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**THE TEACHERS' PERCEPTION OF USING PEER
EDITING TECHNIQUE IN WRITING AT
SMP AN NAMIROH PEKANBARU**



UIN SUSKA RIAU

BY

MEYLIDA HARNI

SIN. 11714200596

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
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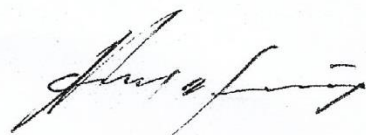
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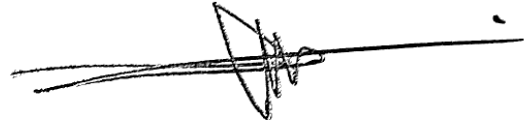
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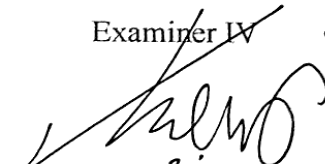
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Pekanbaru, Januaary 15th , 2024

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ABSTRACT

Meylida Harni, (2023): The Teachers Perception of Using Peer Editing Technique in Writing at SMP An Namiroh Pekanbaru

Perception is a process where the teacher observes something and reacts to it based on facts that are what the teacher sees and feels. Meanwhile, writing is a way to convey ideas, thoughts, and opinion that are in our minds. And peer editing is a technique used to determined abilities, especially in writing. With the teacher's perception regarding the use of peer editing techniques in writing, the teacher can evaluate the use of this technique and whether this technique is effective in improving students' writing abilities. This research aim to find teachers' opinion regarding the use of peer editing technique in writing at SMP An Namiroh Pekanbaru. This research is qualitative research. This research was conducted in August 2023 at SMP An Namiroh Pekanbaru. The population of this research were English teachers at SMP AN-NAmiroh Pekanbaru who has experience in teaching English. The data collection technique in this reseach used interviews, and two teachers were interviewed. Then the information obtained from the teacher is explained and concluded. The finding obtained show that all English teachers have positive opinion regarding the use of this technique even though there are several obstacles experienced when implementing it. This technique is very useful for improving students' writing abilities.



Meylida Harni, (2023): Pendapat Guru Terhadap Penggunaan Teknik Peer Editing dalam Menulis di SMP An Namiroh Pekanbaru

Persepsi adalah proses dimana guru mengamati suatu hal dan menyikapinyaderdasarkan fakta yang sesuai dengan apa yang dilihat dan dirasakan oleh guru. Sementara itu, menulis adalah cara untuk menyampaikan ide, gagasan, pendapat yang ada dipikiran kita. Dan, peer editing adalah sebuah teknik yang digunakan untuk mengetahui kemampuan terutama dalam menulis. Dengan adanya persepsi guru mengenai penggunaan teknik peer editing dalam menulis, maka guru dapat mengevaluasi penggunaan teknik tersebut dan apakah teknik ini efektif untuk digunakan dalam meningkatkan kemampuan siswa dalam menulis. Penelitian ini bertujuan mengidentifikasi pendapat guru terhadap penggunaan teknik peer editing dalam writing di SMP An Namiroh Pekanbaru. Penelitian ini adalah penelitian kualitatif. Penelitian ini dilaksanakan pada bulan Agustus 2023 di SMP AN Namiroh Pekanbaru. Populasi dlam penelitian ini adalah guru bahasa inggris di SMP An Namiroh Pekanbaru yang sudah berpengalaman dalam mengajarkan bahasa inggris. Teknik pengumpulan data dalam penelitian ini menggunakan wawancara, dan guru yang di wawancarai adalah dua orang. Kemudian informasi yang yang didapat dari guru tersebut dianalisis dan disimpulkan. Temuan yang diperoleh menunjukkan bahwa semua guru bahasa inggris memiliki pendapat yang positif terhadap penggunaan teknik ini walaupun ada bebrapa kendala yang dialami aat menerapkannya. Dan telnik ini sanagat berguna untuk meningkatkan kemampuan siswa dalam menulis

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ملخص

مايليدا هارني، (٢٠٢٣): آراء المدرسين حول استخدام تقنية تحرير الأقران في الكتابة في مدرسة النميرة المتوسطة بيكنبارو

الآراء هو عملية يلاحظ فيها المدرس شيئاً ما ويتفاعل معه بناء على تحقائق تتوافق مع ما يراه المدرس ويشعر به. ويعد تحرير الأقران أسلوباً يستخدم لمعرفة القدرات، خاصة في الكتابة. ومن خلال آراء المدرس فيما يتعلق باستخدام تقنية تحرير الأقران في الكتابة، يستطيع المدرس تقييم استخدام هذه التقنية وما إذا كانت هذه التقنية فعالة في تحسين قدرات التلاميذ على الكتابة. وهذا البحث يهدف إلى التعرف على آراء المدرسين حول استخدام تقنية تحرير الأقران في مدرسة النميرة المتوسطة بيكنبارو. وهذا البحث هو بحث كمي. وتم إجراؤه في شهر أغسطس ٢٠٢٣ في الكتابة في مدرسة النميرة المتوسطة بيكنبارو. ومجتمع البحث مدرسو اللغة الإنجليزية في الكتابة في مدرسة النميرة المتوسطة بيكنبارو. وتقنية مستخدمة لجمع البيانات هي المقابلة مع المدرسين. ثم يتم تحليل البيانات التي تم الحصول عليها من المدرسين واستنتاجها. تظهر النتائج التي تم الحصول عليها أن مدرسي اللغة الإنجليزية لديهم رأي إيجابي فيما يتعلق باستخدام هذه التقنية على الرغم من وجود العديد من العقبات التي تواجههم عند تنفيذها.

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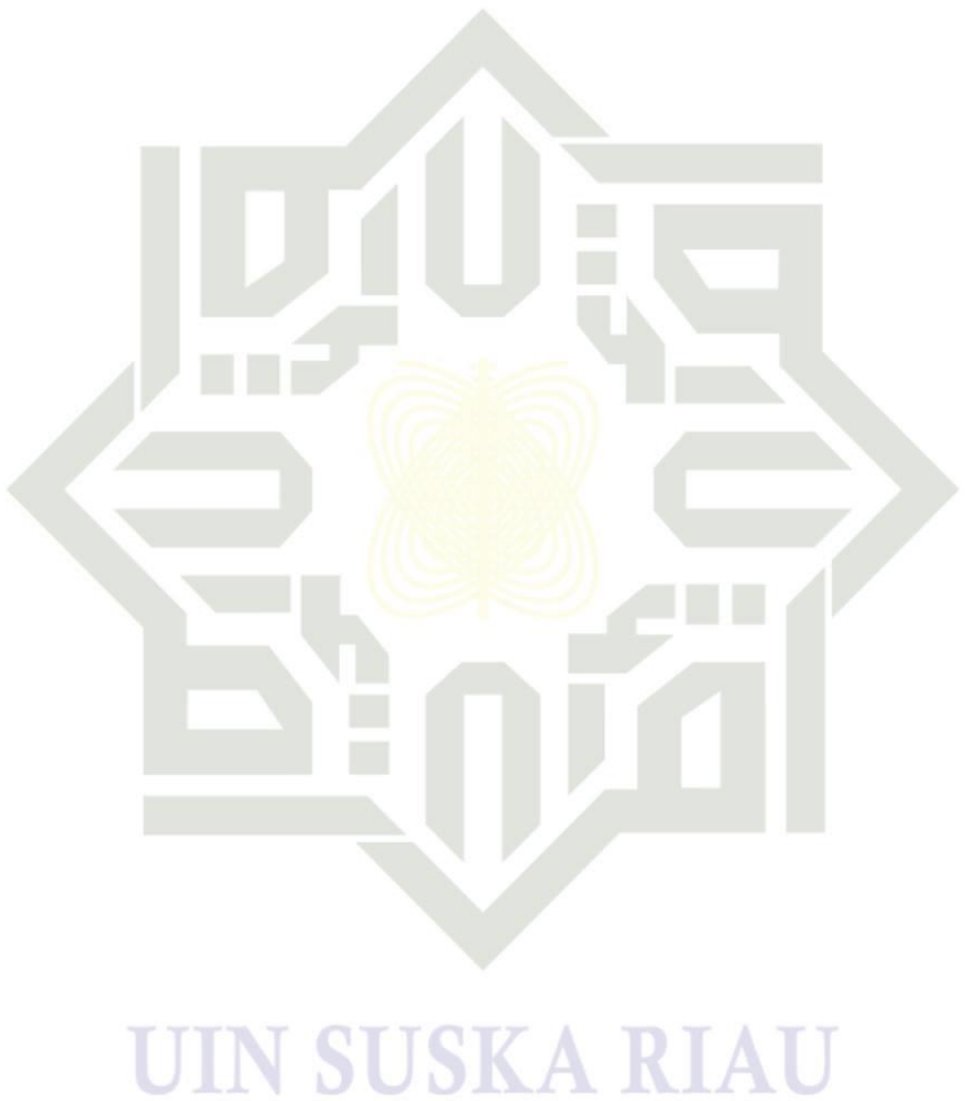
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CHAPTER I INTRODUCTION

