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

Undergraduate Thesis

Zahara Eyan Ghina Fauzia

2113042019

ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2025

ABSTRACT

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

By
Zahara Eyan Ghina Fauzia

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

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

By

Zahara Eyan Ghina Fauzia

Undergraduate Thesis

Submitted in Partial Fulfillment of

The requirement for S-1

In

The Arts and Language Education Department

of Teacher Training and Education

ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2025

Research Title	:	**THE USE OF PEER EDITING TO IMPROVE STUDENTS' NARRATIVE WRITING PERFORMANCE AT THE SECOND GRADE OF SMAN 1 GADINGREJO**
Student's Name	:	**Zahara Eyan Ghina Fauzia**
Student's Number	:	**2113042019**
Study Program	:	**English Education**
Department	:	**Language and Arts Education**
Faculty	:	**Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor   Co-Advisor

Dr. Feni Munifatullah, M.Hum.   **Khairun Nisa, S.Pd., M.Pd.**
NIP 19740607 20003 2 001   NIK 23180421003201

The Chairperson of

The Department of Language and Arts Education

Dr. Sumarti, M.Hum.
NIP 19700318 199403 2 002

ADMITTED BY

1. Examination Committee

   Chairperson   : Dr. Feni Munifatullah, M.Hum.

   Examiner   : Prof. Dr. Patuan Raja, M.Pd.

   Secretary   : Khairun Nisa, S.Pd., M.Pd.

2. The Acting Dean of Teacher Training and Education Faculty

   Dr. Albet Maydiantoro, S.Pd., M.Pd.
   NIP 19870504 201404 1 001

Graduated on: April 8th, 2025

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama   : Zahara Eyan Ghina Fauzia

NPM   : 2113042019

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa dan Seni

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi   : The Use of Peer Editing to Improve Students' Narrative Writing Performance at the Second Grade of SMAN 1 Gadingrejo

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 08 April 2025

Yang membuat pernyataan,

Zahara Eyan Ghina Fauzia

NPM 2113042019

CURRICULUM VITAE

Zahara Eyan Ghina Fauzia was born on April 26th, 2003. She is the eldest of two siblings in the family of Maryani and Emma Rohani, with one younger brother named Zefairus Qoshid Muthofa.

She began her early education at Aisyah Kindergarten in Wonokarto, and later continued to SDN 1 Gadingrejo, Pringsewu. After completing her elementary education in 2015, she enrolled at SMPN 1 Gadingrejo and graduated in 2018. During her time in junior high school, she won a storytelling competition twice– securing second place in her first attempt and first place in the following year. She then pursued her senior high school education at SMAN 1 Gadingrejo and graduated in 2021. That same year, she was accepted into the English Education Study Program at the University of Lampung through the SNMPTN (National Selection for Admission to State Higher Education).

While studying at the University of Lampung, she actively participated in FPPI (Islamic Development and Assessment Forum), a student organization at the faculty level for muslim students. From January to February 2024, she took part in the KKN-PLP program in Way Galih, Tanjung Bintang. As part of completing her undergraduate studies, she conducted a research project on to the use of Peer Editing to improve students' narrative writing performance at the second grade of SMAN 1 Gadingrejo.

DEDICATION

Bismillahirrahmanirrahim, in the name of Allah SWT, the Most Gracious and the Most Merciful, whose blessing and strength have guided me through every step of this journey, I wholeheartedly dedicated this thesis to:

1. My dearest parents – Maryani and Emma Rohani
2. My beloved brother – Zefairus Qoshid Musthofa
3. All my respected lecturers in the English Education Study Program
4. My fellow students in the English Education Study Program
5. My Alma mater, the University of Lampung

MOTTO

"Truly His command if He willed a thing, (is) that He says to it: "Be." so it becomes"
(Qur'an, Surah Yasin, 36:82)

"Nothing passes in vain, be it your efforts, your tiredness, and your past. There is always wisdom behind at all. And, nothing falls in vain, be it you heart or your tears. Everything will be paid off with something that makes you the happiest"

-anonymous

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin, all praise and gratitude be to Allah SWT, The God of the universe, who has continuously bestowed safety and health upon the researcher, enabling to completion this thesis. This thesis, titled "The Use of Peer Editing to Improve Students' Narrative Writing Performance at The Second Grade of SMAN 1 Gadingrejo", is presented to the Arts and Language Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements for S-1 degree.

The researcher acknowledges that this thesis could not have been completed without support, guidance, suggestions, and encouragement from good people. Therefore, sincere gratitude and highest appreciation are extended to:

1. Dr. Feni Munifatullah, M.Hum., as the first advisor and Head of the English Education Study Program, for her invaluable patience especially when guiding the researcher, her precious advice, knowledge, suggestions, support, and who are willing to spend time to help the researcher in accomplishing this script.

2. Khairun Nisa, S.Pd., M.Pd., as the second advisor who has given her insightful feedback, suggestions, ideas, constructive critic, and sustainable encouragement that makes this script come reality. Her expertise is very important for my development as a researcher.

3. Prof. Dr. Patuan Raja, M.Pd., as the examiner who has given suggestions, evaluations, guidance, and support during the seminar until this script completely written.

4. Dr. Tuntun Sinaga, M.Hum., as the academic advisor who has given guidance and

Meaningful advice since the researcher began her academic life.

5. All lecturers and administrative staff of the English Education Study Program.

6. My beloved parents, Maryani and Emma Rohani. Thank you very much for your endless love, always supports me mentally and financially, motivations, prayer for your children who never stop day and night, everything you have given to me all the time.

7. My brother, Zefairus Qoshid Muthofa, thank you for your love, support, prayer, and encouragement.

8. My mentor, Rendra Wirawan, S.Pd., thank you for all your suggestions and support for me to get to this stage.

9. All of my cousins, aunts, and uncles, thank you for your great support and prayer to me.

10. The principal of SMAN 1 Gadingrejo, English teachers, Miss Niffia and Ma'am Tata, and all of the students XI.I for the cooperation and being helpful during the research process.

11. Fellow classmates in Class A and all the students of the 2021 Batch of the English Department, for their support and the shared experiences.

Finally, the researcher realizes that this thesis is not without flaws. Perhaps there are still some weaknesses in this research. Constructive suggestions, comments, and critics will always open for better research. Hopefully, this research can contribute positively to readers, especially for the development of education and readers who want to do further research.

Bandar Lampung, March 19th, 2025
The writer

Zahara Eyan Ghina fauzia

CONTENTS

TABLES

APPENDICES

I. INTRODUCTION

This chapter discusses the background, research question, objective, uses, scope of the research and definition of terms.

1.1 Background

In learning and teaching English, four essential skills need to be acquired; listening, speaking, reading, and writing. Among them, writing is an integral part of effective English language learning. It serves as a key indicator of one's proficiency when engaging with the English language.

According to Irwan and Sulaiman (2019) writing is the outcome of process involving thinking, drafting, and revising, all of which require specific skills. Therefore, it is essential for students to develop this skill systematically to produce clear and effective written communication. Without a solid foundation in these areas, students may struggle to convey their ideas accurately and persuasively.

