

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 materi Simple Past Tense siswa setelah mereka diajarkan menggunakan teknik peer-editing. Penulis memilih 76 siswa sebagai sampel penelitian ini. Penulis menggunakan random sampling. Untuk mendapatkan data yang dibutuhkan penulis menggunakan studi pustaka dan penelitian lapangan. Penelitian pustaka dilakukan berdasarkan kebutuhan buku sebagai sumber teori dan informasi, sedangkan penelitian lapangan dilakukan berdasarkan kebutuhan data di lapangan, dalam hal ini SMP Negeri 9 Padangsidempuan. Dan sebagai instrumen pengumpulan data penulis menggunakan tes tertulis. Berdasarkan hasil pelaksanaan penelitian tindakan kelas pada siswa kelas VIII SMP Negeri 9 Padangsidempuan tahun ajaran 2019 - 2020 menunjukkan peningkatan yang sangat baik yaitu rata-rata nilai siswa pada pre test 61,25 sedangkan dari post test 1 adalah 73,29, dan dari post test 2 adalah 80,79. Selain itu, persentase nilai siswa pada pretest adalah 18,33%, dari post test 1 adalah 56,58% dan 82,89% dari post test siswa yang lulus KKM. Selanjutnya hasil peningkatan nilai siswa dari pretest ke posttest 1 adalah 19,66%, dan dari pretest ke posttest 2 adalah 31,90%. Sehingga tercapailah kriteria keberhasilan, maka dapat disimpulkan bahwa terdapat peningkatan yang signifikan pada penguasaan materi Simple Past Tense setelah mereka diajarkan dengan menggunakan teknik peer-editing kepada siswa. Sehingga dapat dinyatakan bahwa hipotesis yang dirumuskan diterima.

Kata Kunci : tata bahasa, tenses, teknik peer-editing

ABSTRACT

This 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 9 Padangsidempuan. 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 9 Padangsidempuan in 2019 - 2020 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 students. So that, it can be stated that the formulated hypothesis is accepted.

Keywords : grammar, tenses, peer-editing technique

I. INTRODUCTION

In mastering those skills, students also have to know the language components; grammar, vocabulary, and pronunciation.

As one of language components, grammar is important to be learnt by students. It will help them use English creatively. In fact, Indonesian and English grammars are quite different. Indonesian people will say "Saya pergi ke pasar kemarin, while English people will say "I went to the market yesterday. Those sentences have the same meaning and indicate the action that is done in past time.

Nevertheless, they have different in form of verb. English has this rule but Indonesian does not. In English, the indicator that shows the activity was being or is being done is the change of the verb and adverbial of time while in Indonesia is only showed by the adverbial of time. The simple past tense is one of English grammar topics that is given to year eight of junior high school. As we know that, the students still have difficulty in mastering simple past tense since it also has the rule of the changing of verb. For that reason, the teachers need a good technique in helping their students understand and master grammar especially simple past tense since teaching structure is not easy.

Some factors are involved in a teaching and learning process like teaching techniques and teaching media which play an important role to achieve the objectives of learning. Some technique in teaching English such as the grammar translation method, direct method, audio-lingual, silent way, suggestopedia, communicative language learning, total physical response, and communicative approach. (Larsen-Freeman, 2006). Some media such as pictures, charts, maps, etc, are very common to achieve the

instructional goals of teaching and learning process.

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".

the writer conducts this research based on the following purposes : to get information about how far the improvement of the students' mastery in Simple Past Tense after they are taught by using peer-editing technique is and to get information about how far the students' mastery in Simple Past Tense is.

II. THE REVIEW OF LITERATURE

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.

Tenses

Dharma (2007) defines that tenses is the use of adverbial of time in English in a proper way. Therefore, we will easily recognize that when a sentence consists of verb that follows the changing of the adverbial of time is shows a kind of tenses. On the other hands, the students will have difficulty in recognizing and applying what kind of tenses it is since there are many kinds of tenses in English. In the next subtopic, the writer will give further information about simple past tense.

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".

Peer Editing Technique

Peer editing is an interesting technique to be applied in the classroom. Oshima (2006) says that peer editing is an interactive process or reading and commenting on classmate's work. Hornby (1995) says that peer is a person who is the same age as another. Hornby (1995) says that editing is to prepare a piece of writing, often another's person's for publication, e.g. by correcting it, commenting on it, or removing of it. So peer editing according Hornby is to prepare a piece of work, often another's person's for publication, e.g. by correcting it, commenting on it, or removing of it by a person who is the same age as another. Harmer (2004) says that peer editing or known as peer review is 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.

A technique is a procedure used to accomplish a specific activity or task. Peer editing technique is a classroom technique where learners correct each other, rather than the teacher doing this (Wikipedia the Free encyclopedia).

From the definition above, It can be concluded that peer editing is an interesting technique where students correcting and

editing other students' writing in order to be a good writing.

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 regular and irregular 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 METHODOLOGY OF RESEARCH

The writer held the classroom action research at SMP Negeri 9 Padangsidempuan. The subject of the study was the eighth grade students of SMP Negeri 9 Padangsidempuan.

