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THE INFLUENCE OF PEER EDITING ONLINE TOWARDS THE STUDENTS' WRITING SKILL

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Abstract: Lots of students find the difficulties when they have to put their thoughts into writing. Moreover, when they need to do the proofreading and editing their own writing, this inevitably makes writing exceptionally tiring and distressing. In this study, researchers focused on a series of writing processes, especially editing and proofreading activities. The objective of this research was to find out the influence of Peer Editing online technique towards the students' research proposal writing skill and to know and to describe whether the effectiveness of the students' research proposal writing skill who learn through peer editing online is higher than those who learn through conventional technique. The research was conducted by using a quasi-experimental design with pretest and post-test. The population of this research are the students at the fifth semester of English education major at STKIP PGRI Bandar Lampung that consisted of 63 students in 2 classes. The sample of this research were two classes, they were as control class and experimental class. Control class was taught by Individual writing while experimental class was taught by peer editing online technique. In getting the data, the researchers used writing test. The result showed that based on the calculation, the researchers got that = 5.41 and = 2.00 and 2.66. It means that H_0 is rejected and H_a is accepted. From the result above, the researchers state that there is an improvement and a significant influence of Peer editing online technique towards students' research proposal writing skill.

Keywords: Writing, Online learning, Peer editing

INTRODUCTION

The world has changed since the covid 19 pandemic struck us. There are so many changes that we have to deal with ready or unprepared for. Not only in

the medical field, but also in all aspects. This change has a very large impact, including in the scope of education. We realize this is not easy to get through, but things have to keep going on track,

so does education. The educators and the students still have to do the learning process even though they have to meet virtually. This situation has led to the birth of a lot of new technical methods and techniques in the learning process. We know that there are many good techniques that we can apply in the classroom to improve students' writing skills especially, but, when we are faced with a pandemic situation like now, not all of these techniques can be applied. Today the technique must be adapted not only from the perspective of necessity but also of circumstances. We are very aware that English in Indonesia is the most popular foreign language and is a demand to be mastered by students, especially in writing skill. However, teaching and learning English writing in a communicative manner are still experiencing difficult. Various kinds of difficulty factors are such as lack of vocabulary, difficulty in writing with perfect grammar rules, difficulty in writing organized paragraphs, inability and uncertainty to edit and proofread one's own written works and etc. This raises the enthusiasm for researchers to innovate to find new techniques that are easy to apply in online learning. Peer editing online technique is one of

the solution that can be offered and used when learning writing must be done online. This technique is suitable for pandemic situation. Through this technique, the learning process of writing becomes more focused and clear, the students also understand what they have to do. As we know that, writing is boring and difficult for most of students. According to Saad (2012: 35), "An integral component of the writing process is rereading, evaluating, and revising written drafts. Often we find students who rewrite the same errors repeatedly. Through observation, is found that students do not like to reread and edit their own writing". This reinforces the statement that indeed, sometimes they do not know what their purpose is to write, what is the positive feedback and what they can achieve, but through this technique, students are encouraged to write.

RESEARCH QUESTION

In this study, the researchers wants to explore the questions:

1. Is there any significant difference in English research proposal writing skill at fifth semester between using peer editing online technique

and without peer editing online technique?

2. Is peer editing online technique more effective than conventional technique for teaching research proposal writing skill?

THE AIM OF THE STUDY

The aims of the research are:

1. To find out a significant difference in research proposal writing skill between using peer editing online technique and without peer editing online technique.
2. To find out the effectiveness of using peer editing online technique towards students' research proposal writing skill.

METHOD

In this research, the researchers intended to find out the influence of using peer editing online technique in teaching writing research proposal. The researchers use the experimental method, especially quasi experimental design. It means that the researchers engaged themselves in learning and teaching process. In this case, the researchers uses two classes. One class as experimental class and the other

class is the control class. The classes were taken from the fifth semester of students from English education major in STKIP PGRI Bandar Lampung. The first as an experimental class that was taught by using peer editing online technique consists of 32 students and the second class as a control class that was taught through individual writing consists of 31 students. The population on this research was taken from STKIP PGRI Bandar Lampung of the English education major in the fifth semester 2020/2021. There are 63 students from 2 classes.

