

The Teachers' Perception of Using Peer Editing Technique in Writing at SMP An Namiroh Pekanbaru

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ABSTRACT

Perception is a process where the teacher observes something and reacts to it based on facts that are what the teacher sees and feels. Meanwhile, writing is a way to convey ideas, thoughts, and opinion that are in our minds. And peer editing is a technique used to determined abilities, especially in writing. With the teacher's perception regarding the use of peer editing techniques in writing, the teacher can evaluate the use of this technique and whether this technique is effective in improving students' writing abilities. This research aim to find teachers' opinion regarding the use of peer editing technique in writing at SMP An Namiroh Pekanbaru. This research is qualitative research. This research was conducted in August 2023 at SMP An Namiroh Pekanbaru. The population of this research were English teachers at SMP AN-NAmiroh Pekanbaru who has experience in teaching English. The data collection technique in this reseach used interviews, and two teachers were interviewed. Then the information obtained from the teacher is explained and concluded. The finding obtained show that all English teachers have positive opinion regarding the use of this technique even though there are several obstacles experienced when implementing it. This technique is very useful for improving students' writing abilities.

KEYWORDS: perception; peer editing; writing

1 INTRODUCTION

Writing is a way of submitting ideas that are in our minds and a way to communicate other than speaking. For some people, writing is a hobby they do in their spare time, whether it is writing dairy, writing short stories, or poetry. This statement follows Dewis' (2020) that writing helps the students express their ideas thoughts, feelings, opinions, and experiences. So, writing is very important because writing can be used as a communication tool, or to express the thoughts and ideas that we have and also be used as a way to share information.

Based on the 2013 curriculum, writing is one of the abilities that students must have in the learning process, especially in English lessons. In the 2013 curriculum students are required to think critically and creatively. This can be seen from the way students express their thoughts, one of which is by assessing student writing. In the VIII grade especially, students learn about explanation text. This text is a text that explains something, why something happens, and what causes it. In this case students can hone

their ability to think and put it into writing in accordance with the provisions of the 2013 curriculum.

Based on the observation, the researchers' found that some of students in grade VIII at SMP An Namiroh Pekanbaru who had difficulty on writing. This is due to the lack of vocabulary and grammar knowledge that students know and the lack of students' ability to compose sentences to be written. The teacher also lacks of preparation in carrying out peer editing activities. The students were not interested and not motivated in English learning when this technique applied. The teacher needed a long time to apply this technique as well as it should.

The Researcher explored previous research that discussed opinions regarding the use of peer editing. The Researcher found that most of the previous researchers studied students' opinions regarding the use of peer editing The Research that expresses teachers' opinions regarding the use of peer editing was researched by Kelvin (2010). The research focuses on why teachers don't use peer editing as a learning technique. This research uses a questionnaire as a data collection technique.

Based on several previous studies, it can be assumed that most researchers focus on looking at students' writing abilities by using peer editing as a learning technique. Meanwhile, the researcher want to explore what teachers think about the use of peer editing techniques in writing. Of the studies found, only one focused on teachers' perceptions of the use of peer editing (eg Kelvin 2010). Therefore, regarding the lack of studies, the researchers want to examine teachers' perceptions of the use of peer editing in writing.

Peer editing is a technique for assessing student work, especially in writing and reading. This assessment technique involves colleagues in determining the results of student abilities. According to Susilawaty, et al. (2020) On the contrary, the written feedback can be done by responding, commenting, and critiquing the essay on the aspects of the text the readers focused on. Almost the same Rollinson (2005) added that both peer feedback and peer editing enables students to foster collaborative learning, communication, critical thinking, and creativity which has become a major role to construct the nowadays skills in the 21st Century learning. So it can be said that peer editing is a way to improve students' writing skills and train students' ways of thinking to be more creative and critical in thinking.

A. Perception

Perception is opinion of human about something that they have seen. Michael (1999) Perception is such feeling and thinking toward thing by a process. It means perception is something that a person has seen and then he concludes that object in his brain. Robbin (1995) perception is the process taken by individuals to govern and to interpret perception of sensory to give significance in their environment. It means that perception is the process of expressing opinions using the five senses to convey them to the public. Based on the statement above, perception is a process carried out by humans to observe something and respond to it based in the appropriate information obtained from five senses. However, Robbin (2003) in Lindawati, et.al., perception is divided into two types, namely:

1) Positive perception

Positive perception is when a person evaluates something from a positive perspective, in accordance with expectations for the thing, or in accordance with the predetermined rule. A person's good perceptions are caused by their own contentment with the objects on which their own knowledge and experience with those objects.

2) Negative Perception

Negative perception is when a person has an unfavorable opinion of something or some information, contravening the norm for that thing or the established regulations. Individual dissatisfaction with objects as well as a lack of personal knowledge and experience can serve as sources of perception. All of these elements may contribute to unfavorable opinions.

So it can be concluded that positive perception comes from someone's satisfaction with something they get because it is in accordance with their knowledge and negative perception is someone's dissatisfaction with something.

