

THE EFFECTIVENESS OF PEER EDITING ON STUDENTS' WRITING ABILITY ON SMAN PLUS SUKOWONO

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Abstrak

Writing has been a big problem which puts students into trouble as shown by errors made in both the organizing of the composition and the language so students cannot write topics of their writing correctly. That is one of reasons why writing become the most challenging among the fourth skills (listening, reading, speaking and writing). However, some of students face difficulties in learning writing. Therefore, doing a research entitled "Improving Students Personal Recount Text by Making Diary" is important.

In this research, the problems are "How can diary improve students writing recount text?" and the objectives of the research referring to the research problem is to find out how diary improve students writing recount text. Based on the research problem and the relevant theory, the hypothesis of this research is described as follows: Diary can improve pre-writing of the students at The Eight Grade Students of SMPM 6 Wuluhan in The 2016/2017 Academic Year.

This research was done in two cycle using CAR (Classroom Action Research). The data was taken from test and observation checklist. The research was conducted for the eight grade student of junior high school at SMPM 6 Wuluhan in the 2016/2017 academic year. In order to calculate the writing score, percentage was used.

The implementation of Diary in the class is started by giving students the explanation of recount text, then the teacher explain about diary and give the example of the diary used their personal experience. In the first cycle the result from the test is just 46% of the students who gets score ≥ 75 , and the result of observation checklist is 48%. But in the second cycle it is increase from 46% it is increase become 76,6% and the result of observation checklist 48% it is increase become 62%.

Based on the result, it can be concluded that diary can improves eight grade students' pre-writing recount text at SMPM 6 Wuluhan in the 2016-2017 academic year by giving personal diary to write the students' personal recount text.

Key words: Students' writing ability, Recount Text, Diary.

INTRODUCTION

It is believed that language has an important role in the world because everybody uses it to communicate with others. It is used to deliver meanings, feelings and desires from someone to others. Therefore, it is obviously significant for all people to learn language because of its importance in their daily life both spoken and written. Harmer (2004:3) says that almost all human beings grow up speaking their first language (and sometimes their second or third) as a matter of course, writing has to be taught, spoken language for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned.

There are some reasons for making students practice writing. They can choose their own themes or topic to be written. It is as stated by Harmer (2004:12) "Process writing is a way of looking at what people do when they compose written text. We have seen that it is recursive and may involve many changes of direction while the writer chops and changes between the four main process elements.

From the researcher's experience when practicing teaching at SMP Muhammadiyah 6 Wuluhan, almost all of the students have some difficulties in writing, such as they are lazy to open their dictionary, and they are always confused where to start their writing text. It can be known from the result of interview with the English teacher. In the interview, the teacher said that the average (mean) standard passing score is (75). From thirty (30) students just ten (10) students that can reach standard passing score. It means that the writing process in the classroom of class VIII A is not successful.

To solve that problem, the teacher needs to find alternative teaching techniques which can encourage and motivate the students in the writing class, and also can improve their writing skills. Kane (2000:21) states that a journal/diary collects our own experiences and thoughts rather than quotations. He also said that keeping a daily or almost daily journal/diary can be an excellent way to get practice in writing.

According to Kane (2000:21) A *journal*—the word comes from French and originally meant "daily"—is a day-to-day record of what you see, hear, do, think, feel. Indeed, Porter et al. (1990) in Sadeq (2015) states that diaries are used in writing courses to investigate the connection between writing and learning. A comprehensive list of the purpose of diary writing is given by Absalom and Leger (2011) in Sadeq (2015) said that for example, diaries can be use by a learner to reflect on his/her learning experience of learning or by a pre-service teacher as a way of reflection their practice. It can be seen in a personal diary. A diary is used as a representative of individual. It means that diary can express the writer's interest, feeling, and wish. The writer thinks that by writing diary can make students freely write their ideas in the written form.

METHOD

This research applied is Classroom Action Research (CAR) is intended to solve the problem in the classroom.

The type of this research is qualitative research that is Classroom Action Research (CAR) of which the purpose is to improve The Eight Grade Students'

Writing ability by using Personal Diary in SMP M 6 Wuluhan, in the 2016 / 2017 Academic Year.

