ANALYSIS OF PEER EDITING TECHNIQUE TO IMPROVE WRITING ENGLISH

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(Naskah diterima: 10 Agustus 2018, disetujui: 20 Oktober 2018)

Abstract

The objective of this research is to know the effectiveness of Peer Editing technique to improve writing English. Teaching writing is the productive skill learnt by the students. The research was conducted at the first grade students at SMP N 24 Tangerang in academic year 2017/2018. This research focuses on analyzing of peer editing technique to improve writing English. This research is using descriptive qualitative method. As a result the writer is found that: (1) peer editing technique helps the students to increase their abilities on writing skill (2) the students understand more about how to be a writer and peer editor (3) the students not only doing peer review but also doing their own introspection.

Keywords: Peer Editing Technique, Writing, Field Research.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui keefektifan Pengajaran Menulis Menggunakan Teknik Pengeditan dengan Teman. Pengajaran menulis adalah keterampilan produktif yang dilakukan oleh siswa. Penelitian ini dilakukan pada siswa kelas satu di SMP N 24 Tangerang pada Tahun Akademik 2017/2018. Penelitian ini fokus pada menganalisis penulisan pengajaran menggunakan teknik peer editing menggunakan metode deskriptif kualitatif. Sebagai hasilnya, penulis menemukan bahwa: (1) teknik pengeditan dengan teman membantu siswa untuk meningkatkan kemampuan menulis mereka (2) siswa lebih memahami tentang bagaimana menjadi penulis dan pengoreksi (3) para siswa tidak hanya melakukan koreksi dengan teman sebaya tetapi juga melakukan introspeksi kepada diri mereka sendiri.

Kata kunci: Teknik Pengeditan, Menulis, Penelitian Lapangan.

I. INTRODUCTION

Education is needed by all people in the world in order to gain their knowledge, skills, perception, abilities, and potentials. Education can be done by the person himself or commonly called autodidact or by doing training and teaching. Education starts from the early, basic, middle, up to the university.

In education, Indonesia has many subjects that are adjusted to the grade of each person. The people learn things ranging from citizenship, natural and social sciences, mathematics, physics, chemistry, and also languages. Common languages that included in Indonesian curriculum are Indonesian, English, and regional languages as local contents. English as a foreign language should be studied because today the people have entered the era of globalization which requires humans to be able to communicate with others through different languages whenever and wherever they are. That is why English entered into student learning curriculum in the school.

There are four skills that can help the students mastered English, there are listening, speaking, reading, and writing. The students are taught about listening, speaking, reading, and writing. The writing is one of the productive skills that can lead the students to express their ideas and thoughts in the form of writing. Therefore, the students can have their own production like essays, letters, articles, memos, diary, and reports.

The students often have problems when writing in English because they have limitation in vocabulary and do not know how to express their thoughts both oral and written. The students will always start writing by translating from their original language to the target language, so they have to spend more time translating without knowing the appropriate vocabularies being used and the right order of the sentences. The students usually have a lot of mistakes in the form of sentences when they write something, it means they have problems in grammar and syntax. The students always have error in tenses, part of speech, subject-verb agreements, and basic sentence structures. When the students do not realize it in their writings', the results of their writing is never going to be improved.

Another reason that makes writing difficult to learn is the comprehension and conception of ideas. Lack of ideas affect learners' writing skills. Until and unless students have information in their thoughts, they will not be able to pour any ideas through their pens in the form of paragraph. It means students' needs to have ideas to make an essay, and the teacher can help it by inviting them to read a lot of books, newspapers, or articles in order to substance some references and raise their perception in the form of English.

To improve the writing skill of the students in school, the teacher can help them with peer editing. Peer editing is a process of building the students' senses of identifying one another peers' writing. The students are invited to trade their own writing in a paper with a classmate then correct it, then identify whether the peer ideas are well-organized and clear, or word choice is appropriate for the target audience. Harmer (2013) claims that, "Involving the students in the feedback process affects the group cohesion in a positive way as it causes the students to supervise each other, and that it improves their ability to develop writing skills."

