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DAFTAR ISI

TEACHING WRITING SUPPORTING SENTENCES BY USING PEER EDITING AT THE STUDENTS OF THE ENGLISH EDUCATION PROGRAM OF STAIN WATAMPONE

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Abstrak: *Penelitian ini bertujuan untuk menemukan keefektifan Peer Editing untuk meningkatkan kemampuan mahasiswa dalam menulis supporting sentences pada mahasiswa Program Studi Bahasa Inggris STAIN Watampone. Metode yang digunakan dalam penelitian ini adalah penelitian kuantitatif. Populasi terdiri dari 103 mahasiswa. Peneliti menggunakan teknik purposive sampling dan mengambil sampel 22 mahasiswa. Tes writing diberikan dalam bentuk pretes dan posttes, tes yang digunakan untuk mencari data tentang kemampuan mahasiswa dalam menulis. Kemampuan writing mahasiswa dihitung berdasarkan 5 komponen, yakni: tata bahasa, kosa kata, teknik penulisan, isi, organisasi tulisan. Analisis deskriptif menunjukkan bahwa kemampuan menulis mahasiswa meningkat setelah menerima treatment dengan Peer Editing, hal itu didukung oleh kesimpulan dengan t-test (20,27) yang lebih tinggi daripada nilai t-table (2,080). Nilai rata-rata mahasiswa dalam posttes (72,575) lebih besar daripada nilai rata-rata mahasiswa dalam pretes (54,241). Ini membuktikan bahwa Peer Editing efektif dalam meningkatkan kemampuan mahasiswa dalam menulis supporting sentences.*

Keywords : Teaching Writing, Supporting Sentences, Peer Editing.

BACKGROUND

The Indonesian government chooses English as the first foreign language to be taught in schools and as a major subject for the students from junior high school to university students, they realize how important English in their life, so the intend to master it, in such as way that they can use that language to communicate with other people in the world. In other words, English is very important and has wide influence in the world. Students should be master four language skills, listening, speaking, reading and

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writing. Based on the concept and function, English has the purpose to develop those four skills and also the language components: vocabulary, structure and pronunciation (in speech) or spelling (in writing), ideas which supports students mastering well.

In this research focuses on writing because writing is one of the four language skills that play a very important role in second language learning. Similar to speaking, writing is a productive of an English study. Most contexts of life (school, workplace, and community) always need writing skill. It shows how important writing skills for students to be taught. The goal of teaching writing does not only make the student easier to communicate each other in writing, but teaching writing also helps the student to learn. According to Raimes in Komínková, writing helps our students learn. First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning (Veronika Komínková, 2009: 9).

However, some students think that writing is not easy to do. They have a lot of problems in writing, such as poor vocabulary, sentence structure and ideas. Writing skill is more complex and difficult to teach, requiring not only the grammatical and theoretically devices but also the conceptual and judgment. In writing class, students may have problem in studying since English has different rule to Indonesian writing. They have to communicate the ideas effectively with all aspect of language such as grammar, vocabulary and mechanics. It means that the teacher has to find out the suitable technique to teach writing in a good way especially to arrange paragraph. Sometimes the students are confused how to arrange a paragraph, if the teacher determines the topic and the students choose the good supporting details sentence. We often find supporting sentence is not suitable with the topic, so can make the reader is confused. From this case, the teacher has to look for ways in order to make the students understand.

To cope with the problem above, the researchers propose the peer editing in teaching writing skill on the consideration that it can facilitate the teacher to monitor the process of the students writing activity and to make it easier for the student to organize the ideas without leaving at other aspect of, writing grammatical system and mechanics. Peer editing can be conducted as a technique after the students finish their writing. It can be a fascinating adventure since the students can either take and give feedback or learn to be

better writer and reader. Peer editing involves students working together to evaluate and revise each others writing (Carolyn Hornik, 2014). As students review the writing of their peers, they share ideas, create an atmosphere of cooperation, develop independence and responsibility, identify strengths and weaknesses in their writing and reinforce editing skills.

In this activity the students can check the use or grammatical system, vocabulary, organization, idea, content and mechanics in their writing. Through peer editing, the students are helped to evaluate and improve the quality of their written work in many ways. Peer editing will give the benefits to both teacher and students. So, the writer uses this technique to know the effect on students skill in writing supporting sentences.

Relate to above explanation, the researchers interested to carry out the research about writing entitled "The Effectiveness of Teaching Writing Supporting Sentences by Using Peer Editing Study at the Students' of Fifth Semester Education English Program of STAIN Watampone".

