

AN ANALYSIS OF THE IMPACT OF PEER EDITING ON STUDENTS' WRITING OF CLASS XI, LANGUAGE DIVISION OF SMA NEGERI 2 KUPANG

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ABSTRACT

This study was undertaken to determine the influence of peer editing on SMA Negeri 2 Kupang students' writing in argumentative and descriptive, as well as the components of writing that were altered, the impact on the students' writing scores and also the comparison impact of this peer editing based on students' gender. To support the findings, this study is classified as dominating descriptive qualitative and blended with descriptive quantitative methods. However, the use of qualitative here is just to support the finding by expressing the influence of peer editing on students' writing through scoring. The findings of this study reveal that peer editing has both beneficial and negative effects on students' argumentative writing. The dominant impact found in this students' writing is positive impact because there is only one negative impact has been determined. As the conclusion, this peer editing has some positive impacts to the component of writing such as, component of grammar, content, vocabulary, organization and mechanic. Second, the most positive impact of applying peer editing in argumentative writing is on the component of grammar. Third, the most component of writing that have been edited by the peers is grammar. Fourth, from the score of writing have been calculated, it is known that students' writing score after editing session is more increase. Fifth, the result shows that most of editing have done in the argumentative writing is focus on grammatical component, and vocabulary, because from 59 from 74 editing is applied on grammatical component. The last, the comparison impact between male and female students writing is dominantly conducted on female students writing result and score.

Key words: *Analysis; impact; peer editing ; writing; language ; students*

INTRODUCTION

In general, the concept of Learning English at schools and universities is focused on two kinds of knowledge and four skills. The two basic knowledge are known as knowledge of vocabulary and knowledge of grammar (structure). Meanwhile, four skills are known as listening skill, reading skill, speaking skill, and writing skill. Specifically, reading and listening are known as receptive skills, on

the other hand speaking and writing are known as productive skills. All the knowledge and skill play its own important role in studying English.

Despite their differences as the idea above, the skills are closely interrelated (Tans, 2014: 1). It deeply means that although those four skills are divided into two different parts, however, in the process of teaching and learning language, it is better to apply them integrated. Not only the skills but also the knowledge has to apply together in teaching, because all skills and knowledge can support each other and they can become more effective in teaching and learning English. The idea of integrated learning above seems to the statement by Dai (2011) who said Listening, speaking, and writing are all intertwined with reading. As a result, learning activities should become more varied and rigorous. Another idea that also supports the integrated concept is stated by Homstad and Thorson (1994), they said that in In foreign language training, writing has traditionally been regarded a "support skill" for learning grammar. Moreover, the newest idea by Nation in Djahimo (2014) states that, In order to write to a satisfactory standard, one must have a sufficient vocabulary. One more idea comes from Tsui in Djahimo (2014) believes that Because writing is primarily product-oriented and needs individual labour, learning to write in a foreign language causes just as much anxiety as learning other abilities. Hence, some ideas above are strongly argue to prove that the relation of some skills and knowledge are reciprocal.

From those four skills above, because writing is a complex talent, it has become the final skill to be mastered before listening, reading, and speaking. To produce a written document, it is general knowledge that speaking skill is used indirectly, while reading skill is used directly to apply knowledge of language, structure, and so on. This idea supported by Brown in (Mukminantien: 2009) who said that:

writing skill is the higher skills in learning a language, “in the context of learning English as a foreign language (EFL), Brown stated that writing skills cannot automatically gained but it has to through process of learning. Writing skills is placed on the highest level of language learning and acquisition and it is considered as the most difficult skill”.

Moreover, the idea above is supported and developed by Hedge(2005:10), who states that writing entails more than just crafting correct and complete sentences and phrases. Furthermore, Hedge (2005:7) mentions features such as: a high level of correctness, complicated grammatical devices, and a careful use of word and sentence structures in order to generate suitable style, tone, and information for the readers of one's written content. All of these considerations make teaching writing a difficult task, since they must all be taken into account for effective learning of writing skills. Some of the above ideas illustrate that learning to write is difficult for learners who do not regularly learn and practice. Furthermore, if the teacher does not include an engaging exercise in the process of learning this ability, the pupils will only receive a poor grade.