In the writing assessment method, Brown (2007) describes three main ways in writing assessment, namely

1. holistically (holistic scoring),
2. analytic scoring method, and
3. triate based scoring method

However, there are usually two main methods in the assessment of a writing that are commonly used by scorers, namely analytic and holistic methods.

In addition, each has a gradation and quality of assessment or categories such as excellent to very good, good to average, fair to poor, and inadequate.

Heaton (1988:146) also assesses the five components of writing with terms

1. contents,
2. organization,
3. vocabulary,
4. grammar, and
5. mechanical.

The five components are given a maximum score of 30 each for content, 20 for organization, 20 vocabulary, 25 grammar, and mechanics 5. The difference in the maximum score for each aspect or component of writing depends on their quality, role, and contribution in writing as a whole. In this study, the researchers adapted the scoring system from Heaton.

WRITING

There are several definitions about writing from some experts. According to Harris (1993: 10), "Writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft". This means that writing is one of the way to explore what on our mind is. Writing helps us to remember what we got and also help us to open our knowledge. The same opinion also stated by White and Arndt

(1997: 1) who mention that "the writer are able to express ideas and feelings to persuade and convince other people."

Hyland (2002: 40) states that, "Writing is a social act, and to understand it fully we must go beyond the decisions of individual writer to explore the regularities of preferred community practices". By writing, the students can write anything about what they think. Writing is as communication in which the writer expresses her ideas, thought and feeling in the context of language teaching and their daily life. According to Spear (1988:14) "Writing is more than an English department priority; it is more than a tool for testing students in whether they know what we think they should. It is means of readying students for full partnership in the intellectual and social responsibilities of the adult community". Writing is very different with the other three language skills, writing lets the students have a control over linguistics component. Writing gives students' time to shape what they want to say in expressing ideas, feeling, mind or information. Raimes stated, "Writing also 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” (Raimes, 1983:3).

It can be concluded that writing is one way to express our idea, mind, and get information by written form. To get good writing, the researchers should consider everything to support the topic, for example right grammatical and choosing good language.

In teaching writing, the teacher should give attention to the student’s writing process until the students reach their final writing. The students need to through all the process so that they can meet their needs and vary the process according to writing assignment. White and Arndt (1991) in Nunan (1999: 273) view writing as a complex, cognitive process that requires sustained intellectual effort over a considerable period of time. They suggest that producing a text involves six recursive

procedures; they are generating ideas, structuring, drafting, reviewing, focusing, and evaluation. It is worth noting that the students complete six steps before actually producing a first draft. White and arndt also add the social, collaborative nature of the composing process; discussion (class, small group, pair) , brainstorming, fast writing, rough drafting, preliminary self-evaluation, arranging information, first draft, group/peer evaluation and responding, conference, second draft, self-evaluation, finished draft, and the last is final responding to draft.

Weigle (2002: 23) describes that, “the writing process in terms of the task environment, which included the writing assignment and the text produced so far, the writer’s long-term memory, including knowledge of topic, knowledge of audience, and stored writing plans, and a number of cognitive processes, including planning, translating thoughts into texts, and revising”. The process of writing consists of some stages. According to Tomkins and Hoskisson (1991: 227-247) “there are five stages of process writing. They are prewriting, drafting, revising, and editing”. Each stage has a related process and affects the results

of the final writing. Among the stages, editing is one of the stage that cannot be neglected. In editing stage, the goal is to make our writing readable optimally. In this stage, the students also need to be focus on changing the mechanical error, spelling, and make the composition is readable.

