THE USE OF PEER EDITING TO IMPROVE STUDENTS' WRITING SKILL

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Abstract

This research aimed at improving students' skills of writing for the eleventh grade students of SMK TI Pembangunan Cimahi through the use of peer editing. It is expected that peer editing can be used to improve the students' writing skill in recount text in SMK TI Pembangunan Cimahi. This research was an action research study that consisted of two cycles. In doing the research, the researcher involved 33 students of Class XI as the respondent of the research. The data was collected by observation and writing test. The result of this research indicated that peer editing improve student writing skill from cycle to cyle. It means peer editing technique can improve students writing skill.The researcher also found that peer editing was appropriate technique for students grade XI in SMK TI Pembangunan Cimahi. Beside of learning writing it self, by using this technique student also learnt how to be cooperative in pair, because peer editing was done by pairing. The students' writing ability in recount text improved in two cycles from 52 in cycle 1 then improved to 72 in cycle 2. The improvements of this study were particularly in students' writing on generic structure and language features of recount text.

Keywords: *peer editing, writing, vocational high school*

INTRODUCTION

In English learning there are 4 macro skill that have to be mastered by students. The one of that skill is writing skill. Writing skill is needed by many people to perform specific writing types like writing essay, writing a paper, writing proposal, writing an application and so on. Since writing has a lot of benefits, it is important for people in modern time to learn and master writing. Blanchard and Root (1998: 1) as cited in Mundriyah & Parmawati (2016) state that learning to write in a new language is not always easy. Alwasilah (2005) also said that writing is language activity that help to create student's logical competence, which is the capability to solve problem through complex linguistic and cognitive ability such as organizing, structuring, and revising. Thus, it is clear that writing is one of the important skill that must be mastered.

However, the students' ability to create the writing product is weak and it appears to be problematic at school. That is because writing is really complex, and it contain of idea, vocabulary, and grammar. It is supproted by Richards & Renandya (2002) that writing is the most difficult skill to be matered by second or foreign language learners. The difficulties do not only include generating and organizing the ideas, but also in translating the ideas into a readable and understandable text. Therefore, it is acceptable that students often make many mistakes to write in English. Writing requires complex skills. Students need to master English vocabulary and to master English grammatical and punctuation rules as well. Besides, students need to be able to arrange words into some sentences and the arrange the sentences into a paragraph. As the results, students who do not understand those writing complex skills often get confused to transfer their idea to the writing products which they will make. They get difficulties to convey

the teacher's meaning into written forms. Also, the students often do not re-read the text they have just written. They do not revise their writing product.

To achieve the learning objectives, teachers must use appropriate methods. Peer editing is a method that is expected to increase students' achievement in learning writing. because of the problem that student usually do not revise their writing, Therefore, teachers need to give feedback to the students to show that the students have made something wrong. Feedback from teacher on student's writing plays an important role to solve the students' writing difficulties. On the other hand, Brender (1998) and Fregeu (1999) as cited in Williams (2003) stated that feedback without explanation or discussion from or between teacher and students will not bring significant effects toward the student's writing. In writing, teachers may correct students' mistake in many different ways. One of the ways can be peer editing or peer feedback. Peer editing is a process of correction by sharing what the students have written to others to make sure if they have understood what the teachers mean. Peer editing can help the students to be independent and more aware of their own learning needs. In peer editing, techniques such as facial expressions and gestures are useful to do. It gives the students opportunity to realize their mistakes. Teachers surely do not correct students' mistakes themselves, but they ask the students to correct each other so the students are able to differentiate whether their work is correct or not by comparing it to their peer's.

Writing Skill

Writing is one of language skills with which people can express and generate their ideas in written form (Harmer, 2001). This process focuses on the work of one's mind and language skill in expressing his or her thoughts or ideas and feelings into the written form. Feedback has benefits for both teachers and students. According to Williams (2003) feedback has a goal to help students enhance their writing competence to the point where they are recognize of what is expected to them as writers and ability to produce it with minimal errors and maximal clarity. It is important to provide students with feedback about the effectiveness of their writing so that the students can carry on the idea of their writing.