A Background of the Problem

Writing is a way of submitting ideas that are in our minds and a way to communicate other than speaking. For some people, writing is a hobby they do in their spare time, whether it is writing dairy, writing short stories, or poetry. This statement follows Dewis' (2020) that writing helps the students express their ideas thoughts, feelings, opinions, and experiences. So, writing is very important because writing can be used as a communication tool, or to express the thoughts and ideas that we have and also be used as a way to share information.

Based on the 2013 curriculum, writing is one of the abilities that students must have in the learning process, especially in English lessons. In the 2013 curriculum students are required to think critically and creatively. This can be seen from the way students express their thoughts, one of which is by assessing student writing. In the VIIIth grade especially, students learn about explanation text. This text is a text that explains something, why something happens, and what causes it. In this case students can hone their ability to think and put it into writing in accordance with the provisions of the 2013 curriculum.

Based on the observation, the researcher found that some of students in grade VIIIth at SMP An Namiroh Pekanbaru who had difficulty on writing. This is due to the lack of vocabulary and grammar knowledge that students know and the lack of students' ability to compose sentences to be written. The teacher also



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lacks of preparation in carrying out peer editing activities. The students were not interested and not motivated in English learning when this technique applied. The teacher needed a long time to apply this technique as well as it should.

The Researcher explored previous research that discussed opinions regarding the use of peer editing. The Researcher found that most of the previous researchers studied students' opinions regarding the use of peer editing. Like Ersa (2023). Most of researchers focus on students' opinions regarding the use of peer editing and see changes in students' writing abilities (Ersa, 2023). Apart from that, most of researchers use writing assessment as a data collection technique (Jessika, 2018). And most of them apply it to high schools and universities. The Research that expresses teachers' opinions regarding the use of peer editing was researched by Kelvin (2010). The research focuses on why teachers don't use peer editing as a learning technique. This research uses a questionnaire as a data collection technique.

Based on several previous studies, it can be assumed that most researchers focus on looking at students' writing abilities by using peer editing as a learning technique. Meanwhile, the researcher want to explore what teachers think about the use of peer editing techniques in writing. Of the studies found, only one focused on teachers' perceptions of the use of peer editing (eg Kelvin 2010). Therefore, regarding the lack of studies, the researchers want to examine teachers' perceptions of the use of peer editing in writing.

Peer editing is a technique for assessing student work, especially in writing and reading. This assessment technique involves colleagues in determining the



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results of student abilities. According to Susilawaty, et al. (2020) on the contrary, the written feedback can be done by responding, commenting, and critiquing the essay on the aspects of the text the readers focused on. Almost the same Rollinson (2005) added that both peer feedback and peer editing enables students to foster collaborative learning, communication, critical thinking, and creativity which has become a major role to construct the nowadays skills in the 21st Century learning. So it can be said that peer editing is a way to improve students' writing skills and train students' ways of thinking to be more creative and critical in thinking.

In accordance with the provisions of the 2013 curriculum that students are required to be more active when learning, then the researcher was interested in researching about the use of peer editing. In this case, the researcher is interested to know about how the teachers' perception of peer editing techniques in the writing class. The researcher will analyze what is the teachers' perception of use this peer editing technique. So, based on the statement above the researcher wants to know the research about **“The Teachers' Perception of Using Peer Editing Technique in Writing”**.

B. Problem of the Research

1. Identification of Problem

- The teacher lacked of preparation in carrying out peer editing activities
- The students had difficulty check their peer's writing because of a lack of grammar knowledge
- The students were not interested and not motivated in English learning
- The students were unsure of their ability to correct their peers' writing



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The teacher needed a long time to apply this technique as well as it should.

2. Limitation of the Problem

This research is a research about teacher's perception about using peer editing technique in writing.

3. Formulation of the Problem

Based on the statement above, the formulation of the problem in this research is what is the teacher's perception of using peer editing techniques in writing?

C. Objective of the Research

The objective of this research is to describe teacher's perception of using peer editing technique.

D. Definition of Term

To minimize misunderstanding about the title of this research, the researcher will explain a few terms in this research:

Teacher Perception

Robbin (1995) perception is the process taken by individuals to govern and to interpret perception of sensory to give significance in their environment. It means that perception is the process of expressing opinions using the five senses to convey them to the public.

Writing ability

Geneses&Upshur (1997), writing ability can be defined as the skill to put the ideas into good writing product using certain symbols which

passes planning, writing, writing, revising, and rewriting step by considering the aspects that are content, organization, vocabulary, grammar, and mechanics.

Writing ability is the ability we have to express our ideas and thoughts in writing that is designed according to the provisions and procedures for writing correctly.

Peer Editing

Erna. S. et. al., peer feedback can be done by responding, commenting, critiquing the essay on the aspects of the text the reader focused on. Based on the statement above peer editing is a technique to find out students' ability to write which is done by commenting, responding to and punishing texts made by students.

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CHAPTER II

LITERATURE REVIEW

A Theoretical Framework

1. Perception

Perception is opinion of human about something that they have seen. Michael (1999) Perception is such feeling and thinking toward thing by a process. It means perception is something that a person has seen and then he concludes that object in his brain.

Robbin (1995) perception is the process taken by individuals to govern and to interpret perception of sensory to give significance in their environment. It means that perception is the process of expressing opinions using the five senses to convey them to the public. According to Demuth (2013) perception is a where humans can make the process of observing something that complex in responding to something and the information around by using our five senses (sign, hearing, smell, touch, and taste). Based on the statement above, perception is a process carried out by humans to observe something and respond to it based in the appropriate information obtained from five senses.

Type of Perception

Robbin (2003) in Lindawati, et.al., perception is divided into two types, namely:

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1) Positive perception

Positive perception is when a person evaluates something from a positive perspective, in accordance with expectations for the thing, or in accordance with the predetermined rule. A person good perceptions are caused by their own contentment with the objects on which their own knowledge and experience with those object.

2) Negative perception

Negative perception is when a person has unfavorable opinion of something or some information, contravening the norm for that thing or the established regulations. Individual dissatisfaction with objects as well as a lack of personal knowledge and experience can serve as sources of perception. All of these elements may contribute to unfavorable opinions.

So it can be concluded that positive perception comes from someone's satisfaction with something they get because it is in accordance with their knowledge and negative perception is someone's dissatisfaction with something.

Indicator of Teachers' Perception

Based on Nurhayati and Samiati (2018) teachers' perception have three indicators, namely:

1) Teachers' knowledge

Two main points of teachers' perception knowledge such as teachers' knowledge and teachers' purpose.

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2) Teachers' emotion

This part can be divided in two points, teachers' satisfaction and teachers' anxiety

3) Teachers' motivation

Teacher motivation are teachings' willingness and readiness for applying media in the learning and teaching process. Filgina, et.al., (2020) explained the motivation is what drives a person to learn, act, understand, believes, or acquire new skills. They stated the motivation is the other way to satisfy the individual's need.