RELATED LITERATURE

Supporting sentence provide the information that supports the topic sentence in a paragraph. We can create supporting details with descriptions, examples, reasons, explanations, and comparisons (Mary Feristone, 2014). Meanwhile the other opinion, supporting sentence - these are the sentences within a paragraph that support the topic sentence (therefore, the main idea of that paragraph). These sentences could include examples, direct quotes, explanations, details, etc (Lizby, 2014). Furthermore, Alice Savage and Masoud shafiei (2014), a typical paragraph has a topic, supporting sentences, and a concluding sentence. The sentences that follows further explain and support the topic sentence. They are called supporting sentences (Alice Savage and Masoud Shafiei, 2014: 5). Supporting sentences add information about the topic and the controlling idea. Supporting sentences can include definitions, explanations, and examples ((Alice Savage and Masoud Shafiei, 2014: 8).

A paragraph contains facts, statements, examples-specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea and are supporting sentence. Determining Supporting Sentence, namely decide which details help to further the story line; decide which details help you to understand the main idea; answer question raised by the main idea (who, what when, why or how). There are two types of supporting sentences, they are major and minor. The main idea and its major supporting details form the basic framework of

133

paragraphs. The major details are the primary points that support the main idea. Paragraphs often contain minor details as well. While the major details explain and develop the main idea, they, in turn are expanded upon the minor supporting details (Alice Savage and Masoud Shafiei, 2014: 8)

In teaching writing, a common activity in a process oriented curriculum is a peer-review technique, during which students read each other drafts and make suggestions for revision. Sometimes, it is called as peer-editing. According to Susser in Rosnida, one main element of the process approach to writing is to make students aware of writing as "a process of discovery in which ideas are generated and not just transcribed". To make writing a process of discovery, various types of activities are carried out in the writing classrooms, one of which is peer feedback. Peer feedback or also known as "peer response, peer editing, peer critiquing, and peer evaluation" can provide students with the opportunities to "discover and explore ideas... and negotiate with the audience about these ideas" (Ann Rosnida Md, 2014)

Meanwhile Oshima and Hogue to Peer editing is an interactive process of reading and commenting on a classmate's writing. You will exchange rough draft wish a classmate, read each other's work, and make suggestions for improvement. Use the worksheet for each assignment and answer each question. Write your comments on the worksheet or on you classmate's paper as your instructor directs (Alice Oshima and Ann Hogue, 2007: 194).

Peer editing is believed to enhance students' learning through larger amounts of feedback and shorter periods of time needed than feedback given by their teachers. In addition, peer editing enriches the information pool for a learner's later self-assessment used for individual language development (Ngar Fun Liu and David Carless, 2014). Furthermore, Balushy (2014) said peer editing is the processes 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. The peer editor shows the area of the error and therefore makes it clearer for the writer.

Process of Peer Editing

Before starting the process of peer editing, students should have written a first draft on a certain topic and before submitting it to the teacher they undertake peer editing. According to Balushy the steps of doing peer editing are mentioned as followed (Balushy, 2014):

a. Students choose the peers.
b. Let students exchange papers.
c. Tell them to use the rubric sheets you provided.

d. Ask them to put their own names on the papers they are to edit.
e. Give the students time to read through the essay.
f. Editors underline the mistakes and write the editing symbols above.
g. After finishing, students get their papers back.
h. Based on the feedback they receive, have the student writers correct their own papers.
i. While correcting their mistakes, they should consult the editor for clarification.
j. Remind them to negotiate their mistakes with the editor.
k. Let them use dictionaries and class notes while correcting their mistakes.

Oshima and Hogue stated that before doing peer editing, the editor should consider some advices (Alice Oshima and Ann Hogue, 2007: 194). They are as follow.

a. Your job is to help your classmate write clearly. Focus only on content and organization.
b. If you notice grammar or spelling errors, ignore them. It is not your job to correct your classmate's English.
c. Don't cross out any writing. Underline, draw arrows, circle things, but don't cross out anything.
d. Make your first comment a positive one. Find something good to say.
e. If possible, use a colored pencil or ink.
f. The writer may not always agree with you. Discuss your different opinions, but don't argue, and don't hurt your classmate's feelings.

Benefit of Peer Editing

The peer editing has the potential to be a powerful learning activity. Mangelsdorf in Ma'rufatul Baroroh (2010) has written that peer editing achieves the benefit as follow:

a. To provide students with an authentic audience; increase students' motivation for writing.
b. To enable students to receive different views on their writing.
c. To help students learn to read critically their own writing.
d. To assist students in gaining confidence in their writing, and
e. To use oral language skills.

Teaching Writing by Using Peer Editing

A set of prescriptions on what teachers and learners should do in the language classroom is a common thing to all methods used in teaching

learning process. Prescriptions for the teacher include what material should be presented and when it should be taught and how, and prescription for learners include what approach they should take toward learning. The teacher's job is to match his or her teaching style s well as the learners' learning style to the method. It means that the teacher has an authority to combine or even to modify some techniques which are suitable for students' ability and the condition of language classroom itself.