Classroom Action Research (CAR) is the reasearch method that the researcher uses to overcome the writing problem faced by students in the class. Classroom action research is an approach to improve the quality of teaching learning process. Clearly, based on Ary (2010 : 514), action research is a process to improve education by incorporating change and involves educators working together to improve their own practice. This study is one of the efforts of teachers, professors or practitioners in the form of various activities done to correct or improve the quality of learning in classroom. Classroom action research involves teacher in their classrooms which aimed to improve the classroom practice or to improve practices in the school. Therefore, this research is categorized into Classroom Action Research because it intends to improve The Eight Grade Students' writing ability by Making Diary in SMP M 6 Wuluhan, in the 2016 / 2017 Academic Year.

The design of the research is a classroom action research with cycle model. The classroom action research was conducted collaboratively with the English teacher of the class. Based on the research design, the actions of this research are implemented in four phases, in which explained by Kemmis and Mc Taggart in Arikunto (2010:137). They are as follows :

- a. Planning
- b. Acting
- c. Observing
- d. Reflecting.

RESULT

In deciding the result of this research, the researcher was measure the result of observation checklist first and then calculating the result of the writing test in each cycle. The result of cycle 1 will be explained below.

Result of Cycle 1

Based on the action in cycle 1, there was improvement of the students' activeness in second meeting. From the result of observation checklist, it could be seen that the percentage of students' activeness in the first meeting involved 13 active students (43%) and 17 passive students (57%) of 30 during the teaching learning process of writing by using Personal Diary. Next, the second meeting involved 16 active students (53%) and 14 passive students (47%) of 30 students.

Table 4.1 Result of Observations in cycle 1

| No. | Meeting | Percentage | |
|---------|----------------|------------|---------|
| | | Active | Passive |
| 1. | First meeting | 43% | 57% |
| 2. | Second meeting | 53% | 47% |
| Average | | 48% | 52% |

From the activities implemented in cycle 1 and the data in the table above, the researcher can identify some problems and notes if as following: (1) the students still got difficulties in writing especially their lack of vocabulary, difficult to arrange sentences in the past form, and difficult to decide the organization or generic structure of recount text; (2) some students still did not taking a note from the researcher's explanation (3) some students felt unconfident and afraid of making mistake to write the recount text given by researcher because they are

confuse to start their writing. Then, the researcher decide to do some revisions of actions in teaching and learning process to be implemented in cycle 2.

The writing test in cycle 1 conducted on 25th of April 2017. The writing test was conducted to measure the students' ability in grammar, vocabulary, mechanics, content and organization. There was 14 students who got score ≥ 75 in the test given.

Table 4.2 The Result of Writing Test Cycle 1

| Score | Total | Percent (%) |
|--------------|--------------|--------------------|
| ≥ 75 | 14 students | 46% |
| ≤ 75 | 16 students | 53% |
| Total | 30 students | 100% |

Based on the result of writing test, it was found that the percentage of the students writing ability by using personal diary in cycle 1 was 46% who got ≥ 75 as mentioned before, the cycle of this research was considered to be successful if the main score of the students writing test reached 75 or or more and it was achieved by 75% of the total students. It means that the target percentage requirement in this research had not been achieved yet and the cycle 2 need to be implemented.

Result of Cycle 2

Meanwhile, in the action of cycle 2, it could be seen that there was a significant improvement in students' activeness. From the result of observation, it showed that in the first meeting involved 17 active students (57%) and 13 passive students (43%) of 30 students during the teaching and learning process of writing by using personal diary. Next, the second meeting involved 20 active students

(63%) and 10 passive students (37%) joining the teaching and learning by using personal diary.

Table 4.3 Result of Observations in cycle 1

| No. | Meeting | Percentage | |
|---------|----------------|------------|---------|
| | | Active | passive |
| 1. | First meeting | 57% | 63% |
| 2. | Second meeting | 67% | 33% |
| Average | | 62% | 48% |

In the second cycle the result of notes from first meeting until second meeting were following: (1) the students students were easily use the vocabulary in writing recount text based on their experience, because they mastered much more vocabulary and got better understanding about the organization in writing recount text; (2) some students felt motivated and confident to write their personal recount text because they can explain what they did in the past from their experiences.

