

The Effect of Using Peer Editing to Improve Students Ability in Writing at Eight Grade Students of Junior High School of 8 Bukittinggi Academic Year 2018/2019

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ABSTRACT

This research was due to discover the effect of using peer editing to improve students writing. It has been done at SMPN 8 Bukittinggi because some of students in SMPN 8 Bukittinggi still had problems in mastering English especially in writing text. Some of the students had a problems in making paragraph clearly, in organizing their ideas, to found their grammatical or vocabulary error and etc.. This research used experimental research. The researcher used quasi experimental design by using the pretest-posttest design. To determine sample, the researcher used purposive sampling technique. The data was got through pretest and posttest to experimental and control class. To analyze the data, the researcher used the normality by using Lilliefors test and the homogeneity test by using F test and to test the hypothesis the researcher used t-test formula and consulted the result into t-table with level of significant $\alpha=0.05$. From the result and accounting the pre-test and pos-test scores of experiment class, it was found using peer editing in writing had better result than not using peer editing.

Keywords: Writing, Peer-editing, Vocabulary, Grammar.

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INTRODUCTION

Writing is one of four language skills that should be mastered by the students in learning English. The students need writing for their academic purpose. The students at every level need to be able to write clearly and well in organized the compositions of writing. According to Patel and Jain, writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence patterns. So, the students need to know how to organize the word and know what appropriate vocabulary that will they use and also the correct speeling of the word that they use in their writing.

Furthermore, writing is also difficult for the students. Because, there are many factors that makes the students difficult in writing, there are how to express their ideas into a good

paragraph, how to use the correct grammar, vocabulary, spelling of the word and organization of the writing. Tessema (2005) says that one of the reason that makes writing so difficult is relates to knowing about the appropriate grammar and vocabulary and a writers ideas must be presented clearly. So, before the students write a text , the students need to know what will they write and what appropriate grammar, vocabbulary that will they use in their writing.

Then, there is another factor that makes the students difficult in writing, it is about lack of motivation of the students in writing. Wang (2006) says that the students will not be involved in learning process if they do not have a need or desire to learn it. It means that, students need to be involved in learning process and make the students need and want to write. And also, telling the students about writing is one of the important thing when the students want to master English well.

The problem of this research are: First, in making paragraph, the students could not organize paragraph clearly. For example, when the students express their ideas on their writing in a paragraph, the ideas of paragraph did not consist of a topic, supporting, and concluding sentence. Second, the students did not master English grammar. It was shown by their writing. It is one of the important skills when the students write an English sentence or a paragraph. Third, most of students thought writing was very difficult. It caused the students had lack of motivation. The teacher need to know how can motivate students in doing writing.

So, the teacher need to know how to make the students enjoy and need to do writing and motivated to write. If the students are motivated to write, it will bring a big chance for them to improve their writing skill and also to master English well.

LITERATURE REVIEW

a. Peer Editing

Peer editing is an activity in process of students' writing to responding to each other's writing. In peer editing there is an interaction with peers to develop their idea in writing skill. The students will learn collaboratively in their writing. For example, when students write a paragraph, they can share their writing to check their vocabulary, grammar, and organization. It is very important for students, because response for student writing can come from various readers, including classmates, others peers, and teachers to get a good writing.

Based on Oshima and Hogue (2007) says that peer editing is write your comments on the worksheet on your classmate's paper as your instructor directs. It means, peer

editing is a technique in which students read and comment on each other's written work. Next, according to Teo Adelline (2007) states that collaborative writing students are encouraged to brainstorm ideas in pairs or groups, to give each other feedback and edit each other's writing. Liu and Hansen stays (2005) that peer editing is an interaction which involves students to exchange information. So, peer editing is a technique where the students share their writing to their classmate and then they discuss to make their writing be better.

