Comparing Peer Editing and Think-Pair-Share Strategies to Teach Writing to Different Learning Styles Students

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Abstract- In Indonesia, students face more challenges in learning English as a foreign language, which means that the students face difficulties such as in mechanics, mastering grammar or vocabulary and also the topics. Every student has different learning style in writing skill. To help them solve their problems, the teacher can apply the strategy that make them easy to construct a text. The aim of this study is to investigate the effectiveness of Peer Editing and Think-Pair-Share strategy to teach writing descriptive text to Visual and Read-Write learning styles students. The objectives of this study are : (1) to explain the effectiveness of Peer Editing strategy to teach writing descriptive text to Visual learning style students. (2) to explain the effectiveness of Peer Editing strategy to teach writing descriptive text to Read-Write learning style students. (3) to explain the effectiveness of Think-Pair-Share strategy to teach writing descriptive text to Visual learning style students. (4) to explain the effectiveness of Think-Pair-Share strategy to teach writing descriptive text to read-write learning style students. (5) to evaluate which one is more effective between Peer Editing and Think-Pair-Share strategy to teach writing descriptive text to Visual and Read-Write learning style students. This research used 2x2 factorial experimental design. The result reveals that Peer Editing strategy was more effective than Think-Pair-Share strategy. The suggestion about this study is that teacher should consider the implementation of Peer Editing or Think-Pair-Share strategies to improve writing descriptive text both for Visual and Read-Write learning styles. English teachers can use the result of this study as a feedback on teaching writing activities so that the aims and goals of writing can be achieved

Keywords: Peer Editing Strategy, Think-Pair-Share Strategy, Visual and Read-Write Learning Styles.

I. Introduction

Writing is considered as the most important yet difficult skill to learn. According to Zamel (1983), writing is a method by which students can explore and discover their thoughts while generating meaning and analyzing it. It is difficult because writing is the most complex language skill which needs time to practice continuously (Anggrayani et al., 2015).

Writing is also a productive skill and needs many aspects to produce the product. It means writing is the way to express idea or opinion that needs particular attention. It is also admitted as one of the most difficult skills in learning English.

Writing is very important because in studying English, the students do not only study perceptive skills, but they must master productive skills, especially in writing. In writing, students must transfer ideas in good form. This is the reason the writer uses Peer Editing in improving students' writing skills.

Some students face more challenges as English is a foreign language (Sakhiyya et al., 2018). This means that the students face difficulties such as in mechanics, and they have problems not only in mastering grammar or vocabulary but also the topics. It means that the teaching the learning process cannot focus only on how to construct text well. Those problems were faced by the Fourth Semester students of the Early Childhood Education Program in Institute of Bhakti Negara Tegal, especially in writing descriptive text. Therefore, the writer conducted the research which focuses on the comparison between Peer Editing and Think Pair Share Strategy to Teach Writing Descriptive text to Visual and Read-Write Learning Styles Students. This study aims to explain the effectiveness of Peer Editing and Think Pair Share Strategies to Teach Writing Descriptive text to Visual and Read Write Learning Styles Students.

According to Oshima and Hogue (2006), writing skills are the development, coordination, writing and rewriting process in the first step, the writer creates the idea. In the second step, the writer ornganizes the idea. The next step, the writer writes a rough draft. The last step, the writer rewrites a draft by editing and revising.

Brown (2004)Writing is a method in which ideas are formulated and arranged using the right terms to accomplish the goal and present them on a sheet of paper.

Noprianto (2017)Writing is synonymous with discourse, and discourse is discussed in terms of its aims, which are related to the function of language, and the separate elements, devices, and mechanisms of language, in terms of their characteristics.

Wyrick (1987) states, "The writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader." It can be concluded from the explanation above that

descriptive writing is a type of writing consisting of a description, features, definition of something, object or person.

Conley (1995) pointed out that writing makes our thoughts and experiences vivid and long lasting and helps us learn things in every subject area. "In many ways, writing is the way we make sense of our world". Troudi and Nunan (1995) state that "Writing is a combination of process and products. Moreover, the process of making written text should be focused to produce good products.

