USING PEER EDITING TO IMPROVE STUDENTS' WRITING SKILL

(A Classroom Action Research at the Second Year of SMK Negeri 1 Pati

in 2010/2011 Academic Year)

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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 SMK Negeri 1 Pati. The subjecst of the research are the second year students of XI Accounting2 of SMK Negeri 1 Pati, who consit 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 usingpeer-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 intersted, motivated, and easy in writing class.

- **Introduction**

Writing as one of the four skils 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 fungtioanal 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 harsly 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 SMK Negeri 1 Pati. The students of SMK Negeri 1 Pati considered writing as a diffcult 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 pas 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 writting.

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?

- **Objectives if the Study**

Based on the research problems of the study mentioned above, the resarcher formulates some objectives of the study. 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 Accounting2 of SMK Negeri 1 Pati. 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 accounting2 of SMK Negeri 1 Pati.

- **Subject of the Study**

The subject of this study is the second year students of Accounting2 of SMK Negeri 1 Pati. There are 30 students in the class, the male students are 4students, and the female students are 26 students.

- **Setting of the Research**

This research was carried out of at Vocational School, SMK Negeri 1 Pati, in the class of XI Acounting2. It is located in JL. Jendral Ahmad Yani No.2 Pati.

- **Type 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 collaboraties 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).

- **Data and Data Source**

The data of the research are quantitative and qualitative data. Quantitative data are the data that can be measured directly, while qualitative data are the data that can be measured indirectly. The researcher uses students' score in pre-test and post-test as quantitative data. Qualitative data on this research are:

1. Event

    Event is the teaching writing process that focuses on the use of peer-editing to the second year of Acounting "2" of SMK Negeri 1 Pati.

2. Informants

    This study involves the second year students of SMK Negeri 1 Pati in class " XI A2" (Accounting 2), 2010 / 2011 academic year, the researcher, and the students in collaborative who conduct peer-editing.

3. Document

In this study, the documents are the writing materials, lesson plan, and list students' achievement in English Writing text.

- **Method of Collecting Data**

The researcher cunducted the data through following Procedures.

1. Observation

   Observation is a method or way to analyze and conduct a systematic recording of behaviour by seeing or observing individuals or groups directly

2. Interview

   Interview is a way of collecting information through giving some questions to the interviewer and giving some answers to the interviewer. Here the writer interviewed the students about the difficulties of writing.

3. Documents

   The document here means lesson plan, field note, student's work sheet.

4. Test

   To measure the writing ability of the students, the researcher needs some quetions and exercises or usually called test. According to Arikunto (2006:138), test is a series of questions or exercises or other devices used to measure the skills, knowledge, intelegence, ability or talent possesed by individuals or groups.

- **Technique for Analyzing Data**

   In analyzing the data, the researcher uses the techniques, namely descriptive comparative and critical analysis technique. Descriptive comparative technique is used to analyse quantitative data. It is done by comparing the result of each cycle (Suwandi, 2009:61). The researcher compares the students' score on pre – test, result of cycle I, as post - test, it is as descriptive statistics. To find the students' achievement before and after action, the researcher can calculate it with the Avarage formula.

$$Me = \frac{\varepsilon \, X_i}{n}$$

Where: Me : Mean (the avarage of students' test result)

   ε : Epsilon

Xi : Score X to I

n : the number of sudents   (Sugiyono, 2005:43)

While critical analytic technique is related with qualitative data. There are three steps in analysing the data according to Miles and Huberman (1996:170).

1. Reducting the Data

That is the first component in analyzing the data that contains selecting process, focusing, and summarizing data from field notes. In this step, the researcher selects, limits, and summarizes the data from the implementation of teaching writing using peer – editing.

2. Displaying the Data

The second steps of analyzing the data is describing the data in narrative which the research conclusion will be possible to be done. This step is describing the result of the research which is described in systematic and logic sentences form, but it can be displayed in table from which supports the narrative data.

3. Drawing Conclusion

The last step is that the writer makes a conclusion of the research. Then the writer also verifies the conclusion of the technique by discussing the research conclusion with the collaborator of the research. This step is very important to be done in order to get good research conclusion.