2. Writing

Writing is one way of submitting ideas that is in our mind and one way to communicate. Mettaningrum, et al. (2013) writing is one of those four language skills, which is used as one to communicate with others, in academic field, as well as in daily life. Similarly, Harmer (2004) defines that writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. In preparation writing, this gives students time to think up ideas rather than having to come with instant fluent opinions something that many, especially at lower levels, find difficult and awkward. Based on the statements above it can be concluded that writing is an activity carried out to convey our ideas and also a communication tool.

Dilkawati (2012) writing is an activity that can cover the range of uses that the students will perform in their daily lives that include filling forms,



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making lists, writing friends letter, note-taking and academic writing. Furthermore Rogers (2005) writing is one of the most significant cultural accomplishment of human being. It allow us to record and convey information and stories beyond the immediate moment.

Amando (2010) writing an important vehicle that should be taught for self-expression and determination as a way to support students' creative proses. Furhtemore, Oshima, et al. (2017) writing is never one –step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say how to say then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise again until you are satisfied that you writing express exactly what you want to say. From the statement, it can be concluded that writing is an activity to express our thoughts by going through a process to get that is by what we think.

Nunan (2003) writing is mental work of inventing ideas, thinking about how to express them, and organizing them in to statements and paragraphs that will be clear to a reader. From the statement above, writing is a job to find ideas and how do we express them in writing using clear sentences so that they are easily accepted by readers.

From the statements above, it can be concluded that writing is an activity that is carried out to express the contents of thoughts or ideas that are our minds into writing.

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Writing ability

Writing ability is an ability possessed by students where this ability is used to translate their ideas into writing. According to Nunan (1999) in Jyi-yeon (2009), writing ability is defined as the ability to adhere to style-guide prescriptions concerning grammar, arrangement and punctuation. Similarly, Hyland (2002) in Jyi-yeon (2009) states that writing ability is focusing on the surface structures of writing at sentence level, or discourse, emphasizing cohesion and the process ability of text by readers. It can be conclude that writing ability is an ability that focuses on sentence structure, language style that suppresses writing ability.

Gennese & Upshur (1997), writing ability can be defined as the skill to put the ideas into good writing product using certain symbols which passes planning, writing, editing, revising and rewriting step by considering important aspects that are content, organization, vocabulary, grammar, and mechanis. From this statement it can be conclude that writing ability is the ability to put the contents of our thoughts into writing by using aspects that are important to make good writing in accordance with the writing systematics.

From the three statements above, it can be conclude that writing ability is the ability possessed by students to put their ideas or ideas into writing by using the correct writing structure, using symbols and emphasizing cohesion in the writing process.

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From some of the theories above, the researcher agrees with Gennese's statement that writing ability is the ability to put ideas or ideas into a good writing product using writing symbols and also going through the writing process and paying attention to writing structure and grammar and vocabulary used.

Writing Ability in Peer Editing Technique

Peer editing technique is one of the ways used to improve students' writing skills, because in this technique students are told to think critically and thoroughly. Peugphrom (2011) in Nugroho (2020) stated that the use of peer editing can improve students' abilities in organized the text, By using peer-editing technique, the students could compare their own work with their peers' work and figure out which of the text has a better organization and what conjunction words should they use in a text and then for grammar the students whose grammar was inaccurate could compare their own work with the work of the students whose grammar was accurate. , they learned about their own mistakes and will be able to use the correct grammar in their next writing.

From the statement above it can be conclude that peer editing technique students can find their mistakes and correct their mistake by seeing and comparing their work with the work of other students.

Poonlarp (2017) in Nugroho (2020) who stated that peer-editing helps the students to notice their error and became more critical and aware of it when revising and editing their own work. Because the students are

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giving and receiving correction, their understanding of the spelling and punctuation increased. Thus, the mistake in spelling and punctuation in their writing decreased. From this statement it can be said that students will think more critically when they review the work of other students to understand the correct procedure for placing punctuation marks and spelling words.

Galvis (2010) in Nugroho (2020) who stated that peer-editing allows the students to learn both from giving and receiving reviews of others' work. By reviewing their peers' work, the students' vocabulary increased and has more variety. So, it can be concluded that the students' vocabulary increases when they break the record of other students' work and compare it with their work where more appropriate vocabulary is used to make a piece of writing.

c. Peer Editing Instruction

Following are the step to implement peer editing technique according to Tusino (2013):

- 1) The students are instructed to write a first draft based on the topic choose.
- 2) Determining the peers depending on the size of class, the members could be more than two members for giving the comments to revise their mistakes of their own paper
- 3) Ask them to exchange their writing work

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- 4) Ask them to read the text to find some mistakes and write the editing symbol
- 5) Give their paper back to consult with the editor for clarification to revise their mistake.
- 6) Added the best companions to resave the pair's work are e note, dictionary, a grammar book
- 7) The students might consult with their editors or ask other students in checking the possible way of editing

Writing Ability in Peer Editing of Teachers' Perception

Rollinson (2005) in Kunwongse (2013) state some teachers may not feel comfortable to hand over their responsibilities to the students and they may find it difficult not to interfere the student- readers during the feedback sessions, which might cause students' less confidence and commitment.

In Meletiadou (2022) state the teachers in the current study strongly believed that peer assessment makes students more careful and attentive to detail in their own texts and develops their higher order skills and also teachers thought that peer assessment was time-consuming but indicated that it was not hard to monitor.

There are step of peer editing technique based on Zemach and Rumisek (2003) in Amalia, et al. (2020) first, read your partner work several time. The first time just read from the beginning to end, and understanding the text about and the writer purpose.

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Advantages and Disadvantage of Peer editing

1) Advantages of Peer Editing

Hyland (2000) in Binjami (2013) mentions that peer feedback encourages student to participate in the classroom activity and make them less passively teacher- dependent. Furthermore, Yang et al., (2006) in Binjami (2013) also add that peer feedback is beneficial in developing critical thinking, learner autonomy and social interaction among students. So, in this case students become more active in class because they will rely on their abilities and not depend on the teacher because they interact with each other.

Yarrow and Topping (2001) in Binjami using peer feedback can lead less writing apprehension and more confidence as well as establish a social context for writing. Furthermore, Lundstrom and Baker (2009) in Binjami (2013) importantly, the practice of peer feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills. From the statements above, it can be concluded that peer editing can increase students' confidence in writing and allow students to practice their abilities because of feedback from their colleagues.

From some of the statements above, it can mean that peer editing (peer feedback) can make students more active in learning activities,

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can improve students' ability to think critically so that students can practice their skills and make them more productive.

2) Disadvantage of Peer Editing

Amalia (2020) Durako said some disadvantage in using peer editing technique, they are, peer editing is not core skill, it is difficult enough finding time to teach writing and simple editing skills. It take time to introduce a peer editing assignment, both of the professors time or students time. And It take training to be effective. Students need to be taught how to review their peer editing. And then students in the first year are to soon learning with peer editing technique, the students can complain that they do not understand enough about legal writing to be a good peer editors. Some students do not benefit from peer editing.

From the statement above it can be conclude that peer editing takes time to be applied to students and requires training to do it effectively, then some students do not get good results when doing peer feedback because some students do not understand what they should do. So, it can be conclude the disadvantages that are obtained when doing peer editing it can be concluded that peer editing has no benefits when students are not conducive in assessing the feedback of their colleagues and also when students believe more in the feedback made by the teacher.



