

# CHAPTER I

## INTRODUCTION

This chapter is intended to present : (1) Background of the Study, (2) Problem limitation, (3) Problem Limitation, (4) Statement of the Problem, (5) Purpose of the Study, (6) Significance of the Study.

### 1.1 Background of the Study

Writing is a process where people produce their language for various purposes in a medium such as paper, computer files, live chat, and other forms (Harmer, 2004). That means people process the way they communicate in written form, and it can be expressed in various media for various purposes. Westwood (2004) states that writing is defined as a process to express a language in written form and arranging it in sequence correctly. It can be inferred that writing is one way to process a language in written form that concerns the arrangement to make other people understand.

In the education field, students need to concern the process of writing in their learning. The process of writing is crucial since this skill, besides reading, listening, and speaking, is the most challenging skill (Reid, 2002). Students tend to be confused about how they describe their ideas in written forms. They have to think about the grammar, the structure, the organization of their writing. It can be said that writing is a challenging skills in English that required the ability of students in processing language into written text that concerns with the use of

grammar and also the structure text. The current issue is emphasized in the students' writing process in recount text, especially in the editing stage.

Based on Laksmi (2006), the writing process consists of some steps, which are pre-writing, drafting, revising, editing, and publishing. Besides, Harmer (2004) mentions some writing process elements, which are planning and drafting, and it continues to editing, and make final version. So, to make good writing, students need to follow those processes well. Harmer also states that the methods are not always satisfied, then a writer can do re-planning, re-drafting, and re-editing based on their need. In accordance with explanations above, it can be said that after implementing those processes, students can do re-planning, re-drafting, and re-editing to get a better result.

In the editing stage, there are two types of editing, which are teacher editing and self-editing (Laksmi, 2006). Teacher editing aims to assess students' writing on correcting the grammar, structure, and punctuation. In this type, teacher usually assesses the students' writing after they finish all the processes. Meanwhile, self-editing is done by students individually. They typically assess what they make after all processes have been followed. This type can show students about the mistakes or errors that they make in their writing. By doing assessments themselves, students can reflect directly on the quality of their writing. It is supported by Marten (2010), as cited in Arfani & Noor (2018), self-assessment refers to the process of reflecting the quality of the work by students. This reflection aims to show students how their writing quality is based on some criteria to make a good revision.

The editing and revising stage are considered an essential role in increasing students writing skills (Sangeetha, 2020). In line with this, Bram (2017) states that the editing and revising stage have a crucial role in the writing process to improve students' writing skills. It means that the students need to pass these processes before they finish their writing. In this stage, the students may change their mistakes to make their work readable (Laksmi, 2006). Moreover, Jesus, Diaz, & Perez (2020) states that to reach writing accuracy, the students have to dedicate their time to correct the mistakes found in writing. It can be said that students can make some changes to their mistakes in the process of writing. The changes that can be involved while the students take the editing stage on their work include the grammar uses, structure, punctuation, capitalization, and spelling (Aziz, 2015).

Those mistakes that students face are a common difficulty that happens in the process of writing. Ahmed (2010) studied Egyptian students' writing and found that students faced problems in the coherence and cohesion in their writing. Also, Hasan & Marzuki (2017) states some mistakes commonly made by the students, especially in Indonesia. Their study shows that students have problems with grammatical uses, including articles, plural forms, clauses, verb forms, and passive voice. It can be said that in the process of writing, students may face some difficulties that will affect the quality of their work.

Based on Curriculum 2013, students learn some text types, including narrative text, descriptive text, procedure text, recount text, report text, and others. Each type has its difficulties. Recount text is one of the challenging texts for students. According to Permendikbud 2018, recount text is taught from junior to senior high school. In senior high school, the recount is learned by ten grade

students in early of the second semester. Concerning to students' difficulties in writing recount, Husna & Multazim (2019) found that students make errors in some aspects of recount text. The first finding showed that students still lack organizing the content and the mechanical aspect that makes their work hard to understand. Moreover, Husna & Multazim also found some problems with the grammar uses and generic structure of recount text. It can be assumed that writing recount text is still hard for students to express their idea and organize the structure of recount text.

These difficulties were also found in ten-grade students in SMA N 2 Amlapura. Based on a brief interview with the teachers on August 11th, 2020, writing recount text is a challenging subject for ten grade students. The teacher said mostly that grade is hard to express their language in recount text. There was still found some mistakes that made by the students in organizing their idea. Furthermore, the students also felt difficulty in the grammar uses and in arranging what they want to say to make coherence structure of recount text. They usually didn't check what they wrote. For example, they didn't check the grammar and the organization of their writing that influenced their work quality. Based on that prior observation towards what ten grade students faced in the second semester, especially in writing recount text, self-editing activity could help give a good effect for students' writing recount text.

This year, COVID-19 affects everything in the whole world. It messes up all of the aspects in the world. Economic, tourism, mental health, and education are disrupted because of this pandemic. Haleem, Javaid, & Vaishya (2020) support this statement, which mentions some sectors influenced by this

COVID-19: economic, education, pharmacy industry, electronic, tourism attractions, and information industry. Especially in education, it gives effect badly. Everything is done online. Indonesian Minister of Education has already announced that education sectors will be done online (Kemendikbud, 2020). The teaching and learning process is changed into virtual meetings, not face-to-face in the classroom anymore. Because of this pandemic, students are required to be independent learners. This time is one chance to implement self-editing activities to students to encourage them in autonomous learning. It means that students need to develop their knowledge independently, and students are required to aware of their responsibility in the learning process. Based on Arfani & Noor (2018), self-editing is considered a technique that involved students in independent learning. Thus, this activity could be a useful tool to support the learning process in this pandemic.