- **Reseseach Finding**

The finding was conducted at the Eleventh Grade of Accounting 2 of SMK Negeri 1 Pati. 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 begining 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.

1. **Identifying Students' Problem in Writing Skill**

Before the researcher did the research finding, she conducted the observation and interview with the students to identify the problems that occured 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 approppriate 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 entiteld " Visiting Mount Bromo".

The researcher read the text once. The next, the researcer asked the students to read one more time. Then the researher asked the students about the main topic of the text and what the main topic of each paragraph of the text, the sudents answered the question correctly. After giving some questions, then the resarcher 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 writting 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.

First Cycle

The first cycle was implemented in two meetings. Which covered model paragarph, language based exercise in each meeting, and the peer-editing practiced. There were four stages in the process of the research namely planning, acting, observing, and reflecting.

a. Planning

Based on the problem faced by the students of XI A2 class of SMK Negeri 1 Pati, the researcher made a lesson plan, the material, worksheet and the peer-editing check list sheet as the students guidelines. The implementation focused on comphrehension of characteristics of recount text, they were generic structure, and languge features.

b. Comphrehensing The characteristics of Recount Text

This phase focused on the recount writing comphrehension. Here is the elaboration of the stages of the first cycle.

a) Opening

The researcher began the teaching learning process by narating her embrassing moment to the students. Then the researcher asked the students some question related to her story.

b) Main Activity

After giving some question then the researcher ditributed the recount paragraph model entiteld "My First Flight". This recount text is telling about someones' experience in the airport. Afterwards, the researcher asked the students to determine the generic sructure of the text, but some students did not understand or might not know the recount text well. Therefore, the researcher explained the features of recount text. The researcher explained that the generic structure of the text was orientation, event, and orientation. The researcher also explained about the language feature of recount text, especially the grammar used in recount text. The researcher explained that recount text use Simple Past Tense. The writer asked the students to discuss with their chair mate to analyze the words or phrases indicating the past tense and analyzed the synonym and antonym of vocabularies related with the text.

The researcher walked around to see their works; some seemed very enthusiastic and most were able to do.

c) Closing

Because of the limited time, the researcher shortly concluded the material at the meeting by reveiwing the features of recount text. Then closed the lesson by giving homework to them to make composition about their unforgetable moment.

a. Implementing Peer-Editing

Peer-editing was conducted at the second meeting in the first cycle. In short, the teaching learning process ran as follows.

a) Opening

The researcher shortly reveiwing the previous lesson of recount text and its characteristics. Then the researcher asked them to take out their composition that the researcher asked them to make it at home at the previous meeting.

b) Main Activity

After all the students were ready with their composition. In this part the researcher would trained the students about peer-editing technique. The steps of peer-editing technique are as follows.

1) Choosing the peers, firstly the researcher asked the students to choose one of their freinds to discuss their text. The students decided that they would choose one of their classmate. There are 30 students in the class, so it devided into 15 groups.

2) The researcher asked the students to exchange papers.

3) The researcher asked the students to use peer-editing checklist provided. The researcher give the students 5 minutes to read the peer-editing check list sheets. After a while, the researcher explained the students that they would use the peer-editing check list as their guidelines.

4) The researcher asked the students to put their own names on the papers they are to edit. After puting the names, the researcher gave time to the students to read their friends papers carefully. After the students reading their friends' paper, the researcher asked the students to edit their friends papers used the peer-editing checklist sheets as their guidelines.

5) The researcher ask editors to underline the mistakes and write the editing symbols above. Before correcting their friends papers, the researcher asked the students to give their compliments and suggestions on their friends' paper. Based on their peer-editing checklist, the researcher reminded the students to check the composition for complete sentence, to check the correct principles of grammar of recount text that used of past tense, the correct word spelling, and the used of capital letter. The researcher also reminded the students to use capital letter in proper nouns. Afterward the researcher also asked the students to check each sentence that should use the proper puntuation, and the last the researcher asked them to reread the paper carefully for all errors.