Writing skill is crucial in academic and professional settings, as it enables individuals to articulate their thoughts clearly and persuasively. In academic contexts, strong writing skill is necessary for producing essays, reports, and research papers that meet scholarly standards. Professionally, the ability to write well can influence career success, as it often essential for creating proposals, emails, and presentations.

According to Nunan (2003) writing involves the cognitive process of generating ideas, considering how to articulate them, and structuring them into sentences and paragraph that are comprehensible to a reader. This process requires writers to not

only have a clear understanding of the topic they are writing about, but also to organize their thoughts in a logical and coherent manner.

Hyland (2003) states that writing in a second language can be understood as a product that follows certain linguistic rules, where words, clauses, and sentences are systematically arranged to form a cohesive and structured text. In this view, the main focus in teaching writing is how the students can compose texts with clear and cohesive structures so as to produce writing that is in accordance with applicable language standards.

Langan (2012:9) also says that writing is a skill that, like most others such as typing, driving, or cooking, can be acquired through learning. This perspective emphasizes the idea that writing is not solely an innate talent but rather a skill that can be developed with practice and guidance. Just as one can improve their typing speed through practice or become a better cook by learning recipes and techniques, writing proficiency can also be cultivated through systematic learning and application.

Nevertheless, writing is a challenging skill to fully develop. It requires continuous practice and refinement of techniques to overcome the challenges mentioned. The process of writing involves not only their expression in a clear and cohesive manner. This demands a deep understanding of language structure and the ability to convey thought effectively on paper.

Yuce and Aksu (2019) state that one of the reasons students may avoid writing is because many perceive it as not enjoyable or fun. The process of writing can be seen as boring and demanding a significant amount of mental effort and concentration. Unlike activities that provide gratification, such as watching videos or playing games, writing often involves multiple drafts and revisions to achieve a satisfactory result.

Furthermore, some students may have less confidence in their abilities, which can further deter them from engaging in writing tasks. The fear of making mistakes or receiving negative opinions may contribute to feelings of frustration and reluctance to

write. In educational settings, where writing assignments are often graded and evaluated, students may experience additional pressure to perform well, which can exacerbate their avoidance of writing.

Nugroho (2021) also states that writing is perceived as the most challenging skill for English language learners, especially EFL students. This can occur because writing requires not only mastery of grammar and vocabulary, but also the ability to structure ideas coherently and express them effectively. For EFL students, the process of writing in a second language can be daunting due to differences in linguistic norms, cultural contexts, and syntactic patterns.

In addition, writing demands a high level of precision and accuracy, which can be difficult to achieve without extensive practice. As a result, many EFL students may struggle to produce clear, organized, and grammatically correct written texts. Understanding these challenges is crucial for educators in developing strategies to support EFL students in their writing endeavors and improve their overall language proficiency.

According to Rebecca (2010), narrative text is a text that connects a sequence of events in a logical and chronological order, which are caused by or happen to certain factors. It means that a narrative text tells a story in a clear and organized way, following a timeline. Anderson and Anderson (1997) also stated that narrative text is a text that tells a story using either spoken or written language. It means that a narrative text can be shared through speaking or writing, such as telling a story out loud or writing it down in a book.

The Peer Editing technique has long been one of the dominant techniques in learning English, especially in developing writing skills. This technique involves students reviewing and providing suggestions and comments on each other's work, fostering an individual learning support. By engaging in Peer Editing, students can gain diverse perspectives on their writing, identify areas for improvement, and learn from their peers' strengths and weaknesses.

Vygotsky (1978) theory of the Zone of Proximal Development (ZPD) supports the practice of Peer Editing by emphasizing the importance of social interaction in learning. In Peer Editing, the students operate within their ZPD by receiving guidance and constructive suggestions from peers who may have more experience or different insights. This process allows students to overcome writing challenges that they might not be able to resolve independently.

Nugroho (2021) states that Peer Editing is a technique in which the students review and provide constructive feedback on their peers' writing. This process not only helps students identify and correct their mistakes, but also exposes them to diverse writing styles and perspectives, growing up a deeper understanding of effective writing techniques.

According to Azeez (2021), a researcher from Samara University who used a causal-comparative quantitative design for the research and used paragraph essays as the writing test of his research, mention that the result of the research stated that Peer Editing is considered the most effective form of feedback for students' writing, rather than self-editing as a technique compared to Peer Editing in this research. This research contributes to the growing body of evidence supporting the benefits of Peer Editing practices in educational settings.

By engaging in Peer Editing activities, students not only receive more comprehensive and constructive feedback, but also develop interactive and critical thinking skills. These skills are essential for improving writing proficiency and promoting a supportive learning community where students can actively participate in each other's academic growth. This process also helps the students deepen their understanding of writing concepts as they learn from both giving and receiving feedback in a positive and interactive environment.

According to Irwan et al. (2019), researchers who conducted the research at Pontianak State Islamic Institute did so by using observation and measurement as the techniques of collecting the data. The study was conducted on the second-semester

students of Pontianak State Islamic Institute, which consisted of 34 students, 10 male students and 24 female students. The instruments used to collect the data were a writing test in the form of recount text, an observation checklist, field notes, and a recorder.

The aim of the research was to find out whether the implementation of Peer Editing can improve students' recount writing performance. In the second cycle, the data showed that 15% of students are categorized as excellent, 44% of students are categorized as good, 35% of students are categorized as sufficient, and only 6% of students are categorized as poor. The result of the research stated that the implementation of Peer Editing technique has a positive impact on increasing students' writing performance.

From the research described by the researcher above, there was an improvement in students' writing performance after implementing Peer Editing in learning activities. Zhang, et al., researchers who conducted research at Korean University in 2022, also stated that Peer Editing is an effective technique for improving student performance in writing journal manuscripts, as it offers empirical proof that evaluating and considering received feedback helps students improve their writing performance. This process not only enhances the quality of their writing, but also fosters critical thinking and revision abilities essential for academic growth.

In the context of this research, there are significant differences with that research. The previous studies above focus on examining the implementation of Peer Editing at the college level. However, there are limitations for this research because it focuses exclusively on university–level students. Therefore, this research tries to overcome these limitations by conducting this study at the high school level on the effectiveness of Peer Editing in improving students' writing performance.

1.2 Research Question

The research question for this research is as below:

Is there any significant improvement of the students' writing performance after implementing Peer Editing on the second grade high school students?

1.3 Objective

The objective of this research is as below:

To find out whether there is any significant improvement of the students' writing performance after implementing Peer Editing on the second grade high school students.

1.4 Uses

The benefits of the research are as below:

1. Theoretically. The researcher hopes that the result of the research may present useful information for future research regarding the implementation of Peer Editing to improve students' learning English in teaching writing.
2. Practically. From this research, it is hoped that the English teacher can get information about the use of Peer Editing to improve students' writing performance.

