

**THE EFFECT OF PEER-EDITING TECHNIQUE BY USING GOOGLE DOCS TO ENHANCE
STUDENTS' ACADEMIC WRITING SKILLS AT 1ST SEMESTER OF ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION OF ISLAMIC UNIVERSITY OF SYEKH
YUSUF**

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Abstract

The purpose of this study was to determine if the use of peer editing technique by using Google Docs is effective in teaching writing to the 1st semester of Faculty of English Department of Islam University Syekh-Yusuf and the objective was to know the achievement during teaching learning process by using this technique. This study was conducted by using true experiment with one group pre-test and post-test, include 65 students in the academic year 2019/2020. The sample of the research were 35 students, the writer used simple random sampling to determine the sample. Based on the result of this research, the average score for the pre-test was 55.69 and 71.40 for the post-test. It means that peer editing technique by using Google-Docs can increase students' achievement in writing descriptive essay. Based on the result, the writer concludes that teaching English writing with peer editing technique by using Google Docs is effective.

Keyword : Descriptive Essay, Google Docs, Peer Editing Technique, Writing Skill,

1. INTRODUCTION

Writing is one four skills that the most difficult for student to learn. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Writing is an important tool to learning that used it to collect, maintain and share the information widely (Graham et al., 2013). Writing is an activity of person to convey their ideas, imagination and experiences in written language. Writing is a complex process for students, because it's about how to organize and present the ideas into the words effectively. It means that the students should think about the content and how to arrange a text into a good paragraph. Also, writing is viewed as a means of communication which is commonly used to explain and to impress (Nunan, 2013) it means that, students need to have ability to express their ideas or feeling in certain ways depending on its purpose. In writing students need to set goals for their writing, they need to plan what they want to write carefully, think about the logical layout and structure, then revise it (Klimova, 2014).

Based on the statement above, it shows that writing is a complex cognitive process because writing is not only a written text, but also understanding the whole content of the text itself. So a reader can understand the information directly and clearly. On the other hand, students should be able to master all of the aspects that can help them to improve their skill in academic writing skills.

Unfortunately, even in university many students still faced many difficulties in writing a text. Especially for students of English Department Faculty of Teacher Training and Education of Islamic University of Syekh Yusuf First, the student have lack of vocabulary, it makes students difficult to found the exact word. Second, the students are difficult to express their idea into a written text. Third, the students often makes grammatical error, they still confused to use tenses. Fourth, the lack of mastery part of speech, students are difficult to understand how to used word in a sentence. The last, the teacher still use monotonous and traditional teaching technique. It makes class very boring and also makes students didn't interest to study English especially in writing.

Based on the source of academic document of English Department Faculty of Teacher Training and Education of Islamic University of Syekh Yusuf (2019), there are three classes of 1st semester and the writer had examined the final values results from class 1A and class 1B to know the differences between both of classes. Class 1A consists of 28 students. There are 10 students who achieve A, there are 13 students who achieve B, zero students for C and D, and 3 students who achieve E. While, in class 1B consists of 32 students. There are 2 students who achieve A, there are 25 students who achieve B, 1 students who achieve C+, zero for D, and 4 students who achieve E. Both of the results are obtained from middle test (UTS) and final test (UAS). In class A, there are 88, 46% of students who achieve score above B and 12, 54% students who achieve score below B. However, in class B, there are 84, 37% students who achieve score above B and 15, 63% students who achieve score below B.

However, this research is to find out whether there is effect of Peer-Editing technique by using Google Docs to improve students' academic writing skills of English Department Faculty of Teacher Training and Education of Islamic University of Syekh Yusuf in academic year 2019/2020.

2. REVIEW OF LITERATURE

2.1. Definition of Writing

Writing has some definition based on experts. In general writing is an act of communication by making some word on the paper. Writing is the activities of inventing ideas, thinking how to express them and arranging them into the statement or paragraph that will be clear for the reader or could make the reader understand what they are writing (Nunan, 2013). Writing has a unique position in language teaching, because its acquisition involves a practice and knowledge of other three language three skills, such as listening, reading and speaking (Klimova, 2014). Brown (2000) states that a written product is product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise texts for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product that not every speaker develops naturally.