b. Advantages of Peer Editing

There are some advantages of peer editing technique. Based on Mc Milan (2002) that one of the most obvious benefits for a student is the opportunity for them to work as part of a team, providing mutual support and helping each other succeed. More explanation according to Mariani (2013) there are five advantages of peer editing. They are social skills development, stress reduction and time-saving benefits, motivational effects, improvement in the content of their writing, and gains in grammatical and structural proficiency. So, when students learn together with their friends, it encouraged the students to learn from each other. It means that if one student as an editor can explain mistakes of their writing to their friends by using their own way with the simple language and their friend will understand. It helps the students to revise and improve their writing when peers were able to provide concrete suggestions for revision.

c. Stages of Peer Editing

There are some steps in doing peer editing, Autila (2007), there are some steps of conducting peer editing technique:

1. Choose the pair, it can be randomly
2. Provide worksheet
3. Peer editor circle the mistakes
4. Let the students to consult with peer editor for clarification.
5. Have writers to revise their paper.

More complete explanation, according to Karigan (2013) steps of peer editing are:

1. Choosing the peers students
2. The next steps is letting the students exchange papers
3. To use the rubric sheets the teacher provide
4. Ask to put their own names on the papers they are edit

5. The students time to read the essay
6. Underline the mistakes
7. After finishing, the students get their paper back.
8. The students writes correct their own paper
9. Correcting their mistakes.

So, after peer editing, a discussion among the students and the teacher should help improve the quality of the students' feedback, which will make peer editing more useful to all students.

METHOD

a. Research Design

The In conducting this research, the researcher used quantitative approach. According to Suharmi Arikunto in his book, quantitative research is the research using numeral, begin for collecting of data, interpretation and the result of the research. Quantitative approach used for analyzing the statistical data of students' pre-test and post-test score. By that score, the researcher analyzed whether peer editing technique had some effect in students writing.

In this research the researcher used two classes; they are experiment class and control class. Experiment class is a class that given treatment by using the peer editing technique and control class is a class without using peer editing technique. Furthermore, the two classes were given pre-test, different treatment and post-test.

The population of this research is eight grade students of Junior High School of 8 Bukittinggi in academic year 2018/2019.

Table 1 The Total Population of Eight Grade Students of SMPN 8 Bukittinggi, Academic Year 2018/2019

Class	Amount of students
VIII.1	25
VIII.2	26
VIII.3	25
VIII.4	26
VII.I5	26

VIII.6	25
VIII.7	25
153 students	

Sample is a part of population that had been selected by the researcher. In this research, the sample of this research is VIII.6 and VIII.7, that consist of 25 students of each class. The researcher chose the sample based on some considerations such as the total of the students of both class and teach by same teacher.

b. Research Instrument

The researcher collect the data of the research by using writing test. The written test using to measure the effect of the peer editing to the student ability in writing. Pretest used before the student using the technique and posttest used after the student using the technique.

In constructing the test, the researcher consulted with the teacher in making test. Test was created by considering the validity and reliability, as explain below:

1. Validity

Validity in testing had been understood to discover whether a test measures accurately what is intended to measure or it measures what it is purpose to measure. Arikunto (2007) stated that a test can be said as a valid test if it measures what is intended to measure and the instrument is call as a valid instrument when it can give the true description about he data based on he reality or fact. Its mean that, the test is valid if it measures accurately what is intended to be measure.

In this reasearch , the validity of the data was about expert validity. The reseacher consulted the test to the lecturers and the teacher of Junior School of 8 Bukittinggi. The lecturer are Desi Ratna Sari,M.Hum and Agseora Ediyen,M.hum. The teacher is Befilinda,S.pd.

2. Reliability

If a test could give the current result as same as the previous test that had been conducted, that mean that the test had a high reliability. Arikunto (2007) also says that in other words, students got the similar rank in both of the previous or the test. For instantce, the students took the test last month and she got the first rank and after one month later, she took the test again and she still got the first rank in her group. The researcher gave twice test to the same class, class VIII. The students got

similar rank in both of the test. In conclusion, the instrument that had been conduct by researcher will reliable.

