

CHAPTER I

INTRODUCTION

This chapter elaborates background, research question, purposes of research, significances of research, rationale, hypothesis, research methodology, source of data, technique of collecting data, research instruments, and data analysis.

Background

English has four main essential skills: speaking, listening, reading, and writing. In order to master this language, all learners are supposed to study harder. Writing, one of the English skills, is essential to learn. Writing is made to be read, so it is recognized studying writing should involve developing skills, knowledge and understanding all stages of writing (Aquilina, 1999, p. 7).

From that statement we know that writing has a purpose and is meant to be read. It means writing should have a good sentences and correct grammar. Yet, Tsai & Lin (2012: 205) consider that writing is a complicated and multifaceted task. And Smith (2000) argued that writing is difficult and takes a risk. It shows that writing is difficult and need an appropriate technique of teaching to solve it.

As Aquilina explained above, writing also needs grammar so that it can be read. Grammar is about rules for forming words and the way building sentences. (Oxford Learners Pocket Dictionary, 2008: 192). Grammar is about the rule and the way to arrange the sentences and writing needs correct grammar to make it understandable.

In addition, Harmer (2014) said that writing is not interesting for some students since they feel reluctant and this reluctance is caused by anxieties they have about their hand writing, thier spelling, or their ability to produce a sentence or paragraphs. And if these situations are reinforced it will cause students'attitude to

writing more negative. Therefore, the teacher and the lecturer should have a choice technique to make the students feel easy when they are writing.

And this condition also happens in the fourth semester of EED UIN Sunan Gunung Djati Bandung, writing is one of difficult aspects to be acquired for students in that class. It is proven by students' score in pre-test 72.3 (for experimental class) and 69.93 (for control class). Thus, the researcher attempts to do the research in the fourth semester of EED UIN Bandung.

To overcome this problem, it is suggested that we use an appropriate technique. According to Nunan (1991) technique or leaning strategy can increase signifantly language teaching methodology whether it is considered as second or foreign language. Therefore, the effective learning technique can determine the effectiveness of learning process in class, including the English learning process in fourth semester of the students of English education department which will be taken as population and sample has to use the effective learning technique. In this case, every lecturers is requested to choose and to imply the effective learning technique so that the learning processed in the classroom can be successful.

Richard & Rodgers (1982) stated that technique is the activity that happened in classroom practically and procedurally. In the writing course, the researcher has to find out what is the important thing that the students need in writing, so that it can create the appropriate technique. The students' knowledge and understanding about writing including the process of writing should be assessed (Aquilina, 1999, p. 40).

The students' writing will be assessed by their writing's lecturer. In this case, they have to make sure that they do not make any mistake. The mistake can be about the content of the text or the process of writing itself such as drafting, revising, conferencing, editing, proofreading and publishing. "Editing will give information about students' achievement (Aquilina, 1999)".

To avoid making many mistakes in writing, the students should do the editing in their process of writing. According to Aquilina (1999) editing is one of the writing process. However, considering that many aspects will include in editing process not only the grammar but also the meaning on the sentences.

Based on the previous research finding Noer (2013) found that the students have many problems in their writing especially in grammar and it is proved by the score that they got. Also, based on the Journal which title is *“Investigating the Effects of Applying Monitoring Strategy in EFL Writing Instruction”* stated that Self-editing could help students to discover correct ways of expressing themselves in English (Ru Tsai & Feng Lin, 2007, p.214)

The students should have the guidance to correct their writing before they submit their final writing. Therefore, there is a technique to accomplish the editing process. “Becoming a better writer requires that you learn to edit your own work. Self-editing involves not just checking for spelling and grammar errors. It also means looking at your writing as a writing teacher does” (Oshima & Hogue, 2007, p. 199).

It is clear that this technique is made for handing correcting error writing and the researcher named self editing technique which is recommended for the lesson and this paper will elaborate it.

According to the explanation above, the researcher attempts to perform a study entitled “THE EFFECTIVENESS OF SELF-EDITING TECHNIQUE TO IMPROVE STUDENTS’ WRITING ABILITY”.

Research Questions

In this research, the researcher intends to find answer to the following problems:

1. What is the students’ writing ability using Self-editing Technique?
2. What is the students’ writing ability using Peer-editing Technique?

3. How significant is the difference between the students' writing ability using Self-editing Technique and without using Self-editing Technique ?

Purposes of Research

Based on the questions formulated above, the purposes of the study are:

1. To find out the students' writing ability using Self-editing technique.
2. To find out the students' writing ability using Peer-editing technique.
3. To reveal the significant difference between the students' writing ability using Self-editing Technique and without using Self-editing Technique.