Relevant Research

Many researchers conducted researches to see what actually happens when students learn about writing, especially using peer editing techniques. The purpose of this relevant research is to serve as a consideration and strengthen this research, because some researchers research with related topics that are different from the previous one:

1. 2020 Eka Nur Hayati conducted research entitled “The Effectiveness of Peer Editing Technique in Student’s Descriptive Text Writing Ability at the First Semester of the Tenth Grade of SMAN 1 Air Nanningan, Tanggamus, in The Academic Year of 2019/2020”. The objective of the research was to find out whether there was effectiveness of peer editing techniques in student descriptive text writing ability. This research focused on the effectiveness of peer editing techniques in students’ descriptive text writing ability at the first semester of the tenth grade of SMAN 1 Air Nanningan, Tanggamus in the academic year 2019/2020.
2. 2015 Miftahul Janah conducted research entitled “Teaching Critical Writing By Using Peer-Editing Technique”. This research was quasi-experimental study to describe about teaching critical writing by using peer-editing technique. The participants were the fourth semester students of Stkip Muhammadiyah Pringsewu Lampung in academic year 2014/ 2015. The instruments used in collecting data were tests; pre-test and post-test for both of experimental and control class. Pre-test was given before the treatment to find out the early students’ critical writing ability before applying peer-editing

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technique. The test was in essay form consisted of one command that asked students to make a text (descriptive/ recount/ narrative). Post-test was administered after the treatment to find out students' critical writing ability after applying peer-editing technique.

3. 2009 Ima Shofiyana conducted research entitled "Peer Editing as a Technique for English Writing Classes". The objective of this research was to find out the students' improvement in English writing class through peer editing and to find out the effectiveness of peer editing in English writing class in year VIII of SMP N 2 Karangawen. The population of this research was 15 classes of SMP N 2 Karangawen which is dividing into 5 classes for the seventh grade, 5 classes for the eighth grade and 5 classes for the ninth grade. In this case, the total population of SMP N 2 Karangawen in the academic year of 2008/2009 is 586 students. The collecting data of this research was pre-test, some assessment test, a post-test, and questionnaire.

C. Conceptual frame work

Operational Concept is a concept that will be used as the limitation for concepts theoretical to make the concept clear. This research The Teachers' Perception of using Peer Editing technique in Writing consist of one variable, variable "The Teachers perception of using Peer Editing technique"

The component of this variable is how this peer editing technique is applied to students to find out whether this technique makes a significant change to students' ability to write.

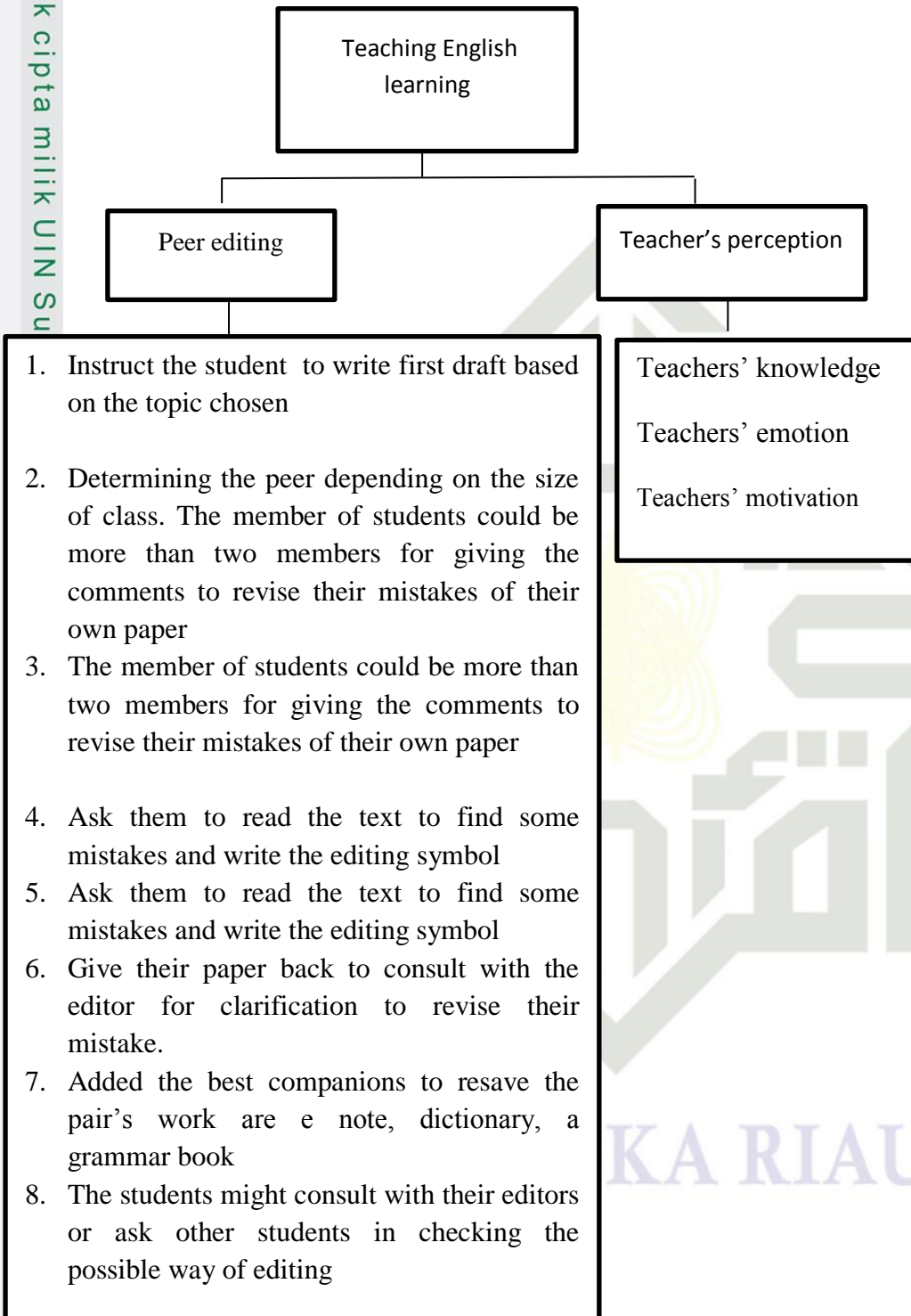
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Conceptual framework



CHAPTER III

RESEARCH METHOD

Research Design

This research is a descriptive qualitative research. The research consists of “one variable”. Qualitative research is “a type of research which does not include any calculating or numbering” (Moleong, 2004: 3). The researcher wants to explore the teacher’s perception of the using peer editing technique in writing at SMP An Namiroh Pekanbaru. A qualitative research is used to explore people’s feelings, perceptions and believes, this approach is suitable for this study (Creswell, 2012). Furthermore, a qualitative research is also used to understand a certain problem in specific details. In this study, the researcher wants to give a detailed understanding of the causes of teacher’s perception of the using peer editing technique in writing at SMP An Namiroh Pekanbaru.

A qualitative case study design has been selected to answer the research questions because a case study is used when the boundaries of the phenomenon are not clearly evident (Yin, 2009). Research on teacher’s perception of the using peer editing technique in writing has not found any clear evidence for the causes about what the teacher’s perception of the using peer editing technique in writing are and what factors that influence teacher’s perception of the using peer editing technique in writing at SMP An Namiroh Pekanbaru. Therefore, this study will analyze how teacher’s perception of the using peer editing technique in writing is.

Time and Location of the Research

This research is conducted at SMP An Namiroh Pekanbaru, which is located on Jl. Delima, Pekanbaru. Timing in conducting of the research is on March 2023.

Subject and Object of the Research

1. Subject of the Research

The subject of this research is the English Teacher at SMP An Namiroh Pekanbaru.

2. Object of the Research

The object of this research is teacher's perception of the using peer editing technique in writing at SMP An Namiroh Pekanbaru.

Participant

The population of this research was the English teachers in SMP An Namiroh Pekanbaru. The English Teachers in VIII grade at SMP An Namiroh Pekanbaru consists two teachers. The researcher will take the sample of the populations in this research based on purposive sampling. According to Arikunto (2010) purposive sampling is the process of selecting sample by taking subject based on specific purpose. The researcher took English teachers in class VIII at SMP An Namiroh Pekanbaru.

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Technique of collecting the data

The data collection of the research collected by using interview. And opinions of teachers dealing with using peer editing technique in writing. Interview is method to collect information from people is referred to as interview.

