



PEER AND TEACHER'S EDITING TO ENHANCE THE COMPETENCE OF ACTIVE AND PASSIVE LEARNERS IN WRITING DISCUSSION TEXTS

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Info Artikel

Sejarah Artikel:
Diterima Oktober 2014
Disetujui Oktober 2014
Dipublikasikan
Juni 2014

Keywords:
peer editing, teacher's editing, writing skill, discussion text, active learners

Abstract

Writing is one of the important parts in teaching a language. The objectives of this study are to find out the significant difference between peer and teacher's editing in teaching writing discussion texts to active learners, to passive learners, the more effective strategy between peer and teacher's editing in teaching writing discussion texts among active and passive learners, the significant interaction among students' condition, teaching strategies and writing skill. This study is a quasi experimental research and the design is factorial. In collecting the data, the *paired sample t-test* and *Factorial Analysis of Variance* were used to test the hypothesis. The qualitative data were taken from the questionnaires and observation deal with the active and passive learners. The findings showed that there is significant difference between peer and teacher's editing in teaching writing discussion texts to active learners and so for passive learners, and there is no significant interaction among teaching strategies, students' condition and writing achievement of discussion texts. In conclusion, peer editing strategy is more effective than teacher's editing strategy. So, peer and teacher's editing among active and passive learners is significantly effective to enhance students' writing skill of discussion texts.

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INTRODUCTION

Recently English has a great role as a means of communication in the world. The ASEAN economics globalization will affect the senior high school leavers since their future competitor is not only from domestic but also from the ASEAN countries. Considering the importance of English, people from various non-English speech countries, including Indonesia, learn English either as a second or foreign language. Writing skill is one of the language skills that must be mastered by the senior high school students. Related to the implementation of KTSP curriculum, the English teacher tries to facilitate the students' writing skill.

Mangelsdorf (1992) states that "peer reviews achieve the following: provide students with an authentic audience; increase students' motivation for writing; enable students to receive different views on their writing; help students learn to read critically their own writing; and assist students in gaining confidence in their writing". It means that the peer review strategy in teaching and learning writing encourage the learners to interact orally and written more to their peer and to communicate their works so that they can find out their self esteem and self confidence.

Al - Nafiseh (2013) examines the collaborative writing and peer editing techniques enhanced in-class interaction and improved students' writings by raising their awareness on a text writer's choices. This research is an extension of Mangelsdorf's study where no collaborative writing was involved. Peer-editing was applied to students' writings, which were repeated several times. The study found these techniques enhanced in-class interaction and improved students' writings by raising their awareness on a text writer's choices. Based on his study the writer believes that peer editing strategy in teaching writing can be a worthy strategy in enhancing students' writing skill, in this term is discussion

texts. It can be said that peer editing not only enhance the quality of writing, but also it encourage the student to be more motivated to empower themselves.

The beneficial impact and effectiveness of peer editing have been substantiated by a number of empirical studies; for example, Min (2006), Tsui & Maria (2000). Peer feedback can be seen as complementary to teacher feedback in that it is more specific, and that by reading others writing as critical readers, students could become more critical readers and editors of their own writing. Speaking and writing are the productive skills since these skills require the depth thinking of the learners and exploring the ideas in constructing the talks or the written text.

Brown (2001) describes writing as: A simplistic view of writing would assume that written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals. The writing process is the thinking process that goes on during writing" (Crowhurst, 1988). According to him, the writing process can be summarized as follows: Prewriting, drafting revising, editing, and presenting. Sometimes the students are let produce the final copy of writing without going through the process of writing. Of course, that straightforward activity of writing is not recommended. The students have to be trained to produce the final copy through the above stages.

Brown (2001) states that teaching writing has to emphasis both on process and product. The product of writing is after all, the ultimate goal, but the process is the way to reach the goal. However, it needs a long process; one of them is vocabulary mastery. Hence, the vocabulary mastery is one of the bridges for the students to make writing in a good and correct way. The process of writing includes prewriting, drafting, revising and editing. Teaching writing itself is also a complex problem.

