**IMPROVING THE STUDENTS’ ABILITY TO WRITE DESCRIPTIVE PARAGRAPH AT THE SEVENTH GRADE THROUGHPEER EDITING TECHNIQUE**

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**Abstract**

This research was conducted in order to find out whether the use of Peer Editing was effective or not to improve the students’ ability of the seventh gradein writing descriptive paragraph at MTS AlkhairaatPelawa. The researcher employed pre-experimental research design. The population was the seventh grade students and VII A1 was the sample. The data of the research were collected through tests which consist of pre-test and post-test. The result of the test shows that there is an improvement on the students’ mean score after the treatment. The students’ pre-test mean score (40.7) increased to (63.64) thepost-test. It is attested on the ttablewhere the tcountedvalue (9.41) is higher than ttable (1.761). In short, the use of Peer Editing is effective to improve the students’ ability in writing descriptive paragraph.

***Keywords:*** *Improving, Ability, Writing, Descriptive Paragraph, Peer Editing.*

*Penelitianin itelah disusun dalam rangka untuk mengetahui apakah penggunaan dari Peer Editing efektif atau tidak untuk meningkatkan kemampuan siswa kelas VII di MTS Alkhairaat Pelawa dalam menulis paragraph deskriptif. Peneliti menggunakan desain pre-experimental.Populasidaripenelitianiniadalahsiswakelas VII dan VII A1sebagai sample. Data dari penelitian ini dikumpulkan melaluites. Tes tersebut terbagi dua; Pre-test dan Post-test. hasil pre-test dan post-test menunjukan bahwa terjadi peningkatan pada nilai rata-rata siswa setelah menerima treatment dimana nilai rata-rata pre-test siswa adalah (40.7) menjadi (63.64) pada pot-test. Hal itu dibuktikan pada ttable dimana nilai tcounted (9.41) lebih tinggi daripada nilai ttable (1.761). Singkatnya, penggunaan Peer Editing adalah efektif untuk meningkatkan kemampuan siswa dalam menulis paragraph deskriptif.*

***Kata kunci;*** *Meningkatkan, kemampuan, menulis, paragraph deskriptif, PeerEditing*

**INTRODUCTION**

The English language can be used for communicating ininternational context. English is widely used for communication purposes such as business, diplomatic, and cultural affair. Besides, English also has a vital role in education. In education itself, English is requiredas one of the subjects to be taught by the students from elementary to tertiary level. English language teaching integrates the four skills; listening, speaking, reading, and writing. Among those skills, writing is placed on the last stage of the English acquisition. It means that the students have to be familiar with the skills of listening, speaking, and reading before coming to the writing activity. In addition, writing is a skill that needs practice because it is a productive skill and it is also considered as something really needs to be mastered.

Based on the Curriculum or KTSP for junior High school, the students need to develop their competence both in oral and written English communication. In other words, this curriculum is expected that at the end of teaching 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 with others in their daily life, they should master these 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 the students have to master. By mastering writing skill, the students will be able to communicate with others in written term by using English. In other words, writing is the process in transferring ideas, feelings, and thoughts into written form. 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”.

In this part, the researcher focuses on writing skill. Among the English language skills, writing can be said as the most complicated skill that has to be learnt by the students, because writing does not only construct sentences but also develop ideas and expand a paragraph which is grammatically correct. To write well, the students should have sufficient knowledge in grammar and vocabulary and the students have to understand the steps in writing process itself and all of the aspects of writing. In addition, in constructing the sentences, the students have to be able to organize their ideas so that they can easily arrange their ideas into paragraph.

Writing is considered as complicated skill for the students because when they want to write, they need to know several components of writing. Muzni (2011) argues that writing skill needs the fulfilment of some criteria to produce a good writing, such as content, organization, vocabulary use, grammatical use, and mechanical consideration, such as spelling, punctuation, and capitalization. Somestudents got difficulties in mechanics of writing. Becausethey did not understand well how to use grammatical sentences and they were not skilful to construct sentences of simple past tense.

There are many reasons for getting students to write, both in and outside class. Sometimes they want to communicate to others by face or orally, but they do not have self-confident to do it. They doubt about the pronouncing of words. So, from writing they can express their feelings, ideas, experiences and thought in written form. Harmer (2007:112) assumes that writing gives they more ‘thinking time’ and they get when they attempt spontaneous conversation.

