USING PEER EDITING TO IMPROVE STUDENTS’ WRITING SKILL

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Abstract

The objectives of the study are describing the Implementation of peer-editing technique to improve students’ writing skill and describing whether peer-editing technique can improve students’ writing skill or not. This Study was undertaken in Vocational School of SMA Negeri 4 Kota Bengkulu. The subjects of the research are the second year students of X IBB2 of SMA Negeri 4 Kota Bengkulu, who consist of 30 students. The researcher collected the data of the research observation, interview, document, and test (pre-test, post-test1, post-test2). In this research the researcher applied classroom action research which requires four steps, namely planning, implementing, observing, and reflecting. The result of this study shows that teaching writing using peer-editing can improve the students’ writing ability. It is proved by the improvement of the students’ mean score. The mean score of pre-test is 49.6%, while the mean score of post-test is 79.20%. In addition the students also fell interested, motivated, and easy in writing class.

Key Words: Peer Editing, Writing Skill

Introduction

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Syllabus helps the students to learn many types of writing such as genres, short functional texts, and some expression. Of the four skills, writing is the most difficult skill to master. According to Stella in Byrne (1997:280), the reason that most students take a long time to master writing skills are: 1) word in thousand, the vocabulary mastery of the students is different among each other; 2) the students’ fear of being judged too harshly by their work; 3) the students do not understand the instruction or the title; 4) the students don’t know how to correct the mistakes. Those problems also appear in SMA Negeri 4 Kota Bengkulu. The students of SMA Negeri 4 Kota Bengkulu considered writing as a difficult subject. By observing the learning activity of the students, the researcher found some problems faced by the students in learning recount text, there are: 1) Students had problem in term in learning language use; 2) They used incorrect verb especially in expressing past action; 3) students also had limited vocabulary, they used less English in expressing their writing; 4) their writing text had poor organization. As they think that writing is difficult, surely it affects the class situation in teaching learning English writing. There were several problems faced dealing with the students in learning writing. So it was better to solve those problems. The researcher decided to implement peer-editing technique in teaching writing to solve the problems. The researcher chose peer-editing because it is a classroom technique where learners
correct each other, rather than the teacher doing this. It could be used to encourage students to revise and edit their own writing. Peer-editing also optimizes the classroom time. Harmer (2004:115) says that peer-editing or known as peer-review is a valuable element in the writing process where encourage students to read other students’ work where it does not. While according to Oshima (2006:313) peer-editing is an interactive process or reading and commenting on classmates’ writing. Based on those argument, the researcher believes that peer-editing technique can improve students’ writing skill.

Problems of the Study
There are two problems appeared in the research of this study, there are: 1) Can the peer-editing technique improve the students’ skill in writing ?; 2) How is the implementation of peer-editing technique in improving the students writing skill? The objective classified in two objectives, there are general objective and specific objective. In general, the objective of the study is to improve the students writing skill of eleventh grade students of X IBB2 of SMA Negeri 4 Kota Bengkulu. And in specific the objective of this study is describing whether peer-editing can improve students’ writing skill or not and describing the implementation of peer-editing technique in improving students writing skill to the eleventh grade students of X IBB2 of SMA Negeri 4 Kota Bengkulu.

Methodology of the Research
In this research, the researcher applied Classroom Action Research (CAR). According to Suwandi (2009:9), action research is study which is used in self improvement, work experience, but it do by systematic and it be planed. According to Burn (1999:30) these are some characteristics of action research taken from some experts definition as follows.

1. Action research is contextual, small scale and localized. It identities and investigates problems within a specific situation.
2. It is evaluating reflective as it aims to bring about change and improvements in practice.
3. It is participators as it provides for collaborates investigation by teams of colleagues, practitioners, and researchers.
4. Changes is practice are based on the collection of information or data which provides impetus for changes.

Classroom Action Research is a reflective research which is begun with the real problem that is faced by the teacher in the teaching learning process. Then, it is reflected in the solution of the problem and applied. The action should be planed and can be measured. If the program solution cannot solve the problem, the teacher can conduct the next circle with the same procedure (Suwandi, 2009:42).

Research Finding
The finding was conducted at the Tenth Grade of IBB2 of SMA Negeri 4 Kota Bengkulu. In this finding, the researcher became a practitioner who implemented the action of the teaching learning process in the classroom, and as the
observer who observed the teaching learning process from the beginning of the finding until the end. The finding consisted of two cycles. There were two meetings at the first cycle and two meetings in the second cycle. After each cycle was done, the researcher conducted post-test to know the condition of the students’ writing skill. The description of the research finding can be explained as follows.

