vocabulary, sentence types, sentence structures and text features to see whether they achieve the purpose intended. By making changes on a draft you can show children that writing is provisional and can be improved. You are also showing them that there is not only one way of writing a certain text type. The editing of a piece of writing for transcription details is a very important skill, but is much less difficult for children to understand.

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d. Editing

Editing focuses on mechanical correctness, such as grammar, usage, punctuation, spelling, etc. Editing can come from teacher, classmates, spell-checking and grammar-checking features on your computer, etc.

e. Publishing

It is the last stage in writing process. In this stage, writers showcase finished products of their writing. There are some ways to publish the writing. For example, posting a piece of writing on the Internet. It is good for the writers to build their self confidence.

2. Teaching Writing

According to Melgis Dilkawaty Pratama (2012, p. 93), along with the rapid progress of technology, especially internet seems to be the strong reasons for teacher to change the way of teaching writing. In the previous era before the progress of technology, teacher taught writing in traditional ways giving students a topic as assignment to write at home or in the classroom. For this era, this way is not effective because students provide new ways in writing. They can take resources from internet, then they copy, paste, and elaborate the best of them by using their own words.

It means that the idea does not belong to students. Therefore, teacher should integrate the teaching writing with the digital information. Besides that, according to Nation (2009, p. 93-95), there are several principles that should be considered in teaching writing:

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a. Meaning Focused Input

Learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners. If they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic either in the first or second language.

b. Meaningful Focused Output

Learners should do lots of writing and lots of different kinds of writing. Different genres use different writing conventions and draw on different language features (Biber,1989) and so it is useful to make sure that learners are getting writing practice in the range or genres that they will have to write in.

c. Language Focused Learning

Students should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing. Students should have conscious strategies for dealing with parts of the writing process. Where the L1 uses a different script or where students are not literate in their L1, the students should give attention to clarity and fluency in producing the form of the written script. Such activities can include careful writing, copying models, and doing repetitive writing movements.

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d. Fluency development

Learners should increase their writing speed so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working with easy, familiar material.

The goal of language teacher is to enable students to produce fluent, understandable, accurate and appropriate written English. But this is a hard work for English teachers in mixed ability classes where the students are on the different level.

According to Raimes Ann, (1983, p. 7), teaching writing in ESL can use three stages of writing:

1) Controlled Writing

It is sensible to distinguish between writing exercises in which the final product is linguistically determined by the teacher and exercises in which the final content is determined. Thus, by controlled writing Ann Raimes understands e.g. exercises in which a paragraph with blank is to be filled in which a picture prompts or memory of a model presented by the teacher, leads to reproducing more or less exactly the same final product as each other.

2) Guided Writing

A composition support in which the teacher provides the situation and helps the class to prepare the written work is guided writing. Each piece of work is different in the language used.

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3) Free Writing

By free writing we understand a writing in which the title is provided and everything is done by the students.

3. Descriptive Text**a. Definition of Descriptive Text**

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing (Peter Wignell, 1994, p. 4).

b. Categories of Descriptive Text

Descriptive text is divided into two board categories, they are objective and subjective. Objective texts describe the topic as the fact and in a literal. As much as possible, the writers' opinions are not revealed. Meanwhile, subjective text reveals the writers' opinions and feelings. Their intention is to evoke from the reader an emotional response, among other things. (Syafi'i, 2013, p. 39).

c. Generic Structure of Descriptive Text

Descriptive text consists of the following structure :

- 1) General classification: tells what the phenomenon under discussion is.

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- 2) Description: tells what the phenomenon under discussion is like in terms of ; parts, qualities, habits or behaviors, if living; uses, if non-natural (Tri Indaryati, 2010, p. 8).

d. Language Features of Descriptive Text

- 1) Focusing on general participants.
- 2) Using relational processes to state what is and that which it is
- 3) Using simple present tense.
- 4) No temporal sequence (Tri Indaryati, 2010, p. 8).

4. Peer Editing Technique

Peer editing is one of techniques in teaching writing. Some evidence also suggests that students may not fully understand the editorial comments provided by instructors, thus not meaningfully implementing their suggested revisions (Li, Liu, & Zhou, 2011, p. 129). Use of peer editing may be a solution to alleviate some of these concerns. Many instructors view peer editing as having positive effects, including providing students with rapid feedback (Cathey 2007, p. 129). Peers are also more likely than instructors to provide inconsistent or misleading information in their editing (White & Kirby, 2005, p.129). However, peer comments generally include positive criticisms which may facilitate acceptance of suggestions and boost motivation to improve (Weaver, 2006, p. 129).

Peer editing as students feel pressure to avoid embarrassment, Such differences in the feedback provided by peers and instructors have not been shown to impact writing skill outcomes or grades (Kasanga, 2004, p.