Writing is a process of expressing the idea into a written form, and it needs specialized skills that not every student can develop it naturally. It needs the teacher who is able to motivate and encourage the students to develop their writing skills, and they are expected to be able to develop their writing skills and make a good composition. Writing is complex activity that involves many skills. Writing is an important tool to learning that used it to collect, maintain and share the information widely (Graham et al., 2013). According to (Brown & Lee, 2015) argues Harmer (2007) he adds that in writing we need to practice or express what the ideas that's in our mind, we can show it in the form such as list, an email, letters, essays, reports or novel. Also Brown (2000) explained that writing is the representation of spoken language, written language is almost same with spoken language, the difference is the performance of written language is conveyed in graphical. While (Kostrova & Kulinich, 2015) showed that academic writing is culture and tradition bound in every country, which presented difficulties from the point of view of education integration. It makes the reader think that writing is the most difficult skill to learn by the students.

According to Harmer (2004) there are the tasks that the teacher needs to perform before, during, and after the students writing in the writing classroom. The teachers' roles in teaching writing there are: as a demonstrator, teachers have to be able to demonstrate or draw the features like writing conventions and genre constraints in specific types of writing. This way should be able to make students aware of the language used to perform certain written functions, for example, the important issue is that they are made aware of these things- that these things are drawn to their attention. As a motivator, teacher can motivate students into having ideas, make them enthusiast with the value of the tasks, and persuading them that English is fun in order to make the students interested in writing tasks. As a supporter teachers should be able to support the students when they are writing in the class. Teacher should be able always available (except during exam writing course), and prepare to help students to overcome difficulties. As a giving response, teachers should be able to react to the content and construction in supportively way and often make suggestions for students improvement. When students write texts teachers may respond by reacting to what they have said rather than filling their text entry full of correction symbols. Teachers might also make comments about their use of language and suggest ways of improving it but this is done as part of a process rather than part of an evaluation procedure. And the last, as a giving an evaluation, when evaluating the students' writing,

teachers can indicate the right and the mistake from their work. The teachers may give award grades for the written. Then, the teacher should be able to giving back the task to the students and ask them to revise their written. In conclusion, the English teacher should be a facilitator for helping and guiding the students when composing their writing.

In practice writing process the students should pay attention in the aspects included in writing. Those aspects construct the writing, they are the organization of idea, word choice, appropriate grammar, and syntax, mechanics such as punctuation, spelling. From the technically of writing, writing also has some aspect to make the writing effective for the reader they are audience and purpose. Writing as one of the important skill needs its own method and approach in order to teach to the students. In order to make a good writing we must consider about the process of writing. If the process runs well so the result is also good. Harmer (2004) says that "process of writing is a way of looking at what people do when they compose written text". Writing comes from working through a process of writing. There are many stages in order to make good paragraph or essay. People must pay attention to their writing when they write in order their product understood by the reader. That is why creating an understandable text is very important. There are many steps in writing and the writers cannot do all of these things at once. Harmer (2004) says that the process of writing has four main elements: Planning: the teachers have to think the purpose of what they want to write. It is important thing before the teacher start to write about what they are going to say. Drafting: we can refer drafting as the first version of a piece of writing as a draft. Editing (reflecting and revising): reflecting and revising are often helped by other readers (or editors) who comment and make suggestions known as peer review. Peer's comment will help the author to make appropriate revisions. Final draft: after the writer edited their draft, making the changes they think to be required, and they produce their final version.

Process writing as a classroom activity incorporates the four basic writing stages above. Process writing in the classroom is structured as it needed in order to teach well. Teacher can choose the model or the writing process itself to encourage process writing students systematically.

