

# THE EFFECTIVENESS OF PEER EDITING ON STUDENTS' WRITING ABILITY ON SMAN PLUS SUKOWONO

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## *Abstrak*

Writing has been a big problem which puts students into trouble as shown by errors made in both the organizing of the composition and the language so students cannot write topics of their writing correctly, especially for second language learners who basically learn foreign language or second language. This research is aimed at finding the effect of using peer editing strategy at SMAN Plus Sukowono. It tries to reveal whether there is a significant difference in the students' writing ability of the tenth grade students who are taught peer editing strategy and those who are not, in the academic year of 2016/2017.

This research is classified as a quasi-experimental study. In the beginning of the study, both of Experimental and Control Groups were given a pre-test to measure the students' writing ability in the form of a writing test a recount text. After 2 weeks of treatment, they were given a post-test with the same test as the pre-test to find out whether there was a significant difference in their writing ability after the treatment or not. The data of the pre-test and post-test of both groups were analyzed using descriptive and inferential statistics. After the data were tested and found to be homogeneous variance but the distribution of the data is not normal, the hypothesis was tested using Mann-Whitney test. The computation of the data statistics used the computer program SPSS.

Based on the result, it can be concluded that there is a significant effect in the students' writing ability of the students who are taught using peer editing strategy and those who are not at the 0,001 level of significance. It means that the use of peer editing strategy has significant effect on the students' writing ability.

Key Word : Writing ability, Peer Editing Strategy

## **INTRODUCTION**

Learning of writing is very important. However, people still find the difficulty to write because of some reasons. The first reason is that people are get confused to express their ideas in writing. The second reason is that they also lack of confident when they want to write. They think that their writing is not acceptable and readable.

Fairbain and Winch (1996:61) stated that ‘‘ writing is difficult and very few people have ability to write an essay atone sitting in a form that is adequate’’. People will meet some other difficulties when they want to write using foreign language like English. Especially in Indonesian students get difficulty when they have to write using English because English is not our mother tongue. Bram (1995: 25) stated that ‘‘ for most beginning writers whose mother tongue is not English, to express what they intend is sometimes difficult’’. Besides,they are lack of vocabulary and grammar of English, they are also confused of how to built sentences in a good arrangement.

Based on 2006 Institutional Level Curriculum ( Kurikulum Tingkat Satuan Pendidikan/ KTSP) for high school, one objective of teaching English is to develop the ability to communicate in English. In learning English, there are four elements namely: listening skill, reading skill, speaking skill, and writing skill as well as the three language components, namely : grammar, vocabulary, and pronunciation that should be mastered by the students. In this research , the researcher will focus on writing subject. So, it is better for the teacher to select and apply an appropriate strategy or method in order to easily teach especially the writing subject.

It is necessary to provide a suitable strategy to motivate the students to write meaningfully and grammatically correct sentences. In this research, the researcher proposed to use peer editing as a strategy in teaching writing. Peer editing is a technique often used in composition and other writing-intensive courses. Students engaged in peer editing trade drafts of material they have written and provide each other with suggestions for improvement. Peer editing can be used at any point in the writing process--idea formation, outlining, draft revision, or copy editing a final draft (Phillipson, 2007). Peer editing can help the students in writing English. Peer editing is the processes through which students respond to and provide feedback on their peer’s writing highlighting the positive and the negative aspects in a way to

help each other reach better written products (Graves, 1994: 25). By using peer editing strategy, it will create an atmosphere of cooperation and enthusiasm among students, they feel equal in one situation where they are helping each other produce better results. Based on explanation above, it is clear that peer editing strategy is useful to be applied in teaching English writing to developing students' independence and raising their self esteem and confidence in their abilities.

Peer editing/editing is the processes through which students respond to and provide feedback on their peers' writing highlighting the positive and the negative aspects in a way to help each other reach better written products (Graves, 1994: 25). The peer editor does not correct the paper's mistakes, but helps the writer fix their own mistakes by showing the area of the error and making it clearer for the writer. That is because it is easier to spot another person's mistakes than it is to spot your own and it always helps to show your writing to be looked at by another person. It is worth mentioning that the process of peer editing does not replace the teacher's evaluation nor underestimate its value. It is a step between peers in a way to avoid submitting a full-of-mistakes paper. According to Hyland (2003: 202), peer editing can help the students more aware of their reader when they writing and revising and help the students more sensitive to problem in writing and more confidence in correcting them.