Peer editing is an important part of the writing process cannot be taken lightly in the process of producing good writing Yüce and Ataç (2019:1227). So writing process for students is better to apply peer editing session in order students can study from their friends directly, Based on this idea, the writer agree to apply an investigation under the issues of the peer editing

RESEARCH METHOD

The points that he presents here are research model and approach, research subject, and researcher's position, location of research, data sources, instruments, and kinds of data.

Research Model and Approach

To support the findings, this study is classified as dominating descriptive qualitative and blended with descriptive quantitative methods. According to Sugiono (2013: 26), both quantitative and qualitative methods can be used in a study as long as the quantitative method is used first to reveal the hypothesis and then the quantitative method is used to evaluate the hypothesis. However, the use of qualitative here is solely to support the finding by detailing the impact of peer editing on students' writing scores. Because this is mostly qualitative research, the researcher must introduce the notion of qualitative research.

The term "qualitative" is used to characterize a phenomenon under investigation. The students' performance during the writing and peer editing phases

is described in detail. Furthermore, according to the definition of qualitative methodology, "research methodologies that provide descriptive data as spoken or written from people and observed behavior. This study was conducted using a descriptive qualitative research approach. It's a word used to describe what happens during a research project. Seliger and Shohamy are two authors who have worked together on a number of projects (1989: 124-125). The population consists of 30 students; however, the sample consists of 10 individuals who were chosen based on the test results. Students from (Language Division class B) SMA N 2 Kupang are invited to participate in an argumentative writing test with the theme "Sex education should be taught in schools." Students have 60 minutes to write an argumentative essay with a length of 250 words. In addition, they must compose a descriptive text of 150 words in 40 minutes. They are then invited to edit their friends' writing once they have completed both writing examinations.

To do peer editing activity, the researcher would like to examine writing components and criteria such as grammar, content, vocabulary, organization, and mechanics (Heaton : (1989)

FINDING AND DISCUSSION

The representative data finding, as well as its explanations or discussion, are contained in this part. Students' initial compositions, both argumentative and descriptive, their editing representatively, the score on the first writing test, the score on the final writing exam, and the score on the final writing test would all be presented in detail, in order to address all of the questions.

Before presenting the findings and discussing them, the researcher would want to share the results of peers who were randomly selected. This method of random selection is used to edit both argumentative and descriptive writing.

Table 1

NO	Students' Writnig	Peer editor (Gender)
1	Students' 1 writing	Student 9(Male)
2	Students' 2 writing	Student 4 (Famale)
3	Students' 3 writing	Student 2 (Famale)
4	Students' 4 writing	Student 10(Famale)
5	Students' 5 writing	Student 6(Famale)
6	Students' 6 writing	Student 5 (Male)
7	Students' 7 writing	Student 3(Male)
8	Students' 8 writing	Student 7(Famale)
9	Students' 9 writing	Student 1(Male)
10	Students' 10 writing	Student 8(Male)

Negative impact of peer editing on the component of Grammar found in argumentative writing

Student 1 writing

First Writing and its editing	After Peer Editing (final writing)
<p>First writing In the sex education taught about cause and effect.</p> <p>Its editing In the sex education teach about cause and effect.</p>	<p>In the sex education, teach about cause and effect.</p>

For his first editing, the editor focuses on the use of word "*taught*". He edits the word "*taught*" to be "*teach*" and it automatically changes its sentence pattern from past to be present. Hence, this editing deals with component of grammar as in his editing the peer editor changed the word "*taught*" as on that sentence to be its form in present "*teach*", however, the editing is incorrect (false editing) because the best sentence pattern requires to express the idea is in passive form. ("Sex education is taught about its cause and effect"). Although the editing is incorrect but the writer considers that it is a good suggestion so, he accepted his friend correction.

Positive impact of peer editing on the component of grammar found in argumentative writing

In this part, the researcher would like to present two kinds of positive impact of peer editing to component of grammar that have been made by the editor. Those kinds of impact are perfection and improvement. Perfection here means that an editing of grammar has been made to the sentence construction completely right, meanwhile, improvement means that an editing of grammar that has been made to improve a sentence in writing.

Perfection editing on grammar

Below the researcher would like to present some analysis of component of grammar as the representative of students editing on this component, especially those editing which categorize as the perfection.