2.2. Peer Editing

Peer editing is such an interesting technique to be applied in the classroom. Peer editing is a process where the students are edit and respond each other writing under the guidance of the teacher (Karegianes et al., 2014). It makes teacher freed from the task of reading students' work and therefore, assign more writing activities. According to Harmer (2004) peer editing or known as peer review is one of an important thing in writing process where students are courage to work each other through read and edit other students' work. Peer editing is an interesting technique where student correcting and editing other students' writing in order to be a good writing. In implementing this technique, the students must analyze the content, organization, vocabulary, language use, and mechanics of their classmate's work. They also gave correction and comment on the other students' work.

The key to making peer editing become successful in writing classroom it depends on teacher planning and student training, and therefore the guiding principles to emphasize pre-peer editing there are some certain steps that should follow (Hansen & Liu, 2005): 1) Pre training stages: In this stage include clarifying goals to know the main purpose and creating awareness for students about peer students before they're starting. This activity involves explain, give example and to introduce the students how peer editing works. 2) While peer editing stages: Teacher and student hold an important role in this steps. The teachers' role in this step as a supporter and language resource while monitoring the students. The students' role has to be guided, supported, observed and how they participate in group or interaction with their peer, such as when they asking for help, explaining, and exchanging the ideas. The teacher observed and providing support in both language and how peer editing leads to more helpful feedback (for/from) student. 3) Post peer editing: in this step, the peer editing is making correction. It means that students are checking peer's work such as to correct paragraph development (organization), spelling, punctuation, and grammar. The students give a mark in which part whether student will revise their writing based on the comment. After peer editing, discussion between teacher and students to help improve their feedback, which will make peer editing more useful to all students.

Peer editing also has advantages as follows: Peer editing has several number of advantages or benefits. Bijami et al. (2013) concluded that peer editing on writing develops students to improve their knowledge through providing opportunities to think critically, and to improve their writing skill. It is noteworthy that peer feedback has come to take an important part in writing instruction because it provides a flexible platform to help students writing practice. According to Nation (2009), peer editing

can encourage students to achieve their goals in mind. It is also regarded as an important factor in writing context. Therefore, peer editing can help student to enhance their academic writing skills. Through peer editing, the readers can provide useful feedback, so the students or the writers can revise their writing more effectively it helped by the peers' commenting on their writing (Wakabayashi, 2013). Diab (2011) found that peer feedback can help EFL university students improve their writing significantly more than self-feedback and attributed these differences to the use of language learning strategies, peer interaction, and engagement with language during peer feedback. Despite its perceived benefits, some researchers found the disadvantage of peer editing. Students may not have confidence in their own language skills to give the feedback. It means that students are still worried about the wrong mistakes in giving feedback to other students such as grammatical error, punctuation, spelling or any other mistakes, students might be hesitant to receive feedback from their peers (Edwards, 2014). It supported by Zhao (2010), he stated that students prefer teacher feedback because the dominant role of the teacher's in previous learning of students' experiences, it makes student brave enough to challenge peer feedback.

Furthermore, Nirmala and Ramalia (2017) concluded, "It is reasonably argued that peer editing can enhance students' writing skill. When students are doing peer editing, they try to think aloud which could help their thoughts become more conscious, or in other words it develops critical thinking." It can also develop students' awareness of grammatical rules when writing. The application of peer editing can also help lecturer correct the students' work which makes teaching and learning process more effective. Moreover, it lets students practice writing more. They can practice to check others' writing which can enrich their reference to write.

From the result that have been mentioned, it is suggested for teachers to implement this technique to minimize the problems in writing.

2.3. Google Docs

Google Docs as a tool of creating a web-based platform for sub- mitting students' writings and peer-editing it could help to motivate students and could make their learning more meaningful and enjoyable (Jeong, 2016). In Google Docs, users can accessed this free online word processor to create and edit documents and collaborate with others at the same time. Therefore, it can be regarded as a powerful tool for teachers to assign tasks requiring interaction and collaboration in groups. Google Docs is a popular writing tool which is part of a free, web-based software office suite offered by Google within its Google Drive service. This tool allows users to create and edit documents online while collaborating with other users in real-time. It allows for a quick and comfortable information flow between group members.