In order to be able to compose a good writing, the students need to consider the writing processes. (Harmer 2004:5) states that writing processes influenced by the content and the purpose of the writing; they are planning, drafting, editing, and final draft. It is important to provide the students with writing task to develop ideas, make a plan, and process to drafting.

 Unlike speaking that is spontaneously express to a listener, writing involves some messages from our thought. Byne in Saprida (2012:7) states that “We think out our sentences and consider various ways of combining and arranging them”. Also Brow in Muzni (2011:8) purposes that writing skills needs the fulfilment of some criteria to produce a good writing such as content, organization, vocabulary use, grammatical use, and mechanical consideration, such as spelling, punctuation, and capitalization. Based on the fact, it can be seen clearly why most of people assume that writing is very difficult to do. Because writing is very difficult for the students, the teacher should be creative in implementing the techniques in teaching learning process. The teacher is not allowed to give up improving the students’ writing because it is one of four skills that should be acquired by the students.

Descriptive paragraph is a paragraph that describes something, someone, situation or write about the way persons, places, or things appear. It allows readers into the situation and condition that a writer tries to describe in their paragraph. It means that the students use their imagination and knowledge in their writing.Writing descriptive paragraph is quite difficult for the students because they usually get confused in starting their writing.The teacher has given a topic to them, but they are still confused in explaining their ideas into paragraph.In writing descriptive paragraph, the writer is inclined to be able to describe anything clearly, make the readers can truly bring into the story that the writer tries to develop. The purpose of a descriptive paragraph is to give information.

Based on the preliminary research, the researcher found that the students of MTS Alkhairaat Pelawa were lack of grammar, vocabulary, and organization. In addition, they had problems in organizing their ideas into a paragraph. The teacher hadgiven them a topic but they still got difficulty in constructing their ideas into simple paragraph. As a result, the imposition of their writing was not relevant to the topic andthe ideas were not clearly stated. There are some techniques that can be used in solving the students’ problem in writing skill; one of them is Peer Editing.Editing is very valuable thing for the students to get a good writing because by editing, the students’ mistakes or errors in writing can be solved. Not only can the teacheredit or correct the students’ mistakes but also the students can do the same. The special term for this technique to correct the student’s 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,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. In teaching writing skill, the researcher needs much time to correct the students’ mistakes in writing. It is because many students make the same mistakes with the components of writing. Based on that condition, the researcher should realize that the students should recognize their mistakes in mechanics they use in writing. One way to help the students recognize the language well is editing their own writing.

Peer editing also means working with others in their own age to help in improving, revising, and editing their writing. Holt (2011) proposes, in Peer Editing, it does not mean the peers fix all of the mistakes, but the peer helps the writer fix his/her own mistakes. The point of Peer Editing is to give feedback for the writer to revise their writing to get better writing. In giving feedback, the students correct others’ writing. Correction means checking the peer’s paper for: grammar, vocabulary, and organization. In giving correction, the editor can give circle, underline, or thick to the words that should be corrected.

Elizabeth, Barkley, Patricia, and Claire (2005:251) propose the steps of how to apply this peer editing technique. They state that the first step of peer editing is the students work in pairand then take turns in describing ideas for the paper that each individually intends to write. The second step is each student conducts his/her duty to make his/her own work which is to write descriptive paragraph. The third is every studentexchangeshis/her work with his/her partner and s/he will begin to edit or score his/her pair works with the rubric given by teacher or researcher, make comment based on their partner work the peer did not correct other’s works, but just give a sign by giving a circle or underlining the mistakes. Then, the peers correct each other written work such as G for grammar, V for vocabulary, and O for organization. After that, Teacher and students discuss the work together or the students only submit it to teacher evaluation.When the students give a good feedback means making comments that really help the writer with his or her next revision. Saying that the paper is good, or “okay,” in order to avoid hurting someone’s feelings is a bad idea and so is picking up too much on surface errors like grammar, vocabulary and organization. There are some guidelines for Peer editing:

1. The editor must pay attention to what the other writer is saying. The editor hopes that the writer will pay attention to what the editor is saying.
2. The editor’s role is not to agree or disagree, but to help the writer express the ideas clearly and effectively.
3. The editor does not waste time on surface errors in parts of the draft but in the overall effectiveness of the essay.

Regarding to the findings, the importance of Peer Editing in improving the writing skill, the researcher conducted this research on the use of Peer Editing Technique to improve writing skill of the seventh grade students at MTS AlkhairaatPelawa.

