

# IMPROVING WRITING SKILL OF THE NINTH GRADE STUDENTS THROUGH PEER EDITING TECHNIQUE

Sri Sari S. Togero<sup>1</sup>, Sriati Usman<sup>2</sup>, Hastini<sup>3</sup>

## Abstract

The objective of this research was to find out the use of Peer Editing Technique could improve the ability of the ninth grade students of SMP Negeri1 Kulawi in writing narrative paragraph. This research applied quasi experimental research design that the two groups had post-test design. The research population was the ninth grade students of SMP Negeri 1 Kulawi. The sample of this research was selected by using random sampling technique. The samples of this research were class IXC as experimental class that consists of 36 students and class IXA as control class that consists of 37 students. In collecting the data, the researcher used test. The test was used twice as pre-test and post-test. Then, the data were analyzed statistically. Having analyzed the data, it was revealed that there were different scores obtained from control group and experimental group. In other words, the t-counted (14.67) was higher than t-table (1.99). It means that the result indicated that peer editing technique can be used to improve writing skill of the ninth grade students of SMP Negeri 1 Kulawi.

**Keywords:** Peer Editing; Writing; Writing Mechanics; Grammar; Narrative Text.

## INTRODUCTION

The teaching objective of English in the School Based Curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan, 2006) for Junior High School or SMP (Sekolah Menengah Pertama) students is to develop the students' competence both in oral and written English communication. In other words, it is expected that at the end of teaching and learning process, the students are required to master the four language skills, namely listening, speaking, reading, and writing. In order to be able to communicate or interact to others in their daily life, they should master those skills.

In accordance with the English Curriculum, it is clear that writing skill cannot be neglected in teaching learning process. It means that writing is one of the important skills that

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<sup>1</sup> Email: srisaritogero@yahoo.co.id

<sup>2</sup> Email: sriati\_endro@yahoo.com

<sup>3</sup> Email: tini\_firhansyah@yahoo.co.

the students have to master. By mastering writing skill, the students will be able to communicate to others in the written by using English. In other words, writing is the process in transferring ideas, feeling, and thought into written form by giving more attention to the use of language. It is supported by Brown (2001:336) “Writing is a thinking process, writers produce final written products based on their thinking after the writers go through the thinking process”.

Writing is considered as complicated skill for the students because when they want to make writing, they need to know several components of writing. It is also supported by Brow in Muzni (2011) that writing skill needs the fulfillment of some criteria to produce a good writing, such as content, organization, vocabulary use, grammatical use, and mechanical consideration, such as spelling, punctuation, and the capitalization. Most of students got difficulties in mechanics of writing and grammar in use. In the use of mechanics of writing, most of them ignore the punctuation and capitalization. In grammatical use, they were not skillful to construct the sentences in form of simple past tense. Richards & Renandya (2003:315) describe “The process approach to teaching writing, which comprises four basic stages: planning, drafting, revising, and editing”. Each stage, including ‘Editing Stage’, is very important to achieve students’ good writing.

Editing was very valuable thing for the students to get a good writing because by editing, the students’ mistakes or errors in writing could be solved. Not only can the teacher edit or correct the students’ mistakes but also the students can do the same. The special term for this technique to correct the students’ mistakes by themselves is ‘Peer Editing’.

Peer editing is a technique that has many advantages in improving students’ writing skill. It helps the students to identify the problem in their own writing. Besides that, peer editing technique also helps the students to write better by having feedback. It is clearly stated by Emmons (2009) that the students need to realize that the best writers have people to help them edit and polish their work. It is also supported by Simmons (2003) that learning how to provide peer editing and feedback is a skill that will be necessary and valuable for writing class.

Considering the importance of peer editing in improving the writing skill, the researcher conducted the research about the use of Peer Editing Technique to improve writing skill of the ninth grade students of SMP Negeri 1 Kulawi. The research question was formulated in the following “*Can the implementation of Peer Editing Technique improve the writing skill of the*

*ninth grade students at SMP Negeri 1 Kulawi*”. It was to solve the writing problems of the ninth grade students at SMP Negeri 1 Kulawi.