Students 1 writing

First Writing and its Editing	After Peer Editing (final writing)
<p>First writing If see looking about the motion,</p> <p>Its editing If it is seen from the motion,</p>	<p>If it is seen from the motion,</p>

As presented on data, it directly shows that the peer editor has already made correction in the component of **grammar** because he has reformulated the sentence to be passive. In this editing, the peer editor found two verbs using in a sentence (*see* and *looking*), unfortunately, it needs only one verb that appropriate for this sentence expression. For this editing, he make a good suggestion for the writer as he writes “If *it is seen* from the motion,”. Hence, it is known as a good correction; later on, the writer adopts it in his final writing.

Student 5 writing

First Writing and its editing	After Peer Editing (final writing)
<p>First Writing So the best solution is teachers or schools must taught sex education.....</p> <p>Its editing So the best solution is teachers or schools must teach sex education....</p>	<p>So the best solution is teachers or schools must teach sex education.....</p>

This correction is categorized as a good **grammatical** correction because the writer expressing the idea in past tense, meanwhile the topic is appropriate to discuss in simple present. In this case, the editor only rewrite the verb “*taught*” to be “*teach*”

Improvement editing on grammar

Student 2 writing

First Writing and its editing	After Peer Editing (final writing)
<p>First writing It is even worst if a child ends up pregnant</p> <p>its editing It is very bed if a child ends up pregnant</p>	<p>It would be very bed if a child ends up pregnant</p>

In his sixth correction, the editor reconstructs the sentence from “*It is even worst if a child ends up pregnant*” to be “*It is very bed if a child ends up pregnant*”. Without ignore the message of this original sentence, the editor makes this sentence easy to understand and its grammatically correct but the writer increase his writing in his final writing. This editing deals to the component of **grammar**.

Positive impact of peer editing on the component of Content found in argumentative writing

Student 5 writing

First Writing and its editing	After Peer Editing (final writing)
<p>First Writing I agree if sex education must be taught at school, because sex education very important to taught at school</p> <p>Its editing I agree if sex education must be taught at school, because sex education is appropriate to taught at education field.</p>	<p>I agree if sex education must be taught at school, because sex education is appropriate to taught at education field.</p>

Content of the sentence has been corrected by the editor. Because the editor replaced two words “*because sex education very important to taught at school*” to form a new idea “*because sex education is appropriate to taught at education*”

field.” that appropriate to the discussion. If there is no editing so the sentece seemslike recur the sentence before.

Positive impact of peer editing on the component of Vocabulary found in argumentative writing

Student 3 writing

First Writing and its editing	After Peer Editing (final writing)
First Writing I find many argue against.....	I find many arguments against.....
its editing I find many arguments against.....	

Prular countable noun is required after the position of word many. As we see in the correction did by the editor he found that the writer misused the class of word. Actually in the sentence “I find many *argue* against.....”, the word *argue* is a verb meanwhile the word required for the sentence is a noun, so the word “*argue*” is replace by “*arguments*”. The editor makes a good correction for this, hence the writer confesses it then he applies in his sentence in his final writing. This editing determines as the editing component of **vocabulary**.

Positive impact of peer editing on the component of Mechanic found in argumentative writing

Student 8 writing

First Writing and its editing	After Peer Editing (final writing)
First writing But I am very disagry with this education	But I am very disagree with this education
Its editing But I am very disagree with this education	

Based on the correction which is made by the editor above, so it deals with the component of **mechanic**, because the peer editor gives correction on the word “*disagree*” which actually miswrite so the peer editor writes, “*disagree*” as the right one.

Positive impact of peer editing on the component of Organization found in argumentative writing

Student 2 writing

First Writing and its editing	After Peer Editing (final writing)
<p>First writing I strongly agree that sex education should be taught in school. Sex is part of life and age appropriate teenagers should know about it.</p> <p>Its editing I strongly agree that sex education should be taught in school because sex is part of life but age appropriate teenagers should know about it.</p>	<p>I strongly agree that sex education should be taught in school because sex is part of life but age appropriate teenagers should know about it.</p>

This kind of editing considers as editing of component of **organization**. For his editing, the peer editor circled both sentences and she put word “*because*” to connect both sentences, she also changed the word “*and*” with “*but*” because those two ideas are contrast. This is a correct editing because without put word “*because*” make the sentence have no coherence, so both sentences would had each own main idea, hence, it is not appropriate to if they set into a long sentence of the paragraph.