It requires teachers with a great interest as well as professionalism in writing activities. For the worst, as far as I am concerned, not many teachers are interested in teaching writing for there must be lots of burden on them correcting the students' writing from time to time.. Besides, most EFL students hate writing, at least at first.

A discussion is a factual text that explores different sides of an issue in order to reach an informed judgment or opinion or recommendation. The social function of discussion text as said by Gerrot and Wignel (1994) is to present two points of view about an issue. Andersons (2003) states that the purpose of a discussion text is to present to the audience different opinions on topic, and at the end, your opinion. The discussion text types give arguments for and against, the positive and negatives, or the good points and the bad points. From the previous opinion, it can be concluded that discussion text is a factual text that intends to present two points of view about an issue or matter discussed. It means that in a discussion text, an issue is presented in different points of view.

Peer editing is one of the way to improve students' writing skill. In other words, applying peer editing will encourage the students to be creative in their way of thinking, the way to give some comments and recommendation. Then, it will train the students to be a good writer and reader, instead. In addition, through applying the peer editing teaching and learning process, the teacher makes an opportunity for students to talk to her openly which made the class more interactive and effective as well.

The objectives of this study are to find out (a) the significant difference between peer and teacher's editing in teaching writing discussion texts to active learners, (b) the significant difference between peer and teacher's editing in teaching writing discussion texts to passive learners, (c) the more effective strategy between peer and teacher's editing in teaching writing

discussion texts among active and passive learners (d) the significant interaction among teaching strategies, students' condition and writing achievement to active and passive learners in teaching writing discussion texts.

RESEARCH METHODS

The methods of investigation of this research consist of the research design, procedures in doing the research, setting and the subjects of the research, research variables, technique of collecting the data and technique of data analysis.

This is a quantitative study dealing with the counting terms. It is a 2x2 factorial design. This research deal with the effectiveness of peer editing and teacher's editing in enhancing writing skill of discussion texts to active and passive learners.

Tuckman (1978) mentions that factorial designs are modification of the true experimental designs with the further complication that additional independent variables (usually moderator variables) are included in addition to the treatment variables. Cohen, Manion, and Morrison (2007) and Tuckman (1978) further explain that factorial design is very useful because it allows researcher to not only examines the effects of each independent variable on the dependent variable, but also simultaneously identify whether there is interaction between the independent variables on the dependent variable.

The procedures of experiment were: first, choosing two classes of the research. Then, Taking two groups consisting of 53 students, and make 20 for result sample in each group that consist of active and passive learners. Third, choosing twenty active learners and twenty passive learners in each group. Fourth, conducting Pre test. Fifth, conducting the real experiment, conducting posttest, analyzing the result of the study and drawing conclusion.

The subjects for the study were two classes. Since this is quasi experimental research the

subjects of the study are two classes. The writer chose XII IPA-1 and XII IPA-2 as my sample of research since these classes are not taught by the researcher. The class consists of 26 students each. The subjects for the study were 20 students each class were surveyed and randomly assigned. Twenty students comprised the experimental group and the rest is control group. These students represented the active and passive learners based on questionnaire.

The study was conducted from the second week of March 2014 and it ended in the first week of April 2014. It was done in the even semester of 2013/2014 academic year.

Tudge (1990) states that if an adult or peer carefully provides a suitable level of support and guidance, learners are generally will be able to perform at a higher level than they can perform on their own. In line with the theory, this study examined the effectiveness of peer editing strategy and teacher's editing as the independent variables, the students' writing discussion achievement as dependent variable, and the students' catagorizes as passive or active learners as moderator variable.

The main source of data obtained for analysis in this study is through students' scores in pre test, post test, questionnaire and observation. To gather the data, firstly, the researcher asked the English teacher of the classes to determine the subjects of the experimental and control groups. Then, the researcher asked the students to fill the questionnaire to determine the active learners and the passive one. Pre test was done after active and passive learners for experimental and control group had been determined.

