

## **ABSTRACT**

### **MODIFYING PEER EDITING TECHNIQUE BY USING TEACHER'S CORRECTION FEEDBACK TO IMPROVE STUDENTS' WRITING ACHIEVEMENT**

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This quantitative research aimed to investigate the effectiveness of modified peer editing in improving students' writing achievement and to identify which aspect of writing showed the most significant improvement after instruction. A one-group of pretest and post-test design was employed for this study. Data were collected through pre- and post-treatment writing tests, assessing students across five writing aspects. The sample of the research was 29 of the Tenth-grade students. In this research, students were taught writing through modified peer editing technique by using teacher's correction feedback. The data were collected through writing tests given to the students before and after receiving the treatment. Afterwards, the data were analysed through Repeated Measure t-test to answer both of the research questions. The results revealed a significant improvement in students' writing achievement following instruction using the modified peer editing technique. Notably, the improvement surpassed the critical t-table value ( $30.647 > 2.0484$ ), indicating substantial progress. Among the writing aspects examined, grammar exhibited the highest improvement, suggesting the efficacy of modified peer editing in enhancing grammatical proficiency in student writing. These findings underscore the potential of modified peer editing as an effective instructional approach for improving students' writing achievement, particularly in addressing grammatical challenges.

**Keywords:** *Peer editing technique, Teacher's correction feedback, writing achievement*