IMPROVING THE STUDENTS' MASTERY IN SIMPLE PAST TENSE THROUGH PEER-EDITING TECHNIQUE

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui sejauh mana peningkatan penguasaan siswa dalam Simple Past Tense setelah mereka diajar dengan menggunakan teknik peer-editing. Penulis telah memilih 76 siswa sebagai sampel penelitian ini. Penulis menggunakan random sampling. Untuk mendapatkan data yang dibutuhkan, penulis menerapkan studi pustaka dan lapangan. Penelitian kepustakaan diterapkan berdasarkan kebutuhan buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMP Negeri 3 Padangsidimpuan. Dan sebagai instrumen untuk mengumpulkan data penulis menggunakan tes tertulis. Menurut hasil pelaksanaan penelitian tindakan kelas pada siswa kelas delapan SMP Negeri 3 Padangsidimpuan tahun akademik 2017 - 2018, menunjukkan peningkatan besar bahwa nilai rata-rata siswa dalam pre test adalah 61,25, sedangkan dari post test 1 adalah 73,29 dan dari post test 2 adalah 80,79. Selain itu, persentase skor siswa dalam pretest adalah 18,33%, dari post test 1 adalah 56,58% dan 82,89% dari post test siswa yang lulus KKM. Selanjutnya, hasil peningkatan skor siswa dari pretest ke posttest 1 adalah 19,66%, dan dari pretest ke posttest 2 adalah 31,90%. Sehingga mencapai kriteria keberhasilan. Dapat disimpulkan bahwa ada peningkatan yang signifikan dari penguasaan siswa dalam Simple Past Tense setelah mereka diajarkan dengan menggunakan teknik peer-editing di kelas delapan SMP Negeri 3 Padangsidimpuan pada tahun akademik 2017 - 2018. Sehingga, dapat dinyatakan bahwa hipotesis yang dirumuskan diterima.

Kata kunci: Simple Past Tense, teknik peer-editing

ABSTRACT

Thi research is carried out in order to know about how far the improvement of the students' mastery in Simple Past Tense after they are taught by using peer-editing technique is. The writer has chosen 76 students as the sample of this research. The writer applies the random sampling. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMP Negeri 3 Padangsidimpuan. And as the instrument for collecting the data the writer uses the written test. According to the result of implementing classroom action research in the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year, it showed a great improvement that the mean score of students in pre test was 61.25, whereas from post test 1 was 73.29 and from post test 2 are 80.79. Besides, the students' score percentage in the pretest is 18.33%, from post test 1 is 56.58 % and 82.89 % from post test of students who passed the KKM. Next, the result of the students' score improvement from pretest to posttest 1 is 19.66 %, and from pretest to posttest 2 is 31.90 %. So it achieved the criteria of success.It can be concluded that there is a significant improvement of the students' mastery in Simple Past Tense after they are taught by using peer-editing technique to the

eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year. So that, it can be stated that the formulated hypothesis is accepted.

Keywords   : Simple Past Tense, peer-editing technique

I.   INTRODUCTION

In teaching grammar, there are several ways of correcting students' works such as: 1) selective correction, correction only in certain elements of verb tenses 2) using marking scales, means that though students may fall down on, say, grammar, they can still perhaps do well in the way they answer a task or in their use of vocabulary, 3) using correction symbols, these have the advantage of encouraging students to think about what the mistake is, so that they can correct it themselves, 4) reformulation, is a way of showing students how they could write something more correctly, 5) referring students to a dictionary or a grammar book, it has the advantage of encourages the students to look at the information with a purpose in mind, 6) ask me, teachers can ask students to talk to them so that they can sort out the problem face-to-face, 7) remedial teaching, it can be done when teachers read students' written work and they come across mistakes which many people in the same class are making. In the stages of writing called editing, there is a step called peer review or in other book known as peer editing.