6) The researcher asked the students to get their papers back.

7) Based on the feedback they received, the researcher asked the students writers to correct their own papers. The researcher gave them 15 minutes to correct their own papers.

8) While correcting their mistakes, the students asked by the researcher to consult the editor for clarification. The researcher asked the students to discuss about their papers. This activity let the students discussed about their comments or suggestions that they were not clear.

9) The researcher reminded the students to negotiate their mistakes. In this step, the students writer reminded by the researcher to discuss their viewpoints on the mistakes they are not convinced with their editors.

10) While the students correcting their mistakes, The researcher asked the students to use their dictionary, grammarbook, and their classnote in order to make the students editing process run well.

c) **Closing**

After the students had finished editing their composition, the reseacher collected it and summarized the lesson that they have learned that today. Then the researcher also asked the students to make the paragarph recount at home as their homework Then the researcher closed the lesson by greeting and saying thank you.The researcher used students' homework as the first post test. Based on the result it showed that the average achievement of the students in the first cycle was 67,46%. It cannot be concluded that the first cycle was said successful.They made some mistakes when they produce recount text, such as in grammar, spelling, and arranging good sentences. Consequently, the writer conducted the next cycle by emphasizing on that difficulties.

b. **Observing**

In the process of observation, the researcher could measure the students improvemet in teaching learning process. By observing the attitude of the students, such as: their comment in the class, their question, and their result of the test in this cycle. She observed the teaching learning process by monitoring the students' activity in this action. The result of observation are: 1) there are a few students who still passive and felt difficult in writing; 2) sometimes the students still making grammatical error; 3) some students can express their idea easily; 4) most of students had motivation and enthusiastic at the task, it was shown from the students question when learning in the class. there was improvement in the first cycle when the researcher compared the result of pre test and post test in first cycle.

c. **Reflecting**

After observing the students in the class, the next step was reflecting in which the researcher reflected the technique that was implemented. Most of the student got more motivation, the students more active in the clasroom, there were very enthutiastic join the class. But, 25% students were still passive and felt difficult to write especially to used the right grammar.

Based on the explanation above, the researcher concluded that the first cycle ran well. Peer-editing as the technique in teaching writing could improve the students' ability in expresing their idea, decreased the gramatical error and they could used the appropriate vocabulary. In this cycle there was an improvement of the students' ability when we compared between pre-test. And pos-test1. It can be seen from the mean score, the mean score of pre-test was 49,6. while the mean score of post-test was 67,46. After doing the reflection the writer decided to go to the second cycle.

Second Cycle

The second cycle was implemented in two meetings. In general, the procedure of teaching and learning in this cycle was the same as the previous cycle.

a) Planning

After conducting post-test1, the resarcher designed a lesson plan to teach writing in the class. In the second cycle the researcher prpared the implementation of peer-editing in improving students' writing skill. The material taken from students' book entiteld "*English for Vocational Schools IIA Based on The Recent Curriculum, The KTSP Model 2006, Elementary level, by: Yiyis Krisnani".* The main focused of the implementation in the second cycle was to eliminate students' difficulties in constructing sentences and grammar (Simple Past Tense).

d. Implementing Peer – Editing

The researcher implemented the action in the first meeting of second cycle. Here is the elaboration of the stages.

a) Opening

The researcher began the teaching learning process by reviewing about recount text that they had learned in the last meeting. And explained that they would learn more about recount text.

b) Main Activity

Firstly the researcher asked the students to open their students book of "*English for Vocational Schools IIA Based on The Recent Curriculum, The KTSP Model*

2006, Elementary level, by: Yiyis Krisnani", and read the model paragraph .The title of the model paragraph was" A Trip to The Botanical Gardens". Afterwards, the researcher asked the students to answer the question related to the text. Tenth minutes later, the researcher pointed several students to answer the question. All of them answered correctly, although with simple answer. Then, the researcher asked to do next task; that was made tenth sentences using past tense. The researcher gave the students 15 minutes to make sentences using past tense. After 15 minutes the researcher asked the students to practice the pee-editing technique to edit their friends' sentences.