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130). Concern about the validity of peer comments may affect students' decisions as to whether or not to implement suggestions (Underwood & Tregidgo, 2005, p. 130). Peer editing is an interactive process of reading and commenting on a classmate's writing. The students will exchange rough draft with a classmate, read each other's work, and make suggestions for improvement. Use the worksheet for each assignment and answer each question. Write your comments on the worksheet on your classmate's paper as your instructor directs (Oshima and Hogue, 2007, p. 194).

Peer editing is believed to enhance students' learning through larger amounts of feedback and shorter periods of time needed than feedback given by their teachers. In addition, peer editing enriches the information pool for a learner's later self-assessment used for individual language development (Liu and Carless, 2006 as cited in Chong, 2010). Hyland (2003, p. 202) writes that the purpose of using the peer editing technique is help you become more aware of your reader when writing and revising, help you become more sensitive to problems in your writing and more confident in correcting them.

Then, adapted from Millis and Cottell (1998, p. 31) in Nancy Falchikov (2001), The procedures used to teach writing by using Peer Editing Technique are as follows:

1. Introduce and explain the type of text which will be learned briefly.

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2. Choose one of the topics for the paper that each individually intends to write.
3. After students are comfortable with writing one paragraph, ask them to exchange papers of their work with their partner and they will begin editing (commentary on structure of sentences, paragraphs, grammar, spelling and punctuation.
4. After students give commentary, ask them to put the editor's name and underline the mistake.
5. Their paper when time is over.

Peer Editing is also referred to as peer review, peer feedback, peer correction, peer response, peer tutoring, peer evaluation and peer assessment (Bartels, 2003, p. 34), as follows:

a. Peer Review

According to Dunn (1996, p. 27), introduced collaboration and peer review in the context of an experimental project in a statistics course, students' selected partners to whom they were to have a contractual obligation in that all work was to be shared equally and both partners were to receive the same grade.

b. Peer Feedback

Falchikov (1986, p. 159), In peer feedback students engage in reflective criticism of the work or performance of other students using previously identified criteria and supply feedback to them.

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c. Peer Correction

According to Johnson (2008, p. 13), Peer correction is that the teacher is not involved in it. Peer correction is one of the ways whereby feedback is provided to language learners, especially in foreign language learning situations where meaning-focused instruction is aided by form-focused activities to accelerate the learning process. However, studies on peer correction show that the problems of the practice are more than its advantages.

d. Peer Assessment

Falchikov and Goldfinch (2000, p. 2), In peer assessment members of a class grade the work or performance of their peers using relevant criteria. Peer assessment may also involve students giving feedback to peers. For some time, I have been collecting papers on peer assessment for a study which synthesizes results from investigations involving statistical comparisons.

e. Peer Tutoring

Similarly, Hawkins (1982, p. 29), argued that it is the social dimension of peer tutoring the sharing in the work of the system between two friends who trust each others', the reciprocal relationship between equals, that allows the work to get done.

5. Advantages of Using Peer Editing Technique

According to As Hess & Friedland (1999), the advantages of peer editing for students are, as follows:

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- a. Peer editing can improve higher academic achievement, improve personal relationship with peers, improve personal and social development, and increase motivation.
- b. Can gain confidence in their work.
- c. It helps students identify problems in their own writing.
- d. Asking students to teach is a great teaching tool.
- e. It stands a better chance of being livelier and more engaging than papers written solely for a removed authority figure.
- f. Learn to recognize errors such as misspelled words, grammar errors (e.g.subject-verb agreement), etc.

Moreover, Rollinson (2005, p. 171) explains there are several reasons why teachers have chosen to use peer editing in teaching and learning of writing:

1) Respon and Revision

Peer Editing also tends to be a different kind from that of the teacher in which teacher feedback is rather general where as students responses are more specific. Peer editing may be becoming critical reader of others' writing that makes students more critical readers and revisers of their own writing.

2) Audience

Writers need to consider audiences. A responsive “real” audience will let the writer know if her message is effective and it will

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encourage the writer to create writing based on the characteristics and demands of readers.

3) Collaboration and Communication

Peer editing, with its potentially high level of response and interaction between reader and writers can encourage a collaborative dialogue in which two way feedback are established, and meaning is negotiated between the two sparties.

4) Peer Response vs Teacher Response

Peer response operates on a more informal level than teacher response. This may encourage or motivate writers, or at least provide a change from the more than one way interaction between the teacher and the students where they may end up making revisions without necessarily agreeing with or even understanding the teachers' authoritative comments.