Significances of Research

This research has significances both theoretically and practically such as:

1. Theoretical Significance

For English Education, this study will introduce another writing teaching technique namely self-editing technique. Moreover, it will guide the students to correct their writing. Hence, it will improve the students' writing ability.

2. Practical Significances

This practical significances will elaborate the practical significances for lecturer and for students.

- a. For Lecturers, the lecturers can drive students to improve the students' writing ability; this research gives the suggestion for the lecturers to use this technique in teaching writing; the lecturers can be easier to evaluate students' assesment.
- b. For Students, the students are able to improve their writing skill; hence, by using self-editing technique in teaching learning activity, it is expected that self-editing technique can increase the student's writing

ability in English because this technique can make students able to correct their own writing since this technique will improve student's self awareness in writing.

Rationale

According to Kerrigan (2014) writing is intimidating and the writer should pay attention to grammatical rules so it will not make any ambiguity for other people. We can clearly see that while we need many ideas to write, but first we need grammar to arrange it, so it can be read.

From statement above we can conclude that we need grammar although grammar has been taught since they studied English. Then, what is their problem? According to Tsai and Lin (2012) writing is a difficult skill to improve in a short period. So they need practice more for applying grammar in their writing. It means that we need a selected technique which teaches the student grammar practically in writing. Nevertheless, how to teach them and what technique that can be selected for the students.

Richard and Rodgers (1982) argued that technique is the real actions that happened in the classroom practically and procedurally. It means that real activity that happened in the classroom is based on the technique, so technique is like an instruction then the successful goal is depend on the appropriate instruction and it is clear that we need an appropriate technique.

In this case, we need a selecting technique to figur out this problem. Learners need a guide to acquire their correct grammar, so they will learn and know their mistake according to Azar (1989:A29)"Guide for correcting Writing Error". In that book there is a strategy or a technique to guide the students to have a correct grammar in order to have a good writing. This method is useful within the classroom as well as when the students outside the classroom.

According to Azar (1989:A29) there are thirteen guides nine of them are about grammar and the rests are about the punctuation etc. there are: 1) Singular-Plural; 2) Word Form; 3) Word Choice; 4) Verb Tense; 5) Add A Word; 6) Omit A Word; 7) Incomplete Sentence; 8) Spelling; 9) Punctuation; 10) Capitalization; 11) Article; 12) Meaning Not Clear; 13) Run-On Sentence

Remembering that this technique can also make their new habit in writing correct grammar and it is appropriate with behaviorism's theory. According to Hutchinson and Waters (1986:40) "This simple but powerful theory said that learning is a mechanical process of habit formation and processed by means of the frequent reinforcement of a stimulus-response".

Related to writing teaching learning this technique will be appropriate because the students probably will be fully aware of their mistakes in their writing and express their ideas .This research used two kinds of variable, the first self-editing technique as the "X" variable, and the second is the students' writing ability as the "Y" variable. The variable studied can be seen in the figures below:



The Effectiveness of Self-Editing Technique to
Improve Students' Writing Ability





Figure 1. 1 Research Scheme

And the research activity will elaborate by the figure below:

No	Variable X	Variable Y
1.	Self-editing Technique - The lecture explains the	Writing Ability

	<p>material of writing.</p> <ul style="list-style-type: none"> - The lecture gives a theme and the students have to write based on the theme. - The lecture gives and explains the self-editing guide lines before they submit their final writing. - Students have to edit their writing first then submit it after they do self-editing technique. 	<ul style="list-style-type: none"> - Organizational - Cohesive - Coherent <p>Resource: Nunan, David. 1991: Language Teaching Methodology, Prentice Hall. Sydney and Oshima, Alice, and Hogue, Ann. (2007).</p>	COMPARISON
2.	<p>Peer-editing Technique</p> <ul style="list-style-type: none"> - The lecture explains the material of writing. - The lecture gives a theme and the students have to write based on the theme. - The lecture gives and explains the peer-editing guide lines before they submit their final writing. - Students have to edit their friends' writing first then submit it after they do peer-editing technique. 	<p>Writing Ability</p> <ul style="list-style-type: none"> - Organizational - Cohesive - Coherent <p>Resource: Nunan, David. 1991: Language Teaching Methodology, Prentice Hall. Sydney and Oshima, Alice, and Hogue, Ann. (2007).</p>	

Figure 1. 2 Research Design

Hypothesis

Hypotheses are our hunches about answers, when written in a formal way (Hatch and Lazaraton, 1991, p. 23). Thus, the hypothesis predicts what the researchers expect to see, the goal of this research is to determine whether this guess

is right or wrong. This research has two variables; Self-editing technique as variable X and Students' writing ability as variable Y.