Peer-editing is a classroom technique where learners correct each other, rather than the teacher doing this. In the classroom, peer editing is a useful technique as learners can feel less intimidated being helped by others in the class. However, some learners are highly resistant to being corrected by someone other than the teacher. Peer editing (or student – student correction) is another way of keeping students involved in the correction process. Students find it easier to accept correction from a fellow student (rather than the teacher all the time) and this in turn builds confidence as students can see it is possible to complete the given task. Where the teacher encourages peer editing, you'll find that students stay more focussed and involved in lessons as they feel part of the learning process. Peer editing is also a great way of promoting team work within the classroom.

From the advantages of peer editing technique stated above and the difficulties faced by many students in learning English, especially in constructing Simple Past Tense the writer intended to use peer editing technique as an alternative technique to help and make students construct the Simple Past Tense easily. The writer makes the topic of his research as follows : "Improving the students' mastery in Simple Past Tense through peer-editing technique".

Beside the above reasons, the writer has chosen the topic based on the following considerations :

1.   The writer chooses grammar, because it is one of the important language features that have to be mastered by students in the junior high school.

2.   The writer chooses simple past tense, because students usually have problems in understanding tenses especially simple past tense.

3.   Teaching past tense needs technique to make the lesson better. Peer-editing technique as a correction technique in teaching learning English in order to be able to make a good understanding.

4.   As far as the writer knows that the topic has never been researched by other researchers before. So that it is still as the new topic in the English educational research.

The limitation is important to be explained in order to avoid vagueness and misunderstanding about the problem of the research. And it is also because the limitation of the writer in the time and knowledge. Therefore, in this research the writer limits this research into the following limitation :

1. The Peer-editing technique in the topic of this research means a valuable element in the writing process where encourage students to read other students' work through what they have written to see where it works and where it does not.

2. The simple past tense in the topic of this research means the a verb used to express an action or condition that occurs in or during the past or when we want to indicate that something happens at a specific time in the past.

The writer formulate the problem of his research as follows :

1. Can peer-editing technique improve the students' mastery in Simple Past Tense ?

2. How far is the improvement of the students' mastery in Simple Past Tense after they are taught by using peer-editing technique?

3. How far is the students' mastery in Simple Past Tense?

The writer tries to formulate the hypothesis of his research as follows : "There is a significant improvement of the students' mastery in Simple Past Tense after they are taught by using peer-editing technique".

1.5. The Uses of Research

We are all agree that every scientific research is carried out by the researcher in order to give the uses, both for the writer and for the people who are interested to the topic of the research. Without having the uses, everything is useless to be done. Therefore, in this research the writer hopes that this research can give the uses, both for her and for the people as follows :

1. For the teachers, the finding of this study will inform them about the students difficulties in mastering Simple Past Tense so they can evaluate themselves whether they are successful or not in teaching English.

2. For the students, the finding of this study will help them to understand their own weaknesses and it is also expected to increase their achievement in Simple Past Tense so they can make a good structure.

3. For the readers, the finding of this study will help them as reference to conduct other research so that they can give contribution in the education.

4. For the writer, to motivate the writer in doing some research as the contribution in developing English teaching. As a researcher and an English teacher, the writer is supposed to conduct some activities or research that can make a development in educational field especially in English teaching.

II.   THE REVIEW OF LITERATURE

Grammar

2.1.1. The Meanings of Grammar

Grammar has various meanings. The experts give different definition of grammars. Quirk, Greenbaum, and Leech (1985) write that we shall be using "grammar" to include both syntax and that aspect of Morphology (the internal structure of words) that deals with inflection (or accidence). Harmer (1999) states that grammar is the description of the ways in which words can change in that language. In addition, Thornburry (1999:2) asserts that grammar is the study of the way words are chained together in a particular order, and also of what kinds of words can slot into any one link in the chain.

The writer also gives her definition of grammar. According to the writer, grammar is the study of words into a large order (morphology and syntax) that relate each other so that the large order can give information to

the reader or listener. We must aware of grammar since it deals with not only words but also the formation of words into a large order and also its meaning.

The importances of grammar are as follows:

1. Grammar is important to be taught because it affects students' performance in all four skills reading, listening, reading, and writing as asserted by Celce- Murcia and Freeman (1983).