The advantage according Ishtaiwa & Aburezeq (2015) examining the impact of using Google Docs on student-student interactions, argue that Google Docs enhances student-student interactions. The students could develop their learning skills by comparing their work with other peers, giving and receiving comments, exchanging information easily. Allow students to access others' work. This strategy will give them chance to learn from each other by comparing their work with others. According to Godwin-Jones (2010) reports that Google Docs is the most widely used and the best online tool for text editing. Peer-editing the writing tasks through Google Docs not only enhances the students' motivation, but also develops their higher- order thinking skills, such as evaluating and commenting on peers' written work by allowing them to work at their own pace. The most obvious challenges in using Google-Docs are: lack of teamwork skills, lack of technological skills, preference for other collaborative tools, and the requirement of extra work and load. Other factors, such as lack of teacher's timely feedback, availability of face to face meetings, and the public nature of the tool were not considered as potential challenges (Ishtaiwa & Aburezeq, 2015).

3. RESEARCH METHOD

The research was conducted in English Department Faculty of Teacher Training and Education of Islamic University of Syekh-Yusuf in academic year 2019/2020. It is located in Jl. Maulana Yusuf No.10, Babakan, Kec. Tangerang, Kota Tangerang, Banten. The writer conducted this research for one month.

This research used experimental research. Experimental research can be interpreted as a method research that used to find a causal relationship in control condition (Sugiyono, 2016). In experimental research, there are several designs that can be used in research, namely pre-experimental, true experimental, factor design, and quasi experimental. In true experimental design itself according to Sugiyono (2016), there are two kinds design in true experimental; Posttest Only Control Design and Pretest-Posttest Group Design".

In this study, the writer used true experimental research with One Group Pretest and Posttest Design. True experimental is an experiment that design characterized by the random selection of participants and the random assignment of the participants to groups in the study (Sugiyono, 2016). According to Sugiyono (2016) one group pre-test and post-test design is a technique that to know the effect of before and after given the treatment. The reason this design was used in this research was because it's suitable for the limited time of the research. The purpose of this research is to find out the effect of using peer editing through Google Docs in teaching writing of English Department Faculty of Teacher Training and Education of Islamic University of Syekh-Yusuf. The writer conducted an experiment that consists of pre-test, treatment and post-test.

Population is the largest of the whole characteristics or the measurement unit which is the object of the research. As defined by Fraenkel et al. (2012) population is the large group that is expected to implement the result of the research. The population of this research was taken from the students of the first semester of English Department Faculty of Teacher Training and Education of Islamic University of Syekh-Yusuf in academic year 2019/2020. The total of the population in this research are 65 students from 1st semester of A, B and C class of English Department Islamic University of Syekh-Yusuf. The class distribution can be seen in the table as follows :

Table 1
The Population of Students

Class	Gender	A	B	C
1 st Semester	Male	7	5	9
	Female	22	20	2
Total		29	25	11

In this research there were 3 classes, and the target population of this research consisted of 65 students from the 1st semester of English Department . The number of sample students is 35 students, it's from 1st A and B that gathered into one class and become as an experimental class.

4. RESEARCH FINDINGS AND DISCUSSION

The research was conducted at 1st semester of English Department Faculty of Teacher Training and Education of Islamic University of Syekh-Yusuf in academic year 2019/2020. The researcher took one class of randomly students from 1st A and as the research sample to become as an experimental class. The class was given the treatment in learning process. In the experimental class the researcher used peer editing technique by using Google Docs as a treatment.

The researcher gave pre-test and post-test in the experiment class, the researcher got the result from the students' score. The result of the test would be processed by using statistical calculation IBM SPSS version 25. From the results of data analysis, researcher use real scores from student results. The results are obtained to find the difference between the pre-test and post-test scores of students'.