In relations to hypothesis of this research is proposed as follows: "The students' writing ability will improve better through self-editing technique compared with the students who are not taught through self-editing technique" The formulated hypothesis is described as below:

1. Alternative Hypotheses (H_a) : H_a means there will be statistically significant difference between independent and dependent variable then H_a makes prediction that maybe true if the null is rejected. It suggests a change, a relationship or a difference. H_a is accepted if $t_{count} > t_{table}$ it means there is a significant influence of the use self-editing technique in increasing students' writing ability.
2. Null Hypothesis (H_o) : H_o means there will be no statistically significant difference between independent and dependent variable; H_o is accepted if $t_{count} < t_{table}$; it means that there is no significant influence of the use of self-editing technique in increasing student writing ability.

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Research Methodology

The reseach methodology elaborates method of research, source of data, technique of collecting data, data analysis.

1. Method of Research.

Experimental research seeks to determine if a specific treatment influence an outcome in a study (Creswell, 2009, p. 124). As Creswell

explained that providing a specific treatment to one group and withholding it from another group and then how both group score on an outcome.

This research uses quantitative analysis since this reasearch uses specific treatment. In this research the data was collected in term of score taken from pre-test, post-test and questionnaire. This research involves two groups: the experiment group by using self-editing technique and the control group by peer-editing technique.

2. Source of Data

The source of data elaborates population, sample, divinding group, setting of research, determining method of research.

a. Population

A population is a group of individuals who have the same characteristic (Creswell, 2012, p. 142). It means that population has no limitation as long as it has the same characteristic. So, in this study, population will be taken from fourth semester A, B and C at the students of English Education Department of UIN Bandung. They are about 100 students, who are divided into three classes, but in this research only take two classes that consist of 40 students for research. They are divided into two groups: the experimental group and the control group.

b. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population (Creswell, 2012, p. 142). Thus, for this research there are 2 classes in fourth semester of PBI which consists of 40 students each class that will be used as the sample.

c. Dividing of Group

In this research the respondent will be divided into two groups, the first is experiment class and the second is control class:

d. Setting of Research

The location of this research is conducted at State Islamic University Sunan Gunung Djati Bandung West Java and the object of research is fourth semester.

The researcher chooses this location, due to several reasons. *First*, in this university some lecturers use self-editing technique and peer-editing technique. *Second*, some lecturers claim that self-editing technique contributing in development of students' writing ability. *Third*, this university provides room for the research process. So, the researcher takes the initiative to make an experiment in teaching and use one of technique to overcome the problems that exist in the university and prove which one is the appropriate one.

e. Determining method of research

A true experimental design has two classes that is experimental which is the class that is treated by the treatment of the research and control class (Cohen, Manion & Morrison, 2000). Cohen explained that this research uses a quantitative true experimental design: the pretest-post-test control groups designs because this research has two groups that is experimental class and control class.

In an experimental research design, pre-test-post-test control class design is used to compare the achievement between the control class and the experimental class. There are two classes of fourth semester of English Education Department UIN Bandung that the researcher observes that is the

experimental class and the control class. As Cohen explained that the experimental class is provided with some treatment, while the control class receives different treatment. In this case, the experimental class is given a treatment by implementing self-editing technique in writing, while the control class is given a treatment by peer-editing technique. There are also two tests given; pre-test which is given before the treatment to identify the students' initial ability of both classes and to balance the score and post-test which is given after the treatment to find out whether there is difference or not between the experimental class and the control class and the last questionnaire. The research design can be seen in table below:

Experimental	RO_1	X	O_2
Control	RO_2		O_4

Figure 1. 3 Research Design

Note:

RO_1 : Pre-test Experimental Class RO_3 : Pre-test Control Class

RO_2 : Post-test Experimental Class RO_4 : Post-test Control Class

X : Treatment

—— : Experimental and control class are resulted from random

Technique of Collecting Data

The data were collected by four steps: first is pre-test, second is treatment, third is post-test and the last is questionnaire.

1. Pre-test

The implementation of pre-test is conducted in class as standardized test which has the requirement of validity and reliability test. Besides, the

instrument between both of groups should be homogeneous. In this research, Researcher does the pre-test to find out how many students can be object of this research and to find out the result of the students achievement before the treatment and to look for the balance of the student's ability in Writing. In this pre-test, the researcher gives the theme which is related to the subject material and they have to write three paragraphs from that theme in 30 minutes. The pre-test is used to measure the intelligent of the students on writing English before they are given the treatment of research.

