THE EFFECT OF PEER EDITING TECHNIQUE TOWARD WRITING SKILL IN NARRATIVE TEXT

EVI KASYULITA

Eviyulita23@yahoo.com

Language Education Program, University of Pasir Pengaraian

ABSTRACT

The purpose of the research was to know the effect of peer editing technique toward writing skill in narrative text of the first year students at University of Pasir Pengaraian Hilir. The method in this research was experimental research, pre test and post test design. The participants of the study are 41students. The results of this research are there was significant effect in post test with using peer editing technique. (T_o) value was 5.679 and (T_t) value was 2.020. It showed that (T_o) was higher than (T_t). The research concludes that there was significant effect to the students of Xb.

Key Words: Writing Narrative Text, Peer Editing Technique, Experimental Research.

INTRODUCTION

English has four skills. They are speaking, listening, writing, and reading. The skills must be mastered by people, especially for English students who studying English. One of skills that must be learned is writing. Therefore, every language learner needs to master the language components in order to be able to communicate by using the language. One of the components that should be learned by the students is writing skill.

Based on the researcher's pre-observation, at fourth English semester students in University of Pasir Pengaraian on writing skill, it way found the following facts: firstly, the students' learning motivation in writing is low due to the image of complicated skill to learn. Secondly, students seem difficult to writtenarrative text. Thirdly, there are had mistaken in writing English, such as poorly content, organized, vocabulary, and grammatically. Finally, they lack of attention to students in understanding the material because of the methods used are less attractive. However, the students got low score. Some students got 35, 40. The researcher found from the English lecturer that taught in the University of Pasir Pengaraian. The researcher interested to use the technique to motivate in learning, the technique was peer editing technique.

Because of the difficulties of writing, lecturer should gave more attention to teach writing skill to improve the students' skill in writing. At least, the learner could write simple or basic text. One of the ways of improving the students' attention in writing was using technique. One kind of useful technique in teaching process was peer editing technique.

Peer may be seen as less intimidating than working directly with the adult lecturer. Low achieving students in particular tent to seek out higher achieving students a way to improve their writing assignment and better understand

the material. Peer editing allows for a natural extension of what is already happening in the classroom. Peer learning could become an important tool to provide assistance and a new form of assesment during the EFL writing process in a collaborative classroom environment. Peer editing is included as a tool that helps students assess their own writing assignment (Galvis, 2010:86).

Based on the problems above, the researcher was greatly motivated to overcome the problems the researcher to conduct the research entitled "The Effect of Peer Editing Technique Toward Writing Skill in Narrative Text of the Fourth Year Students in University of Pasir Pengaraian".

Zainil (2008: 76) stated writing is difficult skill for native speakers and nonnative speakers alike, because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. Writing is especially difficult for nonnative speakers because they are expected to create written products that demonstrate mastery of all the aboveelements in a new language. In addition, writing has been taught for many years as a product rather than process.

According to Boardman (2008: 30) stated that there are six steps in the writing process. There are, analyzing assignment, brainstorming, organizing ideas, writing the first draft, rewriting first draft, and writing the next or final draft.

Kustanti, et al (2009) states there are many kinds of writing. Such as:

a. Narrative text (a piece of writing that tells a story),
b. Spoof (humorous story that tells events in a chronological a sequence),
c. Recount (a piece of writing that tells event in a chronological sequence),
d. Procedure (a piece of writing which consist of instruction to follow),
e. News item (a piece of writing about an important event or situation that happens on a particularly),
f. Report (provides factual information about general subject like social phenomena),
g. Description(that list the characteristic of a person, place, or thing),
h. Explanation (that gives straight forward information),
i. Analytical exposition(a piece that tries to convince the readers to agree with the writers),
j. Hortatory exposition (that persuades the readers to accept the writers point of view),
k. Discussion (that explores the pros and cons the advantages and disadvantages of an issue).

According to Syafi'Iin Larasati (2014) stated that there are five components of writing that should be directly involved in writing performance, namely; Content, form, style, grammar, mechanics.

Tolok, et al. (2008), narrative text is a piece of writing that tells a story. The story can be imaginary or based on real incident. The generic structures or organizations a narrative text mainly consist of three parts; Orientation (this part presents the settings of the story and introduces the characters involved. It sets the scene and introduce participate (it answer the question: who, when, what, and where). Complication (the story continues here.

Usually, there is an event or a sequence of events that lead the characters into a complication (some form of conflict that disrupts the normal event). Tension starts to build up to a climax, and this draws anticipation in the readers). Resolution (the problem starts to get resolved. Sometimes the story ends happily or vice versa, and at other times the resolution (the ending of the story) is

left for the readers to decide). Narrative text also have language features related there are; action verbs, adjectives, connectors to do with time and sequence, he person (*I* or *we*) or the person (*he, she,* or *they*), pronouns, punctuation, past tense, adverbs, compound and complex sentence.