Positive impact of peer editing on the component of Grammar on descriptive writing

Student 6 writing

First Writing and its editing	After Peer Editing (final writing)
<p>First Writing ,..he must be tell the truth about to his parent’s that he really love Merry</p> <p>Its editing ,..he must tell the truth about to his parent’s that he really love Merry</p>	<p>,..he must tell the truth about to his parent’s that he really love Merry</p>

The data is showing that the editor commented the writer to erase the verb “*be*”. Because there are two verbs after are put after a modal must therefore, he erase It to make the sentence correct. This editing is about **grammar**.

Positive impact of peer editing on the component of Content on descriptive writing

Student 1 writing

First Writing and its editing	After Peer Editing (final writing)
<p>First Writing The solution of this statement, Jhon parents have to believe Jhon for choosing Merry..</p> <p>Its editing (comment) this is not a good solution because you tell jhon's parents have to believe Jhon. So you need to make new statement from Jhon effort.</p>	<p>- Writer wrote new idea The solution of this statement, Jhon has to convince his parent that Mery is a good woman.</p>

Based on the data, it is found that the editor comments the writer to find another solution because he considers that this solution is not match to the statement given. This correction good correction that deals with the component of **content** of this text.

Positive impact of peer editing on the component of Vocabulary on descriptive writing

Student 1 writing

First Writing and its editing	After Peer Editing (final writing)
<p>First Writing We must receive cause of the problem.....</p> <p>Its Editing We must receive consequence of the problem.....</p>	<p>We must receive consequence of the problem.....</p>

This editing is about choice of **vocabulary**, for the writer change the word “*cause*” with “*consequence*”. It is known as good editing on the component vocabulary because the writer would like to argue about the impact whether in positive or negative impact, so, an appropriate word “*consequence*” is chosen by the editor to change the word “*cause*”

Positive impact of peer editing on the component of Mechanic descriptive writing

Student 1 writing

First Writing and its editing	After Peer Editing (final writing)
First writing When he has rellationship with merry...	When he has relationship with merry...
Its editing When he has relationship with merry...	

Miss spelling is found by the editor in this writing, especially it is found on the word “*rellationship*”. Then, peer editor changed it in the correct spelling as “*relationship*”. This editing is categorized as component of **mechanic**.

Positive impact of peer editing on the component of Organization descriptive writing

Student 10 writing

First Writing and its editing	After Peer Editing (final writing)
First Writing Love story between Jhon and merry is full of problem.	The writer (He make a new style of writing)
Its editing Comment: This sentence is indicated as narrative writing. Please change the style!	

In his editing, the editor tried comment that this writing style not dealt with the descriptive writing. This editing is about the organization of writing because the layout of writing seems to be narrative because of a phrase “*Love story*”.

Impact of peer editing to the students’ writing score

After analyzing the data using the components and criteria, the researcher discovers that the peer editor made 93 edits in the argumentative method. There are 45 editing out of 93 that deal with the component of grammar; hence component of grammar is also known. The component of grammar was altered the most in the argumentative mode, followed by the component of mechanic. The following tables show the unique impact of peer editing on narrative writing.

Table 2: The table below shows the students' score on the first writing (Argumentative).

No	Student Male/Female	Content (RS 13-30)	Organization (RS 7-20)	Vocabulary (RS 7-20)	Grammar (RS 5-25)	Mechanic (RS 2-5)	Total Score
1	S1 M	17	13	10	11	3	54
2	S2 F	21	17	14	16	3	71
3	S3 M	16	13	13	10	3	55
4	S4 F	21	14	14	15	4	68
5	S5 M	17	14	13	11	3	58
6	S6 F	23	15	14	14	4	70
7	S7 F	19	14	13	15	3	64
8	S8 M	19	14	13	11	3	60
9	S9 M	21	16	14	15	4	70
10	S10 F	19	14	14	15	3	65
Mean score							63.4