The test was held on 3rd of May 2017. In this test, the result we found that 23 students with score ≥ 75 and 7 students got ≤ 75 in writing achievement.

Table 4.4 The Result of Writing Test Cycle 2

| Score | Total | Percent (%) |
|-----------|-------------|-------------|
| ≥ 75 | 23 students | 76,6% |
| ≤ 75 | 7 students | 23,3% |
| Total | 30 students | 100% |

Based on the result of writing test, it was found that percentage score of students' writing by using personal diary in cycle 2 who got ≥ 75 was 76,6%, it means that the target percentage requirement in this research had already achieved and the action was stopped.

DISCUSSION

From the causes of cycle 1, the researcher decided to do a new way in getting students to write well about personal recount text by using personal diary. It seems like the previous activity was not effective enough and need to be reinforce by other activity. Taking the problems in cycle 1 into consideration, the researcher did some modifications to the way of teaching writing by using personal diary to the students. If in the first cycle, the researcher just give the explanation about personal diary. In the second cycle the researcher change the role of doing task using personal diary. The researcher ask to the students to identify the characteristic of personal diary. Then, the researcher give the topic for the students to make a recount text by using personal diary. Based on the problem that found in the first cycle. There is some problems that the researcher found after do the first cycle. First, the students are lack of vocabulary. Second, the students are lazy to open their dictionary. And the third is the students had problems in organization of writing. Because of students are lack of vocabulary and they are lazy to open their dictionary so it can make students difficult to build their ideas in write their text. So from that problems the researcher do the other action to implement personal diary.

In cycle two, the researcher implemented with some revisions to get better results because in cycle one had not fulfilled the objectives of the research. After the actions in cycle two, the results of the writing test showed an improvement.

When conducting the cycle two, students were give the topic to write personal diary by the teacher and the teacher asked to the students to identify the generic structure of recount text by themselves, then highlight or underline the

generic structure of the given example, i.e orientation, events, re-orientation in order to make students easier remember the generic structure of recount text. Because the students are still low in vocabulary the researcher give them some of vocabulary and its vocabulary are used past tense (the researcher explain about the uses of past tense) in the form of recount text itself. And the reseacher ask to the students to use the vocabulary that they are already know.

As the result of this activity, through students' answer, in the first meeting the researcher gave much more explanation to remind students' knowledge about recount text (generic stucture and language features) then the researcher ask to the students to take a note about the researcher' explanation. Because it will make students easier remember about the characteristic of recount text itself. As Hogue (2008:2) stated in writing students need ideas to write about, and taking notes is one of ways to get ideas. By taking notes, they were easier remember about recount text, and with personal diary and the topic given by the teacher students are able to control idea and tell what their paragraph would say about the topic. In a second meeting after the researcher explain and remind the students briefly about the recount text itself. Then, the researcher ask the students to arrange the jumble sentence into a group paragraph. And in the last of the teaching learning process, the teacher give them the home work to write a personal diary about their daily experiences.

With diary students can write what they want, and from that activity students will ordinary write using simple past tense. During diary implementation, students will felt that writing diary was easier because they could write anything. The treatment

also contributed to improve the students' motivation so that they were encounter about their weaknesses.

CONCLUSION

This research conducted to see whether giving diary to the students influence and improves their ability in writing or not. Based on the discussion of the result in the previous chapter, it can be concluded that the use of diary can improve the eight grade students' writing recount text at SMPM 6 Wuluhan in the 2016-2017 academic year by giving valuable diary to the students'. The researcher ask them to ordinary write with the task that researcher given when they do the meeting especially using past tense. So from that, they will ordinary write and they will not difficult to memorized about the word that is past tense. The process from giving diary, revision, and evaluation help the students remember their previous difficulties will help them in their future writing. This result showed the improvement of sentence structure that leads to the writing quality which can be proved from the score of the student test. The score was increased from 46% to 76,6% after written feedback was applied to the students.

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