This research is carried out in 2019 - 2020 academic year.

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.

In this research, the researcher used the form of action research as stated by Wallace (1998) that is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be. It means that in action research, a researcher not only needs the theories which supports research but also needs to practice and to act with the subject of research.

The procedure steps of the writer's action research in conducting research were like this :

1. Planning

The first step is planning. This step was about the activity of problem identification. It was the most important step in conducting action research as by knowing the problems the writer could find a solution to solve the problem.

2. Acting

The second step is acting. It is the implementation of planning. The purpose was tried to find out the solution to solve the problem faced by the students during the teaching learning process.

3. Observing

In this session, the writer tried to observe the students' response during the teaching learning process whether or not

they made some progress while teaching learning process.

4. Reflecting

In the last step, the writer was evaluating the steps of the teaching learning process whether needed should be improved or not in order the result was satisfied.

In this research the writer applies random sampling. It is relevant to the statements of LR Gay (1988) that states that random sampling is the best way to obtain a representative sample. The writer applies the cluster random sampling. In this case the writer takes only 76 students as the sample of this research. They come from two classes. They are : class VIII- 2 and VIII-4.

In analyzing the collected data the writer applies the techniques :

1. The writer calculates the average of the students' mastery in Simple Past Tense score in every test. It is used to measure how far the students' mastery in Simple Past Tense is. It uses the formula by Ana Sudijono (2008) as follows :

$$M_x = \frac{\Sigma X}{N}$$

In which :

M_x = Mean

ΣX = Sum of Individual Score

N = Number of Students

2. After that , the writer tries to know the class percentage which pass the KKM (minimal completeness criteria) considering English subject gain score 70 , the writer uses the formula :

$$P = \frac{F}{N} \times 100 \%$$

In which :

P = The Class Percentage

F = Total Percentage Score

N = Number of Students

3. After getting mean of students' score per actions, the writer identifies whether or not there might have any improvement of students' mastery in Simple Past Tense from pre-test up to students' average score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula by David E. Meltzer (2008) as follows:

$$P = \frac{y_1 - y}{y} \times 100 \%$$

In which :

P = The Percentage of Students' Improvement

y = Pre-test result of 1st cycle

y^1 = Post-test result of 1st cycle

While, to measure the students' improvement in simple past tense from pre-test 2 up to the post-test 2 in the second cycle, the writer used formula as follow :

$$P = \frac{y_2 - y}{y} \times 100 \%$$

In which :

P = The Percentage of Students' Improvement

y = Pre-test result of 2nd cycle

y^2 = Post-test result of 2nd cycle

The research is seen successful if there is improvement 30% of students' mean score from the pre-test to post-test cycle 1 and the post-test in cycle 2. If there is no improvement, so the next step would be done.

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 9 Padangsidempuan in 2019 – 2020 academic year, it has been got that the highest score by the students is 75 and the lowest score is 50.

Based on the 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).

Post – Test

After applied peer-editing technique in teaching Simple Past Tense to the sample, 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.

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. However, to measure that improvement, it is needed to know the mean score of the class, that 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. In order to know the improvement percentage, the writer as following calculation:

$$P = \frac{y_1 - y}{y} \times 100 \%$$

$$P = \frac{73.29 - 61.25}{61.25} \times 100 \%$$

$$P = 19.66 \%$$

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.

To know the improvement from the pre-test to cycle 2 into percentage, after getting the mean score 80.79, the writer calculates the percentage calculation as following ;

$$P = \frac{y_2 - y}{y} \times 100 \%$$

$$P = \frac{80.79 - 61.25}{61.25} \times 100 \%$$

$$P = 31.90 \%$$

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, to know the percentage of this class that have passed the minimal completeness criteria (KKM), it can be calculation as following :

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{63}{76} \times 100 \%$$

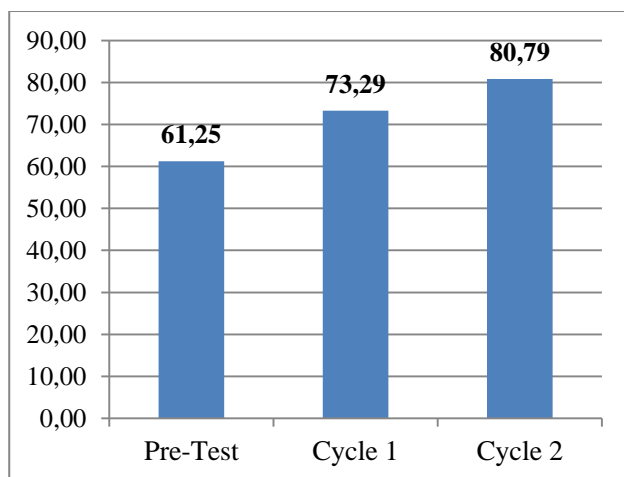
$$P = 82.89 \%$$

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.

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

After finishing the whole steps of classroom action research (CAR), the writer

arranges some conclusion and suggestions based on the result of the research as follow :

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 9 Padangsidimpuan. 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 9 Padangsidimpuan 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 9 Padangsidimpuan. 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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