The writer is interested in improving the students' abilities in English especially in writing skill through the peer editing in order to concern with their communications and interactions. It can help the students to use the language and also attempts the students to use the target language. The students will know the strengths and weaknesses in their writings during the peer editing process. This activity have an important role to exchange knowledge among the students effectively and reach the goal of the teaching and learning process. Moreover, the writer prefer to do research which is entitled "Analysis of Peer Editing Techniques to Improve Writing English" as the title of this paper. The statement of problem is found and must be overserved through deepest analysis. Those problems as a follow: (1) how is the process of peer editing technique in teaching writing? (2) What are the most mistakes of learning writing done by the students in using peer editing technique?

II. THEOITICAL REVIEW

2.1 Definition of Teaching

Hasanah (2016:1) stated that, "Teaching is a process of communication, it has to be created through the way of teaching and exchanging the message or information by every teacher and student, the message can be knowledge, skills, ideas, experiences, and many others." It means in teaching, communication is required between teachers and students in order to guide the students to achieve the learning targets.

Prasetiawati (2016:5) describes, "Teaching may be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, causing someone to know or understand, and also an expression of values and attitudes." This description describes that teaching can help

the students to learn something and know about someting to increase their knowledge that can reflects their values and attitudes by making the teacher as the facilitator.

Based on Sharma (2013), "Teaching considered as an art which encompasses not only the good classroom, sitting, lengthly, and tidy discussion, but it is consisted of those entire situation in which the educator comes into contact with the students anywhere across the world." This definition means that teaching is not only learning something from the teacher to the students but also interact each other to make an environment in the class is fun and interest for students.

Based on the defnitions above, the writer concludes that teaching is the process of giving and receiving the knowledge conveyed by the teacher to the student through the teaching process. Knowledge is delivered in two directions in order to create the interaction between students and teachers to make the material to make the material delivered can be conveyed well.

2.2. Definition of Writing

Pasand and Hadgi (2013:75) said that, "Writing is one the most important skills in learning a foreign language the nature of which has become clearer nowadays which

involves the development of an idea, the capture of mental representations of knowledge, and of experience with subjects." It can be said that writing is a very important skill for the students who especially learn English as a foreign language which make the students develop their ideas, gain their knowledge, and experience from various aspects of learning.

Brain and Yorozu in Javed (2013:130) stated that:

Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way.

It shows that the ability to write should always be sharpened even though the people have reached an advance level in writing, it should studied from early to adult.

"Writing is process to produce and delivering ideas through written text or translating what is on mind through written

language, it can also produce a symbol that have to be arrange based on what the writers' idea." (Dewi, 2016). Nugriyantoro in Kosasih (2014) stated that, "Writing is an activity representing a form of ability manifestation and the most recently skill which is mastered by students after listening, speaking, and reading ability. It shows that writing is a way of expressing the writers' idea that influenced by the writers' thought."

From the definitions above, it can be concludes that writing is the skill that must be learned by all people in order to help them develop their ideas into an essay that is influenced by their own thoughts.

2.2.1. The Writing Process

Langan in Azzahra (2017) divides writing process in to four types, they are:

a. Prewriting

In pre writing there are five types technique that will help you to think about develop a topic and words on paper. This technique help you to write in the first time you start to write something.

1. Free writing technique

Free writing means jotting down in rough sentence or phrase everything that comes to mind about a possible topic. In this time, you can write anything in your mind without worried about the mistake, you can focus on discovering what you want to say about subject.

2. Questioning technique

In questioning, you generate ideas and details by asking question about your subject. By asking the question you can get the ideas and think about the subject. The question such as: Why? Where? When? Who and How?

3. Making a list

Making a list is also known as brainstorming. In this technique you can collect ideas and details that relate to your subject. You can pile ideas without trying to sort major detail. The purpose is just to make a list of everything about your subject that occurs to you.

4. Clustering or Mapping

Clustering is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In this technique you can use lines, circle or arrows to show the relationship between the ideas and details that were you made.

5. Preparing a starch outline

A starch outline is an excellent sequel to the first four pre writing technique. In a starch outline, you think carefully about the

point you are making, the supporting items, arrange those items. The starch outline is a plan to help you achieve a unified, supported and well organized.

b. Writing a First Draft

In this time, be prepared to put in additional thoughts and details that did not emerge during prewriting. You can write and do not worry about the grammar, punctuation or spelling.

c. Revising

Revising means rewrite a paper, building on what has already been done, in order to make your idea clearly. Revising is as much stage in the writing process as prewriting, outlining and doing the first draft. In revising, you can arrange your writing to put things in the right place. Finally, after you do all the things, you can write in paper. There are three stages to revising process: revising content, revising sentences and editing.

d. Editing

After you have revised your paper for content and style, you are ready to check or check errors in grammar, punctuation and spelling. Do not forget to eliminate sentence and skill mistake. Your writing is better after you finish this step.