It is suggested that peer feedback offers student writers a more varied and authentic audience than simply writing for the teacher, that careful reading and evaluation of peers' texts builds critical thinking skills that can help students to better assess their own writing (Ferries 2003: 15). It also creates an atmosphere of cooperation and enthusiasm among students. They feel equal in one situation where they are helping each other to produce better results. In this regard, peer editing plays an important role in developing students' independence and raising their self-esteem and confidence in their abilities. In

addition, peer editing enhances students' responsibility by allocating them a role similar to the teacher's to spot mistakes and help fix them.

According to Fatkurochman (2014), the students perception on the lecturer's written feedback was positive and many students accepted their lecturer's feedback as reflecting their own perception of their writing and used it when assessing their goal attainment and texts .Students in this case benefit by identifying strengths and weaknesses in their own writing as well as their peers'. The process of looking at each other's piece of writing reinforces their editing skills and makes them aware of such criteria the next time they write. They read with a critical eye which helps them develop their critical thinking skills and improve their writing skills by being exposed to different writing types.

## **METHOD**

This research is experimental that is included in quantitative research. Ary (2010:265) stated that, "An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s)". The goal of experimental research is to determine whether a causal relationship exists between two or more variables.

In this case the sampling is done by using cluster sampling to determine the experiment and control group. Ary (2010:154) stated that cluster sampling is one of types of probability sampling which is most frequently used in educational research, furthermore, he argued that a common application of cluster sampling in education is the use of intact classrooms as cluster

In selecting sample which is done by using cluster sampling, the researcher choose two classes as sample of the research which is done by lottery. There are seven different classes of X SMAN plus Sukowono as population. X IPA 2 & X IPA 3 are chosen as

experiment class and also the control class, X IPA 2 is as an experiment class which get manipulation treatment and X IPA 3 as a control group which get another treatment.

## RESULT

### **The Result of the Students' Writing Skill Based on the Pre-Test Scores of the Experimental and Control Group**

<b>Descriptive Analysis</b>	<b>Experimental Group</b>	<b>Control Group</b>
Maximum	74	80
Minimum	38	38
Mean	53.09	51.84
Std. Deviation	11.344	10.829

The table shows the mean score of experimental group's pre-test is 53.10, standard deviation is 11.34; range is 36; the maximum score is 74 and the minimum score is 38. Furthermore the mean score of the control group's pre-test is 51.84; standard deviation is 10.82; range is 42; the maximum score is 80 and the minimum score is 38.

Moreover, the data of pre-test above is compared by using independent t-test to know whether both experiment and control group have a significant different or not. The independent t-test used because the distribution of the data of pre-test both experimental and control group is normal. The null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ) proposed. The null hypothesis ( $H_0$ ) states "there is no significant different on students' writing skill between the tenth grade students' of SMAN Plus Sukowono who are taught by using peer editing strategy and those who are not. While the alternative hypothesis ( $H_a$ ) states "there is significant different on students' writing skill between the tenth grade students' of SMAN

Plus Sukowono who are taught by using peer editing strategy and those who are not”. Then, comparing (t) significance 2 tailed with level of significance. If (t) significance 2 tailed more than ( $>$ ) 0.05, the null hypothesis is accepted which means there is no significant difference of means between experimental and control groups. On the contrary, if (t) significance 2 tailed less than ( $<$ ) 0.05, the null hypothesis is rejected that means there is significant difference of means between experimental and control groups.

Table 5 gives information about the result of hypothesis testing of the students' writing skill based on the result of the pre-test scores of the experimental and control group using independent t-test.

#### **Result of the *t*-test of the Experimental and Control Group in the Pre-test**

<b>Data</b>	<b>t</b>	<b>Df</b>	<b>Mean Difference</b>	<b>Sig. (2-tailed)</b>	<b>Interpretation</b>
Pre-test	0.447	60	1.258	0.657	Null hypothesis Accepted

The result of significant difference is 0.657. It's mean that the significant more than ( $>$ ) 0, 05. Then the null hypothesis is accepted means there is no significant effect of means between experimental and control groups. Then, it is fair to compare the improvement on post-test both experimental and control group after giving the treatment because both classes has no significant difference on pre-test.

#### **Data of the Post-Test**

The data of the post-test consist of the post-test scores and the

comparison between the result of the students' writing test post-test scores of the experimental and control group. The data of the students' simple tenses mastery is based on the result of the post-test scores which are stated as follows:

### **Analysis of the Students' Writing Skill Based**

#### **On the Post-Test Scores of the Experimental and Control Group**

<b>Descriptive Analysis</b>	<b>Experimental Group</b>	<b>Control Group</b>
Maximum	90	85
Minimum	52	50
Mean	77.45	70.94
Std. Deviation	8.86	5.63

The table shows the mean score of experimental groups' post-test is 77.45; standard deviation is 8.86; range is 38; the maximum score is 90 and the minimum score is 52. Furthermore the mean score of the control groups' post-test is 70.94; standard deviation is 5.63; range is 35; the maximum score is 85 and the minimum score is 50.