## **METHODOLOGY**

In this research, the researcher applied quasi-experimental research design which consists of two groups. They were experimental and control groups. Both of these groups got pre-test and post-test. However, the experimental group got the treatment by using peer editing technique while the control group did not get it. After doing the treatment, both of them got post-test to see the influence of peer editing application during the treatment. In addition, either experimental or control group was compared by seeing the result of pre-test and post-test. The design of this research is proposed by Hatch & Farhady (1982:22) as follows:

$$\begin{array}{l} G_1 = T_1 \quad X \quad T_2 \\ G_2 = T_1 \quad Y \quad T_2 \end{array}$$

Where:

G<sub>1</sub> = experimental group

G<sub>2</sub> = control group

T<sub>1</sub> = pre-test for experimental/control group

T<sub>2</sub> = post-test for experimental/control group

X = experimental group

Y = control group

Gay (1996:112) explains “Population is the group of the interest to the researcher, the group to which sees or he would like the result of the study to be generally able”. Population has at least one characteristic that differentiates it from other groups. For this research, the population was the ninth grade students of SMP Negeri 1 Kulawi which has three parallel classes. They are IXA, IXB, and IXC. The total number is 109 students.

Creswell (2005:146) defines “A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population”. The sample of this research was the second semester of the ninth grade students of SMP Negeri 1 Kulawi. In determining the sample, the researcher employed a random assignment technique because the sample is homogeneous or has similar characteristic.

In random assignment technique, the researcher administered the sample of her research. The first, the researcher provided three pieces of papers. The second, she wrote the name of the class. Then, she folded up and put them into a small box. The last, she shook thoroughly and dropped it out. The first fall was the experimental class and the second one was the control group.

In this research, the researcher used two variables. They were dependent and independent variables. The dependent variable was the ability of the ninth grade students at SMP Negeri 1 Kulawi in writing narrative paragraph while independent variable was the use of Peer Editing Technique.

In collecting data, the researcher used a test as the instrument in her research, which was given twice. The first was by using pre-test to measure students' ability in composing narrative paragraph before getting the treatment. The second used post-test to measure the students' ability after having the treatment.

**Table 1**  
**Scoring Rubric of Writing**

No	Writing Elements	Score	Explanation
1.	Grammar	3	Almost no grammatical inaccuracies.
	The generic structure of Narrative text	2	Some grammatical inaccuracies.
		1	Frequent grammatical inaccuracies.
		0	Almost all grammatical patterns inaccurate.
2.	Mechanical accuracy	3	Almost no inaccuracies.
	II (punctuation)	2	Some inaccuracies.
		1	Low standard of accuracy in punctuation.
		0	Ignorance of conventions of punctuation.
3.	Mechanical accuracy	3	Almost no inaccuracies.
	II (capitalization)	2	Some inaccuracies in capitalization.
		1	Low standard of accuracy in capitalization.
		0	Ignorance of conventions of capitalization.

*Adapted from Assessing Writing by Weigle (2009)*

To know the ability of the students, the researcher firstly computed the individual score by using the formula from Sutomo (1985:123) as follows:

$$\text{Individual score} = \frac{\text{obtained score}}{\text{maximum score}} \times 100$$

Where:

- $\Sigma$  = standard score
- X = number of correct answer
- N = maximum score

Then the researcher computed the students' mean score by using the formula recommended by Hatch & Farhady (1982:55) as follows:

$$\bar{x} = \frac{\Sigma X}{N}$$

Where:

- $\bar{x}$  = average scores
- $\Sigma X$  = obtained score
- N = total number of students

After getting the mean score of both experimental and control group, the researcher computed the mean score of the deviation. The researcher used a formula recommended by Arikunto (2006:312) as follows:

1. The formula used for experimental group:

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

2. The formula used for control group:

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$$

The last, researcher analyzed the data to know the significant difference or testing hypothesis by using t-counted formula as proposed by Arikunto (2006:311) as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

$t$  = significance difference between experimental and control groups

$M_x$  = mean score of deviation of experimental group

$M_y$  = mean score of deviation of control group

$\sum_x^2$  = sum of square deviation of experimental group

$\sum_y^2$  = sum of square deviation of control group

$N_x$  = number of students in experimental group

$N_y$  = number of students in control group

## **FINDINGS**

This part presents the implementation of Peer Editing Technique in teaching and learning process of writing skill. This technique was applied to improve the students' skill of SMP Negeri 1 Kulawi in writing narrative paragraph. Before implementing the technique, the researcher prepared everything that was needed in applying the technique.