Based on the explanation above, the writer concludes that when people want to start writing something, it can starts by writing the simple sentences that they will deliver and develop the sentence into understandable sentences. Then, do the revision and end with editing to make their writings' perfect. These steps can help a person to have a good sentence order, good content, and neatly arranged.

2.3. Teaching Writing

(Virdyna, 2016) stated that, "When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write."

Based on Muslim (2014:107), writing is starting from the very beginning of the study, the researcher tried to attract the students' attention to the importance of the following aspects of affective writing:

1. Paragraphing

A good paragraph is achieved when a topic sentence is intelligently chosen; the knowledge of choosing a good topic sentence for each paragraph helps students arrange the sequence of their information in a logical order.

2. Ideas

Someone can not achieve writing without idea. The first step of writing is to choose a topic sentence which is the controlling idea. The controlling idea could be an effective beginning which attracts the attention of readers. The next step is to develop the controlling idea. To be explicit, ideas should logically be arranged and coherently connected to each other. Thus, readers can easily understand the presented information and get interest in it.

3. Grammar and spelling

They are essential for communicating correct and clear meaning. A clear thinking could not be written clearly without using words according to definite rules. The importance of spelling for writing and say that some writers restrict their writing to the only words that they know.

4. Punctuation

"Punctuation is more important than spelling". Punctuation marks give meaning to words as pauses and change in tone of speech do. Punctuation marks may change the meaning of words if they are incorrectly used, and they may reveal mystery when they are correctly used.

5. Handwriting

Handwriting is a reason of failure or success because teachers do not waste time to decipher what a student has written. Readability of letters and good spacing between words and within the word lead to legible handwriting. Children who are slow writers find it difficult to transfer the information held in their memory for they may forget it before achieving of transference into writing.

Based on the explanation above, the writer concludes that the teaching of writing done by the teacher to the students needs to be directed by finding sources that can help students produce affective writing. They need to be taught how to make good paragraphs, pour their ideas into a writing, and teach them to correct the grammar and spelling they wrote earlier.

2.4. Peer Editing

Hastuti (2014) "Peer editing is one of the way to improve students' writing skill. In other words, applying peer editing will encourage the students to be creative in their way of thinking, the way to give some comments and recommendation. Then, it will train the students to be a good writer and reader, instead." Therefore, Ebersviller (2013) stated that, "Peer evaluation is a term used

widely in the education field for evaluating another individual's work that is of similar aptitude as the creator." It means peer editing is a technique that makes students think creatively, become a commentator and recommendation that evaluates the others' writings', which can help students to improve their writing skills.

To make a good peer editing process, it needs the collaborative writing. Marshan (2016:33) defines, "Collaborative writing strategy is a teaching writing strategy in which students are asked to work together in pair or group in order to produce a good writing." It also supported by Al-nafiseh (2013), "the collaborative writing and peer editing techniques enchanced in-class interaction and improved students' writing by raising their awareness on a text writers' choices." This definitions means collaborative writing is needed to help students work together and interact each other with the corrector point of view and gives recommendation to the authors.

In peer editing, the students get the feedback from their peers'. "Peer feedback can be seen as complementary to teacher feedback in that it is more specific, and that by reading others writing as critical raders,

students could become more critical readers and editors of their own writing." Hastuti (2014:32). "because good feedback helps students understand their subject area and gives them clear guidance on how to improve their learning." Orsmond (2013).

Therefore, Togero & Usman (2014) stated that, "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 also supported by Lindgren (2018:6), "Through peer review, students help each other to solve insufficient language skills. By reading and giving feedback on each other's texts, they can help each other to discover mistakes in the texts they were not aware of, and therefore know how to improve it. Furthermore, they can share strategies or advice through the feedback and learn from each other how to improve their language skills."It can be said that peer editing is a technique that capable to improving students' writing skills, helping students to share their suggestions and feedback, as well as improving their ability to use language effectively.

Based on the definitions above, the writer concludes that peer editing is an activity that can be done by students in pairs and groups, which requires students to become writers and correctors at a time, and make students understand the concept of good writing and good result.