1.5 Scope

This research was conducted in the second grade of senior high school. The research covers writing skills using Peer Editing. There are two types of peer editing such as online Peer Editing and conventional Peer Editing. The researcher chose conventional Peer Editing, in which the researcher chose the treatment and the material of the subject is limited only to legend narrative text, a text that tells about the traditional stories or folklore that has been passed down through generations. In the end, the

research was focused on whether there is any significant improvement in the students' writing performance after implementing Peer Editing on the second grade high school students.

1.6 Definition of Terms

In order to avoid misunderstanding among the readers, definitions of terms are provided below:

1. Writing is not only a process of expressing thoughts and ideas but also a transformative act that involves organizing thought, conveying meaning effectively, and engaging with the intended audience.

2. Teaching writing is helping students to express their ideas and feelings effectively through written communication by not only sharing knowledge but also developing their skills in organizing and presenting their thoughts in a clear, structured, and grammatically correct manner.

3. Narrative text is a form of text storytelling that aims to entertain and inform readers or listeners by presenting actual or imagined experiences in an engaging manner.

4. Peer editing is a technique that involves students in providing constructive suggestions to each other to enhance the clarity, coherence, and overall impact of their writing.

Those all above are what this chapter discusses, including background, research questions, objectives, uses, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter contains the following topics: writing, teaching of writing, writing process, text, narrative text, Peer Editing, Peer Editing in teaching writing, procedure of using Peer Editing in teaching writing, advantage and disadvantage using Peer Editing in teaching writing, theoretical assumption, and hypothesis.

2.1 Writing

According to Nunan (2003) writing is the skill that involves the physical act of creating words or forming ideas on various media, whether in handwritten or typed form. Writing skills allow us to effectively convey our thoughts, knowledge, and emotions, facilitating communication and expression across different contexts.

It means that writing skill is not just a technical ability but a critical tool for successful interaction and engagement in various aspects of life. It enhances our ability to participate in discussions, share information, and connect with others, making it an indispensable skill in today's interconnected world.

According to Hyland (2003), writing is seen as a product that is built through the arrangement of words, clauses, and sentences that follow certain grammatical rules and structural patterns to create well-organized texts. In the context of language learning, the students are directed to understand and apply these rules in their writing in order to produce good texts that are appropriate with academic rules.

Scholes and Nancy (1985) state that writing is a tool both as a method of thinking and as a mode of communication. This means that the process of writing helps individuals clarify and organize their thoughts while also conveying these ideas

others. By engaging in writing, people can refine their understanding of a subject and share their insights, knowledge, and emotions with a broader audience.

According to Randal (2004:160) writing is the skill of crafting words in a way that often carries a greater truth value than merely recording them. When we write, we engage to Randal (2004:160) writing is the skill of crafting words in a way that often carries a greater truth value than merely recording them. When we write, we engage in a process that goes beyond simple transcription, we interpret, analyze, and convey deeper meanings and insights. This transformative aspect of writing allows us to communicate complex ideas and emotions with clarity and precision, making it a powerful tool for both personal expression and academic discourse.

According to Hadfield and Hadfield (2008) writing is a productive skill with unique characteristics that set it apart from other skills, including the need for accuracy, challenges in organizing language and sequencing ideas, and the absence of an immediate audience. Unlike speaking and listening, where there is immediate feedback from an audience, writing lacks this direct interaction, making it a more solitary and introspective process.

Nystrand (1989:75) also states that writing is a skill that involves expanding text based on the writer's reasonable assumptions about what the reader knows and anticipates. So it is important for students to consider their audience carefully and provide enough context and explanation to ensure their writing is clear and meaningful.

Based on the statements from the experts mentioned above, the researcher concludes that writing is not only a process of expressing thoughts and ideas but also a transformative act that involves organizing thought, conveying meaning effectively, and engaging with the intended audience.

2.2 Teaching of Writing

Teaching writing is an important process in language learning. This involves developing students' ability to write in the language being studied. Brown (1980:7) states that teaching is a complicated process that includes not just sharing knowledge but also helping students learn, allowing them to know and understand how to do something. Teaching writing is crucial in language learning, focusing on developing students' proficiency in writing in the target language. This involves guiding students through various strategies and techniques to improve their ability to express themselves effectively through written communication.

According to Hyland (2003:3), teaching writing in L2 teaching is a process that combines various theories and complementary approaches, tailored to teacher teaching situations and beliefs, to improve students' writing skills. It means that teaching writing in L2 involves integrating multiple theoretical perspectives and methods, which are adapted to fit specific teaching contexts and the teacher's beliefs about effective learning strategies, in order to enhance students' writing abilities.

Hyland also states that one perspective on writing is to view it as symbols on paper or a screen, organized into a coherent sequence of words, clauses, and sentences that follow a set of rules. It means that the teacher should guide students on understanding and applying these rules to create clear and structured written text. This involves teaching them the principles of grammar, syntax, and punctuation, as well as how to organize their ideas logically and cohesively.

Based on the statements above, the researcher concludes that teaching writing is helping students to express their ideas and feelings effectively through written communication by not only sharing knowledge but also developing their skills in organizing and presenting their thoughts in a clear, structured, and grammatically correct manner.

2.3 Writing Process

Based on the definition of writing, writing is a method of expressing thoughts and ideas through text. The writing process is important to know in order to understand how to effectively plan, draft, revise, and edit written work, thereby improving the quality and clarity of one's writing. Scholes and Nancy (1985) state that there are three steps in the process of writing; they are prewriting, drafting, and revising. All those steps are important to make one's writing better and more systematic.

1. Pre-writing

   Prewriting is the most effective method to start your writing task and involves capturing your thoughts on paper without the immediate pressure of organizing them into their final form. It allows you to practice what you want to say without concern for how your audience will perceive the eventual shape of your work.

2. Drafting

   Drafting is the stage where you start to organize your ideas and envision a possible structure for the work you will create, including a beginning, middle, and end. This phase allows you to outline the direction your work will take, establishing a framework that guides the development of your writing.

3. Revising

   Revising is crucial for writers, as they should revise their drafts before presenting their work to readers, especially if they aim to achieve professionalism. The process of revising and rewriting is advantageous for all writers, as it allows them to refine their ideas, improve clarity, and ensure their message is effectively communicated.

There are five steps of writing by White (1986):

1. Invent

   Invent, to identify a topic, gather essential details about it, and determine the main message a writer wishes to convey.

2. Gather and Plan

Gather and plan, collect information about the topic from memory or through preliminary reading and organize it.

3. Plan and Structure

Plan and structure, organize a writer's thoughts into a beginning, middle, and end, which is to create a tentative outline to ensure coherent thorough development.

4. Draft

Draft, flesh out your ideas, focusing more on content than on style or correctness.

5. Revise/Edit

Revise/edit is refining your draft to enhance accuracy, readability, and development. Revising can be done at any time, but it is most effective after completing a preliminary draft.

Based on the explanation above, it can be stated that the process of writing consists of prewriting, drafting, and revising. In this research, the researcher used the process of writing outlined by Scholes and Nancy (1985) to guide the students in developing clear and structured written communication.

2.4 How to Measure Writing Skill

After we know the process of writing, we need to know how to measure writing skill. According to Hyland (2003), there are three aspects of writing (parts of writing) such as content, structure, and language. Scoring writing achievements is a challenging task. Evaluating writing ability requires individuals with adequate skills in assessing writing achievements and ensuring an objective assessment.

