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MOBILE ASSISTED LANGUAGE LEARNING IMPLEMENTATION IN SELF-EDITING WRITING PROCESS OF STKIP PGRI JOMBANG STUDENTS

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Abstract

Self-editing writing process has become very important stage in creating good writing. STKIP PGRI students and lecturers pay more attention to writing content than writing mechanics editing. In this pandemic era teaching and learning activities is limited. This results student needs more assistant in editing their writing. MALL (Mobile Assisted Language Learning) deals with installed applications in mobile phone to support editing writing process. This study aims at improving self editing in writing process using application in mobile phones. Grammar and spelling checker applications was used for the purpose of the study. The participants of the study were first semester students of English Department, STKIP PGRI Jombang. In order to achieve the objectives of the study, 2 cycle classroom action research was designed. The study succeeds to apply some self editing techniques as follow: (1) MALL Introduction; which contains installing Proofreader application, observing the application features, observing the example work, (2) Self editing awareness; with some activities of inserting writing work into the application, observing the mistakes, choosing suggested correction, peer editing, (3) Self editing final; which activities are comparing manual self editing and MALL editing work and reconstructing the writing.

Keyword: *writing process, MALL, self-editing*

Abstrak

Edit mandiri dalam proses menulis adalah langkah yang penting untuk menghasilkan tulisan yang bagus. Mahasiswa dan dosen STKIP PGRI Jombang lebih banyak focus pada edit isi dari

mekanisme tulisan. Pada masa pandemi ini pembelajaran tatap muka sangatlah dibatasi sehingga siswa membutuhkan pendampingan pada saat proses edit menulis. MALL (Pembelajaran Bahasa dengan Bantuan Mobile) memberikan kesempatan kepada siswa untuk memasang aplikasi di gawai mobile mereka yang akan membantu untuk edit hasil tulisan. Penelitian ini bertujuan untuk meningkatkan edit mandiri dalam proses menulis dengan menggunakan aplikasi pada gawai mobile. Aplikasi untuk memeriksa grammar dan spelling digunakan dalam penelitian ini. Peneliti menerapkan penelitiannya pada mahasiswa semester pertama Program Studi Pendidikan Bahasa Inggris STKIP PGRI Jombang. Design penelitian ini adalah Penelitian Tindakan Kelas dengan dua siklus. Penelitian ini telah berhasil untuk menjelaskan penerapan teknik edit mandiri. Langkah-langkah dalam Teknik tersebut adalah: (1) Pengenalan MALL dengan melakukan pemasangan aplikasi Proofreader, melakukan observasi pada fitur aplikasi, melakukan observasi pada contoh pekerjaan, (2) Kesadaran edit mandiri dengan melakukan memasukkan hasil tulisan pada aplikasi, memperhatikan kesalahan, memilih saran pembetulan dan pemeriksaan teman, (3) Hasil akhir edit mandiri dengan melakukan perbandingan hasil edit mandiri secara manual dan dengan aplikasi, dan ditutup dengan melakukan rekonstruksi tulisan.

Kata kunci: proses menulis, MALL, edit mandiri

Introduction

Writing is one of the four main skills in English. According to Dastgoshadeh et al., (2011:252) writing is a "highly sophisticated skill combining a number of diverse elements, only some of which are strictly linguistic". Since writing is a process, there are some stages a student should follow in producing a writing text or paragraphs. Richards & Renadya (2002:326) promote four writing processes. They start the stage from planning, writing down all idea around specific topic and make some adjustment by deleting unnescesary or adding important ideas. The second is drafting that students establishing their writing based on the planning outline. The next one is revising in which students get teacher or peer content review to their written draft. The last step is editing. In this last step students make their own checking to their own writing on

mechanical aspects: checking for any spelling, punctuation mistakes, lack of parallelism in the structures, the use of formal or informal words, grammar mistakes, any sentence fragments and run-on sentences, references without pronouns, redundancy of ideas, lack of parallelism, spelling mistakes, repetition of the same words, punctuation mistakes, wrong tense choice, misused modifiers, and style inappropriate for the audience.

STKIP PGRI Jombang students of English Department have been familiar with the processes. However, on the process of editing, the students mostly rely on the help from peer or lecturer revision. Students frequently ignoring some elements of writing, for example: misspelling, part of speech, grammar, writing mechanics and cohesion device. Bates (2011: 13) states the process of editing should cover: getting rid of all unnecessary words, improving words that remain, putting the best words in the right places, and removing words to other places.