The best time to teach mechanical skills is not by workbook exercise or lecturer in front of the class but, during the editing stage of the writing process. Still according to Hoskisson, "When editing a composition that will be shared with a genuine audience, students are more interested in using mechanical skills correctly so they can communicate effectively".

From the explanation of the experts, it can be concluded that Peer Editing technique can be applied to teach writing because editing is part of the process writing. However, because we are dealing with Covid19, the researchers innovated this technique so that it can be applied online. In Indonesia, since March 2020, the whole learning process is conducted online to reduce the spread of the covid19 virus.

THE NATURE OF COLLABORATIVE LEARNING

In foreign language learning, students are demanded to master the four language skills. Namely, listening, speaking, reading and writing. The four skills are indispensable in a language teaching. They cannot be detached because they are importantly related each other. As a teacher, in conveying or giving English materials particularly in understudies' composing capacity, he/she can educate through the use of learning method that offers understudies the chance to partake in the learning cycle. One of the activities that can be implemented in writing class is collaborative learning. According to Barkley et al., (2005: 4), "Collaborative learning is an activity which asked the students to work with another or others. In practice, collaborative learning forms can be student working in pairs or in small group in order to achieve a common goal".

Collaborative learning is a prosperous strategy to be applied in the classroom since it covers education and psychology. The collaborative learning requires students' cooperation and interdependence in its task and objective construction. Collaborative

learning requires students to be actively engaged in discussion, debate, tutoring and teamwork. They are encouraged to work together on a common task, and they must coordinate their effort to complete the task.

Jacobs (2006: 108) states that, "Collaborative skills are an integral part of the cooperative learning classroom. The skills help students to interact successfully, not only with group mate but also in other situation in which they use the second language." It means that collaborative learning can help students learn the material more deeply by interacting with peers that have different strengths, perspectives and knowledge. So that students have the skills to interact with the students, not only in a large or small group but also in many situations especially when they use a foreign language, can achieve other students and the learning objectives.

Barkley et al., (2005: 9-10) mention five characteristic for successful learning groups as follows:

1. Positive Interdependence: activities include an element of positive interdependence among group

members; the success of individuals is linked to the success of the group.

2. Promotive Interaction: the students are expected to support one another.

3. Individual and group accountability: each member is accountable for contributing his work in the group.

4. Development of Teamwork skill: students are required to learn academic subject matter and also to learn interpersonal skill as part of a group.

5. Group Processing: students are expected to evaluate their activity in their group. They need to describe what action that helpful and unhelpful during the discussion.

According to Gerlach (1994: 12), "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs." In a group which is built in the classroom, the students began to discuss with other students, interact with each other about what they were discussing, trying to pull out each other's ideas orally. Therefore, there is learning appropriate

to the learning objectives. Because learning is an active process, whereby students assimilate the information and relate this new knowledge to a framework of prior knowledge.

Learning outcomes groups and individuals that lead to Meta cognitive can be improved by using Collaborative learning. The emergence of new ideas and approaches in problem solving they actually put toward. Moreover managing classroom collaboratively is more motivating. It has an inquisitive nature; there is a feeling of helping others, competing in a sportive and individual work more focused.

In teaching and learning English, there are techniques required to achieve the learning objectives. There are many kinds of collaborative learning ever developed by education experts and practitioners. Barkley et al., (2005: 348-349) states that, collaborative learning techniques focusing on writing have several types among others, dialogue journals, round table, dyadic essays, peer editing, collaborative writing, team anthologies, and paper seminar. The use of other types of collaborative learning in a learning and teaching can escort learning in accordance with the stated goals while enhancing the learning

outcomes of students. In this research, the researchers use one type of the development of collaborative learning technique. It is peer editing, which conducted online. Peer editing is clearly stated as one of the writing technique from collaborative learning focusing on writing. The researchers applied this technique online because had to deal with an inevitable pandemic situation.