To know the reliability of the instrument test, researcher was consult and ask to the expert that was not his supervisor. For example, consulting with the English teaher in SMPN 8 Bukittinggi, with lecturer or others that expert in writing and English lecturer. The point is the instrumentation was relied by the expert in English.

FINDINGS

The researcher describes the result finding in using of peer editing technique in writing. The finding includes the using of peer editing can improve the students' writing.

a. Data from Pre-Test of Experimental and Control Class

The data analysis have been given by the research at the first meeting before conducting the treatment. The pre-test was carried out to identify students ability in writing before they got the treatment.

Table 2 The result of the Calculation of Scores Gained from the Pre-test

Group	N	Mean	Standard Deviation	The Lowest Score	The Hight Score
Experiment	25	60,44	14,79	35	85
Control	25	54,08	15,23	30	78

The table 2, it shows that the mean of the experimental group pre-test score 60,44, while the mean of the control group pre-test 54,08 with a difference of these group's score.

b. Data from the Post-test of the Exeperiemental and Control Group

The post-test was done after the treatment in order to find out if there any significant effect of using peer editing toward students writing. The post-test was given to the experiment and control group after treated. Both group were given the same test material and time allocation.

Table 3 The Result of the Calculation of the Score Gained from Post-test

Group	N	Mean	Standard Deviation	The Lowest score	The Highest Score
Experiment	25	69,12	13,07	45	88

Control	25	55,20	13,80	30	77
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The table 3 above shows that the mean score of the experimental class post-test is 69,12 , while the mean the score of the post-test score of the control class is 55,20 . It means that the mean score of the experimental class was higher than the control class. The standar deviation of the experimental class is 13,07 and the control class is 13,80.

Table 4 The Comparison of Pre-Test and Post-Test of the Experimental and the Control Class

Test Result			
The Class	Pre-test	Post-Test	Gained score
Experimental Class	$\bar{X} = 60,44$	$\bar{X} = 69,12$	8,68
	$S = 14,79$	$S = 13,07$	
	$S^2 = 218,74$	$S^2 = 170,82$	
Control Class	$\bar{X} = 54,08$	$\bar{X} = 55,20$	1,12
	$S = 15,23$	$S = 13,80$	
	$S^2 = 231,95$	$S^2 = 190,44$	

Based on the table 4 above, the post-test result of the experimental class is higher than the pre-test result (69,12) higher than (60.44). It means that the treatment that has been used by the researcher can help the students in improving the students' writing. The comparison of the post-test result between experimental and control class showed that the control class test result was lower than experimental class. It is indicated by the mean score of the post-test result of control class (55,20) is lower than the experimental post-test result (69,12). It means that the students who were treated by using peer editing give better result than the students who were not taught by using peer editing.

c. Testing Hypothesis

The first hypothesis of this research, there is any significant effect of using peer editing in students' writing at the eight grade of SMPN 8 Bukittinggi as follows:

H_a : There is significant effect of using peer editing in students writing.

H_o : There is no significant effect of using peer editing in students writing.

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails of t-test to find whether H_0 or H_a is accepted or rejected through comparing the pre-test and post-test of experimental class. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located before t-table $\frac{1}{2}\alpha$ and after $-t - \text{table } \frac{1}{2}\alpha$, it means that H_a was accepted and H_0 was rejected ($-t - \text{table } \frac{1}{2}\alpha > t - \text{obtained} > t - \text{table } \frac{1}{2}\alpha$) as explanation below:

Table 5 The Mean Score, Standar Deviation, Variant, and Sum Square

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standar Deviation	Variant S^s
Pre-test Experimental Class	60,44	25	14,79	218,74
Post-test Experimental Class	69,12	25	13,07	170,82