**METHOD**

In conducting the research, the researcher applied pre-experimental research design to find out that Peer Editing can improve the student’s ability in writing descriptive paragraph at MTS. AlkhairaatPelawa. The sample of the research wasexperimental group, and there was no control group. The researcher employed one group as seen in the formula (Creswell,2008:160).

Group A **01 X 02**

Where:

**O1** : Pre-test

**O2** : Post-test

**X** : Treatment

This design includes a pre-test followed by a treatment and a post-test for the single group.This design provides some improvements over the first.The effects of the treatment are judged by the difference between the pre-test and the post-test scores. No comparison with a control group is provided (Best, 1981:81). The population of this research was the seventh grade students of MTS. Alkhairaat Pelawa. It consisted of three parallel classes: VII A1, VII A2 and B. The number of the population was 47 students, and the sample was selected by using purposive sampling technique. By considering the situation at the school, The English teacher recommended VII A1 for the treatment.

**Table 1.**The Scoring Rubric of Writing

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Writing Competence** | **Score** | **Explanation** |
| 1. | Grammar | 3210 | -Almost no grammatical inaccuracies.-Some grammatical inaccuracies.-Frequent grammatical inaccuracies.-Almost all grammatical patterns in accurate. |
| 2. | Organization | 3210 | -Overall shape and internal pattern clear.-Organizational skill adequately controlled.-Some organizational skills in evidence, but not adequately controlled.-Very little organization of content.Underlying structure not sufficiently controlled.-No apparent organization of content. |
| 3. | Vocabulary | 3210 | -Almost no Inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution.-Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.-Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition.-Vocabulary less than 100-150 words, too many repetitions and inappropriate words in context. |

 *Adapted from Weigle, (2009)*.

**FINDINGS**

In collecting the data, the researcher used test as the instrument of the research. It means the data are numeric. The pre-test was administrated before the treatment found out the students’ ability in writing descriptive paragraph. The post-test was administrated after the treatment. The result of each test was compared to measure whether the use of Peer Editing technique can improve the students’ writing skill.

After conducting the treatment to the experimental group, the researcher administered the pre-test and thepre-test was held on August 24th, 2016 and the post-test was conducted in post-test. Different time and it was held on September 26th, 2016. The pre-test was provided to find out the students’ prior knowledge in writing descriptive paragraph without using peer editing technique. While the aimed of post-testto know whether the used of peer editing technique gave a significant contribution to the students in writing skill. The researcher presented and analysed the pre-test and post-test result as can be seen in the following table:

**Table 2.**The Deviation of Pre-Test and Post-Test Score

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Initials** | **The students’ Score** | **D** | **D**2 |
| **Pre-Test (X1)** | **Post-Test (X2)** | **X2-X1** |
| 1 | YDT | 55.5 | 77.7 | 22.2 | 492.84 |
| 2 | GNA | 44.4 | 77.7 | 33.3 | 1.108 |
| 3 | ICH | 55.5 | 66.6 | 11.1 | 123.21 |
| 4 | ZKR | 33.3 | 66.6 | 33.3 | 1.108 |
| 5 | MRL | 44.4 | 77.7 | 33.3 | 1.108 |
| 6 | RMY | 44.4 | 66.6 | 22.2 | 492.84 |
| 7 | ALF | 33.3 | 66.6 | 33.3 | 1.108 |
| 8 | FRD | 33.3 | 77.7 | 44.4 | 1.971 |
| 9 | MRF | 33.3 | 66.6 | 33.3 | 1.108 |
| 10 | DNI | 33.3 | 66.6 | 33.3 | 1.108 |
| 11 | NBL | 44.4 | 77.7 | 33.3 | 1.108 |
| 12 | EGF | 55.5 | 66.6 | 11.1 | 123.21 |
| 13 | AGG | 44.4 | 55.5 | 11.1 | 123.21 |
| 14 | ALM | 55.5 | 66.6 | 11.1 | 123.21 |
| 15 | MSF | 44.4 | 66.6 | 22.2 | 492.84 |
|  **Total Score 610.5 1232.1 388.5 1981.087** |

Based on the table above, it can be seen that the highest score of pre-test was 55,5 and the lowest score was 33,3. After calculating the total score, the researcher computed the mean score of pre-test of experimental group by using formula that proposed by Sukardi (2009:88). After calculated the data, the researcher discovered that the mean score of pre-test of the experimental group was 40.7. While the highest score of post-test in experimental group was 77.7 and the lowest score was 55.5, after calculating the total score, the researcher computed the mean score of the experimental group. After getting the data, the researcher found that the mean score of post-test was 63.64. And after getting the mean score of pre-test and post-test, the researcher continued to count the mean deviation.

