THE EFFECT OF SELF-EDITING ACTIVITY TOWARDS STUDENTS' WRITING SKILL IN RECOUNT TEXT FOR TEN GRADE STUDENTS OF SMA NEGERI 2 AMLAPURA

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ABSTRAK

Saat ini, siswa dituntut untuk menjadi pembelajar yang mandiri dan itu menjadi lebih menantang dalam pandemi ini. Penelitian ini bertujuan untuk mengidentifikasi apakah ada pengaruh yang signifikan dari aktivitas self-editing terhadap keterampilan menulis siswa kelas X. Penelitian ini berfokus pada bagaimana aktivitas self-editing untuk siswa kelas sepuluh memengaruhi kualitas tulisan siswa dan terbatas dalam menulis teks recount. Metode kuantitatif eksperimental digunakan dalam penelitian ini terutama pada desain Post Test only Control Group. Dua kelas siswa kelas X SMA N 2 Amlapura dipilih dan diberikan perlakuan yang berbeda. Kelompok eksperimen diberikan kegiatan self-editing dalam proses pembelajarannya, sedangkan kelompok kontrol diajar dengan metode pembelajaran konvensional. Data diperoleh dari nilai post-test siswa. Analisis kuantitatif menunjukkan ada pengaruh yang signifikan dari aktivitas self-editing pada teks recount tulisan siswa. Hasil penelitian menunjukkan bahwa siswa yang diberi perlakuan menggunakan aktivitas self-editing mendapatkan nilai rata-rata yang lebih baik daripada siswa kelompok kontrol. Siswa dibantu dalam kegiatan self-editing di kelas menulis mereka dengan menggunakan simbol koreksi sebagai panduan mereka. Selain itu, perhitungan ukuran efek memverifikasi bahwa ukurannya sedang dalam pembelajaran online.

Kata-kata Kunci: *Self-editing activity, Recount text, Online learning*.

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ABSTRACT

Nowadays, students are required to be independent learners, and it becomes more challenging in this pandemic. This research investigated whether or not there is a significant effect of self-editing activity on students' writing skill for tenth-grade students. This study focused on how self-editing activity for tenth-grade students affects students' writing quality and limited writing recount text. Experimental quantitative method was used in this study, especially in Post Test Only Control Group Design. Two tenth-grade students in SMA N 2 Amlapura were selected and given different treatments. The experimental group was assigned self-editing activity in their learning process, while the control group was taught using the conventional teaching method. The data were obtained from students' post-test scores. The quantitative analysis demonstrated a significant effect of self-editing activity on students' writing recount text. The findings showed that students treated using self-editing activity got better mean scores than the students in the control group. Students were assisted in self-editing activities in their writing class by using correction symbols as their guidance. Also, the effect size calculation verified that the size was medium in online teaching and learning.

Keywords: Self-editing activity, Recount text, Online learning.