According to Arfani & Noor (2021; 33) self editing is a lesson of responsibility. Students are expected to aware of their writing errors and mistakes and have the ability to correct them. This process may encourage students to be an independent and motivated learners especially in this pandemic restricted condition. This editing process traditionally done by lecturer or peer. Revising these mistakes may take a lot of time and energy that result to less attention on the content. Thus, writing lecturers and students need to welcome mobile technology to collaborate with.

The rapid developments in mobile technology have created new opportunities to support the language learning process. Recently, mobile phones are cheaper and more powerful. As a result, many studies were conducted to investigate the effect of mobile phones on language learning. Most results indicated that mobile phones are useful tools for language learning.

According to Kukulska-Hulme (2016: 138-160) MALL (Mobile Assisted Language Learning) provides the opportunity to extend language learning outside the classroom settings. Recently mobile phone become the most

powerful and handy communication device since it is very portable to use. It can work synchronize to email and free downloadable application. There are lots amount of language learning application offered in play store or online apps market. Valuable applications to help editing writing is grammar and spelling checker. With such a learning device learners control their mistyping or grammar error that sometimes lecturers or peers are reluctant to make any correction since they pay more attention on the writing content.

Learning applications are applicable in both computer and mobile phone. There is a debate among students and lecturers discussing which device is more useful for learning. In this pandemic year, when offline classroom meeting is restricted, e-learning through computer or mobile phones become ultimate study access. Computer is must device to have for university students, however learning using mobile phone is more flexible for them especially dealing with some learning apps. Mobile phone usually equipped with app store to ease its user for installing any application in one click, on the other hand computer need some steps to integrate software. More over mobile phone is very supportive for document scan camera that usually synchronize to grammar spelling checker application. Most important one is direct connectivity from the result of application to file sharing to the lecturer email or student's own storage. These two main characteristics of mobile devices, portability and connectivity become main reason to utilize it in writing editing process for better writing result.

A good number of studies were conducted to explore the benefit of mobile phones on teaching writing skills in general. However, STKIP students' problem dealing with editing process need to resolve. Writing assistant application is inevitable for them since they have less contact to their lecturer and their peer, so they need help to be more confident and independent in doing their writing editing process.

The problem existed within STKIP PGRI Students of English department writing class is that editing as the set of learning and teaching writing steps is

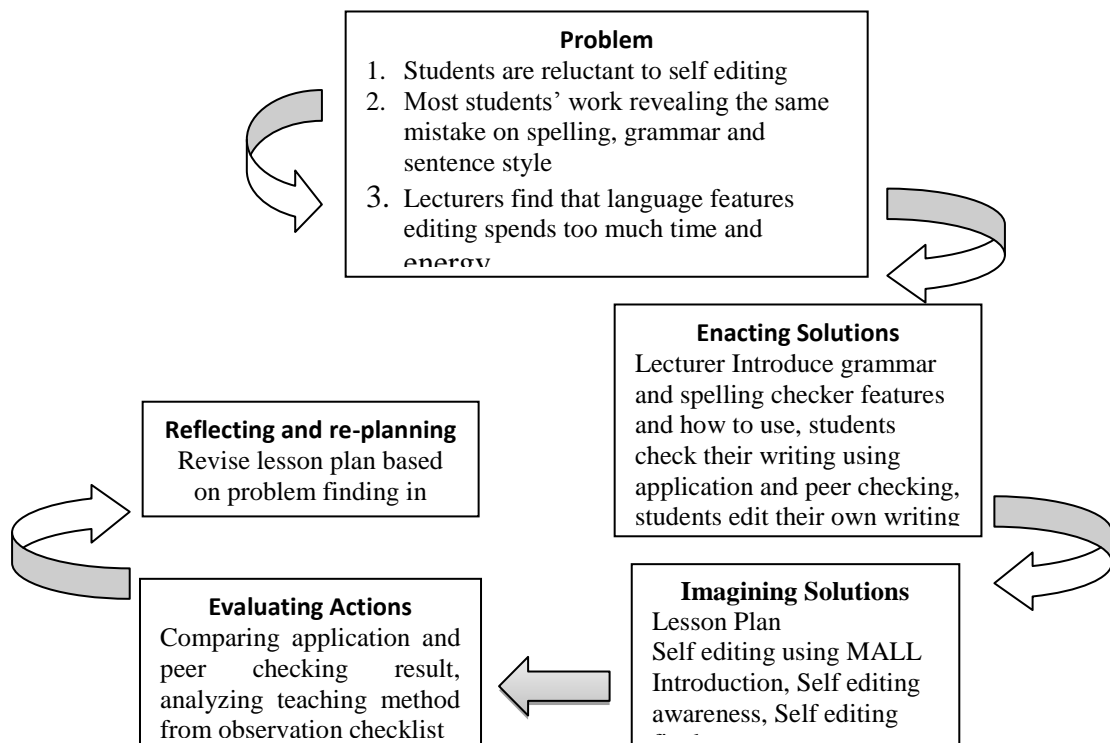
frequently doesn't give any significant effect to students' writing skill since mistakes made by students are considered grammar lesson responsibility. Thus, the editing phase mostly focus on revising the writing content. On the other hand, editing process may spend all the allocation to correct the language features only, and neglecting idea elaboration as the result. Recently, as technology developed, learning and teaching processes are offered by language learning assistance which started by computer program then now turn into mobile application or known as Mobile-Assisted Language Learning. The problem and the assistance are formulated within a question of: How to implement MALL (Mobile Assisted Language Learning) in self-editing writing process of STKIP PGRI Jombang English students.