1) Firstly the researcher asked the students to choose the peer.

2) After the group work was formed, then the researcher asked them to exchange their draft around the group.

3) Afterward, the researcher asked the students to used their peer-editing checklist that had been distributed by the researcher in the previous meeting.

4) To make the group discussion ran well, the researcher asked the students to put their own names on their friends' draft.

5) The next step , the researcher asked the students to read the draft carefully and asked them to check grammatical used and word spelling in each sentences on the draft.

6) After correcting the draft, the researcher asked the students to get their papers back and gave them 15 minute to correct the draft. While the students corrrecting their draft, the researcher controlled their activity. The students edit their own draft correctly, the researcher found that they made only a few mistake.

7) The researcher also reminded the students to consult the editiors clarification and negotiate their viewpoint on the mistake. The students discuss their draft enthusiastic and they enjoyed the activity. The students also asked about the grammatical use in recount text.

After peer-editing process finished, the researcher asked the students to collect their draft and asked them to get back to their own chair.

c) Closing

The researcher asked the students to submit their worksheet. Every student had submited their own writing. Before the lesson was closed, the researcher asked about their feeling. *"Gimana kira-kira karangan kalian, bisa mengerjakan?"* asked the researcher. *"Lumayan, Miss..tambah mudeng,"* said one of the student. *"Kalo pake peer-editing kita jadi tau bikin kalimat sama paragraph yang bener tu*

kayak gimana Miss". The students' response of peer-editing was good and a few minutes later the researcher closed the meeting by saying thanks and goodbye.

In the researcher asked the students to make a recount composition and use peer-editing checklist as their guideline to make a good composition. The researcher gave them 30 minutes to make the composition. After finishing the compsition, then the researcher asked the students to submit their composition as the second pos-test.

Based on the result of post test, it showed the average of the students' achievement in the second cycle was 79,20. The treatment in the second activity was successful because 86% (28 of 30 students) of the whole students got more than 75 and it showed that the avarage achievement of the students was more than 75% so the researcher can conclude that the implementation of peer-editing in teaching learning process is succesfull.

. **Observing**

In this step, the researcher carried out observation to know the improvement of the students writing skill. In this cycle, the researcher observed the teaching learning process by monitoring the students activity in this action. The result of observation are: 1) the students more active and felt easier to write and to express their idea in writng; 2) most of the students had motivation and enthusiastic do the task, because they can discuss with their friends and the researcher when practicing peer – edting; 3) the students less error in grammatical, they choose appropriate vocabulary; 4) there was an improvement in first cycle. The result of the second cycle test can be seen in the table of students result in second post-test.

Reflecting

In this phase, the researcher found that there was a good improvement of students' achievemen. The summary of the second result showed that the excellent and good criteria increase from the last cycle, while fair criteria were decrease, The maximal score in this cycle is 96 and the minimal score is 60. The avarage of content is 25,6,form/organisation 17,9,vocabulary 18,1,grammar 18,4 and mechanic 3,3. It can be concluded that guided can improve students writing ability.

- **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 XI A2 students of SMK Negeri 1 Pati in writing. After describing some stages of action research, the writer discused 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-edting, the technique included: 1) giving compliment; 2) giving the author some specific ideas about how to make his or her writting better; 3) giving correction to the authors' writtng. By peer-editing technique, the studetns 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, highets score in post test 1 was 88 while the lowest score was 48, in highest score in post test 2 was 96 while the lowest score was 60. The sudents improvements on the students' writing skill also can be seen in the avarage score in pre-test was 49,6. While after the writer conducted a research, the avarages 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 beetwen 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 XI A2 of SMK Negeri 1 Pati.

- **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 freinds' 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.

   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-editing was more lively because the students not only joined in group work dicussion, but also in individual work.

   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 succesfully created a good atmosphere in English class. The students became more active and all of the students were involved in the teaching learning process.

3. 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%.

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Surakarta, 5 Agustus 2012

The Writer,

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