SHAPING STUDENTS' INDEPENDENCE THROUGH PEER EDITING TECHNIQUE TO DEVELOP THEIR WRITING SKILL OF NEWS ITEM TEXT

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Abstract

The students' writing skill of News Item text at grade X₁ of SMAN 3 Padang was low. Some of them had difficulties in organization, content, grammar, mechanic, and vocabulary. Then, they really need teachers' 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. Peer editing technique seems to be one of the effective teaching techniques to foster learners' independence in order to develop their writing skill. Therefore, the researcher applied this technique to solve those problems. This is a Classroom Action Research (CAR). The participants of the research were the students of grade X₁ of SMAN 3 Padang which consisted of 30 students. This research was conducted in two cycles, which each cycle has four meetings. The researcher was helped by a collaborator. Researcher used writing test, observation checklist and field note, questionnaire and interview as the instruments. The findings showed that the students' writing skill of News Item text are developed through peer editing technique and factors that shaping students' independence through peer editing technique are connecting reading and writing, authentic and interactive activities, and teacher's technique that covered teaching learning process from planning stage to revising stage. In conclusion, applying peer editing technique can shape students' independence to develop their writing skill of News Item text.

Key words: editing, independence, peer, technique, writing

Introduction

Teaching English as a foreign language has many challenges, especially in Indonesia which has many traditional languages. It can be seen from some teachers' problems in their teaching learning process. Especially in teaching writing, the students are really need teachers' correction during every step of their writing process. Unfortunately, the teacher cannot give full attention for all students because of time limitation and class size which can be about forty students. Thus, their grade of writing skill was not satisfied enough.

Based on those facts, the teacher try to use the appropropriate teaching technique that can help teacher to solve the problems. Peer editing technique seems to be one of the effective teaching techniques to foster learners' independence. In peer editing technique, the students are providing feedback on their friends' writing that related to the organization, content, vocabulary, grammar, and mechanic in order to make their friends' writing clearer. It is as the process of sharing each others writing between students as a peer to see whether their writing has successful delivered intended meaning and to get the point of view from peer as the reader in order to improve their writing by his peer feedback. It is a two way street which students learn to be a good writer and reader.

By Peer editing technique, the students can be more independent inside and outside the classroom in order to improve their writing skill. Thus, they can develop their writing skill as much as possible. During independent writing, the students produce their own writing text based on teacher's explanation of text characteristics related to genre. Then, the students' first draft will be edited by their peer in peer editing process. It is the point of students' independence. Consequently, the teacher can be functioned as a guide not as a corrector. Therefore, the researcher carried out a research to find out how peer editing technique could shape students' independence to develop their writing skill.

Brief Review of Related Theories

The knowledge around writing skill has been developed by some experts. However, each of them has a different point of view in defining it. 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 isan ability to write naturally, coherently, grammatically, fluently, authentically and purposively. Hedge (2007) defines writing skill as an ability in using some strategies to manage the writing process. Then, Amato and Patricia (2003) define writing skill as ability to use some strategies for dealing with the problems in writing

process. 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 this research, the focus of writing product is News item text. Thus, it is important to know deeply about it. News Item text is a kind of text that has purpose to inform readers about events of the day which are considered important. The event should have the news value which is interesting and important to be known by the reader. It is can be about the future, present or past event. Thus, the tenses used have to be matched with the time of event happened. Doddy (2008) states the structure of News Item text are: (a) newsworthy event consists of recount of the event; (b) background events; (c) sources consist of comments by participants, witnesses and authorities experts on the event.Then, Priyana (2008) statesthat the structures of News Item are: (a) newsworthy event consists of summary of the event; (b) background event includes the causes; (c) sources consist of original argument by participants, witnesses and authorities experts.Furthermore, he says "the language features of news item text are: (a) short information about story captured in headline; (b) action verbs; (c) projecting verbal processes/saying verbs (d) focus on circumstances; (e) adverbs such as time, place and manner". To assess News Item text, the researcher uses some criteria suggested by Doddy (2008) six categories to assess News Item text are generic structure, grammar, content, mechanic and vocabulary. Each of the indicator has the criteria such as excellent to good; good to adequate; adequate to fair; unacceptable to not and college- level work.