2.4.1. The Steps of Peer Editing

When the students starting the process of peer editing, they should have written a first draft on a certain topic and before submitting it to the teacher they undertake peer editing. Liu and Hansen in Norzang (2017:1656) stated that there are some certain steps should follow:

Step 1. Pre-Training Stage

This step includes clarifying objectives and creating awareness for students about peer editing before doing it. This activity involves explaining, giving examples, demonstrating and especially modeling on how to peer edit. In general, students must be prepared about the peer editing checklist as a guide for the students.

Step 2. While Peer Editing Stage

In this step, teacher's and students' roles are important. For the teacher should adjust the role at this step as supporter and language resource if necessary while monitoring group/ pair work. Students' role has to be guided, observed and supported and participation in groups such as asking for help, explaining, exchanging ideas and consulting to fulfill the task have to be observed. The teacher's moving around, observing and providing support both in terms of language and how to peer edit leads to more helpful feedback (for/from) students. In general, the students are making suggestions. It means that the students giving the author some specific ideas about how to make his or her writing better. The students focus on aspects of content, organization of ideas, grammar, vocabulary, punctuation, and spelling and point out the strengths and weaknesses in the development of the topic.

Step 3. Post Peer Editing Stage

In this step, the peer editing process is making corrections. The corrections means checking peer's paper such as paragraph development (organization), spelling, punctuation, and grammar. In addition, students list all of peer comments on a piece of paper, and then indicate whether the students will revise their writing based on each comment or not. It causes more need to ask for clarification and explain among reader and writer. So, after peer editing, a discussion

among students and teacher should help improve the quality of students' feedback, which will make peer editing

more useful to all students.

2.4.2. Peer Editing Checklist

Based on Deni (2013), the peer-editing checklist comprised of four main sections. As the teacher needed to cover the syllabus at the same time, the checklists distributed to the students covered contents that were taught in class.

III. METHOD OF RESEARCH

The writer uses descriptive quantitative methods. Descriptive research is a method that serves to describe or give an idea of the object investigated through data or samples that have gathered as it is, without doing analysis and make conclusions generally accepted. Sugiyono (2017:29). Meanwhile, Flick (2013) said that, "Qualitative data analysis is the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it. Meaning-making can refer to subjective or social meanings."

III. RESULT AND FINDING

3.1 Processing of Peer Editing Technique In Teaching Writing

In this part, the writer will explain about the processing of delivering peer technique in teaching writing learning in the class. This is starting from warming up, main activity, until closure. The three activities are delivering to make student really well prepare and feel welcome for the learning activity in the class.

1. Warming up

Before starting the class, the teacher did the warming up. This part is stimulated the student to be motivated and excited in teaching learning processes. The teacher started the class with first greeting to make the students more comfortable and relax.

Teacher : "Good morning, Students."

Students : "Good morning, Miss."

Teacher : "How are you today?"

Students : "I'm fne, thanks."

Teacher : "Me too. First of all, let me introduce myself to you.

The interaction above is represent how teacher is opened interaction between students. Of course, this situation will create good atmosphere and excitement for students to start the lesson. After taking students'

attendance, the teacher did warming up with the students. The teacher start explained the rules.

Teacher : "Alright students, now we will do fun game together. This game called yes, no, stand up. The rules are if you answer 'yes' you have to stand up, if you answer 'no' you have to sit down. Is it clear?"

Students : "Yes, Miss."

Teacher : "Alright. Lets start it. Do you like banana?"

Some of the students stand up, then the teacher gives some question again.

Teacher : "Is 2+2 = 5?"

There are one student who stand up because he did not focus on the question. Some students laughing at him, but the teacher ask him to stay focus.

Teacher : "Are you from Tangerang?"

Some students stand up. The teacher continues to ask various questions to students and also gave the question which is related to the material been discussed. From this warming up section, however, it will make students ready in facing the lesson teacher give.

2. Main Activities

First thing first, the teacher gave preview material that the students will be learnt. The topic is about Self Introduction. The teacher is asked the students whether they have known about self introduction.

Teacher : "Do you know about self introduction? Raise your hand if you know the answer."

Student 1 : "Self introduction is how we introduce ourself to others."

Teacher : "Good, is there any other opinion?"

Student 2 : "Self introduction is the way we introduce ourselves by mention our name, our age, and many more."