Another precise definition is that occurs when researcher ask one or more participants general, open-ended question and record their answer (Creswell, 2012).

Technique of Data Analysis

According to Yin (1984), there are three categories of a case of study, namely exploratory, descriptive and explanatory case studies. So, in this research, the researcher uses descriptive qualitative case study as technique to analyze the data. Gay and Airasian (2012), a case study is qualitative research approach. It focuses on a school of study as bounded system. The process of designing a case study research was to determine the research questions, the role of theory development in case selection and conceptual framework for the study.

Base on the statement above the researcher concluded that case study is research to understanding detailed information.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion generated based on the findings from data analysis of interview in explaining and exploring teacher's perception of the using peer editing technique in writing at SMP An Namiroh Pekanbaru. This chapter also provides the conclusion and several suggestions.

A. Conclusion

Based on the data presentation and data analysis, the teacher's perception have been identified most of them are appropriate and useful in teaching writing. In teaching and practice, the teacher used approach to writing, used the teaching materials, creates the activity in the classroom and used teacher center and students center method. It can be concluded that the teacher's perception of the using peer editing technique in writing at SMP An Namiroh Pekanbaru are good perception by the teacher while teaching writing in the classroom.

B. Suggestion

Although this study carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by the teacher to improve the quality of English teaching and learning in the school. Based on the finding, the researcher would like to propose several suggestions, as follows:

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For the teachers, firstly the teachers are suggested to be enthusiastic in finding the good materials and good media by considering the students' interests to learn about writing, because teacher's belief influences students writing.

For the further research on teacher's perception, larger scope should be conducted. The studies should cover a larger sample population that involves teachers from both private and state schools to see how they view the goals of teaching and learning process. Teachers from the two types of schools receive different professional development programs, therefore, studies on them would make it possible to make comparison of teacher's perception and appropriate conclusion and decisions for further development can be made.

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UIN SUSKA RIAU



APPENDIX 1

QUESTION OF INTERVIEW

UIN SUSKA RIAU

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Question Of Interview

1. Do you know about peer editing?
2. What is peer editing like?"
3. According to you was the technique difficult to apply?
4. Do you often use this peer editing technique?
5. How long does it take for students to understand the instructions of peer editing technique?
6. What opinion do you have about the use of peer editing, especially in writing?
7. When you did the peer editing technique, you did it using groups or not?
8. How many group members consist of?
9. Do you find difficult moment when you implement peer editing?
10. If the students don't understand peer editing instructions and their skill in grammar or vocabulary are lacking, are they doubtful about their result in writing?
11. What problem do you get when implementing peer editing?
12. According to you how many student get difficult moment when implementing peer editing?
13. According to you, what reasons are students hesitant with their result in writing?
14. Do you find a significant change in the result of students writing ability after using peer editing?

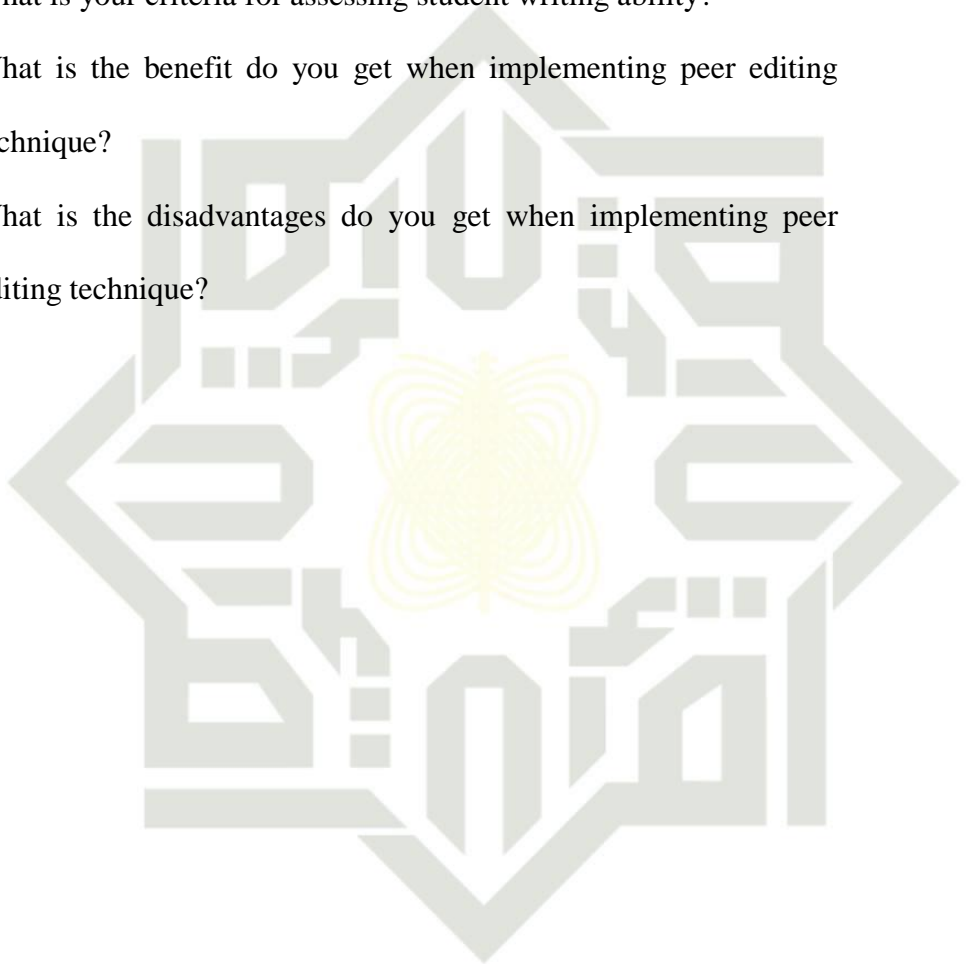
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15. As long as you look moment using peer editing there are doubtful with their result in writing?
16. After implementing peer editing in class, is there are an improvement or same as before?
17. What is your criteria for assessing student writing ability?
18. What is the benefit do you get when implementing peer editing technique?
19. What is the disadvantages do you get when implementing peer editing technique?





APPENDIX II

RESULT OF INTERVIEW

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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The researcher: *“do you know about peer editing?”*

How long does it take for students to understand the instructions of peer editing technique?

The first teacher: *“yes I know it. Peer editing is the method that I use for teaching, but I don't use it often”*

The researcher: *“what is peer editing like?”*

The first teacher: *“at the first peer editing was a bit difficult for students to understand and was done in class. Yes, which is different. That's a bit difficult to do. But once they understand the instruction and are divided in to groups correctly, peer editing can be done optimally. However, if the division of members in to groups is not appropriate, because the students' abilities are heterogeneous, then the peer editing will not work according to our expectations. Because the students won't be able to justify or correct their friend's answer, because their abilities are different. So it is better if the groups are divided into heterogeneous groups, meaning that students with abilities above the average are divided into these groups. So peer editing can be done optimally”*

The researcher: *“according to you was the technique difficult to apply?”*

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The first teacher: *“for me peer editing is quite difficult to apply at the first time but after a few times this technique easy to apply”*

The researcher: *“do you often use this peer editing technique?”*

The first teacher: *“not really, I use it when I want to know whether students’ abilities have improve or not especially their ability to write, and to know their ability in vocabulary and grammar”*

The researcher: *“how long does it take for students to understand the instruction of peer editing technique?”*

The first teacher: *“it took a while because they weren’t used to sentences that were blamed, they weren’t use to making sentences that were blamed and correcting what their friend had made, so I took a little bit longer to explain the technique because winning was not usually done. It’s a bit difficult at the first. However, when implementing it some students who were deficient in grammar would ask whether what they wrote was right or wrong. So I was a little tired of serving them, so for that the reason I put the smart students into the groups so that the technique would run well”*

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The researcher: *“what opinion do you have about the use of peer editing, especially in writing?”*

The first teacher: *“I think peer editing is suitable to use to know students ability especially in writing but this technique also suitable in grammar, and reading because I also use this technique in grammar and reading”*

The researcher: *“when you did peer editing technique, you did using group or not?”*

The first teacher: *“yes, I using small group consist 6-7 groups in class”*

The researcher: *“how many group members consist of?”*

The first teacher: *“in a group consist 6-7 students per groups. I asked group to make wrong sentence. If I’m not mistaken, it’s past tenses material. So I assigned sentences and I asked them to exchange it with another group and other group would look for their mistakes and correct where the mistake or error.*

The researcher: *“Do you find difficult moment in implementing peer editing inside the class?”*

The first teacher: *“The difficulties that I found when applying this technique were not too much, only that some students had a small vocabulary and grammar so they were a*

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little bit confused about how to compare the sentences they were going to write.

