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IMPROVING STUDENTS' WRITING SKILL OF RECOUNT TEXT THROUGH DIARY WRITING AND PEER EDITING TECHNIQUE

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abstract

This research investigated the students' writing skill on Recount Text at Session 2016 A English Department of STKIP PGRI West Sumatera. Some of them had difficulties in organization, content, grammar, mechanic, and vocabulary. Then, they really need lecturers' correction in every step of their writing process. Therefore, the independent writing should be applied in each part of the writing process. Especially, in editing process the students have to be independent in order to increase their sensitivity on their writing product. Therefore, the researcher applied Diary Writing and Peer Editing Technique as the focus of research to solve this problem. The purposes was to find whether Diary Writing and Peer Editing Technique can improve students' writing skill on Recount Text. The methodology of research is a classroom action research (CAR). This research was conducted in one cycle, which has six meetings. The researcher was helped by two collaborators. Researcher used writing test, observation checklist, and field note, as the instruments. The findings of the research showed that the students' writing skill of Recount Text improved through Diary Writing and Peer Editing Technique. The implications related to this research the lecturers are suggested to use Diary Writing and Peer Editing Technique to help students to be independent writer and for the next researcher to use this technique in others kinds of texts.

Key word: *diary, editing, peer, recount, text*

1. INTRODUCTION

The knowledge around writing skill has been developed by some experts. However, each of them has different point of view in defining it. The researcher will discuss about the term of writing before explaining about writing skill. According to Hamp- Lyson in O' Malley and Pierce (1996) writing as an individual act which is the writer takes ideas and transforms them into self-style. From the theory, writing is defined as an individual behavior that has a specific purpose which the writer takes ideas and transforms them into their own topic and style. Further, Nunan (2003) states that writing is a mental work of inventing, expressing, and organizing ideas in a paragraph in order to be clear for the reader. In the theory, writing is defined as the process of thinking which are involved inventing the interesting ideas, expressing the ideas in words, and organizing ideas in paragraphs to become a good order based on the writing skill project to be understandable by the reader.

Furthermore, Meyers (2005) states that writing is a process of discovering, organizing, and putting ideas on paper, reshaping, and revising it. In the theory, writing is defined as a process of doing something dealing with problem and difficulty in discovering interesting ideas, organizing and putting them on paper that is appropriate with the writing project. Then, the writing skill product should be reshaped and revised to make it better and understandable by the reader. Moreover, according to Oshima and Ann (2007) writing is defined as some steps of action that involved thinking of ideas, transferring them into words, and reviewing until satisfied that the writing expresses exactly what the writer wants to say to the reader. In this definition, Oshima and Ann have opinion that writing as a continuation action involved thinking and transferring ideas into words and reviewing them to make it satisfied to be read and express writer ideas exactly.

Based on those definitions, the researcher concludes that writing is some steps of mental action of inventing, organizing, reviewing, editing and revising ideas into words by writer own style

with specific purpose to be clear for the reader until the writer satisfied that his writing expresses exactly what he want to say.

The term of writing skill is really important in order to boundary how far the writing ability can be categorized as the skill. According to Brown (2001) writing skill is an ability to write naturally, coherently, grammatically, fluently, authentically and purposively. In this definition, Brown states that writing skill as an ability of writer to write with fluent, as natural as possible with the accuracy of grammar, the coherent and authentic ideas and has clear purpose of writing and reader in mind. Moreover, Hedge (2007) defines writing skill as an ability in using some strategies to manage the writing process. In this definition, Hedge states that the writing strategies are number of activities such as planning goals, generating ideas, organizing information, selecting appropriate word, making a draft, reviewing, editing and revising it.