2. Treatment

In this process the classes are divided into two groups, they are the experimental group and the control group. Both groups have four meetings and have the same topic however with different technique. In the experimental group, the researcher uses self-editing technique and the control group uses peer-editing technique. In the experimental class the students are instructed to edit their writing before they submit their writing by using self-editing technique, it is to avoid and decrease the mistakes while in the control class will be given peer-editing technique after their write and edit their friends' writing by using peer-editing technique, then submit their writing.

Then, in fourth meetings there are different materials. The first meeting is descriptive text and write the text, the second meeting is explaining about self-editing technique 1, the third is explaining self-editing 2, and the fourth is edit their writing by using self-editing guid line, and the process of treatment elaborates in table below:

Table 1. 1 Treatment scheme

Treatment	Treatment 1	Treatment 2	Treatment 3	Treatment 4

Topic	Self-editing 1	Self-editing 2	Practicing Self-editing 1	practicing self-editing 2
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3. Post-test

Post-test is the last result of the students after they are given the treatment of experiment and its purpose is to know the effectiveness self-editing technique in teaching writing. In this step, the researcher gives the theme which is related to the subject material and they have to write three paragraphs from that theme in 30 minutes, this post-test is given to both groups either experiment class or control class.

4. Questionnaire

In this research, the researcher will use the written questions and spread them to the research subjects. Questionnaire in this research will consist of students' responds in writing a descriptive text by using self-editing technique and peer-editing technique. The students rated the degree to which they agreed or disagreed with each statement using five point Likert Scale (1 for strongest disagreement and 5 for strongest agreement).

Data Analysis

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According to Hatch and Lazaration (1991), determining the normality of data by conducting these steps as follows:

a. Testing the normality

1. Range (R)

$$R = X_{\text{highest}} - X_{\text{lowest}}$$

2. Detemining class interval (K)

$$K = 1 + 3,3 \text{ Log } n$$

3. The length of class (I)

$$I = \frac{I}{K}$$

4. Making table distribution

5. Mean (\bar{x})

Determining mean (\bar{x})

$$\bar{X} = \frac{\sum x}{N}$$

6. Median (Me)

Me = Center of distribution

7. Modus (Mo)

Mo = Most frequently obtained score

8. The Standard deviation (S)

$$SD = \sqrt{\frac{N \sum f_i \cdot x_i^2 - (\sum f_i \cdot x_i)^2}{N(N-1)}}$$

9. Making the list of frequency expectation

a) Counting confine of class

b) Counting Z -score

$$Z = \frac{\text{Convine of Class} - x}{s}$$

c) Finding wide 0-Z from the table Normal Curve

d) Counting Chi square (X^2_{count})

$$X^2 = \sum \frac{(\text{observed} - \text{Expected})^2}{E}$$

e) Compare (X^2_{count}) with (X^2_{table})

f) Degree Freedom

$$db = k - 3$$

g) Interpreting the normality

If, $(\chi^2_{count}) \geq (\chi^2_{table})$ the data is not normal

If, $(\chi^2) \leq (\chi^2)_{\text{table}}$, the data is normal

b. Testing the homogeneity

$$F = \frac{Vk}{Vd}$$

c. Testing the hypothesis

$$t = \frac{X_1 - X_2}{\text{dsg} \sqrt{\frac{1}{n_1} - \frac{1}{n_2}}}$$

X_1 = mean of post-test of the experiment group

X_2 = mean of post-test of the control group

n = the total number of cases

dsg = cumulative standard deviation on f the experiment group

$$\text{dsg} = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

V_1 = the post-test standard deviation of the experiment group

V_2 = the post-test standard deviation of the control group.

Interpreting the hypothesis:

If $t_{\text{count}} < t_{\text{table}}$ so H_0 is accepted and if $t_{\text{count}} > t_{\text{table}}$ H_a is accepted

Clarification of Terms

This research has clarification of the key terms as follows:

c. The effectiveness

The effectiveness is when something has been adequate to accomplish a purpose; producing the intended or expected result. ("dictionary.com," n.d.).

d. Self-editing

Self-editing is the last thing a writer does before sending the manuscript off to their agent or an editor. I look at self-editing as a final housecleaning core (Handeland, n.d.).

e. Students' writing ability

Writing ability is a significant skill and essential learning element in second language instruction (Tsai & Lin, 2012, p. 205).