PEER EDITING ONLINE TECHNIQUE

According to Oshima (2006: 313) "Peer editing is an interactive process or reading and commenting on classmates' writing". Bartels (2003:34) states that, "Peer editing is also initial referred to as peer review, peer feedback, peer correction, peer response, peer evaluation, and peer assessment."

Harmer (2004: 115) says that peer editing or known as peer review, "is a valuable element in the writing process." This technique encourages students to read other students' work. Barkley et al., (2005: 251) states that, "In this collaborative learning technique, student pairs critically review and provide editorial feedback on each other's essays, reports, arguments, research paper, or other writing assignments. Peer editing helps

the students to identify the features of good and poor writing in the work of others, thus developing critical evaluation skills that they can apply to their own writing. It also provides student authors with constructive criticism so that they can improve their paper before submitting them for a grade." It means 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.

According to Oshima and Hogue (2007: 18), "A peer editor is a classmate who reads your paper and helps you improve the content and organization. A peer editor's job is to read, ask questions, and comment on what is good and on what might be changed or made clearer. He or she should not check your grammar or punctuation".

The assertion above obviously clarifies that the peer editor doesn't correct the paper's mistakes, yet helps the author fix their own mistakes by showing the space of the mistake and along these lines making it clearer for the researchers. That is on the grounds

that it is simpler to detect someone else's errors than it is to recognize our own and it generally assists with demonstrating our composition to be looked by someone else.

Writing is demanded students to use higher thinking skills. Unfortunately, most of students tend to be lazy to think and to respond the teacher's feedback on their academic writing. The students often submit their paper without revising or editing first. The students think that all the mistake in their paper is the teacher's duty to correct it. This statement is actually misleading. By introducing peer editing in the classroom, it is expected that peer editing can help the problems that faced by the students and the teachers. Peer editing empowers students to work cooperatively and reinforces writing skills. Peer editing is a technique that can incline the participants in the learning and writing process.

TEACHING A RESEARCH PROPOSAL WRITING THROUGH PEER EDITING ONLINE TECHNIQUE

A research proposal is a succinct and coherent summary of your proposed research. The research proposal is

important because it is a determination of students' academic abilities. On campus, a research proposal is one of the requirements for students to complete their studies. To get an undergraduate degree, students must prepare a thesis (called a thesis or dissertation) which is the final result of a research proposal that has been developed that determines graduation.

Today writing a research proposal is an ability that young people must have. This is absolutely a demand both during the learning process or later when working. For Indonesian students, writing an English research proposal is certifiably not a simple matter. There are many difficulties faced by students when they write a research proposal, one of which is determining the content of the material, lack of references, errors in citation, grammar errors, as well as the selection of diction. As we all know that writing scientific papers is very different from writing other texts, it has to be formal and straightforward. To overcome this difficulty, researchers applied online peer editing techniques. Below are the steps to teach research proposal writing through peer editing online:

The researchers adapted the steps presented by Kathleen Magone (1996: 156) with several changes due to implement online at the time this research was conducted. The steps of collaborative learning by peer editing technique as follows:

Before starting the process of peer editing online, students should have written a first draft on a research proposal topic and before submitting it to the teacher they undertake peer editing.

- 1) Choose the peers.
- 2) Let the students exchange papers through email.
- 3) Tell them to use the rubric sheets provided by the researchers.
- 4) Ask them to put their own names by using font red color on the file document they are to edit.
- 5) Give the students time to read through essay.
- 6) Editors underline the mistakes and write the editing symbols above.
- 7) After finishing, students get their papers back via email send by their editor.
- 8) Based on the feedback they receive, have the students researchers correct their own papers.

9) While correcting their mistakes, they should consult the editor for clarification.

10) Remind them to negotiate their mistakes with the editor and it is not guaranteed though that all the peers' suggestions are correct.

11) Let them use dictionaries and class notes while correcting their mistakes.

12) All documents must be kept from the first draft to the final draft. Then, collected into one folder as research evidence for the researchers.

