ABSTRACT

A COMPARATIVE STUDY BETWEEN SELF-EDITING - PEER REVIEW AND PEER REVIEW - SELF-EDITING IN DIFFERENT GROUPS OF PROFICIENCY TO ENHANCE STUDENTS’ WRITING IMPROVEMENT

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The aims of this research were to investigate: (1) if there was a statistically significant difference of students’ writing improvement between the students treated with self-editing - peer review techniques (Class A) and those taught with peer review - self-editing technique (Class B); (2) if there was a statistically significant difference of students’ writing improvement between different groups of proficiency level of Class A and Class B; and (3) the aspect of writing significantly improved in both classes. The population of this research was the sophomore students of IBI Darmajaya, Lampung who took the subject of English 2. There were two experimental classes investigated: Class A and Class B.

Many researchers and educators have recommended the combination of both self-editing and peer review and had proven the significances of these techniques. Although many studies have been carried out on the implementation of self-editing and peer review, very few of them involved grouping technique based on students’ level of proficiency.

This research used quantitative approach. The instruments were writing test and Nelson English Language Proficiency Test (NELT) to know the level of students’ proficiency. The result shows that there was a significant difference of students’ writing improvement between Class A and Class B. The findings also prove that it was heterogeneous group which benefited more and got significant improvement in optimizing students’ writing improvement. In addition, it was language use, a writing aspect mostly improved after incorporating self-editing and peer review.

Self-editing and peer review techniques can help students to improve their writing and are suitable to cope with big classes. In addition, it is inferred that reversing the order of applying both techniques does affect students’ writing improvement differently.

Keywords: self-editing, peer review, writing improvement, proficiency level-based grouping