According to Kustanti, et al (2009: 23) narrative text is a piece of writing and tells a story. The purpose is to tell a story about something or someone and to amuse or entertain the readers or listeners. The generic structure consists of; Orientation (sets the scene where and when the story happen) and introduces the participants of the story). Complication (Tells the begin of the problem which leads to the crisis (climax) of the main participants). Resolution (provides solution to the problem either in a happy ending or in sad (tragic) ending). Re orientation (give a closing remark to the story. It consists of a moral lesson or advice). The language features of narrative text are six. Such as, past tense, nouns, pronouns, noun phrase, tine connective and conjunctions, adjectives, adverbs, thinking verbs, direct and indirect speech, action verbs.

Peer editing is a technique often used in composition and other writing-intensive courses. Students engaged in peer editing trade drafts of material they have written and provide each other with suggestions for improvement. This technique can be used at any point in the writing process--idea formation, outlining, draft revision, or copy editing a final draft (Mark Phillipson, 2007).

According to Balushy (2000) the steps of doing peer editing are mentioned as followed:

a. Students choose the peers.
b. Students exchange papers.
c. Students are given rubric sheets they provided.
d. Students put their own names on the papers they are to edit.
e. Students read the essay.
f. Editors underline the mistakes.
g. After finishing, students get their papers back.
h. Based on the feedback they receive, students have to correct their mistakes.
i. While correcting their mistakes, they should consult the editor for clarification.
j. Remind them to negotiate their mistakes with the editor and it is not guaranteed though that all the peer's suggestions are correct.
k. Students are allowed to use dictionaries and class notes while correcting their mistakes.

Review of the Related Findings

Septriani (2013).The title of her research was The Effect of Using peer Editing Technique Towards Students' Achievement in Writing Recount Text (An Experimental Study to The Tenth Grade of MA Negeri 1 Brebes in Academic Year 2012/2013). After she applied peer editing in writing narrative text,she founds that t-ratio is higher than t-table (2,441>2,024). It means that there is significant difference of the writing achievement between the students who are taught by using peer editing and the students who are taught without using Peer Editing technique.

RESEARCH METHODS

This research consisted of two variables, there were: independent variable (variable X) and dependent variable (variable Y). Independent variable is using peer editing technique.

Subsequently, dependent variable is students' narrative text.

In this research, the researcher identified that the independent variable (X) was the *peer editing technique* and the dependent variable (Y) was students' writing skill in narrative text.

This research was conducted at SMA N 3 Rambah Hilir of the first year students in 2014/2015 academic year, which is located in Rokan Hulu regency. The researcher conducted from October 2014 until November 2014.

The population of the research was 41 students and the sample 41 students. The research instrument in this research was written test. The test was applied for pre-test and post-test. In pre test aimed to finding out the prior writing of the students.

The Procedure of Research for Control Group
a. Pre-Test
   The researcher was given pre-test to XA as control group. Pre-test was given to know the previous students' writing in narrative text. In pre-test, the students asked to write narrative text same with experimental group in pre-test. The researcher gave the topic "Bawang Merah and Bawang Putih" as topic for pre-test.
b. No Treatment
   There was no treatment in control group. Students learn in conventional teaching. Students have ordinary ways in writing. In other word, control group no teach by peer editing technique in writing.
c. Post-Test
   The post-test was done after doing pre-test. It had aim to know is there any significant different. The researcher gave the topic "Bawang Merah and Bawang Putih" as topic for post-test. This topic same with experimental group in post-test.

The Procedure of research for Experimental Group
a. Pre- Test
   Students were given pre-test before they got treatment. The researcher gave pre-test to XB as experimental group. The aim for given the test is to know the previous students activity in writing. In pre-test, the students are asked to write based on the topic. The topic is same with control group in pre –test. The topic is "Bawang Merah and Bawang Putih". Before treatment, the students in experimental group are given pre-test. The purposed of experimental research was to know students' writing in narrative text.
b. Treatment
   After given pre-test, the researcher did the treatment using peer editing technique to write a text. This treatment was taken in order to know is there significant effect on students writing students of narrative text after using peer editing technique. Treatment had done for four meetings. The treatment is given to experimental group only. The steps are:

Meeting 1 :
   The first meeting on treatment isthe lecturer explained about social function, generic structure, and language feature of Narrative text and then lecturer gave more example of narrative text and gave some exercises that had related with the text.

Meeting 2 :
   Lecturer introduced about peer editing technique to the students. The lecturer had shown the procedure of peer editing technique and relation with their material "Cinderella". After the lecturer explained how to developed a topic becoming narrative using peer editing technique the topic "Malin Kundang".

Meeting 3   :

In this meeting, the lecturer explained about simple past tense, which is one language feature of narrative text. Then the lecturer gave some exercises that related the material. In this meeting, lecturer asked the students to write narrative text. Lecturer gave a topic "lake toba" to develop by them together, absolutely using peer editing technique.