Furthermore, Amato and Patricia (2003) define writing skill as ability to use some strategies for dealing with the problems in writing process. In this definition, Amato and Patricia have opinion that some strategies such as brainstorming for topic, collecting information for writing the draft, clustering the information, writing the rough draft, consulting with peer or lecturer, and revising it. Based on those definitions, the researcher concludes that writing skill is an ability of writer to write with fluency, as natural as possible with the accuracy of grammar, the coherent and authentic ideas, clear purpose of writing and reader in mind, and using some strategies for dealing with the problems in writing process in order to get the best writing product.

In fact, based on the observation, interview, and result of students' writing, the researcher found that a number of students at session 2016 A English Department of STKIP PGRI West Sumatera do not have a good ability of writing Recount Text. It can be seen from their low grade of writing. The researcher found that the mean score of students' writing skill on Recount Text only 62 from the maximum score 100. It was counted by using analytical scale for Recount Text modified from Sarah.

Recount text is a text that tells about events occurred in the past. It is one of texts that helps students to develop their experience into writing. According to Wardiman (2005:115) Recount Text is used to tell past events, such as holiday experience, accidents, and activity report. It seems similar with anecdote, but anecdote is used to tell events that are funny and entertaining. Meanwhile, Knapp and Knapp (2005:223) state that Recount Text is the simplyieast text type which tells sequence of events with generic structure such as orientation, events and reorientation. Indeed, it is impossible to tell a story unless we show characters set up in a particular time and place.

Next, Corbett and Julia (2011:49) state that Recount Text is one of the easier non-fiction types which focus on telling what happened. The differences with Narrative Text that narrative is imaginative and made up, when Recount Text should be retelling series of events that have actually happened: in the first person it is a personal recount, and in the third person it is recounting events that have happened to others. In conclusion, Recount Text is a text that tell experience or past event to the reader. Recount text can be in the form of dialogues and written text. This text helps students to increase their writing achievement by telling events in the past.

A part of students do not understand those principles of Recount Text and how to develop ideas in writing Recount Text. It happens because they do not have enough basic skill of writing principles and less allocation time for writing. As the consequence, students' writing skill does not meet expectations for quality. Those students' problems of writing make them difficult to produce a good writing project. However, students actually can do a better writing if they are taught by an appropriate teaching writing technique. Some lecturers usually tend to use product oriented approach rather that process oriented approach. Actually, students can be more motivated if the lecturer gives them an occasion to be more active, creative, expressive, reactive, reflective, responsible and autonomous through process oriented approach such as Diary Writing and Peer Editing Technique.

According to Bolton (2001:11) diary is one of the oldest forms of literature in the west that contain stories of happenings, hopes and fears about what might happen, memories, thoughts and ideas, and all the writer's feelings. From this definition, we got the point that the writer can write all their feelings about their future and past stories or hopes in diary. It is suitable to be used in writing activity to

develop students' ideas in writing process. Further, Fitzpatrick (2005: 4) states that a diary is a personal record of a writer's life experience and is usually private. By writing diary, the students can explore and develop their ideas from real life experience, so that they are trained to be sensitive writer who can get the inspiration to be written from whatever happened in their real life. It helps students to solve their problems in getting and developing ideas especially in writing Recount Text.

Furthermore, there are some experts talks about the benefits of diary writing. Harmer (2007: 128) states some benefits of diary writing are: (1) Value of reflection; a diary provides an opportunity for students to think about what happened and how something happened in their real life. (2) Freedom of expression; diary writing allows students to express their feelings freely, because they express it in written form. They can write about daily life activity, love story, or a special event. (3) Developing writing skills; diary writing contributes to the students' writing skill improvement such as writing fluency. Their writing fluency will improve since they write regularly.

There are some researchers who have studied about the use of Diary Writing to improve students' writing skill. Yulianti in her research entitled" Improving the Writing Skills through Diary Writing of the Tenth Grade Students of SMAN 1 Ngemplak". She conducted the research by Classroom Action Research (CAR). She implemented diary writing as a medium to improve the writing skills of the tenth grade students of SMA N 1 Ngemplak in the academic year of 2013/2014. She founds that there were improvements on the students' writing skills in the five aspects, namely the content, organization, vocabulary, language use, and mechanics. Therefore, the hypothesis of "Diary writing can improve the writing skills of the tenth grade students of SMA N 1 Ngemplak is accepted.