The result pre-test score of the students' academic writing skills can be seen in statistic descriptive table 2 below :

Table 2
Statistics Descriptive Pre-Test of Experiment Class

Statistics		
Pre-Test		
N	Valid	35
	Missing	35
	Mean	55.69
	Median	59.00
	Mode	33
	Std. Deviation	13.532
	Minimum	33

Maximum	73
Sum	1949

(Source : Statistical result SPSS 25)

Based on the result of research in the class before being taught by Peer editing technique by using Google Docs in writing descriptive text the highest score achieved was 73, the lowest was 33, the mean is 55.69 with standard deviation (S) 13.532. The result post-test score of the students' academic writing skills can be seen in statistic descriptive table below:

Table 3
Statistics Descriptive Post-test of Experiment Class

Statistics		
PostTest		
N	Valid	35
	Missing	35
Mean		71.40
Median		73.00
Mode		70 ^a
Std. Deviation		8.179
Minimum		46
Maximum		88
Sum		2499

a. Multiple modes exist. The smallest value is shown
(Source : Statistical result SPSS 25)

Based on the result of research in the class after being taught by peer editing technique by using Google Docs in writing descriptive essay the highest score achieved was 88, the lowest score was 46, the mean is 71.40 with standard deviation (S) = 8.179.

4.1. The Test of the Analysis Assumptions

Before conducting the research, the researcher needed to know whether the data was normal and homogenous. The writer used test of normality and homogeneity test to test the data. To test normality, the researcher used Liliefors formula and the researcher used Exact Fisher test to test the homogeneity data.

a. Test of Normality Data

The testing of normality data was used to know whether the data of population is distributed normally or not. The data will be called normal if the students' ability in the class is similar. After calculating the data normality by SPSS 25 by using *Liliefors* formula with the sample from experimental class and the significant level was 0,05. It can be stated if Sig. > 0.05 it means the data is normally distributed. The complete result testing of data normality could be seen in the table 4 below:

Table 4
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.134	35	.113	.902	35	.005
PostTest	.118	35	.200	.955	35	.167

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

(Source : Statistical result SPSS 25)

Based on the table above showed that the results of the normality test by using Kolmogrov-Smirnov and Saphiro-Wilk in the pre-test and post-test in experimental class was normally distributed. It can be seen from the

result of pre-test $0.113 > 0.05$ and the post-test was $0.200 > 0.05$. So the data distribution was normal. Then, the pre-test of using Shapiro-Wilk was $0.005 < 0.05$ and post-test was $0.167 > 0.05$.

b. Test of Homogeneity

To know the variance of the sample was homogeneous or not, the researcher should do the homogeneity test with significant level was. It can be stated if Sig. > 0.05 it means the data is normally

distributed. After calculating the test of variant homogeneity by using test. The result of testing of variants homogeneity could be seen as follows :

Tabel 5
Test of Homogeneity of Variances

Nilai				
Levene Statistic	df1	df2	Sig.	
14,014	1	68	,000	

(Source : Statistical result SPSS 25)

Based on the table above, it is known that Sig = p-value 0.000<0.05. It showed that the variant data of writing score in pre-test of experimental class is not homogenous or do not have a same variant.

c. Testing of Hypothesis

In this research, The writer testing the hypothesis test (t-test) formula to find out the effect of peer editing technique by using Google Docs in teaching writing descriptive essay. The purpose of this test was to compare the pre-test and post-test score in experimental class.as follows :

Table 6
Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	Paired Differences		t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
				Lower	Upper			
PreTest - PostTest	15.714	10.640	1.798	-19.369	-12.059	8.737	34	.000

Asymptotic significances are displayed. The significance level is ,05 (Source : Statistical Result SPSS 25)

Based on the table above, it is known sig = 0.000 < 0.05, so it can be concluded that Ho is rejected and Ha is accepted. It means there is a significant difference between pre-test and post-test of experiment class.

4.2. Testing of Students' Learning Behavior

In this research, the writer evaluated students' behavior during learning process. The behavior that was evaluated by the writer are teamwork, motivation, initiative, discipline, and active. The writer used behavior assessment sheet to measure students' behavior during learning process. The result of the assessment of students' learning behavior can be seen in figure 1.