Meeting 4   :

This was last meeting in treatment. The lecturer asked students to write narrative text. The lecturer gave some topics, such as "Timun Emas", and developed it become narrative text.

c. Post-test

The purpose of given post-test was to find the effect on students' writing of narrative text after using peer editing technique. Post-test was given to experimental and control group. The topic

is "Bawang Merah and Bawang Putih" same with control group in post test.

Data collection in this study was a test. The researcher gave a test before and after using peer editing technique. Pre-test was used to determine the skill of narrative writing before using peer editing technique.

There was many components that influence writing activity. Namely; content, vocabulary, language use, mechanic and organization, grammar, spelling. But the researcher only analyzes on content, organization, vocabulary, and grammar.

The researcher calculated deviation between pre-test and post-test of experimental and control group. To analyzed the data, the researcher used the statistic test, the researcher's use the SPSS. There are:
1. Normality Data
2. HomogeneityData
3. T- Test

FINDINGS AND DISCUSSION

In this chapter,   focused on the research finding that was the positive effect (improvement) of students' writing

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skill especially in narrative text from pre-test to post-test in the two groups; control group   and   experimental   group

The improvement of students' writing skill

	Pre test	Post test	Improvement
Control Group	36.15	54.38	18.23
Experimental Group	37.11	71.43	34.32

It showed the improvement score of   experimental   group   and   then improvement score of control group. We could   seen   on   the   table   10,   the improvement of experiment group was

34.32 and the improvement of control group   was   18.23   it   means   that improvement of experimental group was higher than improvement of control group.

The improvement of students' writing skill
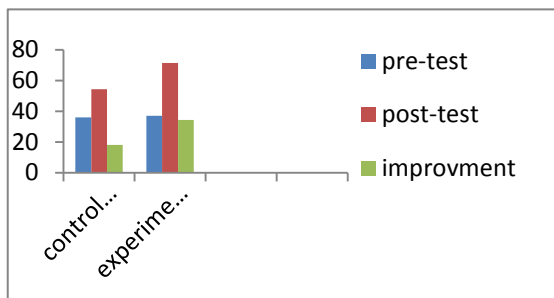
It showed the comparison of improvement between control group and experimental group. Experimental group used the technique, and control group use conventional teaching. We could seen in experimental group, the students had a good change after applied the technique.

Data Analysis

Normality data of experimental group and control group in pre test is significance value on shapiro-wilk on learning outcomes data before treatments in class experimental values obtained sig= 0.408 and the data before the study results gained control conventional in class sig= 0,187 is greater than 0.05. Remarks that could be taken that the data are normally distributed and decent analyzed using t-test.

Homogeneity data of experimental group and control group the calculations in the test of homogeneity of variance turns out tests with statistical significance based on the mean obtained 0.273 far exceeds 0.05. Thus the research data is homogeneous, which means the study sample have the same variance.

The first hypothesis

H_o: There is no significant difference in pre test of using peer editing technique toward students' writing narrative text of the first year students of University of Pasir Pengaraian Hilir.

Normality data of experimental group and control group in post test treatments in the class obtained sig = 0.287 and the data results after conventional classroom. Learning gained control of the Sig = 0.064 greater than 0.05 alpha ($\alpha > 0.05$).

Homogeneity Data of Experimental Group and Control Group

Based on the calculations in the test of homogeneity of variance turns out test with statistical significance based on the mean obtained 0.805, far exceeding 0.05. Thus the research data was homogeneous, which means the study sample had the same variance.

The Second Hypothesis

H_2: There is significance effect in post test of using peer editing technique of the first year students at University of Pasir Pengaraian Hilir.

Discussion

The result of the research is, H_0 accepted because t_t smaller than t_0 (0.631< 2.020), so there is no significant difference in pre test of using peer editing technique and conventional teaching in writing narrative text. And H_2 accepted because t_t highest than t_0 (5.679 > 2.020), so there is any significant effect in post test of using peer editing technique.

Limitation of the research

In addition, the researcher asked the students to write a good narrative text and determine the text organization, content, grammar and vocabulary. However, the students still disable to write narrative text.

CONCLUSION AND SUGGESTION

Conclusion

In this research the researcher showed some facts that gotten based on the data and at analysis the previous chapter. It could be concluded as follows:

1. There is no significant different in pre-test of using Peer Editing Technique toward students' writing narrative text of the first year students of SMA N 3 Rambah Hilir.
2. There is any significant effect in post-test of using Peer Editing Technique of the fourth English semester students in University of Pasir Pengaraian.

Suggestion

After presented the research findings, the researcher gave some suggestions to the individual who those more concerned about teaching English to the students in education domain, particularly the English lecturer at Senior high school level as in the following:

a. The lecturers are expected to pay more attention in teaching writing.
b. The lecturers are expected to able to create a good relation between lecturer to student and student to student.
c. Lecturer are expected to being well prepare before applying peer editing technique.
d. In applying peer editing technique the lecturer expected to have to be more creative students to be having more interesting.

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