Peha (2002), states that writing is the communication of content for a purpose to an audience. The content refers to what the writer wants to say. It includes main idea and key details. Main idea is the most important thing which the writer expects the readers to know, while key details are additional information to support and explain the main idea. The purpose refers to the writer's reason which makes the readers think something after finishing reading. Sometimes, the writer also expects the readers to do something. The audience is the people whom the writer writes to. The writer has to think about these three aspects in order to be successful in writing.

A number of studies related to the implementation of the process approach in teaching writing have been conducted in different educational areas related to language teaching in different parts of the world Alodwan, T and A; Ibnian, (2014).

In conclusion, writing is the ability to express ideas on a piece of paper which means writing is transforming information to the reader. Writing is a skill that students should master by using appropriate grammar and vocabulary to express their concept or perception on a piece of paper to help readers understand what they are writing.

Peer Editing Strategy

Peer Editing is part of a strategy in collaborative learning. It is an interesting strategy to be applied in the classroom. Harmer (2004) says that Peer editing or Peer Review is a valuable element of the writing process that encourages learners to read the work of other students through what they have written to see where it works and where it does not. Ebadi and Rahimi (2017) say that peer is a person who is the same age as another. According to Tusino (2013) says that editing is intended to prepare a piece of writing, often for publication by another author, e.g. by updating, commenting on, or withdrawing it. According to Yuce and Atac (2019) Peer Editing is to prepare a piece of writing, sometimes for publication by another person, e.g. by correcting, reflecting on it, or withdrawing it from a person who is the same age as another person.

Peer editing is a strategy for students to work with their classmates to verify their writing. Oshima & Hogue (2007) note that Peer Editing is an interactive reading and commenting tool on the writing of classmates. With a classmate, students will modify the rough drafts, read each other's chapters, and make some helpful suggestions to strengthen the quality and organization of their classmates.

Think-Pair-Share Strategy

According to Lyman (1981), one of the cooperative language learning models that has some benefits is the Think-Pair-Share strategy. According to (Hetika et al., 2018).

A strong framework sequences three frameworks called Think Pair Share. There are many different ways to think, many different ways to pair up, and many different ways to share with the class.

According to Dwigustini and Widiya (2020), Think Pair Share is a cooperative learning approach in which students consider their answer to a prompt or query, then pair up and share their ideas.

According to Sianna and Syawal (2017), the Think Pair Share strategy is described as a strategy that allows students to formulate their ideas and share them with another student. It is a teaching technique that integrates the teacher with the students in order to encourage them to participate in the classroom. The Think Pair Share method replaces the traditional method of presentation in which teachers ask questions and students answer.

As mentioned by Raba (2017) Think Pair Share is a low-risk method for effectively involving a large number of students in any size class. The method is simple: after asking a question, the teacher instructs students to think quietly about their answer. As an alternative, you might have them write their answer. The teacher then instructs them to work in pairs to compare and analyze their responses. Finally, the instructor selects a few students at random to outline or respond to their discussion. Random calls are necessary to ensure that students are personally accountable for their participation. This method would assist students in comprehending ideas using prior knowledge, giving them time to consider, create, and discuss ideas, maintaining a high degree of interaction, and being a part of it.

Also according Ledlow (2001), Think Pair Share is a low-risk technique for getting a large number of students actively engaged in any size class. The method is proper: after posing a question, the instructor instructs students to consider their answer silently. You may also make them write their answer as an alternative. The instructor then instructs them to work in groups of two to compare and analyze their responses.

Finally, the instructor selects a few students at random to summarize their discussion or provide a response. The random calls are necessary to ensure that each student is held personally responsible for their participation. This approach would help students understand ideas by allowing them to draw on prior knowledge, giving them time to think, create, and discuss ideas, and maintaining a high level of engagement. This strategy also aids teachers in increasing their wait time, which in turn increases student think time. Students' answers to prompts and questions have been shown to improve when they are given time to wait or think.