The researcher relies on qualified assessors to prevent subjectivity in evaluating test data, using established writing test criteria, as outlined by Hyland (2003), which encompass three key aspects. They are content, structure, and language.

1. Content

   This aspect is related to what the author writes, that is the ideas, information, and messages that they want to convey in the text.

2. Structure

   A structure refers to how the writing is organized. This includes the layout and flow of the writing, how paragraphs are connected, and how the writing has a structure that is appropriate to the type of text.

3. Language

   This aspect refers to the use of vocabulary, appropriate word choice, the use of punctuation, and accuracy in spelling and grammar.

There are five aspects of writing by Heaton, J. B. (1991):

1. Content

   This aspect takes the form of ideas and main points in the writing. It includes what the text is about and its overall message.

2. Organization

   How the content is arranged. This refers to how well the ideas are structured, ordered, and connected.

3. Vocabulary

   This aspect is in the form of how the writer chooses words that are suitable for the content. It includes the selection of words, phrases, and sentences to clearly communicate the message.

4. Grammar

   Heaton explained that in writing, writers must pay attention to the correct use of grammatical rules. This includes using the right verb tenses, subject-verb agreement, sentence structures, and so on.

5. Mechanics

   Mechanics refers to the use of standard writing conversations. It includes punctuation, capitalization, and spelling to make the text clear and readable.

The researcher applied the writing aspects outlined by Hyland (2003) to assess students' writing performance, emphasizing the need for scorers to thoroughly understand each descriptor to ensure objective scoring. The researcher chose Hyland's outline because it was suitable for more concise and direct analysis needs.

2.5 Kinds of Text

According to Ricoeur (1991), text is any spoken word or group of words that has been written down. It means that text is not only limited to printed or written texts in books, articles, or other documents, but also includes all forms of oral expression that have been documented in written form. There are various types of English texts that can be encountered or studied, but the most common ones, as identified by Gerot and Wignell, they are:

1. Descriptive

   A descriptive text describes an object, such as a thing, person, place, animal, or plant.

2. Recount

   A recount is a text that narrates a series of past events to entertain or inform readers.

3. Narrative

   A narrative text tells a story with complications and problematic events, resolving conflicts with a timeline.

4. Explanation

   An explanation text explains a process of how something works or why something happens.

5. Analytical exposition

   An analytical exposition persuades readers or listeners about something in particular.

6. Procedure

   A procedure text provides a step-by-step explanation of how to correctly perform a sequence of actions.

7. News item

   A news item presents current and up-to-date information to inform readers about events happening at the present time.

Based on the explanation above, it can be stated that there are some kinds of texts in English that are learned in school that students must know and understand. In this research, the researcher was focused on one of the texts explained above, namely narrative text.

2.6 Narrative Text

Narrative text is a type of text that retells the story. According to Humphrey et al., (2011) state that narrative text is a text that tells a story, aiming to entertain and informs the reader or listener. It means that narrative text serves the dual purpose of entertaining and informing the reader or listener by presenting stories in a compelling and engaging manner.

Gerot and Wignell (1994) also say that narrative text is a text that is designed to entertain and present actual or imagined experiences in a unique way, often by reconstructing events. It means that this text aims to engage readers by telling stories that may be based on real-life happenings or purely fictional scenarios, allowing for a creative reimagining of events.

In addition, Yusak and Madya (2004) state that narrative text is a form of writing designed to engage readers with a story involving complications or problematic events that escalate to a crisis and ultimately reach a resolution. It means that narratives typically follow a sequence of events that build tension and lead to a satisfying conclusion.

It can be stated that narrative text is a form of text storytelling that aims to entertain and inform readers or listeners by presenting actual or imagined experiences in an engaging manner.

There are several types of narrative text. According to Hammond et al. (1992), there are types of narrative text such as mystery, science fiction, historical fiction, adventure story, fantasy, contemporary fiction, legends, fables, dilemma stories, and fairy tales. In this research, the text that the researcher chooses was limited only to legend narrative text.

The Generic Structure of Narrative Text

It is important to know and understand the generic structures of narrative text, as it provides a framework for how stories are structured and presented. According to Anderson and Anderson (2003) mention that there are some generic structures for constructing a written narrative. They are:

1. Orientation: This part typically describes the setting or initial problematic situation, introduces the characters involved, and identifies where it took place.
2. Evaluation: This section includes the sequence of events, describing the actions or occurrences that occurred in the past.
3. Complication: this component focuses on the crisis that arises during the event.
4. Resolution: This part describes how the crisis is resolved (problem-solving), whether for better or worse.
5. Re-orientation: This final part provides a brief summary aimed at imparting a moral lesson to the readers.

Furthermore, according to Djuharie (2007) the generic structure in narrative text consists of four parts, they are:

1. Orientation: refers to THE part of the text that provides context or an introduction to the narrative.

2. Complication: parts of the text that inform the reader about the conflict in the narrative.

3. Resolution: refers to sections of text that describe the reaction of characters to a problem.

4. Coda: describes or evaluates the conflict within the narrative text.

It can be stated that the generic structures of narrative text consist of orientation, complication, resolution, and coda.

Understanding the generic structure of narrative text is crucial because it allows us to apply it in our own writing, ensuring that our text is well-organized and accurate when we narrate events.

In order to make the generic structure explanation of narrative text clearer, here is an example of a narrative text with the generic structure:

The title of the story: The Legend of Toba Lake

Once upon a time, in a village in North Sumatra, there lived a young farmer named Toba. He was a hard worker even though he only had a small farmland. One day, Toba went fishing in the river after working hard in the fields all day. "Ooh, hopefully today I get a big fish," Toba muttered.

Not long after that, he managed to catch a big fish with shiny scales. Toba was surprised when the fish turned into a beautiful girl. "I am Princess Intan. If you don't eat me, I will be your wife," said the fish that turned into a princess. (Orientation)

Toba and Princess Intan married after Toba swore not to tell his wife's origins. They lived happily and were blessed with a son named Samosir. However, Samosir had a habit of overeating, and often annoyed Toba.

One day, Princess Intan asked Samosir to deliver food to Toba who was working in the rice fields. "My son, please deliver food to your father, he must be hungry," said Princess Intan.