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$t = \frac{8,68}{\sqrt{15,33}}$$

$$t = \frac{69,12 - 60,44}{\sqrt{\frac{13,07^2}{25} + \frac{14,79^2}{25}}}$$

$$t = \frac{8,68}{3,95}$$

$$t = \frac{8,68}{\sqrt{\frac{170,82}{25} + \frac{218,74}{25}}}$$

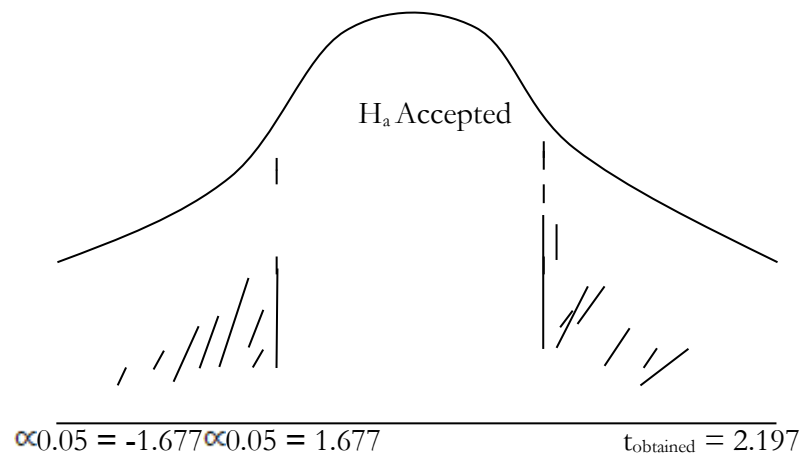
$t = 2.197$

$$t = \frac{8,68}{\sqrt{6,83 + 8,75}}$$

From the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{x}_1$) is 69,12. It is greater than the mean score of the pre-test ($\bar{x}_2$) 60,44.

Then, the standard deviation of each class is obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained the t-table for degrees of freedom ($df = (n_a + n_b - 2) = (25 + 25 - 2) = 48$ with level of significance (α) 0.05 is 1.677. Through comparing the t-obtained and the t-table, it can be seen as $t - \text{table } \frac{1}{2}\alpha > t - \text{obtained} > t - \text{table } \frac{1}{2}\alpha$.

Curve 1 The Curve of the t-test Result in the Pre-test and the Post-test of Experimental Class



From the data in curve above, it means that the descriptive hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected because the value of t-obtained located before t-table $\frac{1}{2}\alpha$ and after $-t - \text{table } \frac{1}{2}\alpha$ ($-t - \text{table } \frac{1}{2}\alpha > t_{obtained} > t - \text{table } \frac{1}{2}\alpha$). So that, it can be concluded that there is significant effect of using peer editing in students writing at the eight grades of SMPN 8 Bukittinggi.

The second hypothesis is there is any significant difference of the students in writing between the students who are taught by using peer editing and the students who are not taught by using peer editing, as follows:

H_a : There is any significant difference of the students writing who are taught by using peer editing and the students who are not taught by using peer editing.

H_o : There is no any significant difference of the students writing who are taught by using peer editing and the students who are not taught by using peer editing.

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails test to find whether H_o or H_a is accepted or rejected through comparing the post test of experimental and control classes. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located before t-table $\frac{1}{2}\alpha$ and after $-t - \text{table } \frac{1}{2}\alpha$, it means that H_a was accepted and H_o was rejected ($-t - \text{table } \frac{1}{2}\alpha > t_{obtained} > t - \text{table } \frac{1}{2}\alpha$) as explanation below:

Table 6 The Mean Score, Standar Deviation, Variant, and Sum Square

The Class	Mean Score	Totally of	Standar	Variant
	$\bar{(\times)}$	Sample (N)	Deviation	S^s

Post-test Experimental Class	69,12	25	13,07	170,82
Post-test Control Class	55,20	25	13,80	190,44