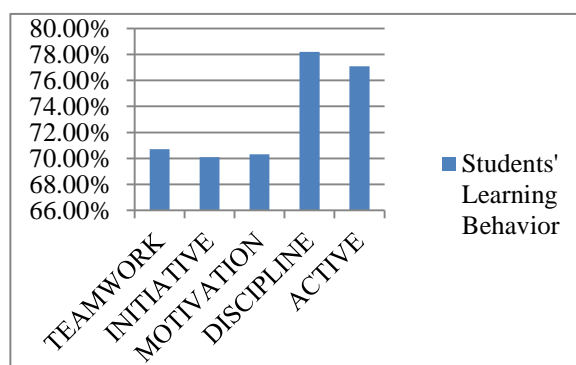


Figure 1 **Students' Learning Behavior in Experiment Class**

The graphic above is percentage of students' learning behavior in experiment class. In the graphic above, 73.70% students' teamwork, 70.10% initiative, 70.30% motivation, 78.20% discipline and 77.10% active. It can be concluded that students' have discipline in learning process, but they still have lack on initiative.

5. DISCUSSIONS

The writer had Pre-Test and Post-Test in experimental class. The mean score of Pre-Test 55.69 and mean score of Post-Test was 71.40. Based on testing of hypothesis, it was known that the sig (0.000) was smaller than 0.05. So, the using of peer editing technique by using Google Docs in teaching academic writing is effective for students in the 1st semester of English Department Faculty of Teacher Training and Education of Islamic University of Syekh-Yusuf in academic year 2018/2019. It can be inferred that one of the effective way to increase the writing ability is using peer editing technique by using Google Docs. The writer conclude that peer editing technique by using Google Docs can improve the students' academic writing skill because this technique could improve students communication ability in written text.

The results of this research are same with previous research conducted according to Ebadi & Rahimi (2017) showed on the result of the research, the study was aimed at exploring the EFL learners' attitudes and perceptions towards the impact of online peer-editing using Google Docs on academic writing skills, they considered the use Google-Docs in their learning activities are very easy and effective for them. It's same with Ishtaiwa & Aburezeq (2015) this research conclude that Google Docs can be used to improve teaching and learning. Different with other research, Vurdien (2013) he conducted the research with different media by using blogging, the result of this research is aimed to enhance writing skills. Same with the previous research Alnatsheh (2018) conducted the research by using Facebook on improving English language writing skills and vocabulary enrichment. Based on the obtained result, certain justifications concerning the effectiveness of using peer editing technique by using Google Docs can be interpreted. Accordingly, compared both of scores the pre-test and post-test, the students score in post-test showed there was increase in their score after the writer gave the treatment. It can be interpreted that peer editing technique by using Google Docs have the opportunity to help students in writing skill, because the students are work together and supporting each other. It will build their ability to interact with their peers and can get more knowledge from their peer by exchanging information.

The result of this research confirmed that peer editing technique by using Google Docs is one of interesting technique that can develop students' academic writing skill. In peer editing technique by using Google Docs students can work together by correcting and commenting other peer's work. The use of peer editing technique by using Google Docs has a significant impact in improving students' academic writing skill for students in the 1st semester of English Department Faculty of Teacher Training and Education of Islamic University of Syekh-Yusuf in academic year 2019/2020.

6. CONCLUSION

Reviewing at the data result of the study the writer concludes that teaching writing using peer editing by using Google Docs can improve students' academic writing. It showed there's an increasing in the students' achievement after they got some treatments. It was proven by the comparison of the pre-test and post-test in which the post-test result was higher. The average score for the pre-test was 55.69 and 71.40 for the post-test. It can be concluded that peer editing technique by using Google-Docs can increase students' academic writing skills. It means that writing descriptive essay using peer editing technique by using Google Docs is effective.

7. SUGGESTION

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

- a. The use of peer editing technique by using Google Docs, especially for lecturer to attract the students' interest and motivation to improve the English teaching and learning process since this technique was very useful to motivate and help the students' in achieving English especially in learning writing.

- b. The students must have more practices to improve their achievement in mastering writing so that they can apply it in their daily life.
- c. It is hoped that other researchers who intend to use peer editing technique by using Google Docs in teaching learning process can make this study as a reference to conduct other research so they can give contribution in developing students' writing skill.

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