However, Samosir ate all the food before delivering it. Toba, who was hungry and angry when he found out that Samosir had eaten all the food, called Samosir and scolded his son. "You shameless son!" shouted Toba. "You eat a lot, but you neglect even small tasks! You fish son!" (Complication)

After Toba said those words, suddenly a strong wind blew and heavy rain fell. Princess Intan, who heard that her husband's oath had been broken, slowly turned back into a fish. "Toba, you have broken your oath!" sobbed Princess Intan. "This is the consequent." Toba cried, realizing that he had caused a disaster. The rain became heavier, floods hit the village, and the overflowing floodwaters formed a large lake. (Resolution)

From that day on, the lake that was formed was called Lake Toba, and the small island in the middle was called Samosir Island, as a memory of the tragic event that occurred due to the broken oath. That's why, always be responsible for the obligations and promises you make. (Coda)

(https://dongengceritarakyat.com/cerita-legenda-danau-toba-dongeng-rakyat/)

The language Features of Narrative Text

Besides, generic structure narrative text is characterized by several distinctive language features that distinguish it from other types of writing. According to Gerrot and Wignell (1994), the language features of narrative text focus on specific and individualized participants with defined identities, such as:

1. They can be written in either the first person or the third person.
2. Use of temporal conjunctions and circumstances that describe time and place.
3. Use of the past tense.
4. Use of material processes (action verb) and some behavioral and verbal processes. Behavioral processes describe physiological and psychological behavior (e.g., dreaming, smiling), while verbal processes describe actions of saying (e.g., telling, warning).
5. Use of relational processes to show what happened and what someone did or had, as well as the condition or nature of that something (e.g., 'had' 'owned' to indicate possessive. 'Felt' and 'thought' indicate a mental state or feeling of the characters).

It can be stated that the language features of narrative text consist of five, such as use first or third person, use temporal conjunctions and circumstances that describe time and place, use of past tense, use of material processes, and use of relational processes.

2.7 Peer Editing

Peer Editing is a technique where students review and provide feedback on each other's writing, taking on roles typically filled by teachers or editors. This technique

involves critiquing drafts to help improve writing skills and enhance the overall quality of the work.

Vygotsky (1978) theory, the Zone of Proximal Development (ZPD) emphasizes the role of social interaction in learning, which is reflected in Peer Editing as the students receive guidance, suggestions, and feedback from more proficient peers to help them overcome writing challenges they cannot resolve on their own. This interaction enables the students to develop their writing performance through support that bridges the gap between their current abilities and their potential progress.

Means and Linder (1998) state that Peer Editing is the act of examining and altering a written work to enhance its clarity, coherence, and overall impact. This process includes correcting grammar, spelling, punctuation, and capitalization errors, while also ensuring that the writing is well-structured and easy to understand. It means that through Peer Editing, writers refine their work to ensure it communicates effectively and is free from technical errors, ultimately improving its readability and comprehensibility to the intended audience.

In the Peer Editing process, the students provide personalized feedback to one another, highlighting strengths and suggesting areas for improvement. This peer-to-peer interaction not only mirrors the individualized instruction provided by the teachers, but also empowers students to become active participants in their own and their peers' learning journeys. Through Peer Editing, students develop critical evaluation skills and enhance their ability to give and receive constructive feedback, thereby developing an interactive learning environment that accelerates overall writing proficiency.

Peer editing is a process where individuals provide feedback on their peers' behavior or performance to motivate them to perform effectively (Toofan, 2014). It means that Peer Editing engages in assessing each other's work, offering constructive criticism, and encouraging improvement, thereby fostering an interactive environment aimed at enhancing overall performance and outcomes.

Nugroho (2021) in his findings, stated that the implementation of Peer Editing techniques in the classroom can enhance students' writing skills while also improving the classroom environment as more students engage by asking and answering questions from the teacher. It means that using Peer Editing techniques in the classroom not only helps students improve their writing abilities but also fosters a more interactive and engaged learning environment, with increased student participation in discussion and interactions with the teacher.

Another researcher from Arba Minch University and Andhara University, Sahle et al. (2023), did research using a quantitative approach that employed a–quasi experimental design to achieve the goal. The data is in statistical measures of pre–test scores and post–test scores. The objective of this research was to find whether Peer Editing improves L2 students' writing achievement using a formal textbook.

The result of the research stated that Peer Editing training positively impacts students' writing performance. This finding has substantial implications, as numerous previous studies have yielded similar results, reinforcing the effectiveness of Peer Editing.

Peer editing should be done in groups to create an interactive learning environment where students can exchange ideas, provide useful feedback, and learn from each other's strengths and weaknesses. Through group work, students have the opportunity to discuss in more depth errors or improvements needed in their writing. Usher et al. (2024) found that the implementation of Peer Editing, especially when done in groups, can significantly enhance students' engagement in the writing process. This indicates that Peer Editing not only improves students' writing performance but also creates an active learning environment where the students actively participate in reviewing and refining each other's work.

Campbell and Batista (2023) in their findings, stated that Peer Editing gives teachers more flexibility in their approach to teaching writing in English as a Foreign Language (EFL). It means that teachers have more options and adaptability in how

they teach writing skills in EFL by incorporating Peer Editing as part of their instructional strategies.

Their research findings also show that their fellow editors can learn through the editing process and that social connectedness can be enhanced in a learning environment. It means that the students can gain learning experiences through the editing process, and it also enhances social connectedness in a learning environment.

However, Ludemann et al. (2014), in their findings, stated that students' confidence in writing plays a significant role in shaping their perception of the effectiveness of Peer Editing. Their study suggested that for Peer Editing to be more effective, it requires a well-structured approach and active intervention from the teachers to ensure that the students understand and apply the technique correctly. Therefore, building students' confidence and creating a supportive environment where feedback is seen as a tool for improvement rather than criticism are essential steps in maximizing the potential of Peer Editing in enhancing students' writing performance.

Yuniarti et al. (2023), researchers from STIE Baladewa of Palembang and STKIP Al Islam Tunas Bangsa, conducted research using the quasi-experimental method and non-equivalent (pre-test and post-test) control group design to achieve the goal. The sample used was a total quota sampling.

The researchers used Paired Sample T-test and Independent T-test to measure pre-test and post-test scores. The objective of this study was to find out whether the use of Peer Editing and Peer Feedback techniques can improve students' ability to write narrative text. The result of this study revealed that the Peer Editing technique is effective in teaching students' writing performance, and there was also a significant increase in students writing narrative text.

The different between previous studies and this study is in its focus. The purpose of Yuniarti et al. (2023) research is to improve students' writing performance on the

college level. While in this study, the researcher was focused on finding out the use of Peer Editing to improve students' writing performance at the high school level.

Peer editing is particularly effective in teaching editing skills because it allows students to practice applying editing techniques in a practical and meaningful way. Means and Linder (1998) say that there are several ways to teach editing to students. They are:

1. Teaching Editing Using Sentence Frames

The teacher provides a writing example that has several errors and asks students to identify the parts that need to be corrected. The teacher asks students to use sentence frames to organize ideas and write effective sentences.

2. Integrating Grammar

Teachers integrate grammar into writing instruction to help students understand how to use language effectively and become stronger writers. The teacher asks students to correct grammatical errors in writing.

3. Developing Revision Skills

Teachers ask students to revise their writing and look for ways to correct mistakes. The teacher asks students to share and discuss the areas they identified as needing improvement and how they would correct the errors.

4. Using Editing Activities

The teacher provides a writing example that has several errors and asks students to identify the parts that need to be corrected. The teacher asks students to share and discuss the areas they identified as needing improvement and how they would correct the errors.

5. Developing Editing Skills by Using Examples

The teacher provides a writing example that has several errors and asks students to identify the parts that need to be corrected. The teacher asks students to make a list of parts that need improvement in the writing and look for ways to correct mistakes.