Learning Style

Learning is something that we all understand and that we all participate in Learning begins a very long time before school, continues for even longer after school of different ways and settings Akram Awla (2014). Each individual will adopt an approach to learning which they are more comfortable and which are less comfortable. Moreover, It is possible to conclude that learning style is the way students take in, understand, express and remember something. Karthigeyan and Nirmala (2013) The success of teaching-learning process is not only determined by how the teachers teach but also, most importantly and principally is determined by how the students learn (Felder, 2011).

Language learning styles is one of the main factors that help determine how the students learn a second or foreign language (Arifin, 2015).

Rajendra Kumar, et al (2011), state that success in teaching involves not only expertise of content material but also an understanding of students' learning styles and study behaviours. Students vary on learning capacities, motivation, styles and approaches. An understanding of these can aid educators to augment teaching strategies to make course work more engaging, meaningful and enjoyable. Learning style is the way students begin to focus on, process, internalize, and remember new and difficult information. Students' learning styles and approaches to studying may have a significant bearing on their academic success.

II. Method

This is a quantitative research. This research used 2x2 factorial experimental design. The object of this study was teaching writing Descriptive text. The subjects were students of the fourth semester of PIAUD IBN Tegal. There were two groups of students consisting of 20 students each. Visual and Read-Write learning styles were divided into two categories in each category. There are three types of variables in this study: 1) independent variables (Peer Editing and Think Pair Share strategies), 2) dependent variable (writing ability), and 3) moderator variables (Visual and Read-Write learning).

The writer used a writing test as the instrument of research to measure students' writing achievement before and after the treatments. The Try-out test was used to ensure the questionnaire and writing test's validity and reliability, as well as to assess the students' learning styles. The data was collected using a two-group method. Then, the writer tried to measure the difference of the average between the two groups of sampling with different learning styles. The writer compared the score of each group by calculating the mean of each group. After the data was obtained, then it was calculated to get the result of the research by using a Homogeneity test, Normality test, and T-test analysis by using SPSS.

III. Results and Discussion

After analyzing the results of learning styles questionnaire from both experimental groups, it can be stated that there were 10 students with Visual and 10 students with Read-Write learning styles for both groups. Students in both experimental groups had their writing ability tested before and after the test. The table below provides the Pre- and Post-Test results for both classes.

1.1 Pre-Test Score of Experiment Class One and Experiment Class Two

Group	N	Mean	Median	Modus	Std. Dev	Min	Max
Exp 1	20	68.35	71.50	73.00	8.90	50.00	81.0
Exp 2	20	61.00	65.06	60.00	8.67	45.00	80.0

1.2 Post-Test Score of Experiment Class One and Experiment Class Two

Based on the tables above, it can be seen the score of pre-test and Post-test of both classes. The Pre-test was used to assess the students' writing abilities prior to treatment. The average Pre-test score for experimental class one is 68.35, while the average Pre-test score for experimental class two is 61.00. Then, both

Group	N	Mean	Median	Modus	Std. Dev	Min	Max
Exp 1	20	75.65	78.00	78	8.37	60.00	86.00
Exp 2	20	64.75	65.00	65	9.52	50.00	80.00

classes were given a treatment, after which both classes were given post-test. The Post-test was used to show the effect of Peer Editing strategy compared to Think-Pair-Share strategy in teaching writing skill. From the data of post-test, we can see that the mean of score of experimental class one is 75.65 and that of experimental class two is 64.75. Experimental class one is higher than experimental class two. It means that Peer Editing strategy is more effective than Think-Pair-Share strategy.

The first hypothesis states that Peer Editing strategy is effective to teach writing descriptive text to Visual learning style students. The study result showed that Peer Editing strategy is effective to teach writing descriptive text to Visual learning style students. It was proven by the result that showed the mean score of the post-test is higher than that of the Pre-test in the experimental class one with Visual learning style (75.6 > 64.75). It can be seen that the mean score of the Post-test is significantly different from that of the pre-test using Peer Editing strategy to teach writing descriptive text to Visual learning style students. Referring to the theories, it was proven that learners can improve their creativity in writing by Visualization.