Before the researcher did the research finding, she conducted the observation and interview with the students to identify the problems that occurred in the class during learning process dealing with the students’ writing skill before using peer-editing. The researcher interviewed the students to know more accurate information about the problem faced by the students in learning English Writing. From the observation and the interview it was found that the students had problem in writing and the classroom atmosphere was less conducive for effective learning. The students said that they were not able to use appropriate grammar and vocabulary. By interviewing the students, the other problem faced by the students could be seen. The students told that they still had difficulty in spelling. They tended to write some things based on what they had listened. That was why they did some mistakes in their spelling while they were writing. After interviewing, the researcher gave pre-test to the students. The purpose of this pre-test was to gain the specific information about the students’ writing skill. Before conducting the pre-test, firstly the researcher gave the students the model of recount composition entitled “Visiting Mount Bromo”.

The researcher read the text once. The next, the researcher asked the students to read one more time. Then the researcher asked the students about the main topic of the text and what the main topic of each paragraph of the text, the students answered the question correctly. After giving some questions, then the researcher asked the students to retell their story. The students retell their story clearly, but they had problem in using past action. After retelling the story, the researcher gave pre-test to the students to write about their holiday experience. In pre-test the researcher gave opportunity to the students for 30 minutes to write the text.

After tabulating the result of students’ pre-test, the writer then tried analyze the pre-test result in order to know the students’ initial condition. The problem faced by the students that had been seen from the pre-test are:
1. Students had problem in term of language use, the students were not able to use appropriate pattern of tenses.
2. Students had problem in mechanical aspects; incorrect capitalization, punctuation, and spelling.
3. Students lacked of vocabularies, students were not able to use suitable word in their writing.
4. The students’ writing texts had poor organization, students were not be able to organize their writing well.

The average of the students’ result in the pre-test was 49.6%, the result was very low. The writer concluded that the student had not understood recount text yet, so the teacher and researcher did the action to solve the problem by using peer-editing.
Discussion

The writer has conducted this research to prove that peer-editing can improve the students’ writing skill. She tried to solve the problem encountered by X IBB2 students of SMA Negeri 4 Kota Bengkulu, in writing. After describing some stages of action research, the writer discussed the result. Based on the result above, the writer concludes that in doing the research, the researcher used the technique which was appropriate with the theory.

In teaching writing using peer-editing, the technique included: 1) giving compliment; 2) giving the author some specific ideas about how to make his or her writing better; 3) giving correction to the authors’ writing. By peer-editing technique, the students are easier to express their idea, because there were some guidelines given by the researcher.

To measure the students’ improvement in writing ability, the writer conducted pre-test, and post-test. The result of the test shows that the highest score in pre test was 80 while the lowest score was 24, highest score in post test 1 was 88 while the lowest score was 48, highest score in post test 2 was 96 while the lowest score was 60. The students improvements on the students’ writing skill also can be seen in the average score in pre-test was 49.6. While after the writer conducted a research, the averages scores was 67.46 for first post-test and 79.20 for the second post-test. To know the improvement of the students, the researcher compares each category in each test. The increasing mean score based on the result above. The researcher concluded there were significant difference between the students’ achievement before and after cycle.

Based on the observation of the teaching learning process in teaching writing using peer-editing. There is a good interaction between the students and the teacher. To create a good atmosphere, some times the teacher make some jokes to make them enjoy joining the class. By the discussion above, the writer concluded that the technique can improve the students writing skill at X IBB2 of SMA Negeri 4 Kota Bengkulu.

Conclusion

After discussing and analyzing the data which obtained from the action research, the writer concludes this study as follows.
1. Reviewing at the result of the study, the writer concluded that an increase in the students’ achievement had happened after they got some treatments; it was proven by the comparison of the pre-test and the post-test in which the post-test result was higher the pre-test.
2. Peer-editing make the students thinking creatively by developing their idea in giving their friends’ paper compliment, suggestion, correcting and practicing to do real writing by written composition. To support it, the researcher used peer-editing checklist and group work discussion.
3. By implemented it, the research result not only increase the students’ score but also showed a positive improvement in classroom situation. The class situation during pre-research was not conducive, boring, and monotonous. They often made noise and some of them were sleepy. There was no feedback to follow up the students’ writing. Otherwise, the class situation during implementing peer-
Editorial was more lively because the students not only joined in group work discussion, but also in individual work.

4. The students felt the different learning situation while they were joining in group work. They were not reluctant to ask with their friends and could learn together. The use of peer-editing checklist made them easier to generate the idea by following the steps in peer-editing checklist. This situation successfully created a good atmosphere in English class. The students became more active and all of the students were involved in the teaching learning process.

5. There was significant result on students’ achievement in mastering writing recount text by using Peer-Editing Technique. The students’ progress during the teaching writing activity by using peer-editing technique was good; 49.6% (pre-test), 67.46% (post-test1), and 79.20% (post-test2). It showed that the use of peer-editing technique was effective in teaching and learning English writing classes. Their mastery of structure on topic “writing recount text” was improved after the activities by using peer-editing technique were given. These results could be concluded to give significant result for the students’ achievement with the comparison between the pre-test and post-test. It was supported by the data result of the pre-test was lower (49.6%) than the post-test (79.20 %). Therefore, the result of the students’ achievement increased 29.6%.

References