S = Student

RS = Range Score

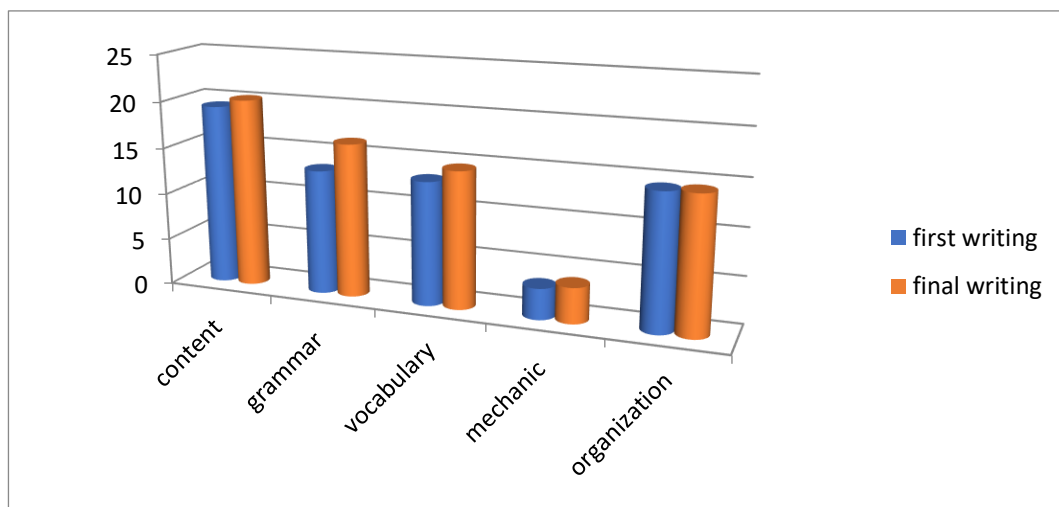
The second table below shows the students' scores on argumentative writing after peer editing session (final writing).

Table 3

No	Student Male/Female	Content (RS 13-30)	Organization (RS 7-20)	Vocabulary (RS 7-20)	Grammar (RS 5-25)	Mechanic (RS 2-5)	Total Score
1	S1 M	18	13	13	17	3	64
2	S2 F	22	17	15	17	4	75
3	S3 M	16	14	15	13	4	62
4	S4 F	21	14	15	19	4	73
5	S5 M	19	14	14	16	4	67
6	S6 F	25	15	15	18	4	77
7	S7 F	20	14	14	16	3	67
8	S8 M	19	14	14	14	4	65
9	S9 M	21	16	16	18	4	75
10	S10 F	21	14	15	16	4	70
Mean score							69.5

Based on the both mean scores of the first writings and final writings is found that the mean score of final test is bigger than the mean score of first test, therefore there is no doubt that peer editing has given positive impact to the writing score. In detail, after comparing of both mean scores on the first writing and final writing, ($69.5 - 63.4 = 6.1$) it is found there is a positive impact because it shows improvement score is **6.1 point**.

The impacts on some component of argumentative writing can be seen on the diagram



The table below shows the students' score on the first writing (Descriptive).

Table 4

No	Student Male/Fa male	Content (RS 13-30)	Organization (RS 7-20)	Vocabulary (RS 7-20)	Grammar (RS 5-25)	Mechanic (RS 2-5)	Total Score
1	S1 M	15	14	15	13	3	60
2	S2 F	19	18	15	20	3	75
3	S3 M	16	14	13	14	3	60
4	S4 F	18	15	15	15	3	66
5	S5 M	17	14	14	14	3	62
6	S6 F	18	16	16	16	4	70
7	S7 F	18	14	14	14	3	63
8	S8 M	19	15	14	14	3	65
9	S9 M	17	14	14	15	3	63
10	S10 F	16	16	15	15	3	65
Mean Score							64.9

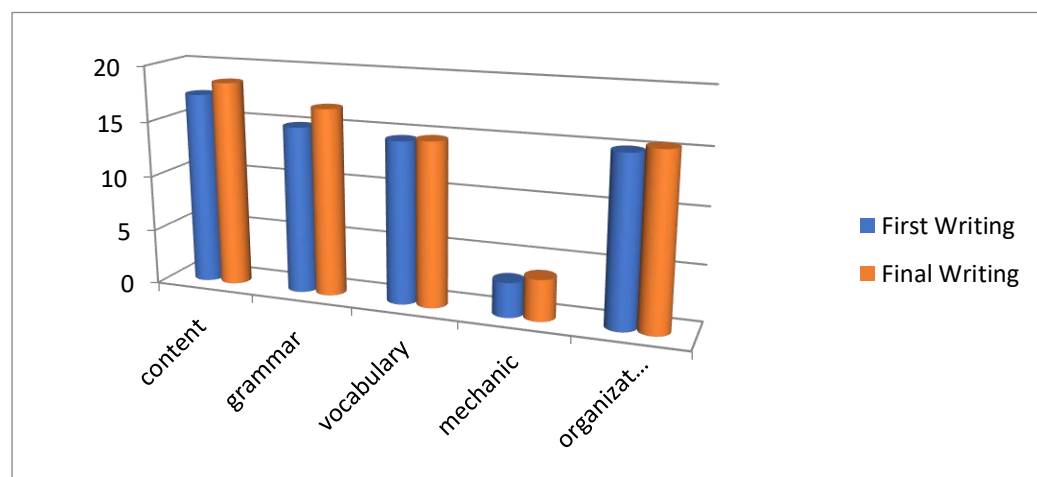
The table below shows the students' score on the first writing (Descriptive).