The researcher: *“if the students don’t understand peer editing instructions and their skill in grammar and vocabulary are lacking, are they doubtful about their performance?”*

The first teacher: *“They don’t hesitate, they know the teacher will correct it again because it will be collected and given to me, but sometimes I ask them to present their finding in front of the class, they don’t doubt the result of their performance”*

The researcher: *“What Problem do you get?”*

The first teacher: *“That’s because the students’ abilities are heterogeneous, so if for example I divided groups, I combine the smart students and not divided them into other groups, then the students’ work. So if the group division is correct then it will work as expected, but if not then the teacher will have a hard time making corrections, because their knowledge, especially in grammar and vocabulary is not enough so they will keep asking questions”*

The researcher: *“according to you how many students have difficult in writing?”*



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The first teacher: *“Only some students because here can be said the proficient in English so they have quite a lot of vocabulary so they don’t have too much difficulty in writing, only some have difficulty in constructing the sentences and lack confidence in what they know”*

The researcher: *“According to you, what the reason are students hesitant with their writing result?”*

The first teacher: *“As I said earlier, they afraid of making mistakes in their writing and afraid that they will criticize their friend’s writing incorrectly”*

The researcher: *“Do you find significant change in the result of students writing after using peer editing?”*

The first teacher: *“The changes I see from the student are not significant but the changes are there. They become more confident and more thorough in writing”*

The researcher: *“As long as you look moment using peer editing, whether there are doubtful students with their writing result?”*

The first teacher: *“It is possible that few students experience doubt because they lack confident in what they are creating. Maybe they are afraid of being wrong or afraid to criticize their friend’s work”*

The researcher: *“After implementing peer editing in class, is there an improvement of is it the same as before?”*



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The first teacher: *“their motivation increase, because they are changed to correct and find mistakes, so they are more interested in doing this activity. Regarding ability, whether they understand or not understand for students who really understand and students who serious about learning. But if students find difficult to understand, they don’t understand”*

The researcher: *“What is your criteria for assessing student’s abilities?”*

The first teacher: *“Of course from the grammar, spelling. I will assess according to the grammar used during the meeting, and for spelling, even if there is a spelling error, it will be corrected and it will not be a reduction in assessment points because focus more on the grammar”*

The researcher: *“According to you, while the implementing the peer editing, are there any benefits?”*

The first teacher: *“The advantage is that I know whether the students really understand grammar or writing structure. If they understand, it means they can correct their friend’s wrong sentences. But if their corrections are still a lot wrong, they don’t really understand it. So I can reflect on the teaching I do.*

The researcher: *“What do you think about disadvantage of this technique?”*

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The first teacher: *“The downside, for difficult material such as present perfect tenses, present perfect continuous tenses, and past tenses, is that is difficult and not interesting for students, because they don’t really understand the concept of the material, but for simple grammar they can make sure they make the wrong sentences and their friends will be enthusiastic about it. But for this difficult material they feel it is less interesting because they will have difficulty correcting it because the grammar lacking.*”

The researcher : *“do you know about peer editing?”*

The second teacher : *“Yes, I know, peer editing is a method that is often used to see students' abilities”*

The researcher : *“in your opinion, what is peer editing like?”*

The second teacher` : *“Yes, I know, but not very deeply. In my opinion, peer editing is an activity where students check the writing of their friends. In this activity, students first read their friends' writing and then provide comments to each other. In peer editing, there are several steps that must be taken: first, students can give compliments to their friend's writing, such as explaining what they like about the writing, then*

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students can give suggestions for their friend's writing, be it the topic, choice of words, etc., and students can Identify mistakes in their friends' writing, such as grammar, spelling, and punctuation mistakes”

The researcher : *“According to you, was the technique difficult to apply?”*

The second teacher : *“For me, this method is quite difficult to implement because I rarely use it in class”*

The researcher : *“Do you often use this peer editing technique”*

The second teacher : *“I don't use it often, only occasionally”*

The researcher : *“How long does it take for students to understand the instructions of peer editing technique?”*

The second teacher : *“This peer editing technique requires more time to implement. And we as teachers have to be extra in explaining what the student needs to comment on so that he understands, because otherwise he won't know what to do. Because they are not used to situations like this, so it takes time for them to understand the instructions I give. And then during this activity many students found it difficult to correct their friends. They were*

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confused about where the mistake was because their understanding of the material at that time was not very deep. So it took a while for this activity to run smoothly.

The researcher : *"What opinion do you have about the use of peer editing, especially in writing?"*

The second teacher : *"In my opinion, peer editing is really good for improving students' writing skills."*

The researcher : *"do you know about peer editing?"*

The second teacher : *"Yes, I know, peer editing is a method that is often used to see students' abilities"*

The researcher : *"in your opinion, what is peer editing like?"*

The second teacher` : *"Yes, I know, but not very deeply. In my opinion, peer editing is an activity where students check the writing of their friends. In this activity, students first read their friends' writing and then provide comments to each other. In peer editing, there are several steps that must be taken: first, students can give compliments to their friend's writing, such as explaining what they like about the writing, then students can give suggestions for their friend's writing, be it the topic, choice of words, etc., and*

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students can Identify mistakes in their friends' writing, such as grammar, spelling, and punctuation mistakes”

The researcher : *“According to you, was the technique difficult to apply?”*

The second teacher : *“For me, this method is quite difficult to implement because I rarely use it in class”*

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The second teacher : *“I don't use it often, only occasionally”*

The researcher : *“How long does it take for students to understand the instructions of peer editing technique?”*

The second teacher : *“This peer editing technique requires more time to implement. And we as teachers have to be extra in explaining what the student needs to comment on so that he understands, because otherwise he won't know what to do. Because they are not used to situations like this, so it takes time for them to understand the instructions I give. And then during this activity many students found it difficult to correct their friends. They were confused about where the mistake was because their understanding of the material at that time*

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was not very deep. So it took a while for this activity to run smoothly.

The researcher : *"What opinion do you have about the use of peer editing, especially in writing?"*

The second teacher : *"In my opinion, peer editing is really good for improving students' writing skills."*

The researcher : *"Do you find difficult moment when you implement peer editing?"*

The second teacher : *"The first difficulty I experience when implementing this was time, it took quite a long time to implement it until I could apply it to students. Because I have to understand this technique before I can apply it. The second difficulty is that students don't understand how peer editing technique works when it first implemented"*

The researcher : *"If the students don't understand peer editing instructions and their skill in grammar or vocabulary are lacking, are they doubtful about their result in writing?"*

The second teacher : *"Of course yes, they hesitate when correcting their friends for students who don't understand the material, but for students who already*

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understand it will be easier to correct them, because they already understand. But the final result may only be a little doubtful because they discuss where their friends mistake is and then correct it”

The researcher : *“What problem do you get when implementing peer editing?”*

The second teacher : *“As I said before, the problem lies in the students who don’t really understand the material that has been explained, they will be confused about correcting their friends. They are confused about where the fault lies, which is because they still doesn’t understand”*

The researcher : *“According to you how many students get difficult moment when implementing peer editing?”*

The second teacher : *“May be not many, only some students find it difficult because of their ability are lack.”*

The researcher : *“According to you, what reasons are hesitant with their result in writing?”*

The second teacher : *“Students’ doubtful arise because of their lack of confidence in their writing. They are doubtful about the result of their writing*