The second hypothesis mentions that Peer Editing strategy is effective to teach writing descriptive text to read-write learning style students. The study result shows that the Peer Editing strategy is effectiveness to teach writing descriptive text to read-write learning style students. It was proven by the result that showed the mean score of the Post-test is higher than that of Pre-test in the experimental class one with Read-Write learning style (69.00 > 61.10). It can be seen that the mean score of the Post-test is significantly different from that of the pre-test using Peer Editing strategy to teach writing descriptive text to Read-Write learning style students. Referring to the theories, it was proven that learners can improve their creativity in writing by reading a text.

The third hypothesis states that Think-Pair-Share strategy is effective to teach writing descriptive text to Visual learning style students. The study result showed that Think-Pair-Share strategy is effective to teach writing descriptive text to Visual learning style students. It was proven by the result that showed the mean score of the Post-test is higher than that of Pre-test in the experimental class one with Visual learning style (60.70 > 55.50). It can be seen that the mean score of the Post-test is significantly different from that of the pre-test using Think-Pair-Share strategy to teach writing descriptive text to Visual learning style students. Referring to the theories, it was

proven that learners can improve their creativity in writing by visualization.

The fourth hypothesis mentions that Think-Pair-Share strategy is effective to teach writing Descriptive text to Read-Write learning style students. The study result showed that Think-Pair-Share strategy is effective to teach writing Descriptive text to Read-Write learning style students. It was proven by the result that showed the mean score of the Post-test is higher than that of Pre-test in the experimental class one with Read-Write learning style (68.80 > 66.50). It can be seen that the mean score of the Post-test is higher than that of Pre-test taught by using Think-Pair-Share strategy to teach writing Descriptive text to Read-Write learning style students. Referring to the theories, it was proven that learners can improve their creativity in writing by reading a text.

The last hypothesis says Peer Editing strategy is more effective than Think-Pair-Share strategy to teach writing to students with Visual and Read-Write learning styles. The mean score of experimental class one of both learning style students is higher than that of experimental class two of both learning style students (75.65 > 64.75). In conclusion, it can be stated that Peer Editing strategy is more effective than Think-Pair-Share strategy to teach writing to Visual and Read-Write learning styles students.

IV. Conclusion

This research focuses on comparison of two techniques of teaching and learning writing. They are Peer Editing and Think-Pair-Share strategies. The objectives of this study are to answer the five research questions. The data obtained from experimental class one and experimental class two were analyzed. The result of this study are as follows:

The first result indicates that there is a significant difference in the mean score between pre-test and post-test of Visual learning style students taught by Peer Editing strategy. The writer concluded Peer Editing strategy was effective to use in teaching writing descriptive text to the students with Visual learning style.

The second result reveals that there is a significant difference in the mean score between pre-test and post-test of Read-Write learning style students taught by Peer Editing strategy. The writer concludes Peer Editing strategy is effective to use in teaching writing descriptive text to the students with Read-Write learning style.

The third result indicates that there is a significant difference in the mean score between Pre-test and Post-test of Visual learning style students taught by Think-Pair-Share strategy. The writer concludes that Think-Pair-Share strategy is effective to use in teaching writing Descriptive text to the students with Visual learning style.

The fourth result explains that there is a significant difference in the mean score between Pre-test and Post-test of Read-Write learning style students taught by Think-Pair-Share strategy. The writer concludes that Think-Pair-Share strategy is effective to use in teaching writing Descriptive text to the students with Read-Write learning style.

The last results show that the mean score of the Post-test after giving the treatment is different from that of the Pre-test. Peer Editing strategy is more effective than Think-Pair-Share strategy to teach writing with Visual and Read-Write learning styles.

In conclusion of the result, this research has proven that both Peer Editing and Think-Pair-Share strategy can help and improve the students in writing skill for both types of learning style students. The study reveals five important findings dealing with the effectiveness of Peer Editing strategy to teach writing to Visual learning style, Peer Editing strategy to Read-Write learning style, Think-Pair-Share strategy to Visual learning style, Think-Pair-Share strategy to Read-Write learning style, and the interaction between strategies (Peer Editing and Think-Pair-Share) and learning styles (Visual and Read-Write).

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