Data obtained from the pretest and post-test of writing on discussion texts were used to determine students' achievement in writing skill. The statistical method used for analyzing the data analysis of variance using SPSS 17.

The result of students' writing was analyzed through scoring system. It is using rubric score for

writing by Brown (2004). The scoring was done after conducting the treatment between experimental group and control group. The computation and the use of SPPSS 17 also counted to support the enrichment of technique of analyzing the data of this study.

Post-test means were compared, adjusting for initial differences on the pretest means. Before adjusting the post-test scores of the experimental and control group on the basis of the pretest scores on writing skill (discussion texts), it was determined that the data met the homogeneity of requirements for analysis of variance. That is, relationship between pretest scores was found to similar for both groups.

RESULTS AND DISCUSSION

Results

The difference between peer and teacher's editing for active learners.

Based on the result of ANOVA table the df (*degree freedom*) = $n_1 - 2 = 10 - 1 = 9$ with $\alpha = 0.05 : 2 = 0.025$ (paired samples t-test), the t-table is -2.262, and the t-value is -7.521 for the control group and -11.521 for the experimental one. Since the t-value of both control and experimental groups < the t-table, $-7.521 < -2.021$ and $-11.521 < -2.021$ and the Sig. value (*2-tailed*) = $0.000 < \alpha = 0.05$, it means that there is a significant difference between the score of pre-test and the score of post-test. Considering at the result of paired t-test the null hypothesis (H_0) is rejected.

The difference between peer and teacher's editing for passive learners.

The result of the t-value is - 6.988 for control group -9.221 for the experimental group. The df (*degree freedom*) = $n_1 - 2 = 10 - 1 = 9$ with $\alpha = 0.05 : 2 = 0.025$ (paired samples t-test), so the t-table is -2.262, the paired sample t test can be seen in the following tables: The t-table is -2.262, and the t-value is -6.998 for the control group and -

9.221 for the experimental one. Since the t-value of both control and experimental groups < the t-table, $-6.988 < -2.021$ and $-9.221 < -2.021$ and the Sig. value (*2-tailed*) = $0.000 < \alpha = 0.05$, it means that there is a significant difference between the score of pre-test and the score of post-test. Considering at the result of paired t-test the null hypothesis (H_0) is rejected.

The Difference in Effectiveness between peer and teacher's editing

From the result, it can be described that the mean result of pretest of passive learners less than the active one. That is for the active one is 79.30 and for the passive learners is 74.35.

In addition, the mean result of posttest of passive learners less than the active one. That is for the active one is 86.10 and for the passive learners is 82.50. Further, the mean result of pre test of experimental group is lesser than the control group. That is for the peer editing teaching strategy is 75.95 and for the Teacher's Editing Strategy is 77.70.

It can be concluded that the experimental group has better score than the control group. The mean score of the experimental group is 84.65, while the mean score of the control group is 83.95. in addition, the active learners and the passive learners' average score both in the experimental is higher than control group that the peer editing strategy is effective in enhancing students' writing skill in discussion writing.

The Interaction between Teaching Strategies and Students' Condition

According to table test of Between-Subject Effects, it can be seen that there is a significant difference of the test result between the experimental group and the control group. The significant value between the experimental group and the control group is $(0.000) < \alpha = 0.025$ that is 4.098. the result reveals that the F calculated is 5.480, so it can be concluded there is a significant differences between the experimental group and the control group. The chart of interaction can be seen in the following figure.