Then, Hanan, etc in their research entitled " The Effect of Diary Writing on EFL Students' Writing and Language Abilities". They implemented diary writing for 14 weeks as a medium to improve the writing skills in the College of Basic Education, in the English Department. It was conducted in Fall 2014/2015 on two Advanced Writing classes. The analysis of the data obtained showed that the students' language abilities significantly improved especially in grammar and vocabulary. The students also reported their satisfaction in the free-writing method which allowed them to learn more on self-expression and organization of ideas.

The previous researches are similar to the research that the researcher conducted to improve students' writing skill of Recount Text by Diary Writing. The differences of this research from previous researches are in the specific genre of text which is Recount Text. The first and second researcher did research for writing skill in general without spesification of genre text. Then, in this research, the researcher combined Diary Writing and Peer Editing Technique to improve students' writing skill on Recount Text.

According to Oshima and Ann (2007) peer editing technique is students reading, asking questions, and giving comment on their friends' writing to help them improve the writing content and organization. The students can give comment on what's good from the writing and what should be changed and made clearer. Further, O'Malley and Pierce (1996) state that peer editing technique is the students read on their friends' writing to communicate the strengths and aspect of writing that need to be improved. Then, Hadley (2001) peer editing technique is students improve each other writing through comprehension of meaning, checking of grammar, analyzing of prose style, analyzing of organization, and overview. In conclusion, peer editing technique is an interactive process which is students reading, asking questions, and giving comment on their friends' writing to provide feedback about the positive and the negative aspects of the organization, content, grammar, punctuation, spelling, mechanic, and vocabulary in a way to help each other reach better written products.

Further, lecturer should give some some steps to do Peer Editing Technique. Balushy (2013)states that some steps for conducting peer editing technique: (a) choose the pair, it can be randomly; (b) provide worksheet; (c)peer editor circle the mistakes; (d) let students to consult with peer editor for clarification; (e) have writers to revise their paper. Further, Hadley (2001) states some steps for conducting peer editing technique by class are: (a) read a draft; (b) provide grammatical correction; (c) provide content and vocabulary correction; (d) look for organization; (e) offer general comments. Next, Rathvon (2008) states some steps for conducting peer editing technique: (a) lecturer explains the

characteristics of the text; (b) lecturer demonstrates how to do peer editing; (c) students make a first draft; (d) peer editor read the text; (e) peer editor discusses his suggestion with the author; (f) students work independently to revise their own paper. Briefly, some points for conducting peer editing technique:

(a)   Lecturer explains the characteristics of the text that will be written and shows the example.
(b)   Lecturer demonstrates how to do peer editing by giving clear feedback on the error writing. She lets students to use dictionaries, grammar book and class notes while correcting the mistakes.
(c)   Students have to make a first draft by outlining and writing to be edited.
(d)   Students exchange the draft with their partner; it can be allocated randomly or by lecturer's decision.
(e)   Students spot the mistakes on partner's draft and fill in peer editing worksheet provided by lecturer. Students provide feedback by reading, asking questions, giving comment and correcting. Feedback given can be about strength and weaknesses that related to the organization, content, grammar, punctuation, spelling, and vocabulary.
(f)   Students consult with their peer editor for clarification of the feedback to make the editing clearer.
(g)   Students revise their own paper independently as the final draft. The experience as peer editor helps them to do reflection on their own.

Peer editing technique have found as the significance technique to improve students writing skill. It is found through several researches. These were several studies that have been conducted. Nahdi (2011) has done a research entitled "Improving Students' Writing Ability by Using Peer Editing Technique at the Third Semester Students of English Study Program of STKIP Hamzanwadi Selong". It provides frameworks for pairs or small groups to help each other and critique final and graded written products. The research consists of three cycles. Each cycle consists of three meetings to write paragraph draft, to exchange ideas with pair, to do peer editing, to revise the draft, and to discuss the students' difficulties. The result of the study show that peer-editing technique can improve students' ability in writing an expository paragraph and improve classroom situation in writing class.