In the process of teaching writing, peer editing as a technique applied during the process of writing. The teacher models a three-step peer-editing process in this lesson that teaches the techniques of supporting sentences descriptive paragraph writng. After introducing the concept of peer editing, the teacher challenges students to brainstorm the pros and cons of the process. Using a sample of student writing, the teacher models the three-step process of complimenting, making suggestions, and correcting the paragraph. Students then work in small groups to edit another sample piece of writing. When students have experience with the editing process, they practice their knowledge by answering questions. This lesson provides extension activities and opportunities for student reflection and assessment. The teacher stressed that to do peer editing well, we need to be sensitive in what we say to others but be tough skinned when it comes to receiving criticism (Jimmie Lanley, 2014). If we all have that attitude, the peer editing will go smoothly, and everyone will benefit.

METHODOLOGY

The method used in this research was quantitative method because the researchers conducted the data in form of number. The way to collect the data by using pre-experimental design with pre-test and post-test. Pre-test to know students' writing ability in supporting sentences before doing treatment and post-test to know students' writing ability after doing treatment.

This research consists of two variables, dependent variable and independent variable. The dependent variable was students writing supporting sentences is effective and independent variable was the use peer editing in the teaching learning process (Nana Syaodih Sukmadinata, 2006: 250). The population of this research was the fifth semester Education English Program of STAIN Watampone in the academic year 2014/2015. They were divided into four classes. They were class TBI 1, TBI 2, TBI 3, TBI 4. The researchers chose the fifth semester students as the population because they introduced and thought about descriptive supporting sentences by using peer editing. The total population was 103. The

136

researchers found the population was large, so the researchers took a sample. This research used purposive sampling technique to select the sample of this research. TBI 2 was taken expressly as sample in this research that consists of 22 students.

The test was a method of measuring a person's ability, knowledge, or performance in a given domain. In this study, the researchers carried out the writing test to collect data. Writing test used to measure students' writing ability. Writing was an appropriate test for measuring the students' mastery of the whole language aspects that have been taught in the teaching learning process.

There were two kinds of writing test, namely composition test and objective test of writing. In this study, the researchers used composition test of writing. In this assignment, the students required to compose a short paragraph which have a topic paragraph and supporting sentence, which consists of 10-20 sentences. The test used to collect the students' writing that must be analyzed and corrected by the other students as we know we called it peer editing, to determine how effective the peer editing in teaching writing.

The procedure of collecting the data, the researchers followed the procedure are: **Pretest**, before using peer editing method in writing supporting sentences, the researchers gave a pre-test to students as a first test to find out the basic of writing ability. **Treatment**, after giving the pre-test, the students were treated by peer editing. The treatment administrated after the pre-test and it took place during 8 meetings and spend 90 minutes in each meeting. The researchers introduced to the students about the material in building of paragraph, taught the students about definition and characteristic of paragraph, explained about topic sentence, supporting details, descriptive paragraph and peer editing; after the students understood, the researchers asked to the students to write supporting sentences based on the topic that given. The researchers chose some students as peer editor. After editing, the researchers returned the students work to revise their writing. **Post-test**, after applying the treatment, the researchers gave post-test to students to obtain data, whether effective after having treatment namely through peer editing or not. The test was given same with the test was given in pre-test. Comparing the result of the study of the students after doing the pretest and posttest.

FINDINGS AND DISCUSSION

Data analysis of the Peer editing in teaching writing descriptive supporting sentences, to answer the question of problem statement is" how is the effectiveness of teaching writing supporting sentences by using peer

editing? The data on pre-test showed that none of the students can be classified excellent. Based on grammar, only 1 students was classified as very good, 6 students were classified as good, 10 students were classified as fair and 5 students were classified as poor. Based on vocabulary, only 1 student classified very good, 6 students were classified good, 12 students were classified fair and 3 students were classified poor. Based on mechanic, 9 students were classified good, 10 students were classified fair, and 3 students were classified poor. Based on content, 6 students were classified good, 14 students were classified fair and 2 students were classified poor. In organization, 9 students were classified good, 10 students were classified fair and 3 students were classified poor.

The data on post-test showed that none of the students can be classified very poor or poor. Based on grammar, only 1 students classified excellent, 8 students were categorized very good, 8 students were categorized good, 5 students were categorized fair. Based on vocabulary 2 students were categorized excellent, 6 students were categorized very good, 11 students were categorized good, and 3 students were categorized fair. Based on mechanic, 1 student categorized excellent, 9 students were categorized very good, 8 students were categorized good, and 4 student were categorized fair. Based on content, 2 students were categorized excellent, 6 students were categorized very good, 12 students were categorized good, and 2 students were categorized fair. Based on organization, no one of student categorized excellent, fair, poor and very poor, 11 students were categorized very good and good.