Research Methods

In this research, the researcher used action research method with the qualitative research design. This method is chosen in accordance with the purpose and the problem of research found in the classroom daily teaching. The procedure in doing the research will follow the system model which is promoted by Tomakin, (2018:708) as follows:1) Problem, 2) imagining solutions, 3) enacting solutions, 4) evaluating actions, 5) reflecting and re-planning.

This research consists of two cycles. In each cycle four steps consider as main actions; imagining solutions, enacting solutions and evaluating actions. To execute research for the agenda of writing this paper research, compilation phases of these are done systematically in: 1) Imagining Solutions. Imagining Solutions is the formation of plan which consists of all aspects that interrelated to the research in the class action research at every cycle. 2) enacting solutions. enacting solutions is the realization of the planning that has been planned before, the strategy wants to use, the subject will to learn and study, etc. The implementation of planning is the realization from acting which had been planned before. In short-term acting in this research is working the lesson plan

out. 3) evaluating actions. evaluating actions is the monitoring process that can be done by researcher or collaborator. While processing the monitoring the researcher must make a note about every incident and thing that happened in the class. 4) reflecting and re-planning. It is the evaluation of the research. The data should be graded to determine the students' passing and failure score which can be counted by using percentage of the all words used in certain category divided by the number of words need revision. Thereby, the reflection could be definite after the existence of the implementing the acting and the result of the observation. Within this research, the researcher act as collaborator.



The participants in this study are STKIP PGRI Jombang students of English Department who take intensive courses (IC) subject in the first semester. The IC subject is an obligation subject for all new students to take to maintain the equal basic English knowledge. Within this subject there are sub subjects on language competent and language component. The writing class met three once a week

for the 16-week of the first semester. The participants are considered as upper-intermediate learners because they had studied English for six years at schools. All students were competent users of mobile applications. All of them owned a smartphone and/or internet-enabled mobile devices. This research was done on the tenth meeting in which students previously engaged to initial writing process. Researcher uses observation checklist of teaching steps and documentation of students writing revision from Proofreading and writing result as instruments.

Results and Discussion

This research is qualitative classroom action research that previously preceded by pre-cycle. The pre-cycle was done in two ways. Observation was the former data collection to identify the students' problem. This method revealed that most students, no matter they had good writing content or not, made similar mistake on spelling, grammar, and sentence style especially redundancy and sentence connector.

The later pre-cycle data collection was test. The test was registered to the students before they were introduced to Proofreader. The students were asked to compose a three paragraphs essay and the works were analyzed in the way of percentage of the wrong words or sentence structure used. The percent was taken from the number of wrong words divided by the total word used. The average of students' mistakes is given within the following table.

Pre-Cycle test result on the average of students' mistake

Students' mistake on Writing Skills	Average percentage of students' mistake.
Spelling	23%
Grammar	25%
Sentence Style (redundancy)	28%
Sentence Style (sentence connector)	21%

Those four writing skills were analyzed since students might have their own editing over those skills. The writing content and paragraph structure had come to the teacher concern that did not discuss within the research. This study claims its success since it meets these indicators: students are able to operate MALL application without lecturer's assistance, and there is improvement in their spelling, grammar, and sentence style.