6. Writing Assessment

Assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence (Richard Schmidt, 1985, p. 35). Assessment may be done by test, interview, questionnaire, observation, etc

According to Weigle (2002, p. 1), a test of writing involves at least two basic components: one or more writing tasks, or instructions that tell test takers what to write and means of evaluating the writing samples that

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test takers produce. Furthermore, Richard and Renandya (2008, p. 346) state that assessment, based on the context of the paper, involves the means of obtaining information about students' abilities, knowledge, understanding, attainments, or attitude.

One important area of writing assessment research has focus on trying to find the best ways to score students' writing (Hawthorne and Glenn, 2011, p. 40). According to Oshima and Hogue (2007, p. 196), the format of paragraph, punctuation and mechanics, content, organization, and grammar should be scored as well. The researcher hoped from this assessment that the students have motivation to improve their writing ability.

B. Relevant Research

In this research paper, the researcher took three literature reviews. The first relevant research is from Nasrin Shokrpour, NiktaKeshavarz, and Seyed Mohammad Jafari in *Khazar Journal of Humanities and Social Sciences* who conducted a research entitled, "The Effect of Peer Review on Writing Skill of EFL Students". They observed two classes, control and experimental. The results of the study showed that the writings skill of the students in the experimental group using peer review improved more than those in the control group.

The second review was entitled "Improving student's writing abilities through Peer Feedback Technique at Class VII D of SMP Negeri 1 Melati In the Academic Year of 2012/2013". That was researched by Agus Imron

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Mashadi. The result of the study showed that the use of peer editing technique improved the students' writing skill.

Third, a research was conducted by Minarni Atik Pratiwi (2012) entitled "Peer Editing in the Teaching-Learning Process of Writing Descriptive Text at the Second Year of SMPN 3 Pekalongan East Lampung". The result of the study showed that the use of peer editing could improve the students' writing ability in writing argumentative essay. In this research, there were some differences between the previous research above. The differences were about the type of the text that was used for participants and location of this research to improve the students' writing skill.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. Syafi'i states (2014, p. 103), Operational concept is theoretical concepts on all of the variables in a research paper that should be operated practically and operationally. In this research, there are two variables. They are Peer Editing technique used in teaching Writing ability on descriptive text which is intended as independent variable and that students' writing ability on descriptive text which is intended as dependent variable.

1. Using Peer Editing Technique (Variable X)

According to Millis and Cottell (1998, p. 31) in Nancy Falchikov (2001), the procedure of Peer Editing technique is developed based on students' level, as follows:

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- a. Students work in small groups (or choose the peers)
- b. The teacher introduces and explains peer editing technique and the type of text which will be learned briefly.
- c. The teacher asks students to choose one of the topics for the paper that each individually intends to write.
- d. The teacher asks students to exchange papers their work with their partner and they will begin editing (commentary on structure of sentences, paragraphs, grammar, spelling and punctuation).
- e. The teacher asks the students put the editor's name and used the rubric sheets (peer editing checklist).
- f. The teacher give the students time to read through the text.
- g. The teacher asks students underline the mistakes and write the editing symbols above.
- h. After finishing, students get their papers back and correct their own papers.
- i. The teacher asks students to collect their paper when time is up.

2. Students' Writing Ability (Variable Y)

According to Hughes (1983) in Melgis Dilkawati Pratama (2012, p. 13-17), the indicators of writing ability are as follows:

- a. Students are able to express and develop their ideas in writing a descriptive text.
- b. Students are able to write a descriptive text by using a good organization.

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- c. Students are able to write a descriptive text by using appropriate vocabulary.
- d. Students are able to write a descriptive text with good grammatical features.
- e. Students are able to write a descriptive text with correct mechanics.

D. Assumpstion and Hypothesis.**1. The Assumption**

In this research, the writer assumes that the students who are taught by using Peer Editing technique will have better writing ability achievement. This assumption stands for several reasons: First, this technique is designed for very inexperienced writers especially for struggling students who have no concept of the structure and flow of piece of writing and Peer Editing technique may assist the students to complete successful any types of writing.

1. The Hypothesis**a. The Null Hypothesis (H_0)****1) The Null Hypothesis 1 ($H_0 1$)**

There is a significant difference between the students' Writing Ability on Descriptive Text taught by using and without using peer editing technique at the seventh grade of Junior High School 34 Pekanbaru.

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2) The Null Hypothesis 2 (H_0 2)

There is no significant effect of teaching English using Peer Editing technique on the seventh grade students' ability on writing descriptive text of Junior High School 34 Pekanbaru.

b. The Alternative Hypothesis (H_a)**1) The Alternative Hypothesis 1 (H_a 1)**

There is a significant difference between the students' Writing Ability on Descriptive Text taught by using and without using peer editing technique at the seventh grade of Junior High School 34 Pekanbaru.

2) The Alternative Hypothesis 2 (H_a 2)

There is a significant effect of teaching English using Peer Editing technique on the seventh grade students' ability on writing descriptive text of Junior High School 34 Pekanbaru.