The calculation of mean score and percentage of students' improved ability during treatment"

Category	Number of category		Percentages
	Pre test	Post test	
Grammar	52,27	70,45	25,80%
Vocabulary	53,78	71,97	25,27%
Mechanic	54,54	71,97	24,21%
Content	53,03	72,73	27,08%
Organization	54,54	75	27,28%

Based on table, the researchers indicated that the improvement of ability is Grammar (25,80%), Vocabulary (25,27%), Mechanic (24,21%), Content (27,08%) and Organization (27,28%), if classified in pre-test,

grammar, vocabulary, mechanic, content and organization category were still fairly. Whereas in Post-test, grammar, vocabulary, mechanic, content, and organization were good. So if we compared with the data on pre-test and post-test show that peer editing was effective in teaching writing to students.

The result of the effectiveness teaching writing supporting sentences by using peer editing at the fifth semester Education English Program of STAIN Watampone. The description of the data collected as explained in the previous section showed that taught writing supporting sentence through peer editing was effective significantly.

The mean score of the students improved after they were given treatment. The effectiveness of teaching writing was marked by the result of the post-test. In post-test, after giving treatment the result was 3 students got excellent classification, 17 students got good classification , and 2 students got fairly classification. Whereas in pre-test before giving treatment, no one student was classified in excellent, 6 students got good classification, 14 students got fairly classification, and 2 students got poor classification. It meant we can conclude that peer editing was effective in teaching descriptive writing supporting sentences and can be used to overcome the students' problem in writing, especially in composing paragraph, because it gave better effect in students' writing achievement.

Peer editing was effective technique which could be utilized to assist teacher in teaching writing, especially in compose a good paragraph. Before students did peer editing , they should know what was wrong before they can did it right by learning the steps of the writing process , the elements necessary for good writing, and the things were important to be put (or left).

Peer editing provided an opportunity for students to read more, did a conversation about writing, and learnt from each other. The students participated in process of peer editing, students took an active interest in writing respectively. When they heard from other students, as if they were not doing a lecture, this one of their freedom in learning. Through peer editing also the students heard from several viewpoints that can improve their communication about the process of writing, their involvement with other students so that they were able to gather different perspectives of students varied ability levels and different backgrounds.

According to the data collected, writing a descriptive paragraph supporting sentence given in each meeting could attract the attention of students. Descriptive paragraph was also a popular and attractive to students. In fact, this type of testing allows the author to describe many things, whether

that person, object, or place. One way to select appropriate teaching activities were matching students with materials.

Peer editing required students not only how to write a good, but they also gave advice to their writing. The peer editor did not correct the paper's mistakes, but helped the writer fix their own mistakes by showing the area of the error and therefore making it clearer for the writer. Here, students must take an active role in the process of writing, once we knew the teacher learner centered, we turned it into a learner centered. With peer editing, it saved the amount of work that must be done by a teacher. However, a teacher could not just sit back at the chair, to be effective peer editing, the teacher must be an active facilitator. This meant that students should be monitored. The teacher will be actively involved in the process, and can ask students why they made that comment, or how they feel about this issue, or the teacher asked why they feel this writing less. When students realized the teacher took the editing process associates as a serious element of the process of writing, they will begin proud of their own opinions.

The use of Peer Editing was effective to improve the students' ability in writing supporting sentence in descriptive paragraph. This achievement could be seen on the result of statistical analysis, the mean score of the students' post-test was higher than the mean score of the students' pre-test. The most improvement of ability was organized. Besides it also was supported by the t-test value was greater than t-table value for level of significance 0,05 or 5% degree of freedom. The alternative hypothesis (H_1) saying that teaching writing through Peer Editing can improve the students' writing ability in supporting sentences descriptive paragraph was accepted, the null hypothesis (H_0) teaching writing through Peer Editing cannot improve the students' writing ability in supporting sentences descriptive paragraph was rejected. Students' ability in writing supporting sentences descriptive paragraph got support improvements in this study because of peer editing help the students made sentences to form good paragraphs. Thus, it was not only helpful in terms of writing skills but they will begin to feel confident in their own abilities, and learnt to see more ways that they can improve their own writing skills. After students can really learn, they did feedback and supported with each other.

CONCLUSION

Based on the findings and discussion above, the researchers make conclusion that Peer Editing is effective to improve the students' writing ability in supporting sentences descriptive paragraph to the students of the

fifth semester English Education Program of STAIN Watampone in academic year 2013/2014. It was proved by the result of students' test. The table showed that the mean score by the students in the posttest (72,575) was greater than the mean score of the students in pretest (54,241). Students' writing ability in supporting sentences descriptive paragraph improved after the treatment.

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