This study was conducted by considering various studies that show how self-editing is implemented in writing classes. Firstly, Kasule & Lunga's study in 2010 was about how effective the students' self-editing endeavour. This study was conducted to analyze the students' self-editing endeavor of ten ESL second-year students who take the Advanced Writing Skills course. Two tasks of writing were used to identify the use of self-editing of ten students. The result of this study viewed that self-editing was central to learner-centered pedagogy. It could be more effective if the students understand academic writing as communication in delivering ideas.

Secondly, in the study in one of university of Moscow, Pospelova (2016) studied the influence of self-editing on students' micro-skills improvement in

academic writing. This research focused on self-editing and its role to the English second language learners. This study showed that the writing of 50 students had significantly improved after inculcating self-editing skills in their learning. Improvements in grammatical structures, word forms, collocations, spelling, and punctuation were significantly increased in the students' works.

Lastly, Sangeetha (2020) viewed that the writing class students were challenged to revise or edit their writing because of the lack of editing skill. In her study, Sangeetha discussed the effect of self-editing in improving students' writing development for English as Foreign Language students and the students' perspective towards self-editing. Twenty-eight writing course students were involved in the academic year 2017-2018. The study used the composition score from the students, a questionnaire, and an interview guide to measure the data. The result of this study revealed that self-editing facilitated the improvement of the students' revisions, and it is considered that self-editing was one of the suitable methods that teachers could apply in academic learning. Moreover, the result showed that self-editing encouraged independent learning for the students, and they argued positively with the skill of self-editing.

By considering the studies above and prior observation, research has conducted to know how the influence or the effect of self-editing activity in the writing recounts text class, especially in SMA N 2 Amlapura. The subject of this study was ten grade students in SMA N 2 Amlapura. The similarities between the studies above with this study were they studied the implementation of self-editing skills in writing class. Even though many researchers have conducted studies about self-editing techniques, this study is still highly needed because it is

interested in analyzing the use of self-editing toward high school students. The previous research focused on the use of the technique toward university students. The researcher was very keen to know whether the same findings have resulted from this present study. Besides, the difference in all of those studies above with this study was conducted online to observe the learning process following the regulation during the COVID-19 outbreak where everything in the education sector was organized online.

## **1.2 Problem Identification**

The implementation of self-editing activity in the writing process was still lacking. The students tended to do not be trained well in the editing stage of the writing process. It could be caused by some reasons that could be explained as follows :

1. There were still some mistakes in students writing recount text (Husna & Multazim, 2019). The students were still lacking in organizing the content and the mechanical aspect that made their work hard to understand. Moreover, Husna & Multazim found some problems with the grammar uses and generic structure. Besides, according to the interview with the teacher in SMA N 2 Amlapura, it may be inferred that writing recount text is still hard for the students to express their idea and organize the narrative structure.

2. Based on Ferris & Hedgcock (2005), teachers and students were often ignored about error editing. They thought it is as time-consuming. While editing and revising are considered an essential role in writing. Moreover, the lack of self-editing that both teachers and students mastered was still found in

some writing processes. The correction of students' work was only from the teacher. The students' work was usually assessed by the teacher only or peer review by the other students. The teacher might not give a chance to the students to revise their work by themselves. Furthermore, the students also did not apply the editing stage while in the writing process. Hojeij & Hurley (2017) states the students tend to lack the knowledge to revise and make improvement on their writing in the learning process. Generally, the students tended to not know well about self-editing activity. Students usually only wrote their writing in the writing class and gave theirs to the teacher almost without editing.

3. Since this study was conducted online, the researcher found out that there had been no research focused on self-editing activity that conducted online. Some researcher conducted the study of self-editing mostly in offline way or before the Covid-19 pandemic. So, they did research by meeting the object of the study or students. Besides, the other researchers focused university students meanwhile this study focused on high school students. Based on that the researcher wanted to know whether the same result have resulted from this study.

### **1.3 Problem Limitation**

There were some problems presented in problem identification that related to the topic. However, this study was about how self-editing activity for ten-grade students affects their quality of writing and limited in writing recount text of students in SMA N 2 Amlapura. This study presented about whether or not there is a significant effect of self-editing activity in students' recount text.



#### 1.4 Statement of the Problem

In reference to the background, the research question of this study could be formulated as follow:

1. Is there any significant effect of self-editing activity on students' writing skill in recount text for ten grade students of SMA Negeri 2 Amlapura?

#### 1.5 Purpose of the Study

The purpose of the study could be seen as follows :

1. General Objective :
  - a. To investigate whether or not a significant effect of self-editing activity on students' writing skill in recount text for ten grade students of SMA Negeri 2 Amlapura.

#### 1.6 Significance of the Study

The significance of this study could be viewed from two sides, theoretical and practical. Those could be explained as follows.

1. Theoretical Significance

This research is determined to give positive influences to the teaching strategies, which mainly discuss the use of self-editing activity in writing recount text for ten grade students. Hopefully, the result can be useful to the teacher. The teacher will make improvement on how to teach writing better and teach their students learn how to write recount text in a better way. For other researchers interested in teaching and learning at senior high school, this study aims to hopefully give such benefit and lots of information about

the use of self-editing activity toward students' writing skill of ten grade students.

## 2. Practical Significance

### a. For students

Expectantly, it is intended to make the students realize that a text is not difficult as people say because applying self-editing activity hopefully can improve their writing skills. In addition, this study would give some positive inputs to the students so they could have writing skills well. Conducting this study is expected to provide students motivation to study English, especially in writing skills.

### b. For teachers

The result of this research is hoped to bring positive benefit to the teacher and give them some innovative teaching methods, specifically in teaching writing, with the purpose of making the teaching process more joyful and efficient. The study is also expected to be a good support for teachers in applying self-editing of self-editing activity in writing class.