Furthermore, Baroroh (2011) conducted a research entitled" The Use of Mind Mapping and Peer-Editing Techniques to Improve Students' Writing Skill at the Tenth Grade Students of SMA Negeri I Karanganyar". It was conducted in two cycles. The researcher found that mind mapping and peer-editing technique improve the students' writing skill especially on the aspects of content, organization of ideas and language features. It is proved by the significant increase of the mean score of the post- test cycle 1 and post-test cycle 2. Second, those techniques cover on the planning stage and revising stage in the process of writing. As the result, there is no missing stage from pre-writing to post-writing. Third, students also actively involved in the teaching-learning process.

Then, Arini (2012) conducted a research entitled" Using Peer Editing Technique and Revising Technique in Process Approach to Improve the Students' Ability in Writing Argumentative Essay at Lambung Mangkurat University". The implementation of peer editing and revising techniques was started by reviewing the argumentative essay, conducting prewriting and drafting in groups. Then, the researcher gave modeling of peer-editing and revising techniques. She asked the students to conduct peer editing and revising techniques based on the rubrics given and asked them to prepare for group presentation. Then, they publish their work on the wall board. The result of the study shows that the use of peer editing and revising techniques can improve the students' writing ability in writing argumentative essay. The students' participation and response was also achieved.

Moreover, Fajriah(2012) has done a research entitled" Improving Students' Writing Skill in Descriptive Text through Brainstorming and Peer Editing Techniques at THIRD GRADE STUDENTS' OF SENTOLO KULON PROGO". IT WAS CONDUCTED IN TWO CYCLES. The result of the study shows that brainstorming and peer editing techniques can improve students' writing skill in descriptive

ICOELT-6
2018

text. It proved through the increasing of writing score at the end of the second cycles. Students also more activated and motivated in the teaching learning process.

From the number of related studies above, it shows that peer editing technique contributes good effect on the students' writing skill. Since the researcher has a similar case with the previous researchers which is their students have problems in gathering, developing, and organizing ideas, vocabulary, punctuation, spelling, and grammar. Thus, the researcher will use Diary Writing and Peer Editing Technique to improve students' writing skill on Recount Text. The aim of this research is to find out what extent Diary Writing and Peer Editing Technique improve students' writing skill of Recount Text at session 2016 A English Department of STKIP PGRI West Sumatera.

METHOD

This research investigated the students' writing skill on Recount Text. Therefore, the method of research is a Classroom Action Research (CAR) since the researcher intended to improve students' writing skill on Recount Text through Diary Writing and Peer Editing Technique .This research was conducted in one cycle, which has six meetings. The researcher was helped by two collaborators. Researcher used writing test, observation checklist, and field note, as the instruments. The participants of this study were students at session 2016 A English Department of STKIP PGRI West Sumatera. The data collections were done as follows: first, the researcher did action research in one cycle which consisted of four steps. They were planning, action, observation, and reflection. Second, the researcher conducted writing test of Recount Text at the end of the first cycle in order to see students' progress in writing. Later, the data would be analyzed by using analytical rubrics from Sarah that has been modified.