2. Students are expected in comprehending English either written or spoken, for that reason, they must know the system rule of grammar of a target language fluently and acceptably since grammar is a tool for making meaning as represented by Thornburry (1999).

Simple Past Tense

We use tense to show when the activity happen. We obviously know that simple past tense is used to show an activity that is done in a certain time in past. Hartanto (1996) describes that: "*Simple past tense (waktu lampau sederhana) menerangkan peristiwa yang terjadi, atau tindakan kegiatan, perbuatan dan/atau pekerjaan yang dilakukan pada waktu lampau dalam bentuk sederhana dan diketahui pula waktu terjadinya peristiwa atau pekerjaan yang dilakukan itu*". It means, "Simple past tense identifies an event that happen, or activity, action and/or state that has been done in the past tense (past time) in a simple form and also known the time when the activity or action has been done".

There are two kinds of verbs in simple past tense, regular and irregular verbs.

As state by Lindell and Hagiwara (1990) there are four forms of regular verbs in simple past tense that are affirmative statements, question, negation, and short answer.

First, affirmative statements, it makes the past tense of regular verbs add –*ed* to the present tense form for example; I call up my friend everyday become I called up my friend yesterday. Then the spelling rules of affirmative statement divided into three, they are; first, when a simpl verb and with –e, it is only necessary to add –d to form the simple past for example: smile – smiled, agree – agreed. Second, when simple past verb ending in consonant *y*; change the *y* to – I and add –*ed* for example; hurry – hurried, try – tried. Third, when simple past have one-syllable verbs end in a consonant is double before –*ed* for example; stop – stopped, occur – occurred. Next the pronunciation rules of affirmative statement also divided into three, they are; First, simple past verbs are ending in the sound /t/ or /d/: add the sound /d/ for example; want – wanted (wontid), need – needed (ni:did). Second, simple past verbs are ending in a vowel or a voiced consonant (except /d/): add the sound /d/ for examples; answer – answered (anse:d), call – called (ka:ld). Third, simple past verbs are ending in a voiceless consonant (except /t/): add the sound /t/ for example; stop – stopped (sto:pt), kiss.

Second, in question; the past tense form of the auxiliary verb *did* is used before the subject, and the main verb remains in its regular present form example; I work everyday become I worked everyday. And do I work everyday? Become did I work everyday?

Third, in negation; the past tense of don't (do not) and doesn't (does not) is didn't (did not). Note that the main verb occurs in its regular present form example; I don't work everyday become I didn't work everyday.

Four, in short answer; simple past used the auxiliary did/didn't is used in sort answers to yes/no question in the past tense for example; did you call Eko yesterday? Yes, I did. (I called Eko yesterday) Or No, I didn't. (I didn't call Eko yesterday).

Simple past tense of irregular verb is also divided into four. Those are; first, the simple past tense used was and were in the past tense form of be for example; I am at

home today become I was at home yesterday and we are in class now become we were in class yesterday. Second, the simple past used verbs *be* and the subjects are reserved in questions for example; I was late this morning become was I late this morning? And we were on time today become were we on time today?. Third, the simple past tense used of *be* are *was not* and *were* not in negative forms.

The contraction *wasn't* and *weren't* occurs in the spoken English and in informal written English example; I was home yesterday become I wasn't home yesterday. They were in class become they weren't in class. Four, the simple past tense is the part of the sentence after *be* is omitted in sort answer for example; were you at home this morning? Yes, I was or No, I wasn't.

The Frame of Mind

The simple past tense is when we want to indicate that something happens at a specific time in the past. In forming simple past tense, we always use past verb (Verb II) in reguler and irreguler verb. Irregular Verbs are a verb which does not have regular forms for tense. So, we have to memorize the irregular verbs one by one.