Table 5

No	Student Male/Fa male	Content (RS 13-30)	Organization (RS 7-20)	Vocabulary (RS 7-20)	Grammar (RS 5-25)	Mechanic (RS 2-5)	Total Score
1	S1 M	17	14	15	14	4	64
2	S2 F	20	18	16	21	3	78
3	S3 M	18	14	13	16	3	64
4	S4 F	20	15	15	17	4	71
5	S5 M	19	14	14	16	4	67
6	S6 F	20	16	16	18	4	74
7	S7 F	18	14	15	16	3	66
8	S8 M	20	15	14	17	4	70
9	S9 M	19	14	14	17	4	68
10	S10 F	18	17	15	16	4	70
Mean Score							69.2

Regarding to the mean score of both first and final writing above, it is found that the final score is bigger than the final score. After comparing both mean scores on the first writing and final writing ($64.9 - 69.2 = 4.3$), it is found there is an improvement score about **4.3 point**, it means that peer editing give a positive impact to student descriptive writing score, however in this kind of writing the improvement is not as bigger as in argumentative writing.

The impacts on some component of descriptive writing can be seen on the diagram below:



The comparison impact of peer editing between group of Male Students and group of Female Students

Firstly, it is discovered that the mean score of male students writing in argumentative writing is 65.6. Meanwhile, the female students mean score is 72.4, so there is 6.8 deviation points between those means scores. This reveal that female student writing in argumentative is more increase 6.8 points mean score than male students in this kind of writing as well.

Secondly, in descriptive writing, the mean score of male students is 66.6 and the mean score of the female students is writing is 71.8, indicating that there ais 5.2 deviation point. This also describe those female students writing is increase 5.2 points above the mean score of male students writing score in descriptive one.

In conclusion, peer editing has a greater influence on female students at SMA 2 Kupang than male students in terms of improving their writing skills in the form of argumentative and descriptive writing.

CONCLUSION AND SUGGESTION

Conclusion

After conducting this analysis, the researcher can formulate some conclusion as follows:

First, this peer editing have some positive impacts to the component of writing such as, component of grammar, content, vocabulary, organization and mechanic however there is a single negative impact. Second, the most positive impact of applying peer editing in argumentative writing this research is on the component of grammar. Third, the most component of writing that have been edited by the peers is grammar. Fourth, from the score of writing have been calculated, it is known that students' writing score after editing session is more increase. Fifth, the result shows that most of editing have done in the argumentative writing is focus on grammatical component, and vocabulary, because from 59 from 74 editing is applied on grammatical component. Furthermore, most of grammatical components which has been edited is adopted on the writer final test. It shows how the peer editing give effect on students writing especially on the component of grammar. Meanwhile, the component of vocabulary and mechanic. The last, the impact of this peer editing activity dominantly works at female students than male students

Suggestion

There are some suggestions can be stated based on the result of this analysis. Peer editing activity can be use by lecturer in the process of teaching writing as long as the students have already achieved enough knowledge and skills that support them to do editing. Teacher who teaches writing subject should promote some related skills and knowledge to support the students in achieve good writer. In teaching English writing skill, a teacher has to teach directly about component of writing such as grammar, content, vocabulary, organization, and mechanic. A teacher who teaches writing skill at least they can use student situation to improve students' motivation using the peer. For the students who want to improve their writing skill, they have to learn a lot about grammar and vocabulary. For the students who want to improve their writing skill, they can work in pair continuously to support each other in achieving this skill.

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