Teacher : "Excellent."

3.2 The Most Mistakes During Writing English Process by Using Peer Editing Technique

This part is about finding any mistake made student writing skill of English sentence during writing English learning process in the class. It determines the students are able to review and analysis regarding to English grammar based on their writing English ability. After they finished the exercise, the teacher asked them to change their work with their tablemates. The teacher began to apply peer editing in this exercise.

Teacher : "Please swap your paper with your tablemate, then check your

friends'writing, if there is something wrong in your friends' paper, cross out the wrong words or sentences then write down the correct words or sentences which you think it is true. Got it?"

Students   : "Yes, miss."

Teacher gave five minutes for the students to correct their peers' writings. After the students are finished correcting their peers' writings, the teacher gave an evaluation to their exercises by asking some students about their opinions when they are checked their peers' writings.

The teacher pointed at a female student who sits at the second table in the corner of the class.

Teacher   : "What is your name?"

Zofia   : "My name is Zofia, Miss."

Teacher   : "Who is sitting beside you?"

Zofia   : "She is Oktavia."

Teacher   : "Okay Zofia, what do you think about Oktavia's paper? Did you find some mistakes in Oktavia's writing?"

Zofia   : "Yes, Miss."

Teacher   : "Alright, mention it."

Zofia   : "She wrotes 'she live at 26 Jalan Kepodang' and the correct is 'she lives at 26 Jalan Kepodang.'"

Teacher   : "Great, when we use subject she, he, or it, we have to add –s after verb. In this sentence, live need to add –s because the subject is 'she', so the correct writing is lives."

The teacher also wrote the word "lives" on the whiteboard in order to make the students know how to write that word correctly. Then the teacher continue asked the questions to Zofia.

Teacher   : "Did you find any other mistakes?"

Zofia   : "Yes, Miss. Oktavia write 'on Jalan Kepodang stret', she did not write double –e."

Teacher   : "Correct, the word "street" has double –e."

After having asked Zofia about her peers' writing, the teacher asked the same question to the two other students. The teacher found some mistakes in their writing after asking the students and provided an evaluation at that time. Then the writer asked the students to collect their writing to the front of teachers' table.

Table III.1 The Students' Aspect Assesment

No.	Aspects	Criteria	Score

1.	Originality	Original	4
		Quite original	3
		Less original	2
		Not original	1
2.	Compability with the theme	Appropriate	4
		Quite appropriate	3
		Less appropriate	2
		Not appropriate	1
3.	Textual coherence	Coherent	4
		Quite coherent	3
		Less coherent	2
		Not coherent	1
4.	Vocabulary's selection	Correct	4
		Quite correct	3
		Less correct	2
		Not correct	1
5.	Neatness writing	Neat and easy to read	4
		Quite neat and quite easy to read	3
		Less neat and less easy to read	2
		Not neat and not easy to read	1

Aspect	Criteria	Score
Originality	Original 1. Because the writer write the paragraph with her own self	4 (four)
Compability with the theme	Appropriate 2. Because accordance with the specified theme	4 (four)
Textual coherence	Quite coherent 3. Because there are a few word that is not clear	3 (three)
Vocabulary's selection	Quite correct 4. Because there are some sentences that do not match	3 (three)
Neatness writing	Quite neat and quite easy to read 5. Because there are some posts that are difficult to understand because the writing is less clear and neat	3 (three)

Scrap   : (Maximum

Value 5 x 4 = 20)

Result of Achievement Value : $\underline{\text{Score of}}$

$\underline{\text{acquisition}}$ x 100

      20

            Example of Students' Assesment

Name   : Kartika Wahyuningsih

            Table III.2 Example of

            Students' Assesment

Kartika's score   = $\underline{\text{Score of acquisition}}$ x100

                        20

            = $\underline{\text{4+4+3+3+3}}$ x 100

                20

            = 85

Table III.3 The Result of Students

Assesment

No	Name	M/F	Score	
			Practice 1	Practice 2
1	ABDAN HAQIQI	M	80	85
2	AL BACHRI FIKRI RAMADHAN	M	85	85
3	AMANDA NOERVITA	F	80	85