FINDING AND DISCUSSION

The Extent to Which Diary Writing and Peer Editing Technique Improve Students' Writing Skill of Recount Text

The researcher analyzed the quantitative data which involved the mean score of students' writing test on Recount Text before treatment and after treatment of Diary Writing and Peer Editing Technique in first cycle. The mean score was gotten from two collaborators who scored the test. It involved the indicators of writing skill such as organization (generic structure), content, grammar, mechanic and vocabulary. After analyzing the data, the researcher found that there was an improvement of the students' writing skill on Recount Text through the process of Diary Writing and Peer Editing Technique. The grade from two collaborators as the scorer can be seen below:
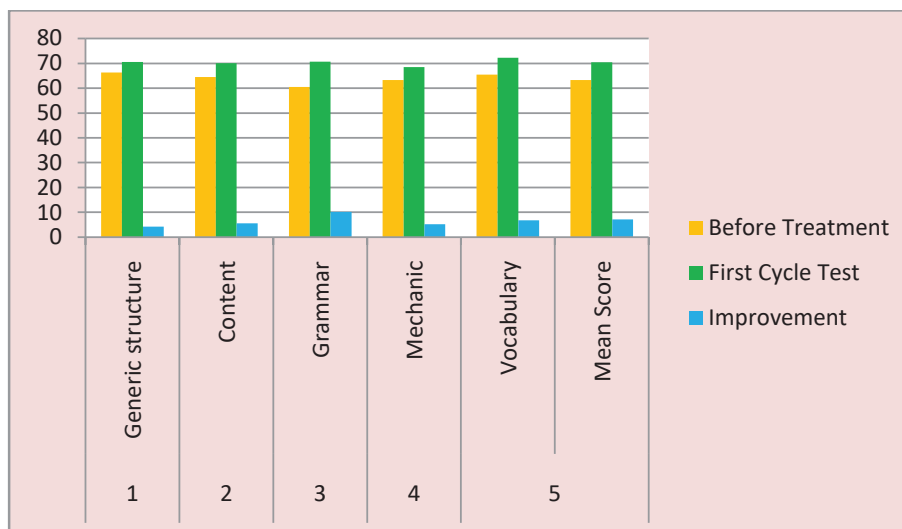
Table 1 Mean Scores of Students' Writing Skill on Recount Text before Treatment and after First Cycle Test from Two Scorers

Here the

No	Indicators	Before Treatment	First Cycle Test	Improvement
1	Generic structure	66.3	70.5	4.2
2	Content	64.5	70.1	5.6
3	Grammar	60.5	70.7	10.2
4	Mechanic	63.3	68.5	5.2
5	Vocabulary	65.5	72.3	6.8
	Mean Score	63.3	70.4	7.1

is

following diagram of students' writing skill on Recount Text before treatment and after first cycle test.

Graph 1. Mean Scores of Students' Writing Skill on Recount Text before Treatment and after Cycle I from Two Scorers

To see the improvement of students' writing skill on Recount Text before treatment and after first cycle test, so here is the following pie of improvement that is shown below:

Pie Chart. 1 Improvement of Students' Writing Skill on Recount Text before treatment and after Cycle I
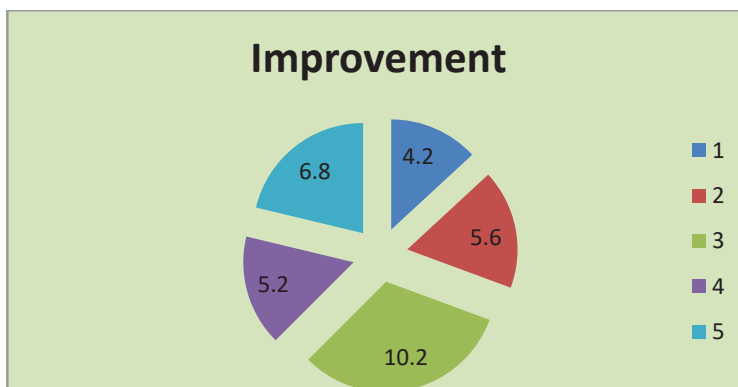
The improvement of generic structure on students' writing skill of Recount Text from 66.3 to 70.5 was caused by Diary Writing done by the students. Each of them wrote diary about their real life by using format of generic structure of Recount text such as orientation, events and reorientation continually. Then, by using Peer Editing Technique, each of them criticized their peer's writing. It helped them to do reflection on their own. Thus, they became more detailed to revise their writing beside some feedback that given by their peer in peer editing worksheet. When their peers made three components of generic structure of Recount Text (summary of the event, background of the event and sources) became one paragraph they criticized their peer and did reflection on their own weather they also made the same. Thus, it helped them to improve their skill in writing generic structure of Recount text.