Writing Process

According to Nunan (1991, cited in Apsari, 2017) there are three stages of writing. they are pre-writing, writing, and post-writing.

1. Pre-writing

    Pre-writing include sharing the free writing topic, brainstorming, making a list or simply reflecting on an experience. Generating the topic is usually the hardest part in this stage.

2. Writing

    In this stage, the writer should deal the ideas with details that he has discovered in pre writing stage. This stage also include the process of drafting in which he should develove the outline into a good paragraph and make it coherent.

3. Post-writing

    In this stage the writer may add several ideas that he thinks necessary for his writing, revise, and edit his composition. The most important for him to do in this stage is to make connection in grmmar, mechanics, spelling, and punctuation to make sure that his writing is completely understood both content and organization.

Recount Text

Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardiyono, 2007). In addition, Anderson & Anderson (1997) claimed that the purpose of a recount is to give the audience a description of what occurred and when it occurred. Furthermore, Derewianka (2004) states that the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the reader knows who is involved, where, when, etc. b) the retelling of a series of events in chronological sequence.

Peer Editing

According to Lewis (2002), Peer feedback also referred to peer response, peer editing, and peer review. It can force students to develop their thinking and help them enhance their skills in responding and commenting on other's works. Through peer review, students can get valuable opportunities to improve their writing skills as they discuss some aspects such as wriitng contents, organizational patterns, grammatical structures, and appropriate word choices.

Peer editing means working with someone in our class – to help edit, revise, and his or her writing. In peer-editing, there are three important steps to remember, compliments, suggestions, and corrections. Peer-editing is a process of correction by sharing what the students have written to others to make sure if they have really understood what the teachers mean Brown (2001). Writing and revising in the classroom often involves peer discussion, whether in a one-to-one or group setting.

In this case the writing is about recount text on personal letter. The step of peer editing is adapted from Alwasilah (2005) they propose ten steps to conduct collaborative writing where peer editing is a part of it. They are presented below.
1. Make a small group containing three or four students.
2. To avoid noise, make a distance among the groups.
3. In groups, each member reads other's member letter.
4. While reading letter, students are asked to notice to the mechanic of the text.
5. Read each sentence and pay attention to the content and the connection between paragraphs.
6. When there is something unclear, awkward, and unreasonable, ask directly to the writer.
7. Give the revised letter back to the writer. Then the writer has to re-write
8. In the following week (within the group), recheck the letter that has been rewritten.
9. These activities (collaboration and revision) are done four times in minimum.
10. The letter that has been revised four times is given to the lecturer to get another feedback.

METHOD

This research used CAR as the method of research. According to Stringer (2008) cited in Amri, (2013) will be the means for teachers to improve their teaching and learning process. An action research generally is a systematic inquiry. It is conducted as a response of any problem based on a reflective thinking that aims to improve, change, and maintain. If it is related to the problems in classroom then the research is said a Classroom Action Research.

The respondents of this research are the eleven grade students of SMK TI Pembangunan Cimahi. This class consists of 33 students. The researcher conducted research on 27th October 2018 until 27th November 2018. The data was taken from writing test and observation.Test was conducted twice namely pre-test and post test. Pre-test is a test that is given to students before implementing the treatment. The purpose of pre-test is to investigate students' ability in writing skill. Post test is a test that is given to student after teacher give a treatment to students. This test is to know that does the treatment make student achievement in learning writing skill is increasing or not. Observation was conducted to know the existing condition of the class and to get the highlight of real problems that encounter teaching and learning process in the classroom. Data from observation were analyzed to get the main points from the observation.