Peer-editing is a classroom technique where learners correct each other, rather than the teacher doing this. In the classroom, peer editing is a useful technique as learners can feel less intimidated being helped by others in the class. However, some learners are highly resistant to being corrected by someone other than the teacher. Peer editing (or student – student correction) is another way of keeping students involved in the correction process. Students find it easier to accept correction from a fellow student (rather than the teacher all the time) and this in turn builds confidence as students can see it is possible to complete the given task. Where the teacher encourages peer editing, you'll find that students stay more focussed and involved in lessons as they feel part of the learning process. Peer editing is also a great way of promoting team work within the classroom.

From the advantages of peer editing technique stated above and the difficulties faced by many students in learning English, especially in understanding simple past tense the writer intended to use peer editing technique as an alternative technique to help and make students constructing and understanding simple past tense easily.

III.   THE PROCEDURES OF RESEARCH

The writer held the classroom action research at SMP Negeri 3 Padangsidimpuan. There were 23 classes, which consisted of 7 classes of seventh grade, 7 classes of eight grade, and 9 classes of ninth grade.

The subject of the study was the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 – 2018 academic year. There were 7 classes that consisted of 7 regular classes and 1 immersion class.

This research is carried out in 2017 - 2018 academic year.

The instrument should be appropriate to the main purpose of conducting the research. Based on the main purpose of carrying out this research that is, in order to find know whether peer-editing technique can improve the students' mastery in Simple Past Tense or not, so that the writer chooses the test as the instrument for collecting the data. The writer uses the test based on the considerations that it is regarded as the best and accurate instrument to measure the students' mastery or skills, both in grammar and understanding Simple Past Tense, it is easier to analyze the result of the test if it is compared to other instruments, and the writer can give the scores objectively.

Hitchock, and David Hughes (1989) says, "test is a set of questions and exercises used to measure the achievement or capability of the individual or group".

In this research, it will be held in four grammar test, the first, second, and third are three evaluation tests that will be given in the end of each treatment to know the result of the students after they are treated through peer-editing technique in the action and the last one

is post – test. These test used to measure the students understanding on simple past tense. The researcher uses multiple choices form tests. This type of test is chosen because technique of scoring is easy and it is more practical for students to answer. The number of the test items is 20 items.

IV. THE RESULT AND DISCUSSION

Pre-Test

From the result of the pre-test that had been done before teaching Simple Past Tense to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year, it has been got that the highest score by the students is 75 and the lowest score is 50. To make it clear, the description of the data can be seen in the following table:

TABLE I
THE RESULT OF PRE-TEST

NO	PRE-TEST
1	70
2	60
3	65
4	60
5	60
6	65
7	75
8	65
9	70
10	65
11	65
12	75
13	50
14	70
15	70
16	65
17	70
18	65
19	70
20	60
21	60
22	55
23	60
24	55
25	55
26	70
27	60
28	50

NO	PRE-TEST
29	55
30	60
31	70
32	50
33	50
34	50
35	60
36	70
37	65
38	50
39	60
40	55
41	50
42	55
43	65
44	60
45	70
46	50
47	50
48	70
49	70
50	70
51	70
52	65
53	60
54	70
55	70
56	75
57	60
58	50
59	55
76	55
61	60
62	50
63	55
64	60
65	75
66	55
67	50
68	60
69	55
70	60
71	65
72	50
73	60
74	50
75	60
76	75
TOTAL	**4655**

The mean score (M) of the pre test is **61.25.**

Based on the above computation, it is known that the mean score of pre test is 61.25. It can be stated that the students' mastery in Simple Past Tense can be categorized into 'uncapable category'. On the other side, the class percentage who have passed the minimal completeness criteria (KKM) is 6.58 %.

From the calculation, there are 5 of 76 students who have passed the minimal completeness criteria (KKM), so after dividing with the number of students in class and altering that into percentage, it can be stated that 6.58 % students whom passed the minimal completeness criteria (KKM).