The researcher conducted pre-test for experimental class (IXC) on Monday, January 6<sup>th</sup>, 2014 and for control class (IXA) also on Monday, January 6<sup>th</sup>, 2014, but it was conducted in different time because both classes had English subject on Monday. The result of pre-test and post-test of both classes are shown below:

**Table 2**  
**The Students' Score Deviation ( $x^2$ ) of Pre-Test and Post-Test of Experimental Group**

No.	Students' Initial	Students' Standard Score		X	$x^2$
		Pre-test	Post-test	$X_1 - X_2$	
		$X_1$	$X_2$		
1.	AL	22.22	77.78	55.56	3086.91
2.	AV	22.22	77.78	55.56	3086.91
3.	CR	22.22	88.89	66.67	4444.88
4.	DV	11.11	77.78	66.67	4444.88
5.	DA	33.33	88.89	55.56	3086.91
6.	EN	55.56	77.78	22.22	493.73
7.	EV	55.56	77.78	22.22	493.73
8.	EJ	33.33	88.89	55.56	3086.91
9.	FN	44.44	88.89	44.45	1975.80
10.	FAA	11.11	66.67	55.56	3086.91
11.	GN	44.44	88.89	44.45	1975.80
12.	GS	44.44	77.78	33.34	1111.55
13.	IK	22.22	77.78	55.56	3086.91
14.	JAA	55.56	100	44.44	1974.91
15.	JT	11.11	55.56	44.45	1975.80
16.	LS	22.22	77.78	55.56	3086.91
17.	MKS	44.44	88.89	44.45	1975.80
18.	MT	33.33	88.89	55.56	3086.91
19.	ME	22.22	77.78	55.56	3086.91
20.	NK	11.11	77.78	66.67	4444.88
21.	NM	22.22	88.89	66.67	4444.88
22.	NL	22.22	66.67	44.45	1975.80
23.	NC	11.11	44.44	33.33	1110.88
24.	RD	55.56	88.89	33.33	1110.88
25.	REE	33.33	88.89	55.56	3086.91
26.	RF	11.11	77.78	66.67	4444.88
27.	RK	33.33	66.67	33.34	1111.55
28.	SC	44.44	88.89	44.45	1975.80
29.	SR	55.56	88.89	33.33	1110.88
30.	VDF	22.22	77.78	55.56	3086.91
31.	VN	22.22	77.78	55.56	3086.91
32.	WV	33.33	55.56	22.23	493.17
33.	MA	66.67	100	33.33	1110.88
34.	KF	22.22	88.89	66.67	4444.88
35.	YT	22.22	77.78	55.56	3086.91
36.	ST	66.67	100	33.33	1110.88
<b>Total</b>				<b>1733.44</b>	<b>89886.53</b>

After computing the deviation score between pre-test and post-test from experimental group, the researcher computed the mean deviation of the students' score that presented as follows:

$$\bar{x} = \frac{\sum X}{N}$$

$$\bar{X}_1 = \frac{\sum X}{N}$$

$$\bar{X}_1 = \frac{1733.44}{36} = 48.15$$

Then, after calculating the mean deviation of the experimental group, the researcher calculated the sum of the square deviation by using the formula below:

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

$$\Sigma x^2 = 89886.53 - \frac{(1733.44)^2}{36}$$

$$\Sigma x^2 = 89886.53 - \frac{3004814.23}{36}$$

$$\Sigma x^2 = 89886.53 - 83467.06$$

$$\Sigma x^2 = \mathbf{6419.47}$$

**Table 3**  
**The Students' Score Deviation of Pre-test and Post-test of the Control Group**

No.	Students' Initial	Students' Score		Y	Y <sup>2</sup>
		Pre-test	Post-test	Y <sub>1</sub> -Y <sub>2</sub>	
		Y <sub>1</sub>	Y <sub>2</sub>		
1.	AEH	22.22	33.33	11.11	123.43
2.	AMC	11.11	33.33	22.22	493.73
3.	FD	33.33	44.44	11.11	123.43
4.	FY	66.67	77.78	11.11	123.43
5.	HM	22.22	33.33	11.11	123.43
6.	IN	44.44	66.67	22.23	494.17
7.	IF	55.56	66.67	11.11	123.43
8.	IS	22.22	33.33	11.11	123.43
9.	JMT	22.22	33.33	11.11	123.43
10.	MCV	33.33	44.44	11.11	123.43
11.	MA	11.11	22.22	11.11	123.43
12.	NCA	11.11	33.33	22.22	493.73
13.	NA	22.22	33.33	11.11	123.43
14.	RC	11.11	22.22	11.11	123.43
15.	RE	55.56	66.67	11.11	123.43
16.	RWS	22.22	33.33	11.11	123.43
17.	SF	22.22	55.56	33.34	1111.55
18.	SS	44.44	55.56	11.12	123.65
19.	SW	22.22	33.33	11.11	123.43
20.	SWD	44.44	55.55	11.11	123.43
21.	ST	11.11	22.22	11.11	123.43
22.	VS	55.56	66.67	11.11	123.43
23.	YA	33.33	44.44	11.11	123.43
24.	YW	22.22	33.33	11.11	123.43
25.	YR	11.11	33.33	22.22	493.73
26.	BM	44.44	55.56	11.12	123.65
27.	ON	33.33	44.44	11.11	123.43
28.	GB	22.22	33.33	11.11	123.43
29.	AMC	22.22	22.22	0	0
30.	DA	22.22	44.44	22.22	493.73
31.	SJ	33.33	55.56	22.23	494.17
32.	JPS	11.11	22.22	11.11	123.43
33.	JM	33.33	55.56	22.23	494.17
34.	ID	11.11	22.22	11.11	123.43
35.	AA	44.44	55.56	11.12	123.65
36.	FT	33.33	44.44	11.11	123.43
37.	AYM	44.44	66.67	22.23	494.17
<b>Total</b>				<b>500.02</b>	<b>8272.77</b>

After finding the deviation score between pre-test and post-test from control group, the researcher also calculated the mean deviation of the students' score that presented as follows:

$$\bar{X}_2 = \frac{\sum X}{N}$$

$$\bar{X}_2 = \frac{500.02}{37} = 13.51$$

Moreover, the researcher analyzed the mean deviation of the control group. She calculated the sum of the square deviation by using the formula below:

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$$

$$\Sigma y^2 = 8272.77 - \frac{(500.02)^2}{37}$$

$$\Sigma y^2 = 8272.77 - \frac{250020.00}{37}$$

$$\Sigma y^2 = 8272.77 - 6757.29$$

$$\Sigma y^2 = \mathbf{1515.48}$$

To see whether there was significant difference between the mean of the two classes in the post-test, the researcher compared them by using statistical formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{48.15 - 13.51}{\sqrt{\left[\frac{6419.47 + 1515.48}{36 + 37 - 2}\right] \left[\frac{1}{36} + \frac{1}{37}\right]}}$$

$$t = \frac{34.64}{\sqrt{\left[\frac{7934.95}{71}\right] [0.05]}}$$

$$t = \frac{34.64}{\sqrt{[111.75][0.05]}}$$

$$t = \frac{34.64}{\sqrt{5.5875}}$$

$$t = \frac{34.64}{2.36}$$

$$t = 14.67$$

## DISCUSSION

Referring to the fact of the problem about the mechanics of writing and grammar faced by the students, the researcher relates to the previous studies that have been obviously from Khamidah (2012) and Fentar (2013). In Khamidah' research, she discussed about grammar and how to organize a paragraph, while in Fentar's research, she discussed not only about how to organize a paragraph but also about the content of paragraph. Those two researchers were experimental research.

In this research, the researcher also used experimental design by using two kinds of test. They were pre-test and post-test. It was administered twice to experimental and control groups. The aim of pre-test was to know the students' ability in writing skill, especially in using mechanics and grammar before having the treatment. The test was in the form of written test. They had to write a narrative text by considering the appropriate generic structure and language features of narrative text. In writing narrative text, the students were guided by some pictures and videos. On the other hand, the students were reminded that they had to use the right mechanics (punctuation and capitalization) and grammar.