RESULTS AND DISCUSSION

Results

Cycle 1
In this session teacher made a lesson plan for 4 meetings, and prepared everything is needed for the lesson. In this section teacher prepared:
1. Pre-test question.
2. Learnig media such as paper, white board, etc.
3. Post test question.

Table. 1 The Implementation of Peer Editing in Cycle 1

Meeting	Action	Activity
1	Pre-test	The pre-test was done in the first of learning activity. For pre-test teacher give a instruction to make a recount text about their experience.
2	Treatment 1	In this session, teacher told student about the goal of learning. Then, gave explanation about writing and peer editing. Teacher also explained the rule of peer editing.
3	Treatment 2	Did the peer editing step by step. The theme that teacher's use is recount text about experience.
4	Post test	Teacher gave a test as same as the pre-test that had been given in the first session, to know were student increase their score or not.

Teacher obsereved all activity in class. In first meeting, student have a problem in tenses and vocabulary that used in recount text. Therefore, during the pre test, students gave many questions to another students. That made the class was not condusive.

Cycle 2

In this session teacher made a lesson plan, and prepared everything is needed for the lesson. In this cyle teacher made a better preparation than cycle 1. In this section teacher prepare:
1. Teacher prepared learnig media

2. Material to be teached to students.
3. Post test question.

Table. 2 The Implementation of Peer Editing in Cycle 2

Meeting	Action	Activity
5	Treatment 1	Doing the peer editing step by step but in different group and different theme.
6	Treatment 2	Give students explanation/tips about increasing their writing skill.
7	Post test	Teacher give a test as same as the pre-test that had been given in the first session, to know were student increase their score or not. The test was students had to make a recount text about their experience. It made in personal letter form.

Teacher obsereved all activity in class, after did the activity in cycle 1, students were more familiar with peer editing and they more ready to do that ,so the activity of peer editing runs easily because students were understood. With this method students are easier to write and revise a text. After this cycle, students more understood about generic structure and language features of recount text.

Discussion

After pre-test, students were given a treatment with peer editing method in the third meeting. In this meeting students did peer editing according to teacher instruction. After treatment, students were given post test to know how much students' achievement in writing skill would increase. The post test question was the same as the pre test question.

In cycle 1 there were some weakness such as students were weak in tenses and vocabulary. It made the post-test score did not increase. Therefore, the learning activity was continued with cycle 2. In cycle 2, teacher did not give pre-test because the pre-test was taken from the post test in cycle 1. Teacher give peer editing treatment in the 5th meeting. And in this cycle, teacher taught student with more interaction that make student pay more attention to teacher and also taught with material that related with recount text. After doing all the cycles, the score data was obtained as follows.

Table. 3 The Sample of Students' Achievment

	Pre-test	Post test 1	Post test2
Minimum score	42	44	55
Maximum score	58	62	78
Average	49	52	72

From that data, it can be seen that the score avarage of student in the final post test is 72 out of 100. It means that students' score in writing increased.

CONCLUSION

Based on the result and discussion of this research, it can be concluded that there was significant increase of students' writing achievement after applied the treatment peer editing in second grade of SMK TI Pembangunan Cimahi. After being taught by using peer editing, it can be seen that the score average of students was increased. The mean of the post test was higher than pre-test. It showed that there was significant of students' writing with average score 49 in pre-test, 52 in post-test 1, and 72 in post test 2. It means peer editing is one appropriate method to increase students' writing skill.After conducting this research, there are several recommendations for the English teachers and other researchers as follows. For the English teachers, it is essential for the teacher to improve the quality of English teaching learning process, especially in writing activities. The results of the research show that peer editing was believed to be successful in improving the students' writing skill. It was suggested that the English teachers could apply and explore more deeply the application of peer editing in improving the students' writing skill. It was very useful for them to use peer editing to assess students' writing. In addition, for other researchers, this study only gives an emphasis on the use of peer editing to improve students' writing skill. It was suggested that the other researchers could conduct the other studies of the same issue in the other skills.

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