By looking at the table above, the researcher found that the highest deviation (d) of the experimental group score was 44.4, while the highest score square deviation (d2) was 492,84. After getting the deviation and square deviation of experimental group, the researcher calculated the mean deviation score from experimental group.

The researcher got the deviation of the pre-test and post-test in group and then made statistically analysing using t-test as stated previously. The step should be done to find the mean deviation of each class. The mean deviation of the experimental is 610.5. The researcher then calculated the mean square deviation score of experimental group is 1232.1.

The result of the data analysis showed that the t-counted is 9.41. By applying 0.05 level of significant with the degree of freedom (df) (15-1=14). The researcher found that t-counted (9.41) is higher than t-table (1.761). It means that the researcher hypothesis was accepted. In the other word, the use of Peer Editing technique can improve the students ‘ability in writing descriptive paragraph.

**DISCUSSION**

The objective of this research is to find out whether the use of Peer Editing technique can improve the writing skill of the seventh grade students of MTS Alkhairat Pelawa in writing descriptive paragraph. The scope of this research was limited on organization, grammar, and vocabulary in writing descriptive paragraph. In this research, the researcher applied pre-experimental research design. The researcher provided only experimental group as sample. In this section, the researcher used purposive sampling technique. As a result, the VII A1 was chosen as the experimental group.

By looking at the result of preliminary research, it showed that the students lacked of knowledge related to some elements of writing, such as organization, vocabulary, and grammar. The researcher conducted the treatment through Peer Editing technique, the researcher explained about simple present tense and the use of noun and adjective to the students because they lacked in grammar and vocabulary. Moreover, the researcher taught the students about how to organize their ideas into a good paragraph through Peer Editing technique. Oshima and Hogue (2007:54) state, “The best way to organize a paragraph is to make an online before you begin to write. An outline is like an architect’s plan for a house. Imagine building a house without a plan.” It is clear enough that the first step that the students should do is writing descriptive paragraph to help them organize their ideas into a paragraph.

Regarding to the result finding of the pre-test, the researcher found that the students felt more difficult in grammar, vocabulary, and organization. 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 topics and pictures. The students wrote a descriptive text in their group or peers based on the topics. After that, their peer corrected their work by giving a circle or underlining the mistake, such as O represents organization, V represents vocabulary, and G represents for grammar. After identifying the mistakes, the peer gave the work back to the students and they revised the works before submitting to the teacher. Therefore, Peer Editing could solve the students’ problem in writing.

The result of pre-test showed thatthe students had some problems in writing in some aspects such as organization, grammar, and vocabulary. First, the researcher found that the students did not write anything for minutes when the researcher asked them to write descriptive paragraph. It means that they got confused when they were going to start writing something. They did not know how to express their ideas. Second, they also often made mistakes in organization of the paragraph and could not put their ideas in the right part. Last, the students almost did not master the construction of grammatical sentences well, especially in simple present tense. The students basically translated word by word what they wanted to write from Indonesia to English. Therefore, the researcher gave treatment in order to help the students improve their writing skill.

In conducting the treatment, the researcher used some procedures to help the students improve their writing skill. First, the researcherguided the students’ askedthem some questions related to the topic. Then, the researcher delivered the learning objectives that would be done at this meeting. In applying the treatment, the researcher introduced and explained what Peer Editing Technique is and how to make a descriptive paragraph by using Peer Editing Technique. After that, the researcher divided the students into pairs in which each group consists of 2 students. Then, she gave picture related to the topic. Next, the students wrote a descriptive paragraph in their group based on the topic given. After that, their pairs was correcting their work by giving a circle or underlining the mistakes such as V represents vocabulary, O represents organization and G for grammar. Last, after identifying the mistakes, the peers gave the work back to the students and they revised the work before submitting to the teacher. According to Philipson (2007) Peer Editing facilitates to improve the students in gaining self-confidence and developing their work.