Cycle 1

Planning

Planning in this cycle 1 initiated by constructing lesson plan solving the problem experienced by both teacher and students. The planning focused on the several stages of writing process proposed by William in Abas & Abd Aziz (2018). Complete writing process comprises: prewriting is generating ideas on certain topic; planning is structuring writing; drafting is producing rough text; pausing is writing draft contemplation; reading is checking up writing goal achievement; revising is making adjustment and taking suggestions; editing is revising writing mechanics such punctuation, spelling, grammar, agreement, style; and publishing is text sharing with peer or teacher. However, this research makes some modifications to the whole process in order to insert MALL to the whole process.

Lesson plan was constructed as follow:

1. Prewriting
2. Planning
3. Drafting
4. Lecturer's revising
5. Self editing
 - a. MALL Introduction
 - b. Self editing awareness
 - c. Self editing final
6. Final product

Action and observation

The class began with brainstorming stages to list all the ideas on opinion writing topic. This may be done as a whole class activity or in groups so that students also got the benefit from each other. In the brain-storming stage, the ideas can be put in the linear order or in mind-maps it depending on the ideas and the teacher.

The writing stages continued to planning to put the ideas in paragraph structure. In this stage the students were allowed to eliminate some and organize the rest of the ideas as “main support” and “example”; in other words, plan the writing. While producing the plan, it was quite normal for the students to add or delete information. Actually, they kept adding and deleting till the final product is finished.

Then students established the draft into a writing essay or text. By looking at the plans, the students started writing their essays. They might change the order of their main supports, or re-arrange their minor supports. In this stage, there were always mistakes either in the organization or in the grammar or the choice/form of the vocabulary. This leads the students to self-editing.

These three steps were not given a full observation since the research focus is on self editing. Self editing started with students’ activities by checking their own work that only focusing on certain language feature on Proffreader; spelling error, grammar error, and sentence style. When they were done checking, teacher brought MALL introduction into the classroom, in which students have to do some points.

1. The first is installing the grammar and spelling checker application through their mobile phone. Lecturer used Proofreader version application downloaded from Playstore. This application is used instead of other better reviewed application since this application provide free and pro access with monthly affordable price.

2. Second, observing the features, the lecturer explained how to use the application: how to copy and paste file, how to check grammar and synonym, how to make editing, and how to save file.
3. Third, lecturer gave writing example and leading the students to operate the features.

The next step of self editing is self editing awareness. The aim of this step is motivating students to be a more independent writer utilizing mobile application. The students focuses on some actions.

1. First, students copied their writing file to their mobile storage. They copied one paragraph and pasted on “tap to enter English text” section of Proofreader application. Students are directed to insert every one paragraph to get more focus on editing process
2. Second, students captured the screen shoot of their paragraph with underlined or highlighted words and the conclusion of their writing in “check grammar/ synonym” section. This laterly known as observing the mistakes.
3. Third, students click the highlighted words and make their correction as suggested by Proofreader. As the student chose the correction, their writing is automatically revised.

The last step of self editing using MALL is self editing final. This step compared the first writing result to the revised one by Proofreader application. Within this step, students need to do some activities.

1. First, students captured the screen shoot of their revised paragraph with the conclusion. Students were asked to keep the first captured of their original work and their revised work. Students compared the two works and spotting their mistakes.
2. Then, students copied the result and pasted it to the new file. Students needed to copy each paragraph every time they were done with the editing, and reconstruct all the paragraphs into a text.

The researcher collaborated with another lecturer who acted as observer and made down notes on the areas that needed improvement in the researcher's way of teaching or in the teaching material itself. He observed how the teacher managed the class and made down notes on things that he found lacking during the teaching process that the researcher did not have affected result of the research. It was also done to ensure that the researcher did not have any biases that might jeopardize the reliability and validity of the research. The collaborator was doing observation by filling in the instruments which have been prepared covering: observation of teacher and students' activity during learning and teaching process, and also students' questionnaires after the class ended.

The next writing process is lecturer proofreading and final product. Although both of these processes were not the main focus of this study as well, they still applied to maintain perfect writing classroom. Proofreading was done in the way of checking the paragraph structure and the writing content. Final product was displayed after students revised the writing work based on the proofreading comment.