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because firstly they don't understand the material and the secondly they may understand the material, but when they criticize their friend's work, they become doubtful because their friend's work is better than what they have written"

The researcher : *"Do you find significant change in the result of students writing ability after using peer editing?"*

The second teacher : *"Maybe there are significant changes, I don't know, but as time goes by students writing ability become better than before"*

The researcher : *"As long as you look moment using peer editing there are doubtful with their result in writing?"*

The second teacher : *"Yes, perhaps some student lack confidence in their abilities because they don't understand material enough"*

The researcher : *"After implementing peer editing in class, is there are an improvement or same as before?"*

The second teacher : *"Because they can learn from friends and this can improve their writing. Why can*

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improve their writing, because they checked their friend's writing step by step, initially they didn't know what a punctuation mistake was, but they found out after peer editing was done. They know what mistakes are in writing English and students become more aware of their own writing after applying attention to and correcting their friend's answer themselves. In my opinion, this peer editing is important in influencing students' writing result. As I explained before, they can learn from friends and be more aware of the mistakes they make in writing"

The researcher : *"What is your criteria for assessing students writing ability?"*

The second teacher : *"My assessment criteria is of course the first one, the accuracy or suitability of the comments that students give, whether that they assess is correct or not. Then the suggestions that the students give, are they appropriate and positive for improving their friend's writing, I think that's how it is"*

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The researcher : *“What is the benefit do you get when implementing peer editing technique?”*

The second teacher : *“The advantage I get is that my students can learn be more aware of the writing that they have written. So I can also explain grammatical errors they might make. Apart from that, I find it helpful in correcting student’s answers or writing result”*

The researcher : *“What is disadvantages do you get when implementing peer editing technique?”*

The second teacher : *“I think the drawback in implementing peer editing lies in the students’ own abilities. Based on may experience, there are still many students who don’t know how to check it even though it has been explained repeatedly. Apart from that, this technique also wastes more time because we have to explain one by one what students need to correct and they need to lot of time for peer editing themselves”*



APPENDIX III DOKUMENTATION

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APPENDIX IV RESEARCH LETTER

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Sifat : Biasa
Lamp. : -
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 25 Agustus 2021

Kepada
Yth. Ketua Jurusan
Pendidikan Bahasa Inggris
di
Tempat

Assalamu 'alaikum warhamatullahi wabarakatuh
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : MEYLIDA HARNI
NIM : 11714200596
Semester/Tahun : IX (Sembilan)/ 2021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III





Dr. Amirah Diniaty, M.Pd., Kons.
NIP. 19751115 200312 2 001

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Nomor : Un.04/F.II/PP.00.9/13319/2023 Pekanbaru, 25 Juli 2023 M
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : **Mohon Izin Melakukan Riset**

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru


Assalamu'alaikum warahmatullahi wabarakatuh
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Meylida Harni**
 NIM : 11714200596
 Semester/Tahun : XIII (Tiga Belas)/ 2023
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Teachers' Perception of Using Peer Editing Technique in Writing
 Lokasi Penelitian : SMP An Namiroh Pekanbaru
 Waktu Penelitian : 3 Bulan (25 Juli 2023 s.d 25 Oktober 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

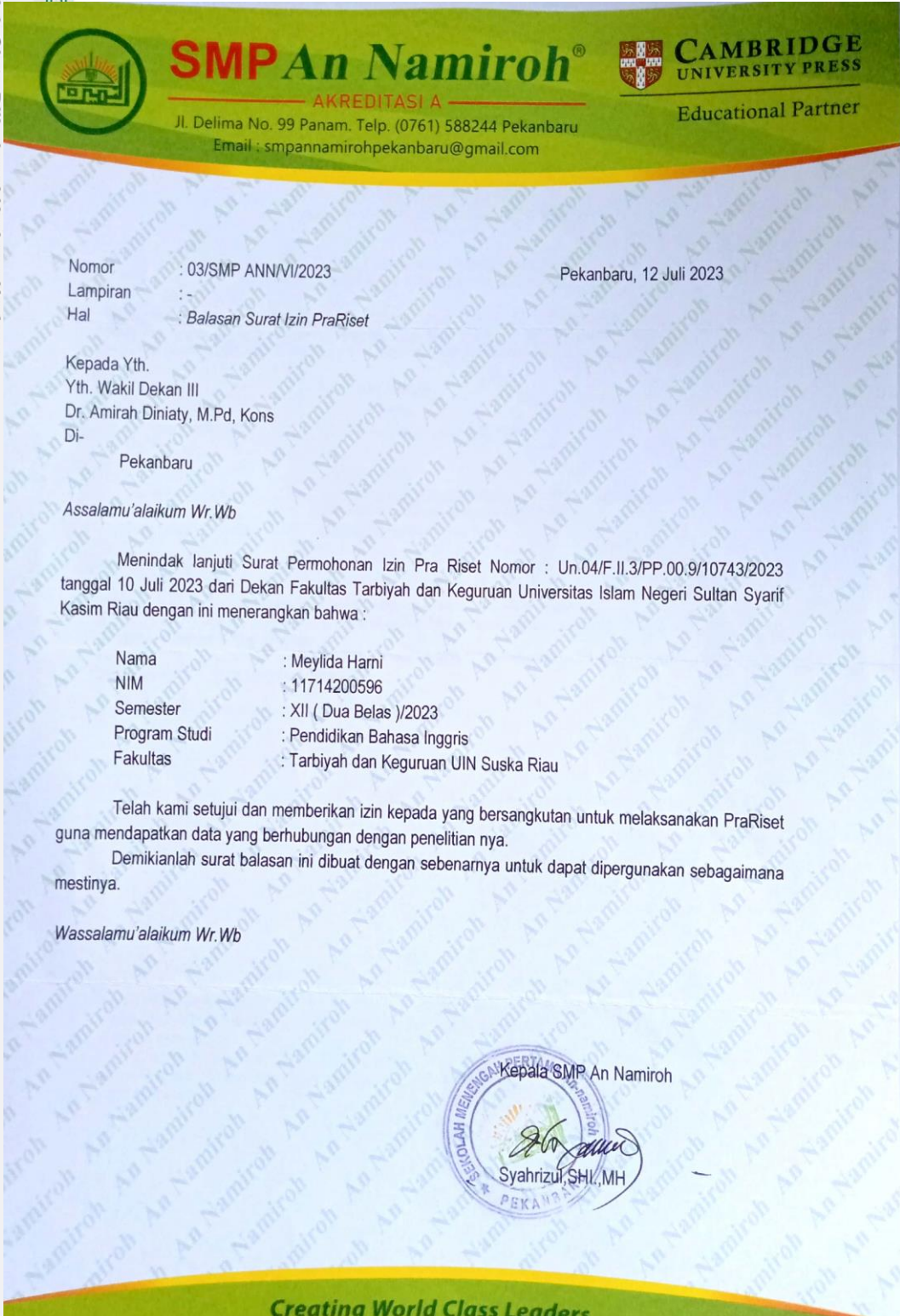
Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.
 NIP.19650521 1994021 001

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 Rektor UIN Suska Riau

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Hal : Balasan Surat Izin PraRiset

Kepada Yth.
Yth. Wakil Dekan III
Dr. Amirah Diniaty, M.Pd, Kons
Di-
Pekanbaru

Assalamu'alaikum Wr.Wb

Menindak lanjuti Surat Permohonan Izin Pra Riset Nomor : Un.04/F.II.3/PP.00.9/10743/2023 tanggal 10 Juli 2023 dari Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama : Meylida Harni
NIM : 11714200596
Semester : XII (Dua Belas)/2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Telah kami setuju dan memberikan izin kepada yang bersangkutan untuk melaksanakan PraRiset guna mendapatkan data yang berhubungan dengan penelitian nya.
Demikianlah surat balasan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb


Kepala SMP An Namiroh
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Hal : *Balasan Surat Izin Riset*

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Rektor/Dekan
Dr. H. Kadar, M.Ag
Di-
Pekanbaru

Assalamu'alaikum Wr.Wb


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Nama	: Meylida Hami
NIM	: 11714200596
Semester	: XIII (Tiga Belas)/2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Telah kami setuju dan memberikan izin kepada yang bersangkutan untuk melaksanakan Riset guna mendapatkan data yang berhubungan dengan penelitian nya.