Students' independence as the current issue to develop their writing skill should be identified clearly. There are some opinions from experts about it. Harris (2003) states that independent writing is the students write on the texts and respond to the texts independently. The text have been explained and modelled by the teacher. It means that the students not only make their own text but also they have to give respond to a text. In addition, Davidson (2007) states that independent writing within current approaches focus on peer interaction; many studies have established the integral role of student-student interaction during times when they undertake writing. In this theory, clearly states that interaction between students during the writing process is really important. Moreover, Dyson (2003) states that independent writing includes discussion between students for sharing personal experience and knowledge. It establishes students as expert on their friends in the classroom. Briefly, independent writing is students write their own text that has been taught by the teacher independently by building interaction with their peer to share and respond the experience and knowledge during the writing process. From those theories, we can see that some activities in independent writing correlates with the activities in peer editing technique. Thus, it is important to know deeply about peer editing technique.

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. Furthermore, Hogue and Alice (2006) define thatpeer editing technique is the interactive process of reading and commenting on classmates' writing composition. Then, Ozarska (2008) states that peer editing technique is having students grade each other's papers by focusing on the aspects of writing such as organization, logic, vocabulary and grammar. Next, Balushy (2013)states that peer editing technique is the students give feedback on their peers' writing about the positive and the negative aspects to help each other reach better writing. 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.

Teacher should give some advice to do peer editing technique to make the editing process have a value for the writer. According to Oshima and Ann (2006) some advices for peer editor are:(a) help peer's writing be clearer; (b) do not cross out; (c) give positive comment first; (d) use a colored ink; (e) discuss your opinion. When students have understood some advices to do peer editing, it is important to explain some steps to do it. Balushy (2013)states thatsome 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) teacher explains the

characteristics of the text; (b) teacher 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:

Teacher explains the characteristics of the text that will be written and shows the example.

Teacher 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.

Students have to make a first draft by outlining and writing to be edited.

Students exchange the draft with their partner; it can be allocated randomly or by teacher's decision.

Students spot the mistakes on partner's draft and fill in peer editing worksheet provided by teacher. 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.

Data Analysis and Discussion

Referring to the research findings, the researcher found that the implementation of Peer Editing technique could shape students' independence to develop their writing skill. The discussion of development can be seen below.

The Extent to Which Peer Editing Technique Develops Students' Writing Skill

The researcher analyzed the quantitative data which involved the mean score of students' writing test before cycle to cycle I and cycle II. It involved the indicators of writing skill such as generic structure, content, grammar, mechanic and vocabulary. After analyzing the data, the researcher determined that there was an improvement on the students' writing skill of News Item text through the process of Peer Editing technique.

Table 1.Mean Scores of Students' Writing Indicators of News Item Text before Research and First Cycle Test

No	Indicators	Before Research	First Cycle Test	Improvement	Second Cycle Test	Improvement
1	Generic structure	80,49	82,94	2,45	85,33	2,39
2	Content	80,51	83,00	2,49	85,06	2,06
3.	Grammar	80,22	82,89	2,67	84,50	1,61
4.	Mechanic	81,04	83,39	2,35	85,61	2,22
5.	Vocabulary	81,22	83,89	2,67	85,94	2,05
	Mean Score	80,69	83,21	2,52	85,29	2,08

The development of generic structure on students' writing skill of News Item text from 80,49 to 82,94 to 85,33 was caused by peer editing done by the students. 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 workshet. For example, when their peers made three components of generic structure of News Item 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.

The development of content of students' News Item text from 80,51 to 83,00to 85,06 was influenced by peer editing technique. When students as celebrity read their peer's News Item text, they gave some inputs if the information uncomplete or unappropriate because they had read more about the event happened to the celebrity. Thus, the students as writer added some new information in revising process.

Then, the developmentof grammar from 80,22 to 82,89 to 84,50 also was influenced by 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 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 understand about the grammar or language features of News Item text.