Further, the improvement of content on students' Recount Text from 64.5 to 70.1 was influenced by their training to develop ideas in diary writing from real life events, hopes or wishes. Moreover, when students read their peer's Recount Text by Peer Editing Technique, they gave some inputs if the information incomplete or inappropriate. Thus, the students as writer added some new information in revising process.

Then, the development of grammar from 60.5 to 70.7 was influenced by students' self evaluation on their Diary Writing. When writing it continually about three weeks, they saw their mistakes in grammar every day, so that they tried to improve it for the next day. It helped them to be more understood about the grammar or language features of Recount Text. By using Peer Editing Technique, when the students as reader found some grammar mistakes on their peer' writing, they spotted the mistakes and wrote the right one to make the students as writer easier to revise the text. Then, the students as reader did reflection on their own weather they made the same grammar mistakes or not. Further, the students as writer did clarification if the feedback from their peer were wrong. In clarification process, students did discussion about the grammar mistakes. Thus, they shared knowledge each other. It helped them to be more understood about the grammar or language features of Recount Text. Those processes also happened when students corrected mechanical and vocabulary so that there were improvement of mechanic from 63.3 to 68.5 and vocabulary from 65.5 to 72.3. Finally, the developments of students' mean score of Recount Text from 63.3 to 70.4.

This research implies that Diary Writing could solve some students' problems including organization of the text, content, grammar, mechanic, and vocabulary in writing Recount Text session 2016 A English Department STKIP PGRI West Sumatera. The students were given big opportunity to write Recount Text through Diary Writing continually. It is also related to active learning. According to Watkins (2007: 69-102) in active learning, students became active reading because they did five indicators such as: (1) scanning; students scanned their Recount Text, (2) questioning; students questioned to lecturer about their Recount Text, (3) reading; students read their Recount Text carefully, (4) reviewing; students reviewed their Recount Text, (5) recollecting; students recollected their ideas to improve Recount Text.

Further, the students also became active writing because they did four indicators such as: (1) planning; students planned their Recount Text that would be written in diary through pre writing every day, (2) ideas development; students developed their ideas through drafting, (3) reader's opinion; students got reader's opinion from their peer, (4) reflecting; students revise their text by reflecting from their peer's mistakes.

Next, by using Peer Editing technique, the students are given big opportunity to write the text and to edit their partner's writing. It is related to collaborative task because the success of their partner's writing related to some feedback that had been given by peer editor. They also interdependent because dependent each other to finish the task of Recount Text. Moreover, students consult with their peer editor about the feedback given in editing process for clarification. Students had mutual interchange in clarification process because they exchanged some information with their peer. It is related to collaborative interaction. Their activity in editing and consulting the feedback make them skillful in bringing critical thinking that their writing is not perfect and they need an editor to make it better. Those are the advantages of peer editing technique. As the result, the students can develop their writing skill not only in Recount Text but also in others kinds of texts.

CONCLUSION

Based on the finding and discussion of students' writing skill by applying Diary Writing and Peer Editing Technique during one cycle of Classroom Action Research (CAR), it can be concluded that the use of Diary Writing and Peer Editing Technique improve students' writing skill better at session 2016 A English Department STKIP PGRI West Sumatera. The findings show that all of the indicators of writing Recount Text including organization, content, grammar, mechanic, and vocabulary get progress in one cycle of the research. In accordance with the findings of research, the suggestion can be given for the lecturer to help students improving their writing skill by using Diary Writing and Peer Editing

Technique. For next researcher, it is suggested to improve students' writing skill through Diary Writing and Peer Editing Technique in others kinds of text.

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