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$t = \frac{69,12 - 55,20}{\sqrt{\frac{13,07^2}{25} + \frac{13,80^2}{25}}}$$

$$t = \frac{13,92}{\sqrt{\frac{170,82}{25} + \frac{190,44}{25}}}$$

$$t = \frac{13,92}{\sqrt{6,83 + 7,62}}$$

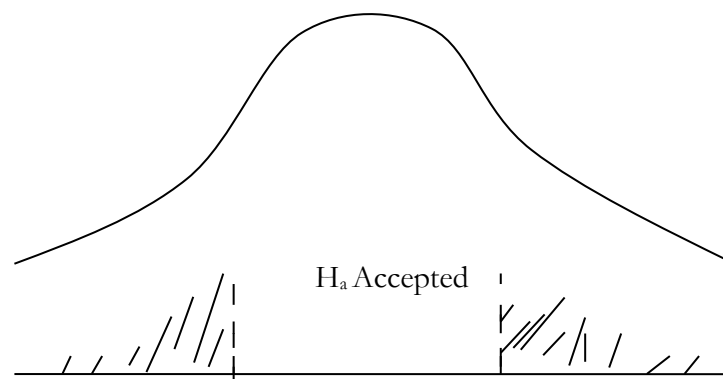
$$t = \frac{13,92}{\sqrt{14,45}}$$

$$t = \frac{13,92}{3,80}$$

t = 3,663

From the calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental class ($\bar{x}_1$) is 69,12. It is greater than the mean score of the post-test in control class ($\bar{x}_2$) 55,20. Then, the standard deviation of each class is obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is 3,663 and the t-table for degrees of freedom (df) = (na + nb - 2) = (25+25 - 2) = 48 with level of significance (α) 0.05 is 1.677. Through comparing the t-obtained and the t-table, it can be seen as -t-table $\frac{1}{2}\alpha >$ t-obtained $>$ t-table $\frac{1}{2}\alpha$.

Curve 2 The Curve of the T-test Result in the Post-test of Control and the Post-test of Experimental Class



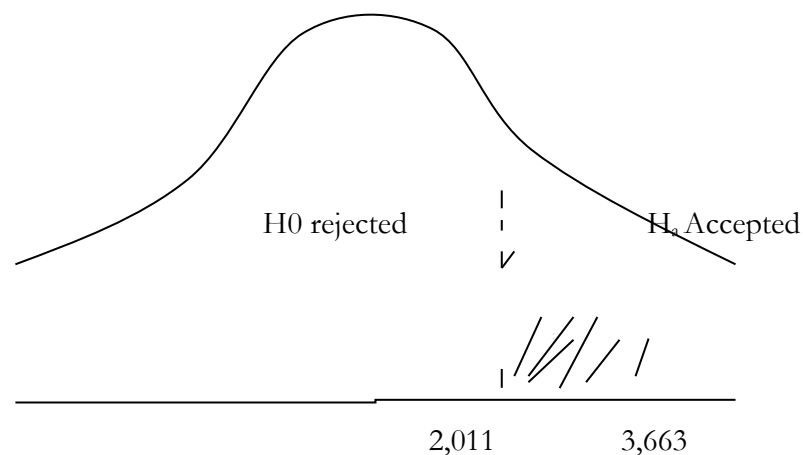
$$\frac{1}{2}\alpha 0.05 = -1.6772 \quad \alpha 0.05 = 1.6772 \quad t_{\text{obtained}} = 3,663$$

From the data in curve above, it means that the descriptive hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected because the value of t-obtained located before t-table $\frac{1}{2}\alpha$ and after $-t - \text{table } \frac{1}{2}\alpha$ ($-t - \text{table } \frac{1}{2}\alpha > t_{\text{obtained}} > t - \text{table } \frac{1}{2}\alpha$). So that, it can be concluded that there is any significant difference of the students' writing who are taught by using peer editing and the students who are not taught by using peer editing.

The third hypothesis is writing of the students who are taught by using peer editing is better than writing of the students who are not taught by using peer editing or writing who are taught by using peer editing same with the students writing who are not taught by using peer editing.