The development of mechanicfrom 81.04 to 83.39 to 85.61 was influenced by peer editing technique. When the students as reader found some mechanic mistakes on their peer' writing, they spotted the mistakes and wrote the right one to make the the students as writer easier to revise the text. Then, the students as reader did reflection on their own weather they made the same mechanic 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 mechanic mistakes. Thus, they shared knowledge each other. It helped them to be more understand about the mechanic. Then, they asked for teacher' explanation if doubt

The development of vocabulary from 81,22 to 83,89to 85,94 also was influenced by peer editing technique. When the students as reader found some vocabulary mistakes on their peer' writing, they spotted the mistakes and wrote the right one to make the the students as writer easier to revise the text. Then, the students as reader did reflection on their own weather they made the same vocabulary 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 vocabulary mistakes. Thus, they shared knowledge each other. It helped them to be more understand about the vocabulary used. Then, they asked for teacher' explanation if doubt. Finally, the developments of students' mean score of News Item text from 80, 69/to 83, 21 to 85, 29 was influence by peer editing technique.

The result above was supported by the previous research finding from Nahdi (2011) who mentions that peer editing technique can improve students' writing ability and classroom situation in writing class. Further, the finding also was supported by the research finding from Baroroh (2011) who mentions that peer editing technique can improve students' writing skill especially in the aspect of content, organization and language features. Furthermore, Fajriah (2012) states that peer editing technique can improve students' writing skill, acitivity and motivation.

The Factors that Shaping Students' Independence through Peer Editing Technique

The researcher analyzed qualitative data based on the result of questionnaire and interview. After analyzing the data, the researcher found several factorsthat shaping students' independence in writing through peer editing technique: (1) connecting reading and writing, (2) authentic and interactive activities, (3) learning process from planning to revising stage.

Connecting reading and writingmade students became easier to develop their ideas and get the model of writing independently. According to Brown (2001) students learn to write successfully and independently by careful observing the text that has already written. Reading before writing helped students to get more information to be written in the first draft. Thus, their first draft could be well developed. Further, reading partner's writing carefully before correcting helped students to edit and give appropriate comment. Moreover, reading partner's writing before revising their own helped students to do reflection. So that, they would not do the same mistakes like what their partner had done. Those activities help students to be independent.

Then, Peer editing technique as an authentic and interactive activites because the students did interaction with peer as authentic reader and editor. Thus, the students got reader's opinion and suggestion to improve their writing. Lyutaya (2011) says that students learn more depth and understanding when they are able to share ideas with others, consider alternative points of view, and broaden their own perspectives. According to Harmer (2007) students learn better if they enjoy the activities they are involved in. Moreover, the reader also became the authentic reader which had authority to judge the writing. Peer editor as reader interacted withwriter about what should be improved or removed. It trained them to be more appreciative when giving suggestion. They also did interaction in the revising process. However, sometimes the writer was true and the reader as editor was wrong. It was the function of clarification. The writer clarified that what they have made was true by giving details explanation. Those peer editing activities helped students to be independent in writing.

Further, Peer editing as teacher's technique covered teaching learning process from planning stage to revising stage. Thus, no missing stage in the writing process. Nation (2009) states that the teachers have to provide some helps at the various stages of writing process rather than only focusing to the writing product. In peer editing technique, the students also actively involved in the teaching – learning process. It supports by Harmer (2007) the students will be motivated by the enjoyment of the learning process they are involved in. Peer editing technique has seven steps: (1) explaining characteristics of News Item text and showing the example, (2) demonstrating how to do peer editing, (3) making the first draft, (4) exchanging the first draft with their peer, (5) spotting the mistakes and fill in peer editing worksheet,(6) consulting with peereditor about the feedback given, (7) revising the first draft to be the final draft.

First, explaining characteristics of News Item text and showing the example. According to Rathvon (2008) one of the step to do peer editing technique is teacher explains the characteristics of the text. It made students became more understand about the principles of News Item text. The researcher explained the characteristics of News Item text such as generic structure (summary of the event, background of the event and sources) and language features (action verb, saying verb, adverb; time, place and manner, active past tense and pasive past tense). Then, giving the example of News Item text helped students to have a clear guidance about the text.