In this study, the researcher applied the way of developing revision skills as suggested by Means and Linder (1998). This way was chosen because it encourages the students to also have a role in improving their own writing. Rather than only identifying errors in others' work, the students were also asked to revise their own draft based on the constructive suggestions they received during Peer Editing process. This way allows students to reflect on their weaknesses, understand the importance of revision, and also train them to refine their narrative writing effectively.

According to Zemach and Rumisek (2003), showing our writing to a classmate is a very useful method for improving our writing skills. This process is known as Peer Editing. In this procedure, we read our friend's writing and our friend reads our writing. Both provide comments or feedback on each other's work. We can discuss it directly, write comments on a sheet provided by the teacher, or make notes directly on our partner's writing.

Based on the explanation above, it can be stated that Peer Editing is a technique that involves students in providing constructive suggestions to each other to enhance the clarity, coherence, and overall impact of their writing.

2. 8 Procedure for using Peer Editing in Teaching Writing

Peer Editing is a process in which students edit their classmates' writing to correct errors and improve the quality of the writing. The teacher can provide examples of received writing to use as a reference, so that the students can understand how to edit

writing effectively. According to Alwasilah (2005) and Barkley (2005), teachers can use the following steps in Peer Editing practice, they are:

1. The teacher forms small groups consist of 3-4 students. Make sure the number of students per group matches the number in the class, and always maintain conducive atmosphere.

2. To maintain calm, arrange the distance between groups so that students can discuss peacefully without being disturbed by other groups.

3. Each student exchanges their drafts with their respective group members. Each editor writes their name at the top of the draft they edited to make it easier to track.

4. Give the editor time to read the entire writing carefully. The editor must pay attention to the appropriateness of the content, such as ensuring that the ideas conveyed are clear and connected between paragraphs, and also check grammar, punctuation, spelling, and sentence structure.

5. The editor marks errors by circling parts that are considered inappropriate and focusing on grammar, spelling, punctuation, sentence structure, etc.

6. Each editor records suggestions, comments, and scores each element of the writing using the *Peer Editing Guidelines* provided by the teacher. The editor provides written feedback, including things that need to be improved, and provides constructive suggestions.

7. After reviewing the writing, the editor returns the draft to the writer and has a direct discussion about the feedback given. Students are encouraged to clarify unclear parts, ask for reasons behind the editor's suggestions, and respond to suggestions with mutual respect.

8. The writer revises their writing based on the feedback given by the editor. Make sure the writer corrects the suggested parts and reviews the overall structure of their writing.

9. This process is repeated up to a minimum of four times. Each round will help students correct their mistakes gradually.

10. After the revision is complete, the writer attaches the *Peer Editing Guidelines* that have been filled out by the editor to the final draft. The final text is submitted to the teacher to get more feedback.

From the procedures for using Peer Editing above, the researcher can carry out the teaching writing procedures using Peer Editing. Besides that, in this research, the procedure of using Peer Editing falls under the revising stage in the writing process as outlined by Scholes and Nancy (1985). Peer Editing conducted after the students had finished drafting their narrative texts. In this stage, the students exchanged their drafts with peers, provided and received constructive suggestions and comments, and then revised their writing based on those suggestions and comments.

Pre-activities:

1. The teacher greets the students
2. The teachers prepare students to be ready to carry out learning by asking for attendance, and preparing learning conditions.
3. The teacher asks several students about their experience listening to, watching, or writing about legend stories, such as:
   ⇨ Have you ever heard a famous legend? What is it?
   ⇨ Have you ever watched a movie or show that tells a legend? What is the title?
   ⇨ Have you ever written about a legend? What legend story did you write about?
4. The teacher explains what students will learn today.

Core activities:

Introducing the material

1. The students are given vocabularies matching. The vocabularies will relate to the topic.
2. The students are asked to identify the similar meaning words from the main vocabularies on students' worksheet part 1.

3. After that, the students pay attention to the teacher's explanation regarding the generic structures and language features of narrative text.

4. The students are given the example of narrative text with a specific topic, The Legend of Toba Lake, that provides a moral message for the topic, and they discuss it with the students. This text is colored to show the different sections (language features for narrative text):

   1) Red for nouns
   2) Brown for pronouns
   3) Blue for temporal conjunctions or time conjunctions
   4) Pink for past tense
   5) Purple for action verbs
   6) Green for adjectives
   7) Orange for adverb of time

5. After that, the students are given students' worksheet part 2 as their practice in understanding the language features of narrative text.

Brainstorming and pre-writing

6. The students are given a story title about "The Legend of the Crying Stone".

7. The students are asked to think about the characters, places, and conflicts in the story they will create from the title they have been given.

8. The teachers provide guidance to the students with questions such as:
   ⇨ Who are the main characters in the legend of the Crying Stone?
   ⇨ Where and when does the story take place? And how was the main character's life before the big event happened?
   ⇨ What caused the conflict between the child and the mother in this story? How did the child show disobedience to his mother?
   ⇨ What happened after the child disobeyed his mother? How did the mother respond, and how did the situation end?
   ⇨ What lesson can be learned from the story? And how did this story end up as a legend?

9. The students are asked to do pre-writing (make an outline) from the guidance given by the teacher.

Drafting

10. The students are asked to write the first draft of a narrative text legend from pre-writing they have created earlier into four or five paragraphs on the paper (treatment test) provided by the teacher with the duration approximately 50 minutes.

11. The teacher walks around the class helping the students who need help.

12. The teacher explains to the students the procedures for carrying out peer editing:

    1) The teacher forms small groups consist of 3-4 students. Each group contains 1 student who has a fairly high level of proficiency based on the result of pre-test test scores. Make sure the number of students per group matches the number in the class, and always maintain conducive atmosphere.

    2) In order to maintain calm, arrange the distance between groups so that students can discuss peacefully without being disturbed by other groups.

    3) Each student exchanges their drafts with their respective group members. Each editor writes their name at the top of the draft they edited to make it easier to track.

    4) Give the editor time to read the entire writing carefully. The editor must pay attention to the appropriateness of the content, such as ensuring that the ideas conveyed are clear and connected between paragraphs, and also check grammar, punctuation, spelling, and sentence structure.

    5) The editor marks errors by circling parts that are considered inappropriate and focusing on grammar, spelling, punctuation, sentence structure, etc.

    6) Each editor records suggestions, comments, and scores each element of the writing using the *Peer Editing Guidelines* provided by the teacher. The editor provides written feedback, including things that need to be improved, and provides constructive suggestions.

7) After reviewing the writing, the editor returns the draft to the writer and has a direct discussion about the feedback given. Students are encouraged to clarify unclear parts, ask for reasons behind the editor's suggestions, and respond to suggestions with mutual respect.

8) The writer revises their writing based on the feedback given by the editor. Make sure the writer corrects the suggested parts and reviews the overall structure of their writing.

9) This process is repeated up to a minimum of four times. Each round will help students correct their mistakes gradually.

10) After the revision is complete, the writer attaches the *Peer Editing Guidelines* that have been filled out by the editor to the final draft. The final text is submitted to the teacher to get more feedback.