#### **Result of the *t*-test of the Experimental and Control Group in the Post-test**

<b>Data</b>	<b>T</b>	<b>Df</b>	<b>Mean Difference</b>	<b>Sig. (2-tailed)</b>	<b>Interpretation</b>
Post-Test	3.455	60	6.516	0.001	Null hypothesis Rejected

The result of significant difference is 0.001. It's mean that the significant less

than ( $>$ ) 0.05. Then the null hypothesis is rejected means there is significant effect of means between experimental and control groups after the experimental group had implemented the treatment.

## **DISCUSSION**

Based on the research at SMAN Plus Sukowono in Classes of X MIPA 2 and X MIPA 3, it is found that there is a significant effect in students' writing skill between the tenth grade of SMAN Plus Sukowono students' who are taught using peer editing strategy and those who are taught using non- peer editing strategy. The students' writing ability of the students who are taught using peer editing strategy and those who are taught using non- peer editing strategy before the treatment are same. It is based on the result of the mean score and t-test in the pre-test for both of the experimental and control groups. From the pre-test, it found that the mean score of the control group (X MIPA 3) is 51.84 and the mean score of the experimental group (X MIPA 2) is 53.10. The result of independent t- test of significant different is 0.657. It's mean that the significant more than ( $>$ ) 0.05. Then the null hypothesis is accepted means there is no significant difference of means between experimental and control groups.

The result of the normality test shows that both of the experimental and control groups on pre-test have normal distribution because the significant both experiment and control group on pre-test more than ( $>$ ) 0.05. Whereas the result of the normality test on post-test on the experimental group and control groups is not normal distribution because the significant both experiment and control group on post-test less than ( $<$ ) 0.05. Moreover, based on the homogeneity of variance test, the result shows that the variance of the experimental and control group on pre-test are homogenous. Besides, the variance of the experimental and control group on



post-test are not homogenous because the significant more than ( $>$ ) 0.05.

The students' writing ability of the students both in the control and experimental groups in the post-test has a significant difference. It proves that the proposed hypothesis "There is a significant difference between the students who are taught using peer editing strategy and those who are not" is accepted.

The significance is 0.001 means lower than the significance level of 0.05 which means that the null hypothesis ( $H_0$ ) is rejected while the alternative hypothesis ( $H_a$ ) is accepted. It can be concluded that the students' writing ability of the students both in the control and experimental groups in the post-test have a significant difference. Furthermore, the experimental group which given a treatment, that is peer editing strategy have a better achievement of mean score than the control group. The mean score of experimental group is 77.45 while the mean score of control group is 70.94.

In this research, the researcher used peer editing as the treatment for the experimental group, where Brookhart (2008: 14), stated that peer editing of writing or peer review of projects or assignment can be fun for all and a great source second opinion. Students engaged in peer editing trade drafts of material they have written and provide each other with suggestions for improvement. This technique can be used at any point in the writing process--idea formation, outlining, draft revision, or copy editing a final draft. Furthermore, according to Graves (1994:4) Peer editing or editing is the process through which students respond to and provide feedback on their peers' writing highlighting the positive and the negative aspects in a way to help each other reach better written products.

After going through the related literature, it is obvious that the use of peer editing strategy in language teaching is supported by some researchers and shows

that the results do not much different with this research. They regard the use of this type of materials as a useful means to motivate learners, their interest and expose them to real language they will face in the real world. A result of the research conducted by Ni Wayan Wahyu Asih (2014:53), she concluded that the comparative percentage result of each item showed the students' had positive changing behavior, attitude and motivation in learning writing skill through peer editing in addition peer editing highly motivates the students, because it is amusing and interesting; In addition, the students can discuss the topic and share their ideas while the teacher records them on chart paper in story or paragraph form. In some classrooms, the students share their worked with peers. It means that there is significant different on students' writing ability between students who are taught by peer editing and those who are taught by using direct method.

## **CONCLUTION**

This research found there is significance different between experimental and control group based on the result on post-test. From the pre-test, it found that the mean score of the control group (X MIPA 3) is 77.45 and the mean score of the experimental group (X MIPA 2) is 56.71. It indicates the experimental groups have better achievement than the control group, because there is no significance different to both classes on pre-test. It can be said the ability of both classes are same on pre-test. Therefore, it can be stated that the use of the peer editing strategy in teaching recount text can be an effective solution in writing problems. So, it can conclude that there is a significant difference on students' writing skill between the tenth grade students of SMAN Plus Sukowono who are taught by peer editing and those who are taught using non- peer editing (direct method).

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