4	ARIFIN HAMDANI	M	85	85
5	ARISTA PUSPA MEGA	F	85	90
6	AZRYL BAIZA DIAN PRATAMA	M	85	80
7	BUNGA	F	80	85
8	DEBI SOFIYANA	F	80	85
9	DELVINO ARDI DANISWARA	M	80	75
10	DWISA DIAN FAZHA	F	75	80
11	FERDIANSYAH INDRAWAN	M	75	80
12	FISKA NURBA ARYANTI	F	80	75
13	GITA YUNIAR	F	85	90
14	INDAH PERMATA APRILIA	F	75	85
15	KARTIKA WAHYUNINGSIH	F	80	85
16	MANTASYA	F	85	85
17	MUHAMMAD ALIF PRATAMA	M	85	80
18	MUHAMMAD NABIL M. P.	M	80	85
19	MUHAMMAD NOVAL A.	M	75	80
20	MUHAMMAD ALDO PUTRA	M	75	80
21	MUHAMMAD SULAIMAN	M	75	85
22	NAJWA AURELLIA MAJID	F	70	80
23	NESRATUL SAFIQAH	F	70	85
24	OKTAVIA SALSABILA	F	80	80
25	RAFA SATRIA MADJID	M	85	80
26	RAFFI SEPTIAN DAMARA	M	80	85
27	RAIHAN DWIKA PERMANA	M	85	85
28	RENO ANDRE PERMANA	M	75	85

29	RISA INDAH HERMAYA	F	80	80
30	RUSDIA LUTFHIANSYAH	M	75	80
31	SELFIRA HANDAYANI	F	65	70
32	STEPHEN SAPUTRA	M	85	85
33	SYAFINEZ DWIENA NAFASYA	F	85	80
34	TAMADA LUTHRI ADRIAN	M	80	80
35	ZOFIA AZZAHRA	F	75	80
Total Mean			79,29	82,43

Based on the students' scores above, it shows that the students score increase start from practice one to practice two. The scores from practice 1 and practice 2 were obtained from the results of the students' writing. Peer editing in this case is used as a technique that is expected to help students to get better result in writing.

On the first peer editing at practice 1, the most mistakes done by the students is located on the wrong vocabulary in their writing. It is because they do not know that vocabulary or never use that vocabulary in their writing. The teacher anticipates the error by giving them an evaluation. Another mistake is in their grammar, some students do not add 'to be' on their writing, and also write errors in writing subject she/he to her/his. The

error is corrected by providing evaluation as well.

On the second peer editing done in practice 2, the students begin to correct their mistakes based on their writing in practice 1. This is because they have corrected their previous friends' writing. They know where their friends' writing faults and compare with their writing. Thus, they write well in the second exercise.

The students needs to do practice 1 and practice 2 in order to minimize the errors in their essay papers. In the filling section of peer editing form, it is expected that the error can be reduced. They are invited to be peer editors in order to make the students become a corrector and become a good writer as well. Thus, their ability to write will improve. The result in this research is the students have increasing scores when the writer applying peer editing technique.

3. Closure

This is the last of teaching learning section in the class. This goes to conclude and close the section for what students have been learnt. The teacher is concluded and must end the class on that day by giving some resume after been explained.

Teacher : "Okay students, what do we learn today?"

Student 1 : "We are studying about how to introduce ourselves."

Teacher : "Nice,what else?"

Student 2 : "We make an essay about Nela Sembiring and about ourselves."

Teacher : "Good, what else?"

Student 3 : "We correct our friend's paper and fill out the form."

Teacher : "Great, is there any question?"

Students : "No, Miss."

Teacher : "If there is no question, I think enough for today. Remember to learn anything about English everytime, okay?"

Students : "Yes, miss."

Teacher : "Alright, thank you so much for your attention. See you on the next class!"

V. CONCLUSION

The process of teaching and learning activity in this school is running well as planned. The response that the students give to this research shows the good respond. The students demonstrate an increased ability in writing skill when they act as a writer and peer

editor. The most mistakes made by the students when the writer applies peer editing is there are some students still have lack understanding how to use and correct grammar well. But from all these processes, the discussion show that all of the indicators in this research including content, grammar, and vocabulary, get progressess in this research.

The factor that can build independence of the students' abilities when learning writing through peer editing is connecting reading and writing. The students can find more information before writing, it is edit well and do reflection independently. Another factor is the students become more interactive, it makes the students build the interaction with peer as a reader and become editor independently. Last but not least, peer editing covered teaching learning process. In each step of writing process, the students should learn independently.

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