

## **ABSTRACT**

### **THE USE OF PEER EDITING TO IMPROVE STUDENTS' NARRATIVE WRITING PERFORMANCE AT THE SECOND GRADE OF SMAN 1 GADINGREJO**

**By**

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**Abstract.** The purpose of this study was to find out whether there was any improvement of the implementation of Peer Editing on the narrative text writing performance of second grade high school students. This study employed a quantitative approach with a one group pre-test and post-test design. The research population included all the second-grade students of SMAN 1 Gadingrejo, with a sample consisting of class XI.I, containing 36 students. The instrument used was writing test in the form of essay. The data of this research collected based on the students' scores from both the pre-test and post-test, and then analyzed them using Paired Sample T-test. The results showed that there was statistically significant difference between the mean score of pre-test was (65.22) and the mean score of post-test was (79.03). The significance value was determined by sign  $p < 0.05$  with the result showing  $< 0.001 < 0.05$  and the t-table with the result  $7.523 > 1.6909$ . Despite some challenges, which are the students' initial hesitation in giving critical feedback and the limited time available for reflection and revision due to the tight schedule of meetings in this research, the research claims that the implementation of Peer Editing can still make a positive contribution to improving students' writing performance. It is suggested the teachers should provide clear guidance and structure steps in Peer Editing to help students implement more easily and use the technique effectively. Further researchers may focus on explore the students' motivation and confidence, as these factors may affect how Peer Editing influences writing outcomes.

*Keywords: Peer Editing Technique, narrative text, writing performance, teaching writing*