The Post – Test

After applied peer-editing technique in teaching Simple Past Tense to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year, it has been got that the highest score of cycle one is 85, cycle two is 90 and the lowest score in cycle one is 55 and in cycle two is 60. The description of the data can be seen from the table as following :

TABLE II
THE RESULT OF POST – TEST

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
1	80	85
2	70	85
3	75	90
4	70	85
5	70	85
6	75	90
7	85	90
8	75	90
9	80	90
10	75	85
11	75	85
12	70	80
13	80	90
14	80	85
15	80	90
16	75	85
17	80	90
18	75	85

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
19	80	90
20	70	85
21	70	80
22	65	75
23	70	85
24	65	85
25	65	80
26	80	85
27	70	85
28	60	75
29	65	80
30	75	85
31	85	90
32	65	80
33	65	80
34	65	80
35	75	90
36	85	90
37	80	90
38	60	60
39	75	80
40	70	75
41	65	70
42	60	60
43	75	85
44	75	75
45	85	85
46	65	65
47	65	65
48	85	85
49	85	85
50	85	85
51	85	85
52	80	80
53	75	75
54	85	85
55	85	85
56	80	85
57	75	75
58	65	65
59	70	70
60	55	70
61	75	75
62	65	75
63	70	70
64	75	80

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
65	80	90
66	70	70
67	65	65
68	75	80
69	70	70
70	75	75
71	80	85
72	65	75
73	75	85
74	75	90
75	55	65
76	70	85
TOTAL	5570	6140

After scoring the result of pretest the writer calculates the result of the cycle 1. It is done in order to know how far the improvement from the pre-test to cycle 1 is. Themean score of the class is **73.29.**

It is known that the mean score of the class in the cycle 1 is 73.29. It can be stated that the students' mastery in Simple Past Tense can be categorized into capable category. The improvement percentage is**19.66%.**

In the first cycle of posttest, there are 43 of 76 students who have passed the minimal completeness criteria (KKM). If it is calculated into class percentage, it is 56.58%.

In the cycle two, the mean of students' score is 80.79. It can be stated that the students' mastery in Simple Past Tense can be categorized into good category.

The percentage improvement from the pre-test to cycle 2 is **31.90 %.**

Based on the above computation, it can be seen that the result of cycle 2 shows the improvement that is 31.90 % from the pre-test. Meanwhile, the percentage of this class that have passed the minimal completeness criteria (KKM) **is 82.89 %.**

In the end of cycle two, the result of the post-test shows that there are 63 students or 82.89 % who have passed the minimal completeness criteria (KKM). It improved

from the pre-test which gained only 6.58% and in the cycle one which had any improvement become 56.58%. Therefore, based on the class percentage result from the pre-test to the cycle two it is got that the improvement is 82.89 %. It proves that the target of CAR success in which minimum 75 % students passed the minimal completeness criteria (KKM) can be achieved and the cycle is stopped.

Furthermore, the writer covered the result of students' improvement in mastering Simple Past Tense including the pretest, posttest 1, and posttest 2 into histogram as these following :

Figure 1. The histogram of the students' score in the pretest, posttest 1, and posttest 2
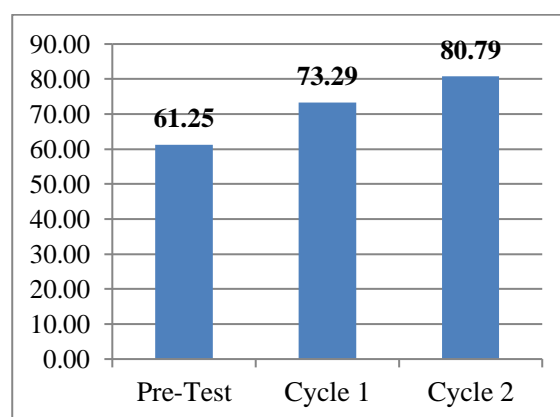
The histogram above shows that the improvement of the students' Simple Past Tense is significant from the pre-test to post-test (cycle 1 and cycle 2). The differences among whole results is obviously great. It means that using peer-editing technique in teaching can improve the students' Simple Past Tense mastery.

4.2.   The Testing Hypothesis

At it has been explained in the preceding chapter that the hypothesis is still as a tentative answer or the prediction of the researched problem. So that it needs testing to prove its truth. The testing is done in order to know whether the hypothesis is accepted or rejected.