Related to the result of pre-test, it showed that the students had some problems in grammar and mechanics of writing, such as punctuation and capitalization, but the most difficult one for the students based on the result was in grammar. It could be known by seeing the percentage of the students' score. The number of students who were correct in punctuation was 36.11%, while those who were correct in capitalization were 38.88%. There were 21.29% students who were correct in grammar. After getting the result of the pre-test and seeing the students' problem, the researcher wanted to solve students' problem in writing skill through peer editing technique. In her research, the researcher only focused on mechanics of writing and grammar. In this technique, the students correct others' work in group. By identifying others' work, the students also identified their own mistakes.

Regarding to the result finding of the pre-test, the researcher found that the students felt more difficult in grammar. Punctuation and capitalization were the second and the third

problem. Therefore, to solve the students' problem in writing, especially in mechanics of writing and grammar, the researcher applied peer editing technique as her technique. It was used to help the students not to make the same mistakes. In this technique, she provided the pictures and the students wrote a narrative text in their group based on the pictures given. After that, their peer corrected their work by giving a circle or underlining the mistakes, such as C represented capitalization, P represented punctuation, and G stood for grammar. After identifying the mistakes, the peer gave work back to the students and they revised the works before submitting to the teacher.

After the treatment conducted, the researcher gave post-test of two groups. The aim of post-test was to measure their ability in writing skill, especially the use of mechanics of writing and grammar in sentence after the treatment. Based on the result, it showed that both experimental and control groups had progress, but the progress itself was different. It could be seen from the students' score that the experimental group had higher score than the control group. The students in experimental group who were correct in punctuation were 78.70% while those who were correct in capitalization were 85.96%. There were 75.00% students who were correct in grammar. In control group, the students who were correct in punctuation were 49.54. There were 32.43 % and 44.14 students who were correct in grammar and in capitalization.

Based on the result of the post-test, it showed that both of groups had progress, but the progress was different. The score in experimental group was higher than the score in control group because the influence of peer editing technique in experimental group. In addition, the students in experimental group also had progress value in their mean score from (3.43) in the pre-test to (80.55) in the post-test.

Regarding to the findings, it is also supported by Khamidah (2012), the researcher may conclude that peer editing technique was not only used to teach how to organize a paragraph and the content of paragraph, but also applied to teach mechanics of writing (punctuation and capitalization) and grammar.

## **CONCLUSIONS AND SUGGESTIONS**

After doing the research, the researcher concludes that peer editing technique is one of effective techniques that can help the students to improve their writing skill. It was proven by the value of  $t_{counted}(14.67)$  is higher than  $t_{table}(1.99)$ . It means that the researchers' hypothesis is

accepted. There was also a progress value of the students' mean score from (3.43) in the pre-test to (80.55) in the post-test.

After conducting the research dealing with peer editing technique, the researcher has some suggestions for some parties, such as the students, the teachers, the stakeholders at schools, and the next researchers. Firstly, the suggestion is given to the students. Since peer editing technique in this research had been conducted in groups, the researcher suggests the students to be able to edit other work individually. Consequently, they are also being able to edit their own works because they can learn from others' mistakes.

Secondly, the suggestion is for the teachers. In teaching writing skill especially writing narrative paragraph, the teachers should apply an interesting method or technique that makes the students understand the material given. Before asking the students to write a paragraph, the teachers should explain the generic structures of narrative text and also provide some pictures. It will be easy for students to compose the sentences. The teachers can use peer editing technique as the valuable input in teaching writing skill.

Thirdly, the suggestion is for the stakeholders at school. During conducting the research, the researcher got difficulties in teaching and learning process. It was because in that school there is one LCD only. Therefore, the teacher who wants to use it must queue. To solve this problem, the researcher suggests the school to provide the media that are very useful and needed by the students. Consequently, it will be easier and more interesting for students to understand the lesson.

Finally, the researcher wants to give suggestion to the other researchers. Since this research was conducted in simple way by only checking the peer's mistakes and giving a sign, the researcher suggests the readers who are interested in applying this technique to do more complex way in correcting the mistakes by giving comments or suggestions to the peer's work.

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