B. Writing

Writing is one way of submitting ideas that is in our mind and one way to communicate. Mettaningrum, et al. (2013) writing is one of those four language skills, which is used as one to communicate with others, in academic field, as well as in daily life. Similarly, Harmer (2004) defines that writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. In preparation writing, this gives students time to think up ideas rather than having to come up with instant fluent opinions something that many, especially at lower levels, find difficult and awkward. Based on the statements above it can be concluded that writing is an activity carried out to convey our ideas and also as a communication tool. Writing ability is an ability possessed by students where this ability is used to translate their ideas into writing. According to Nunan (1999) in Jyi-yeon (2009), writing ability is defined as the ability to adhere to style-guide prescriptions concerning grammar, arrangement and punctuation. Similarly, Hyland (2002) in Jyi-yeon (2009) states that writing ability is focusing on the surface structures of writing at sentence level, or discourse, emphasizing cohesion and the process ability of text by readers. It can be concluded that writing ability is an ability that focuses on sentence structure, language style that suppresses writing ability.

C. Peer Editing

Peer editing technique is one of the ways used to improve students' writing skills, because in this technique students are told to think critically and thoroughly. Peugphrom (2011) in Nugroho (2020) stated that the use of peer editing can improve students' abilities in organizing the text. By using peer-editing technique, the students could compare their own work with their peers' work and figure out which of the text has a better organization and what conjunction words should they use in a text and then for grammar the students whose grammar was inaccurate could compare their own work with the work of the students whose grammar was accurate. , they learned about their own mistakes and will be able to use the correct grammar in their next writing.

The step to implement peer editing technique according to Tusino (2013): The students are instructed to write a first draft based on the topic choose. Determining the peers depending on the size of class, the members could be more than two members for giving the comments to revise their mistakes of their own paper. Ask them to exchange their writing work. Ask them to read the text to find some mistakes and write the editing symbol Give their paper back to consult with the editor for clarification to revise their mistake. Added the best companions to resave the pair's work are e note, dictionary, a grammar book. The students might consult with their editors or ask other students in checking the possible way of editing

2 METHODOLOGY

This research is a descriptive qualitative research. The research consists of “one variable”. Qualitative research is “a type of research which does not include any calculating or numbering” (Moleong, 2004: 3). The researcher wants to explore the teacher's perception of the using peer editing technique in writing at SMP An Namiroh Pekanbaru. A qualitative research is used to explore people's feelings, perceptions and believes, this approach is suitable for this study (Creswell, 2012). Furthermore, a qualitative research is also used to understand a certain problem in specific details. In this study, the researcher wants to give a detailed understanding of the causes of teacher's perception of the using peer editing technique in writing at SMP An Namiroh Pekanbaru.

A qualitative case study design has been selected to answer the research questions because a case study is used when the boundaries of the phenomenon are not clearly evident (Yin, 2009). Research on teacher's perception of the using peer editing technique in writing has not found any clear evidence for the causes about what the teacher's perception of the using peer editing technique in writing are and what factors that influence teacher's perception of the using peer editing technique in writing at SMP An Namiroh Pekanbaru. Therefore, this study will analyze how teacher's perception of the using peer editing technique in writing is. The data collection of the research collected by using interview. And opinions of teachers dealing with using peer editing technique in writing. Interview is method to collect information from people is referred to as interview. Another precise definition is that occurs when researcher ask one or more participants general, open-ended question and record their answer (Creswell, 2012)

3 RESULT AND DISCUSSION

A. Result

From the results of interviews after applying the peer editing technique in learning writing in class, all teachers gave positive perceptions regarding used of peer editing. This is because it becomes easier for teachers to check student performance results. And students are also more confident in the results of their writing.

B. Discussion

From the result of the interview with two teachers about peer editing technique, it can be known that peer editing well. They used the method in classroom. The teacher used the technique but sometimes. They assumed that it was quite easy for teaching in the class but it was difficult for teaching in the class at the first time.

Based on the interview above, the first teacher thought peer editing technique until the students understand the lesson by using that technique. It was supported by second teacher. She would like to teach writing by using peer editing technique for many meetings. She assumed that as much as the technique is used, so the students will be easy to understand the lesson. Peer editing is easy way to teach students about writing, to know their writing ability. And the second teacher has same opinion about teaching peer editing at class. She gives opinion that peer editing technique good for students in learning how to write something during the lesson.

Peer editing technique is easy for the students that have much vocabulary in English. But for they that have a little bit vocabulary stock in their brain, they will face the difficulties in arranging the words in sentences. Meanwhile the second teacher found that the students face the difficulties when the peer editing technique was implemented in first time.

From the explanation above, the researcher concluded that there is little students that have lack of vocabulary. Majority of the students faced the difficulties in arranging the word and sentences correctly. It was supported by the second teacher. She said that one or two students faced the difficulties in writing.

From the answering of first teacher above, the students still have lack confidence about what have they write in the class. Sometimes, the students are shy when they do the mistakes in writing. And then the second researcher also found that the students one or two students are lack confidence when their teacher gives the instructions to them for writing in English. When the teacher asks them to write, the students feel afraid to do it. It is because other students will criticize their friend's writing incorrectly. The second teacher also agrees that the students' will face lack of confident when they have to write something by using English.

After implementing peer editing technique from the first teacher, the researcher concluded that the students were confident when they have to write something in English. In fact, peer editing technique still gives a little impact to the students. It also happens from the second teacher. She feels that the students little more understand the lesson after teaching writing by using peer editing technique.

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4 CONCLUSION

Based on the data presentation and data analysis, the teacher's perception have been identified most of them are appropriate and useful in teaching writing. In teaching and practice, the teacher used approach to writing, used the teaching materials, creates the activity in the classroom and used teacher center and students center method. It can be concluded that the teacher's perception of the using peer editing technique in writing at SMP An Namiroh Pekanbaru are good perception by the teacher while teaching writing in the classroom.

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