In this research the researcher applied Peer Editing technique to improve students’ ability in writing skill that focused on grammar, organization and vocabulary. She taught that this technique would help the students improve their writing skill. By using this technique, the students were more enthusiastic and active.Furthermore, the researcher got some problems during the treatment. First, the researcher found some of the students became noisy in the classroom, and it made their classmates did not concentrate to learn. Furthermore, they sometimes forgot to bring their dictionary, even though the researcher always reminded them for the next meeting. Meanwhile, when the students did not know some of the vocabularies, they asked to the researcher. She tried to translate and writeon thewhite board. By using Peer editing, the students could handle the problems in writing skill. The students were comfortable and enjoyed it more to write a descriptive paragraph based on the topic.

After the treatment, the researcher conducted the post-test. The result of post-test in experimental group was better than the result in pre-test was. Most ofthe students understood about how to make a descriptive paragraph. It can be attested by seeing on their progress after receiving the treatment. The progress showed that the students can use grammar, right vocabulary chosen, and organize the sentence into paragraph correctly.

In the process of teaching learning, the students were active, interested, and enthusiastic. They gave their participation in doing the task and asked the researcher about related vocabulary that they did not know. Furthermore, the teacher helped the students check their error in writing. Last, the students were given the exercise. Finally, the researcher gave the students post-test to measure their writing skill after the treatment done.

The result of post-test showed the significant progress the students of experimental group. It was found that 14 students in experimental group were considered pass the writing test and only one studentwas considered fail or under the standard score. The mean score of post-test in experimental group was 63.64.

Afterwards, the researcher computed the result of pre-test and post-test. The mean score of pre-test was 40.7 and the mean score of post-test was 63.64. The improvement was 22.94. It rose up extremely from 40.7 to 63.64. By seeing the progress of the students’ writing, the researcher concludes that by using Peer Editing technique can give benefit to the students in improving their skill in writing a descriptive paragraph.

Based on the result, the score of post-test of the students in experimental group is higher than the students pre-test. It indicates that Peer Editing Technique has guided them to get ideas, grammar, and vocabulary. Finally, the researcher concludes that the use of Peer Editing Technique is effective to improve writing skill of the seventh student grade at MTS Alkhairaat Pelawa. Not only is the technique effective, but also the time for teaching and the continuity material determines the students’ understanding about English. In addition,Peer Editing highly motivates the students because it is amusing and interesting.Moreover, the students can discuss the topic and share their ideas.

Regarding to the findings, it is also supported by Togero (2010) who found that Peer Editing technique in teaching writing skill can improve students’ learning positively, especially their attitude and learning motivation. Moreover, the technique of Peer Editing was aimed to train the students in reviewing their friends’ writing. The activity of revising was conducted to train the students in improving their writing before having evaluation.Not to mention, the discussion ofthe students’ difficulties was conducted to get better solution in improving the writing subject. It could be concluded that the use of Peer Editing technique was very beneficial for the subjects in improving their writing skill.Based on the findings of this research, the researcher also clearly found that the subject could motivate in learning writing skill through Peer Editing technique. Peer editing also has showed the positive effect to the students and changed their attitude in learning writing skill.

The findings of this research indicatethat the researcher has done the research successfully.It can be seen from the result of each test given to the students which are pre-test and post-test. The findings also can answer the research problem. In addition,it also proves thatPeer Editing technique is effective in teaching writing skill to the seventh grade students of MTS Alkhairaat Pelawa.

**CONCLUSION**

After analyzing the data statistically, the researcher draws conclusions based on the data presentation and analysis in which the value of tcounted (9.41) is higher than the value of ttable1.761. It is attested that the researcher’s hypothesis is accepted, the use of Peer Editing can improve the writing ability in the descriptive paragraph at the seventh grade students at MTS Alkhairaat Pelawa. Applying Peer Editing technique to the students can motivate them in learning English well, especially in writing a descriptive paragraph. By looking at their participation and enthusiastic during the treatment;thus,Peer Editing technique is effective in improving the students writing skill, especially descriptive paragraph. Moreover, teaching writing descriptive paragraph through Peer Editing technique may become one of many best ways to encourage the students’ motivation and interest in learning English.

After conducting the research, the researcher has some suggestion for some parties, such as the students, teachers, and the stakeholders at schools. 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 descriptive 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 descriptive text and also provide some pictures. It will be easy for the 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 researcher got difficulties in teaching and learning process. It was because in that school there is one LCD. 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 other researchers. Since this research was conducted in simple was by only checking the peer’s mistakes and giving a sign, the researcher suggest 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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