13. The students carry out Peer Editing according to the procedures that have been explained.

14. The students are asked to use *Peer Editing Guidelines* that focus on the use of spelling, punctuation, nouns, pronouns, and articles (a, an, the) provided by the teacher.

15. The students edit and make a second draft for their narrative text based on feedback from classmates earlier.

16. After that, students exchange the second draft with their partner.

17. The students are asked to use *Peer Editing Guidelines* that focus on tenses, conjunctions, prepositions, adjectives, and adverbs provided by the teacher.

Revising

18. After receiving feedback from classmates, the students edit and make a final revision of their writing based on the feedback given by their peers.

19. The students are given 60 minutes to make a final revision of their writing.

Post-activities:

1. The teacher and the students reflect on the learning activities that have been carried out and the benefits of Peer Editing.

2. The students are asked to complete a final revision of their narrative text and collect it for the teacher.

2.9 Advantages and disadvantages using Peer Editing in Teaching Writing

In using Peer Editing for teaching writing, there are advantages and disadvantages. The advantages of using Peer Editing in teaching writing:

1. Peer editing can provide diverse perspectives and insights, offering more varied and detailed feedback compared to a single teacher.
2. Engaging in Peer Editing encourages students to take an active role in their learning process.
3. Peer editing cultivates teamwork and communication skills as students work together to improve each other's writing.
4. Students learn to revise and edit their own work by analyzing and improving their peers' writing, which reinforces writing skills and techniques.

The disadvantages of Peer Editing in teaching writing:

1. The students may lack expertise in Peer editing or may provide inconsistent feedback, which can be less reliable compared to feedback from trained instructors.
2. The students may misunderstand using Peer editing in writing conversations or providing feedback that is incorrect, potentially leading to confusion or incorrect revisions.
3. Negative or overly critical feedback from peers can affect students' self-esteem and motivation, potentially discouraging them from further writing efforts.

Based on the advantages and disadvantages of using Peer Editing in teaching writing, it can be stated that Peer Editing enhance writing skills through improved feedback quality, active learning, collaboration skill development, encouragement of revision and editing, and building confidence. However, it also has drawbacks such as

inconsistent feedback quality, potential for misguided feedback, unequal participation, and risk of negative feedback impact.

2.10 Theoretical Assumption

Writing proficiency involves multiple dimensions, including content, vocabulary, grammar, organization, and mechanics. Peer editing utilizes the theory that active involvement in the editing process fosters a deeper understanding of writing conventions and improves writing skills. By reviewing and providing feedback on their peers' work, students develop critical thinking and analytical skills that are essential for effective writing. This technique promotes a dynamic learning environment, exposing students to a variety of perspectives and writing styles, which expands their own writing techniques. Repeated exposure to common writing errors and practice correcting them can improve students' writing fluency and accuracy, strengthen their understanding of writing conventions, and improve their ability to apply these conventions in their work.

Peer editing supports social constructivist theory, which states that learning is a social process. Engaging in Peer Editing increases social connectedness and builds a supportive learning community, encouraging students to take ownership of their learning and fostering a sense of responsibility towards their peers. The practical application of peer editing prepares students for real-world writing scenarios where feedback and revision are an integral part of the writing process. This technique fosters habits of self-reflection and continuous improvement, essential for effective communication, especially in written form. By incorporating peer editing into writing instruction, educators create a more engaging and effective learning environment, encouraging the development of strong writing skills.

2.11 Hypothesis

Based on the theoretical assumption above, the researcher formulated the following hypothesis:

1. Null Hypothesis (H_0): There is no significant improvement of the students' writing performance after implementing Peer Editing on the second grade high school students.
2. Alternative Hypothesis (H_a): There is a significant improvement of the students' writing performance after implementing Peer Editing on the second grade high school students.

Those all above are what this chapter discusses, including writing, teaching of writing, writing process, text, narrative text, Peer Editing, Peer Editing in teaching writing, procedure of using Peer Editing in teaching writing, advantage and disadvantage using Peer Editing in teaching writing, theoretical assumption, and hypothesis.

III. METHODS

This chapter discusses about research design, variables, data sources, instrument, procedure of data collection, data analysis, data treatment, and hypotheses testing.

3.1 Design

This research was a quantitative study which was intended to see whether there is any improvement of Peer Editing on the narrative text writing performance of second grade high school students. The research design was used to compare the students' writing performance through the scores of pre-test and post-test after the treatment was given.

According to Setiyadi (2018:113), the research design is represented as follows:

$$\boxed{\textbf{T1 X T2}}$$

Notes:

T1 refers to the pre-test that is given before the researcher implements Peer Editing in order to measure the students' writing ability before they are given the treatment.

X refers to the treatments given by researcher using Peer Editing in students' writing narrative performance in narrative text.

T2 refers to the post-test that is given after using Peer Editing to measure how far the students' improvement is after they get the treatment.

It can be stated that the design of this research involves a quantitative study to determine the impact of Peer Editing on students' writing narrative performance in narrative text and also comparing the pre-test and post-test scores to measure improvement.

3.2 Variables

In this research there were two variables, they were independent variable (X) and the dependent variable (Y). Peer Editing was considered as an independent variable (X) because it was investigated whether it improved the dependent variable or not in this research. Then, writing ability was considered as the dependent variable (Y) because this variable was measured to know the effect of the implementation of Peer Editing technique.

It can be stated that the variables of this research involve an independent variable, which is Peer Editing to find out it's improvement on the dependent variable, which is writing skill, as the main focus of this research.

3.3 Data Sources

The population of this research was the second-grade students in the first semester of SMAN 1 Gadingrejo in the academic year of 2024/2025. There are several classes consisting of second-grade students in the school. To obtain the data, the researcher took a sample from the population. In this research, the sample was class XI.I containing 36 students of the second grade at SMAN 1 Gadingrejo. In defining the sample, the researcher used a probability sampling method with a simple random sampling technique using a spin wheel, which means that every second-grade in the school has the same opportunity to be selected as a sample.

It can be stated that the population of this research was the second-grade students in the first semester of SMAN 1 Gadingrejo in the academic year of 2024/2025. The

sample of this research was class XI.I contained 36 students of second grade at SMAN 1 Gadingrejo, and the subjects of this research were the students in the class selected as a sample.

3.4 Instrument

The instrument for this research was writing tests. Writing tests were conducted before and after the treatments. The writing pre-test and post-test is in the form of short narrative text about a legend story. For each test, the students are given a maximum of three minutes to finish the test. In conducting the research, the instruments used in the classroom should be valid and reliable. Therefore, the researcher needs to check the validity and reliability of their instrument. There are validity and reliability of this research as follows:

3.4.1 Validity of Writing Test

In order to provide a convincing opinion that this research deserves to be included in scientific work, the researcher tried to follow the rules of how to conduct appropriate research. It was included considering the validity of the instruments that were used for data collection in this research. According to Taherdoost (2016), there are several types of validity, including face validity, content validity, construct validity, and criterion validity. In this research, the researcher used two types of validity that was provided evidence to achieve the validity of the test, they are:

1) Content validity

Content Validity is a type of validity used in research and assessment to determine if the content of a measurement tool or instrument. The researcher made the test based on the course objectives in the syllabus of the second grade students at SMAN 1 Gadingrejo. The researcher made the test based on the course objectives in the syllabus of the second-grade students at SMAN 1 Gadingrejo. The pre-test and the post-test were in the form of narrative text, and the topics were

representative of writing materials in curriculum merdeka. Therefore, it can be said that the test has content validity.