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula. The data was got to prove the hypothesis above is the same with the data to prove the second hypothesis. From the second hypothesis, it was found that t_{obtained} is 3,663 and t_{table} for degrees of freedom ($df = (25 + 25 - 2) = 48$, with $\alpha 0,025$ was 2,011. Through comparing the t_{obtained} (3,663) and t_{table} (2,001) , it is found that the t_{obtained} is greater than t_{table} . The result of the t-test is shown in the following figure :

Curve 3 The Curve of the T-test Result of the Third Hypothesis



The figure above shows that the t_{obtained} is greater than t_{table} , $3,663 > 2,011$. It means that the alternative hypothesis (H_a) is accepted and it can be concluded that the writing of the students who are taught by using peer editing is better than the students writing who are not taught by using peer editing.

DISCUSSION

Based on the hypothesis that the reseracher explained, the resercher had answered the three hypotheses. The first hypothesis, there is any significant effect of using peer editing in students' writing at the eighth grade of SMPN 8 Bukittinggi. From the calculation of the pre-test and post-test scores in experimental class, it could be concluded that the alternative hypothesis (H_a) was accepted. So that, there was significant effect of using peer editing in students writing.

The second hypothesis is any significant difference of the students writing who are taught by using peer editing and the students who are not taught by using peer editing. The reseacher also assumes that there is difference between using peer editing and not using peer editing. Moreover, peer editing makes self determining and also focus to the students writing text and help them to understanding their mistake and how to correct it.

The third hypothesis is peer editing give better in the students writing. It is better than the coomon strategy that the teacher used in teaching writing. The reseacher also belief that peer aditing had advantages and disadvantages beside of that, such as: spend much time when students correct their peers, need a lot of practices, the students less interaction with their friends and their teacher because their only focus on their text that their correct it.

The result of this research is suitable by Graves that stated that peer editing is the process through which students respond to and provide feedback on their peers writing highlighting the positive and the negative aspects in a way to help each other reach better written products to improve their students writing¹. So, peer editing can help the students in improving the students writing. Then, the result of this study is same with the other study in the Review of Related study in Chapter II. One of them is" Using *Peer Editing Technique to Improve Students Writing skill at Grade VIII of SMPN 3 Kota Bengkulu*" by Dita Ayuningtyas. The result of this research is using peer editing can improve the students writing. Furthermore, the students need to improve and develop their ability in writing. According to Absharini Kardenia, "The main focus of the development is to develop students' communicative competence. One of the ways in activating students' participation in the classroom". So, the students and the teacher need to work together to increase the students' communicative competence, for example communicative competence of the students in writing. The students can write something clearly and easy to understand to the reader and the another one that can make the students can improve and develop their writing is about the material of the study

that given for them. According to Loli Safittri “teaching material is one of teaching components which determine the success of teaching and learning”. The teacher needs to know what are the material of the study and the teacher need to make the material can be enjoy to learn to the students. The teacher can make the study interested to the student. So, when the students interested of it, the students will enjoy in their learning.

CONCLUSION

The result of the research showed that using of peer editing technique in writing to eight grade students of Junior High School of 8 Bukittinggi. Peer editing has a significant effect in increasing the students writing. It is support by the data, in which the mean score of the students pre test from experimental class 60,44 which has been increased in the post-test. In which students mean score is 69,12. In applying t-test formula it is found that t-obtained is 2.19 which is higher than t-table 1.677. it means that hypothesis (H_a) of this research could be accepted that using peer editing gives significant effect toward students writing.

1. There is significant difference effect between students who were taught by using peer editing. It was found that the value of t-test is 2.19 is greater than t-table 1.677. Moreover, the mean score of post test of experimental was greater than the mean score of post-test group.
2. The use of peer editing in writing is better than who are not taught by using peer editing. It is proved by the data of the post-test of experimental class and control class.

So, by using peer editing in teaching writing is better than using the conventional or common technique.

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