According to the result of implementing classroom action research in the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year, it showed a great improvement. It can be concluded that there is a significant improvement of the students' mastery in Simple Past Tense after they are taught by using peer-editing technique to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year. So that, it can be stated that the formulated hypothesis is accepted.

Referring to the research result, it could be said that the implementation of peer editing as a correction technique in teaching simple past tense was an effective way, the students were able to improve their mastery in simple past tense, besides improving the students' mastery in simple past tense, the peer editing also improves the students' knowledge, team work, and thinking skill. In this study, the goodness of using peer editing technique could be seen in the improvement of the students' result above. In this study there were interactions between the students and their partner. In the activity, the students were more active so they did not feel bored.

In doing the activity in cycle I, the writer was not successful yet, there were some problems in the teaching learning process. The writer found some students' difficulties in understanding grammar and arranging good sentences. To overcome these problems, the writer explained on that until the students really understood with that. However, there were interactions between students. They were work in team, asked each other, etc. They felt freely have interactions with the same age with them. This made them did not feel bored doing the activity.

In cycle II, the activity is mostly the same in cycle I. in this cycle the students got more practices doing peer editing. First, they asked to make a sentences of simple past tense. Then, they asked to exchange their work to the friend beside them. After that, they must analyze and correct the work. In this activity, the students could improve their knowledge, think critically, and know the mistakes they made. They must find the mistakes in their work. Then, they must correct it so they can improve their knowledge.

Reviewing at the result of the study the writer conducted that an increase in the students' achievement had happened after they got some treatments; it was proven by the comparison of the pre-test and the post-test in which the post-test result was higher. Peer editing can make the students thinking creative, increase their knowledge, and built their team work. Besides, most of the students said that the activities by using peer editing technique could help them in mastering simple past tense. Moreover, they can improve their motivation in learning English, they can improve their knowledge, and they can work in team. The writer concludes that the main factor that affects the students' progress is the students' interest in the technique given so that they are motivated to learn writing.

V.   THE CONCLUSSION AND SUGGESTION

The Conclussions

1. Before applying the peer-editing technique in teaching learning process, the students' mastery in Simple Past Tense can be categorized into "uncapable" category. It can be seen form the mean score of pre-test that is 61.25

2. After applying the peer-editing technique in teaching, the students' mastery in Simple Past Tense can be categorized into "capable" category. It can be seen form the mean score of post test, they are : 73.29 for cycle 1 and 80.79 for cycle 2

3. Using peer-editing technique in teaching can improve the students' mastery in Simple Past Tense to the eighth grade students of SMP Negeri 3 Padangsidimpuan Padangsidimpuan in 2017 - 2018 academic year. It can be seen from the value of students mean score of the students from 61.25 become 80.79

4. The percentage of the eighth grade students of SMP Negeri 3 Padangsidimpuan Padangsidimpuan in 2016 - 2017 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 82.89 %.

5. There is a significant improvement of the students' mastery in Simple Past Tense after they are taught by using peer-editing technique to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year. It can be seen from the percentage improvement of the end cycle that is 31.90 %.

6. The hypothesis of this research is accepted

The Suggestions

To encourage the students to be active in learning grammar, the writer would like to offer some suggestions:

1. For English teachers

The use of peer editing technique is recommended for the English teachers as an alternative technique, especially for Junior High School teachers to attract the students' interest and motivation to improve the English teaching and learning process since it was very useful to motivate and help the students' progress in achieving English especially in learning grammar.

2. For the students

The students must have more practices to improve their achievement in mastering simple past tense so that they can apply it in their daily life.

3. For Other Researchers

It is hoped that other researchers who intend to use peer editing technique in teaching learning process can make this study as a reference to conduct other research so that they can give contribution in developing students' simple past tense mastery

4. For School
The school should provide the facilities to support the teaching learning process so that the teacher and the students can create a condusive and comfortable situation in teaching learning process.

The school should conducted such activity in other classes of other schools, and the writer hopes there will be many researchers conducting the research more effectively in the future, to get wider generation of the result of the study.

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