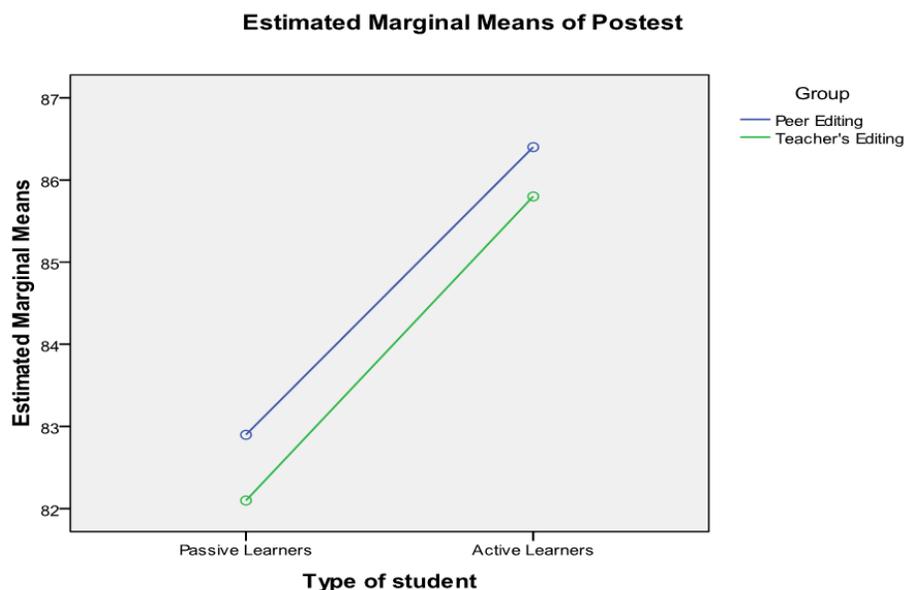


Figure: Interaction chart

Discussion

The first finding was in line with the previous study that done by Mangelsdorf (1992), Siew (2011), that examine on assessing the effectiveness and meaningfulness of cooperative learning in the process of "Peer Editing in Improving Students' Quality of Writing", the study found that there were a handful of them who were of high ability but there were also a few who were considered to be of lower ability in the language. It means that the active learners in doing the process of editing provided opportunities to pick up good vocabulary, language use and style of writing from their peers. Students learn through an exchange of ideas during the discussions.

Second, there is significant difference between peer and teacher's editing in teaching writing discussion texts to passive learners. This is in line with the Tudge, (1990), he states that if an adult or peer carefully provides a suitable level of support and guidance, learners are generally will be able to perform at a higher level than they can perform on their own.

Third, the score of post-test score among active and passive learners in the experimental is higher than the posttest score of control one. So, peer editing strategy is effective to enhance the writing skill of discussion texts among active and passive learners. Min (2006), Tsui & Maria (2000), it has been claimed that peer readers can provide useful feedback, as they revise effectively on the basis of feedback they receive from peer editors. The previous statements in line with this finding of the study that the peer editing play an important role in enhancing writing skill.

Soenowati (2010) in her research of teacher's corrective feedback found that the teacher's use clarification request of all corrective feedback types. In line with the previous study, the researcher also stressed the editing or corrective in the term of error, content, grammar and the punctuation of the writing. In addition, the researcher also based on the theory of Chaudron (1988) has pointed out the fact the term corrective feedback incorporates different layers of meaning. Corrective feedback can be either explicit or implicit. Explicit feedback types are overt and they offer clear information for students about their errors. Teacher provides the students with knowledge on the correct forms.

Fourth, there is no significant interaction among teaching strategies students' condition and writing

achievement of discussion texts. It implies that the effect of implementing peer and teacher's editing methodology is the same at all four categories, they are active and passive learners. It can be shown in the two lines are parallel. When there is no interaction, the lines will always be parallel.

CONCLUSIONS

Based on the results of research and data analysis that has been done, it can be concluded that there is significant difference between peer and teacher's editing in teaching writing discussion texts to active learners. Second, there is significant difference between peer and teacher's editing in teaching writing discussion texts to passive learners. Third, peer editing strategy is effective to enhance the writing skill of discussion texts among active and passive learners than the teacher's editing strategy. Fourth, there is no significant interaction among teaching strategies, students' condition and writing achievement of discussion texts since among the teaching strategies, students' condition can improve the achievement of the writing discussion texts.

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