Demikianlah surat balasan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb



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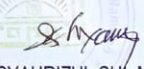
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Nama	: Meylida Harni
NIM	: 11714200596
Semester	: XIII (Tiga Belas)/2023
Fakultas	: Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Adalah benar telah melakukan Riset pada SMP An Namiroh® Pekanbaru dengan judul "*The Teachers' Perception of Using Peer Editing Technique Writing.*"

Demikianlah surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya


Pekanbaru, 05 Agustus 2023
Kepala SMP An Namiroh®




SYAHRIZUL, SHI., MH

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**PEMERINTAH PROVINSI RIAU**
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI
Nomor : 503/DPMPPTSP/NON IZIN-RISET/58231
T E N T A N G
PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI


1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/13319/2023 Tanggal 25 Juli 2023**, dengan ini memberikan rekomendasi kepada:


1. Nama	: MEYLIDA HARNI
2. NIM / KTP	: 117142005960
3. Program Studi	: PENDIDIKAN BAHASA INGGRIS
4. Jenjang	: S1
5. Alamat	: PEKANBARU
6. Judul Penelitian	: THE TEACHERS PERCEPTION OF USING PEER EDITING TECHNIQUE IN WRITING AT SMP AN NAMIROH PEKANBARU
7. Lokasi Penelitian	: SMP AN NAMIROH PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperiunya.

Dibuat di : Pekanbaru
Pada Tanggal : 28 Juli 2023



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)
**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**


Tembusan :
Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan




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PEMERINTAH KOTA PEKANBARU
BADAN KESATUAN BANGSA DAN POLITIK
 GEDUNG LIMAS KAJANG LANTAI III KOMP. PERKANTORAN PEMKO. PEKANBARU
 JL. ABDUL RAHMAN HAMID TELP. – FAX : (0761) 39399 PEKANBARU



SURAT KETERANGAN PENELITIAN
 Nomor : BL.04.00/Kesbangpol/2108/2023



a. Dasar : 1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
 2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
 3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
 4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
 5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.

b. Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMTSP/NON IZIN-RISET/58231 tanggal 28 Juli 2023, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

MEMBERITAHUKAN BAHWA :


1. Nama	: MEYLIDA HARNI
2. NIM	: 117142005960
3. Fakultas	: TARBİYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan	: PENDIDIKAN BAHASA INGGRIS
5. Jenjang	: S1
6. Alamat	: DESA KAYU LAUT KEC. PANYABUNGAN SELATAN KAB. MANDAILING NATAL-SUMATERA UTARA
7. Judul Penelitian	: THE TEACHERS PERCEPTION OF USING PEER EDITING TECHNIQUE IN WRITING AT SMP AM NAMIROH PEKANBARU
8. Lokasi Penelitian	: DINAS PENDIDIKAN KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.
3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 28 Juli 2023

a.n. KEPALA BADAN KESATUAN BANGSA DAN POLITIK KOTA PEKANBARU
Sekretaris

HADI SANJOYO, AP, M.Si
 PEMBINA TINGKAT I
 NIP. 19740410 199311 1 001

Tembusan
 Yth : 1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
 2. Yang Bersangkutan.



APPENDIX V

SUPERVISOR LETTER

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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Pekanbaru, 18 Januari 2022

Nomor: Un.04/F.II.4/PP.00.9/500/2022
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi*

Kepada
Yth. Drs. H. M. Syaifi S, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MEYLIDA HARNI
NIM : 11714200596
Jurusan : Pendidikan Bahasa Inggris
Judul : Analyze The Teachers View of the Using Peer Editing Method in Writing Lesson at MAN 1 Mandailing Natal
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
an. Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.
NIP. 197210171997031004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/20950/2023
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 09 November 2023

Kepada
Yth. Drs. H. M. Syafi'i S, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MEYLIDA HARNI
NIM : 11714200596
Jurusan : Pendidikan Bahasa Inggris
Judul : The teachers perception of using peer editing technique in SMP An Namiroh Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an Dekan
Wakil Dekan I



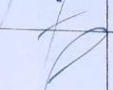

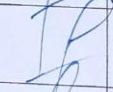

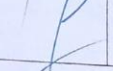
Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

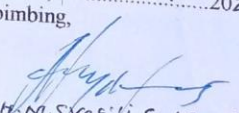


**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Proposal
 - a. Seminar usul Penelitian
 - b. Penulisan Laporan Penelitian
2. Nama Pembimbing : Drs. H. M. Syafi'i S. M. Pd
 - a. Nomor Induk Pegawai (NIP) : 19660603 199203 1 004
 - b. Nama Mahasiswa : Meylida Azzamri
3. Nomor Induk Mahasiswa : 11714200596
4. Nomor Induk Mahasiswa
5. Kegiatan

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	21/01/2022	- Identification - objective - Limitation - formulation		
2	28/03/2022	- Tujuan writing - permasalahan writing disdadah - formulasi		
3	11/04/2022	- ubah kalimat pertama di background - Perbaiki kalimat the researcher - formulation - referensi 1 - Definition of term		
4	20/08/2022	Cari pendapat guru yang mengakutkan peer editing is not good / effective		
5	19/01/2023	Cari pendapat guru terhadap peer editing dan jenis-jenis pendapat guru terhadap peer editing		
6	20/02/2023	Proposal approved		
7	25/07/2023	Instrumen approved		

Pekanbaru, 21 November 2023
 Pembimbing,

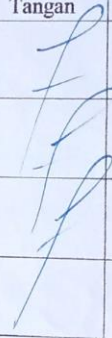
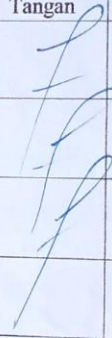
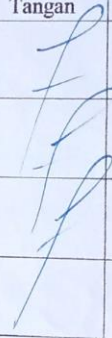

 Drs. H. M. Syafi'i S. M. Pd
 NIP. 1966 0603 199203 1004

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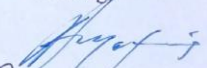


**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 2. Nama Pembimbing : Drs. H. M. Syafii S, M. Pd
 a. Nomor Induk Pegawai (NIP) : 1966 0603 199203 1004
 3. Nama Mahasiswa : Meylida Harni
 4. Nomor Induk Mahasiswa : 11714200596
 5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	24/10/2023	Hasil Interview dijabarkan 1 per 1 dan dianalisis		
2	14/11/2023	lengkapi skripsi		
3	21/11/2023	skripsi Approved		

Pekanbaru, 21 November 2023
 Pembimbing


 Drs. H. M. Syafii S, M. Pd
 NIP. 1966 0603 199203 1004

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CURRICULUM VITAE

Meylida Harni is the first child of five siblings of Mr. Sulfan and Mrs. Latifah. She was born in Kayulaut, May 12th 1999. She lives at Kayulaut, Kec. South Panyabungan, Kab. Mandailing Natal. In 2011 she graduated from SDN 145 Kayulaut, Kec. South Panyabungan. In 2014, she finished his study at MTsN Panyabungan, Mandailing Natal, and continued to MA N Panyabungan. She graduated from MAN Panyabungan, MAndailing Natal at 2017. In 2017, she was accepted to become one of student in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA Riau. In July 2020, she did KKN (Kuliah Kerja Nyata) program in Kampung Lama, Kec. Puncak Sorik Marapi, KAb Mandailing Natal. Then, she did teaching practice (PPL) program at Pondok Pesantren Darul Ikhlas on October until December 2020. To fulfil requirements for undergraduated Degree in English Education, she conducted the research on December 2023 by the thesis entitled “The Teachers’ Perception of Using Peer Editing Technique in Writing at SMP An Namiroh Pekanbaru ”.

UIN SUSKA RIAU

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