Second, demonstrating how to do peer editing.It made students more understand what should be edited and how to do it. Teacher demonstrated the way to edit the News Item text by taking one students' first draft. She edited the first draft on the white board and opened for students' questions and suggestion. Then, the student that has the first draft sat in front of the class, answered the questions and commented on their friends' suggestions. According to Rathvon (2008) teacher demonstrates how to do peer editing to make sure students understand the technique.

Third, making the first draft. The researcher guided students to write the first draft based on their pre writing text. According to Rathvon (2008) both students have to make a first draft. By using free writing technique in the pre writing activity of cycle I, the students were creative to develop their ideas. Then, by using outlining technique in the pre writing activity in the cycle II, the students were easier to deliver and develop their ideas more systematic and focus. Thus, pre writing technique helped students to be easier in developing their ideas in order to write the first draft based on generic structure (summary of the event, background of the event, sources)and language features of News Item text. The students could write the first draft well because they had stimulated their ideas in the pre writing activity. Teacher really appreciated students' activity in each process.

Fourth, students exchanged the first draft with their peer. Both students exchanged their first draft each other. Then, they read their peer's writing carefully in order to find some mistakes. According to Hadley (2001) students have to read their peer writing carefully. Further, they could give details feedback in order to make their peer has good writing product.

Fifth, spotting the mistakesin order to guide the peer to find their partner's mistakes in the text. Balushy (2013) states that peer editors have to circle the mistakes. Then, peer editor filled peer editing worksheetto guide students in editing process. Editing process was useful for students in order to know their mistakes because sometimes they could not find it but their peer editor could find.

Sixth, students consulting with peereditor about the feedback given for clarification because sometimes the writer was right and peer editor was false. According to Balushy (2013) students have to consult with peer editor for clarification. By clarification process, the students shared knowledge each other. Harmer (2007) states that students tend to participate more actively in pairs or group rather than in the whole class. Thus, they could be more understood about the principles of writing News Item text.When they were doubt on their peer's explanation, they asked to the teacher for more explanation. As supports by Harmer (2006:261-262) "the role of teacher in writing are as motivator, source of information, and feedback provider".

Seventh, students revising the first draft to be the final draft based on feedback from peer editor to have better writing. It supports by the research finding from Arini (2012) which mentions that the use of peer editing and revising techniques can improve the students' writing ability, participation and response. In revising process, the students were conscious that their writing was not perfect. They needed an editor toexplain some points that they did not understand. Thus, the students would have better writing as the final product by considering their peer editor feedback. Then, the researcher took revising draft as product grade.

From the explanation above, we can see that the students' writing skill through peer editing technique are significantly developed. The use of peer editing technique solved the students' problem in writing class. Also, it could shape students' independence in writing. Finally, the use of peer editing was essentials to be considered in the teaching of writing.

Conclusion and Suggestion

Based on the findings and discussion of the students' writing skill by applying Peer Editing technique during two cycles of the classroom action research, it can be concluded that: First, the use of peer editing technique develop the students' writing skill better at grade x_yof Senior High School 3 Padang. The findings show that all of the indicators in this research including organization (generic structure), content, grammar, mechanic, and vocabulary get progressess in each cycle of the research.

Second, there are three important factors that shape students' independence through peer editing technique. The first factor is connecting reading and writing. By connecting reading and writing, the students find more information before writing, can edit well and do reflection independently. The second factor is authentic and interactive activities. Peer editing technique as an authentic and interactive activites.the

students do interaction with peer as authentic reader and editor independently. The third factor is peer editing covered teaching learning process from planningto revising stage of writing process. In each step of writing process, the students should learn independently.

In accordance with the conclusion, the suggestions can be given as follows: First, for the teacher, peer editing technique is suggested to be used in the writing class to develop not only students' writing skill but also students' independence in writing. Thus, they learn writing deeply inside and outside the classroom. The teacher can implement those steps of peer editing technique more detailed. Second, for the next researcher, it is suggested to develop students' writing skill through peer editing technique in others kinds of writing text.

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