FINDING AND DISCUSSION

To the test in this research, the researchers used statistical formula of t_{test} as follows:

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

From the formulas above obtained:

$$n_1 = 32$$

$$n_2 = 31$$

$$\bar{x}_1 = 78.87$$

$$\bar{x}_2 = 60.21$$

$$S_1^2 = 212.5$$

$$S_2^2 = 200.89$$

Then the data is included into the following t_{test} formula:

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(32-1) 212.5 + (31-1) 200.89}{32 + (31 - 2)}$$

$$S^2 = \frac{6587.5 + 6026.7}{61}$$

$$S^2 = \frac{12614.2}{61}$$

$$S^2 = 206.79$$

$$S = 14.38$$

This price is included into t_{test} formula as follows:

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{test} = \frac{78.87 - 60.21}{14.38 \sqrt{\frac{1}{32} + \frac{1}{31}}}$$

$$t_{test} = \frac{18.66}{14.38 (0.24)}$$

$$t_{test} = \frac{18.66}{3.45}$$

$$t_{test} = 5.41$$

After analyzing the data, the researchers got the average rates and variance of those groups. To prove the hypothesis that is how the influence of Peer editing online towards students' research proposal ability. The researchers tried to see the result of t_{test} or t_{ratio} .

Testing Creation 1

Ho is accepted if: $t_{table} < t_{ratio}$

$$t_{table} = (1 - \frac{1}{2} \cdot 0.05) (dk)$$

With:

$$dk = (n_1 + n_2 - 2)$$

$$dk = (32 + 31 - 2)$$

$$dk = 61$$

By looking at G_{table} , we can find the value for $\alpha = 0.05$

$$t_{table} = (1 - \frac{1}{2} \cdot 0.05) (61) (61)$$

$$t_{table} = (0.975) (61)$$

$$= 2.00$$

Based on the data analysis, it was gotten $t_{ratio} = 5.41$ and $t_{table} = 2.00$.

Ho was rejected and Ha was accepted, it means that teaching writing research proposal through Peer editing online had influence.

Testing Creation 2

Ho is accepted if: $t_{table} < t_{ratio}$

By looking at G_{table} , we can find the value for $\alpha = 0.01$

$$t_{table} = (1 - \frac{1}{2} \cdot 0.01) (61)$$

$$t_{table} = (0.995) (61)$$

$$= 2.66$$

Based on the calculation, the researchers got that $t_{cal} = 5.41$ and $t_{tab} = 2.00$ and 2.66 . It means that $t_{cal} \geq t_{tab}$. So, Ho is rejected and Ha is accepted. From the result above, the researchers states that there is significant influence of peer editing online towards students' research proposal writing skill.

CONCLUSION

Based on the result of the data analysis, it was found that the students' research proposal writing skill which was taught through Peer Editing online is better than through conventional technique. The researchers concluded that Peer

Editing Online technique is one of the recommended technique which can be applied to teach English, especially in writing skill. It can courage the students to write and it can minimize the students' error and mistake. There is significant influence of Peer Editing online technique towards the student's research proposal skill at the fifth semester of the students of English academic major at STKIP PGRI Bandar Lampung 2020/2021. It can be seen from H1 is accepted and H0 is rejected.

In order to improve the quality of teaching and learning English, the students are suggested to practice writing intensively in writing English text, the students are suggested to be brave and actively participating in every activity in the English classroom, the students are suggested to do more exercises on sentence structure to master the rules in writing English sentence.

In teaching writing, lecturers are suggested to use peer editing technique. It is suitable for large class like on college. By using this technique, the students enjoy the teaching and learning process even in pandemic situation. Peer editing online allows students to learn from each other

mistake, this technique also can make the students work together with their friends and gain new vocabulary and grammar rules. This technique makes the students communicate each other. As a lecturer, we are suggested to motivate the students by using various techniques to make the students love learning English in the class, especially in english academic major, we have to prepare the students to be a good English teacher in the future.

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