Reflecting

Since this study was qualitative, so the data was mostly taken from the observation. The results obtained from the observation are as follows: Students' enthusiasms to follow learning process show a very significant percentage. It achieved 90% or all of students have excellent motivation. They followed the writing step and edited the writing by applying self editing using Proofreader, ended with revised writing. However, it was observed that students hesitated on revising style of writing. Lecturer reported good in explaining every step from the method, although she needed to give a more private guidance to half of the students.

Cycle 2

Revised Planning

Lesson plan within this cycle was constructed based on the data analysis result of cycle 1. When there was no significant problem on the first cycle, so the lesson plan on this cycle only focusing on resolving the difficulties experienced by students. Therefore, peer checking is introduced in the self editing awareness that was done on last activities after choosing the suggested correction. Peer editing was hoped to better students' sentence structure and redundancy correction.

It was planned to exchange students' work when they were in the process of editing. The editing was about to focus on spelling and minor grammar correction at the beginning, and students might consult their friend as there were some suggestions they didn't understand. This peer editing is set up to one and one student collaboration.

One more revised plan that is going to be applied is giving more understanding on the use of thesaurus to avoid redundancy. Most students were not really familiar in using thesaurus to vary their word choice. It was planned to give more intensive guidance to introduce synonym and antonym use into the sentence.

Action And Observation

One and one student collaboration was not really successful since more than half of students experience major grammar mistake and they were just helpless for their pair. Therefore, researcher made modification to this activity. After students did their self editing on spelling and minor grammar, they were grouped into students with good and low grammar understanding. The good students counted only one third of all the total student number, so the lecturer make group of 3 or four within one team. Each team would be guide by good

grammar student. The application of peer checking was observed successful for good students assisted less achieved students. Students with good English were classified and lead around 2 or 3 of their peers to reconstruct the sentence structure.

One more problem was dealing with the use of same words for two or three times within one paragraph. In fact, redundancy was reported easier to handle since they were able to use thesaurus, synonym or antonym. Lecturer guided the students to choose one of word choices suggested by the application. Lecturer also made the students use the antonym or reverse sentence.

Reflecting

The revised plan observed well done. Lecturer was successfully explained and guided students to avoid redundancy. This surprisingly showed by the second writing work that students started to use various or different word for expressing similar idea. The second original work redundancy mistake spotted lower than the pre cycle and first cycle.

Table 5.1.

Test result on the average of students' mistake in each cycle

Students' mistake on Writing Skills	Average percentage of students' mistake.		
	Pre-cycle	1 st cycle	2 nd cycle
Spelling	23%	24%	8%
Grammar	25%	24%	19%
Sentence Style (redundancy)	28%	27%	11%
Sentence Style (sentence connector)	21%	19%	18%

The table informs that there were percentages decreasing on mistake made by students. It was observed in the second cycle action that spelling and redundancy mistake can be anticipated by students as they stated composing

their writing. Grammar mistake, although percentage number is decreasing, was well handled on the minor mistake only, for example: agreement, pronoun, and article. Meanwhile major grammar mistake still confused students since they make word by word Indonesia English translation. Peer editing gave contribution to this correction in the way of giving suggestion to revise the sentence into simple one. The translation way of making sentences, yet, remains on some complicated sentences, for example: complex sentence, dangling and fragmented sentence.

Conclusion

The mobile phone application used in this treatment showed that the student's ability to self-edit is improved in the two areas of spelling, sentence style in the focus of redundancy, and minor grammar error. The cycle reflection also showed good students' motivation to self-edit the areas of spelling and redundancy. However major grammar mistake and sentence conjunctions problem remains.

The last students' writing works indicated that they realized to pay attention to correct spelling and to various word use. This lead to a bigger conclusion that a student with a full awareness of self editing will have careful work which later on the lecturer will only need to focus on the writing idea and content instead of checking grammar and minor writing mistake

All can be concluded that the results were based on some techniques applied. Self editing techniques has been studied are going within the following steps (1) MALL Introduction; which contains installing Proofreader application, observing the application features, observing the example, (2) Self editing awareness; with some activities of inserting writing work into the application, observing the mistakes, choosing suggested correction, peer editing, (3) Self

editing final; which activities are comparing manual self editing and MALL editing work and reconstructing the writing.

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