2) Construct Validity

According to Shohamy (1985), construct validity refers to whether the test accurately reflects the theoretical concept of language proficiency. It means that a test that measures the students' cognitive knowledge and skill according to the theory of related materials has covered the construct validity. According to Hyland (2003), there are three aspects of writing that should be tested to measure students' writing performance. Three aspects of writing were measured by the researcher since this research focuses on writing. Therefore, it can be said that the test has been covered with the construct validity.

It can be stated that the instrument in this research is valid because it has content and construct validity.

3.4.2 Reliability of Writing Test

Another important consideration when developing tests as the research instruments is reliability. According to Setiyadi (2018), reliability relates to the consistency of a measuring instrument or how well it can measure the same subjects at different times and provide relatively consistent results. It means that a test can be considered reliable if the test has a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, the researcher used inter-rater reliability. Inter-rater reliability is used when the test scores are estimated independently by two raters.

In this case, the first rater was the researcher, and the second rater was the English teacher at SMAN 1 Gadingrejo, to assess students' writing based on the writing aspects.

However, when processing the data using Microsoft Excel, technical constraints were found where scores that had decimal values (for example 42.5) could not be calculated properly in the Excel formula if using a comma. Therefore, the researcher decided to round the decimal scores to whole numbers (for examples from 42.5 to 42) so that the data calculation and analysis process could run smoothly and accurately.

This adjustment was made consistently on all data to ensure that there was no bias in processing the students' pre-test and post-test scores result. Although rounding occurs, this step does not significantly affect the accuracy of the analysis results, because the differences due to rounding tend to be small and evenly distributed across the data.

To measure how reliable the scoring is, this research used Spearman's *Rank Order Correlation* (Guilford, 1942), with the formula as follows:

$$R = \frac{1 - 6\ (\sum d2)}{N.\,(N^2 - 1)}$$

Notes:

R   : the reliability of the test
N   : the number of the students
∑d2   : the difference of rank correlation (mean score from the pre-test and post-test)
1 – 6   : the constant number

After finding the coefficient between the raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

A very low reliability (ranges from 0.00 – 0.19)

A low reliability (ranges from 0.20 – 0.39)

An average reliability (ranges from 0.40 – 0.59)

A high reliability (ranges from 0.60 – 0.79)

A very high reliability (ranges from 0.80 – 0.100)

Based on the standard of reliability above, it can be concluded that the writing test developed by the researcher was supposed reliable if the test reached the minimum range of 0.60 – 0.79 (high reliability).

After calculating the result of students' narrative writing pre-test and post-test by using the formula above. The result of the inter-rater reliability could be seen in the following table:

Table 3.1 The Result of Inter-rater Reliability

Inter-rater Reliability	Pre-test	Post-test
	0.947	0.931

Calculation of R Pre-test	**Calculation of R Post-test**

$$R = \frac{1 - 6\,(\sum d2)}{N.\,(N^2 - 1)}$$

$$R = \frac{1 - 6\,(\sum d2)}{N.\,(N^2 - 1)}$$

$$R = 1 - \frac{6\,(410{,}5)}{36.\,(36^2 - 1)}$$

$$R = 1 - \frac{6\,(536{,}5)}{36.\,(36^2 - 1)}$$

$$R = 1 - \frac{2463}{36.\,(1296 - 1)}$$

$$R = 1 - \frac{3219}{36.\,(1296 - 1)}$$

$$R = 1 - \frac{2463}{36.\,(1295)}$$

$$R = 1 - \frac{3219}{36.\,(1295)}$$

$$R = 1 - \frac{2463}{46620}$$

$$R = 1 - \frac{3219}{46620}$$

$$R = 1 - 0.0528$$

$$R = 1 - 0.0690$$

$$R = 0.9472$$

$$R = 0.931$$

Based on the standard of reliability above, the writing test for pre-test is 0.947 and the post-test is 0.931. It has very high reliability (ranges from 0.8000 – 0.1000). It can be concluded that the instrument in this research was reliable.

In conclusion, careful consideration of the validity and reliability of research instruments is essential to ensure that the data collected is accurate and meaningful. The approach employed in this research to evaluate and validate these components within writing tests is a crucial measure to ensure the trustworthiness of the research findings.

3.5 Procedure of Data Collection

In conducting this research, the researcher used the following steps:

1. Administering pre-test

   The researcher gave the pre-test in order to measure students' writing performance before they were given the treatment. The pre-test was conducted in the form of a writing test. The students in the experimental class were asked to write a narrative text about "The Legend of Malin Kundang" containing four or five paragraphs. The duration was approximately 80 minutes.

2. Conducting the treatments

   After the researcher gave the pre-test to the students in the experimental class, they were given treatments by writing a narrative text about specific topics, which was "The Legend of Crying Stone" and they got Peer Editing. Each treatment was conducted based on the time allocation in the syllabus of second-grade students at SMAN 1 Gadingrejo.

   The treatment was conducted in three meetings. In those meetings, the students were given Peer Editing for their narrative writing works and encouraged to do problem solving for the errors they made so that they had better writing performance in the future.

   The first treatment was focused on helping students familiarize themselves with the legend story. The teacher provides matching vocabularies related to the topic and asks the students to identify the similarities in meaning of the words. After that, the teacher explained the material about narrative text legends in the form of

generic structure, language features, and examples of narrative text with specific topics. The students are asked to make an outline (pre-writing) for their narrative text about "The Legend of Crying Stone" and after that, they make draft 1 from the outline they have made.

In the second treatment, the teacher explained to the students how to carry out Peer Editing. The students implemented Peer Editing from the results of draft 1 in the first meeting and were asked to use the Peer Editing Guideline that had been given by the teacher which focused on the use of spelling, punctuation, nouns, pronouns, and article (a, an, the). After this process, the students produce a draft 2, revisions of draft 1.

In the third treatment, the students were asked to do Peer Editing again from the draft 2 in the second treatment. The students were given a Peer Editing Guideline with a focused on the use of tenses, conjunctions, prepositions, adjectives, and adverbs. From this third treatment, the students make their final revision.

3. Administering post-test

    After implementing Peer Editing for their narrative writing works about "The Legend of the Crying Stone", the researcher gave a post-test in order to see the improvement in students' writing performance. The purpose of this post-test was to see whether students in the experimental class had a better understanding of writing ability after being exposed to the technique. The post-test was conducted in the form of a writing test. The students were asked to write the stories about "The Legend of Malin Kundang". The duration was approximately 80 minutes.

4. Scoring

    The researcher used two raters to score the students' writing test. The first one was the researcher itself, and the second one was the English teacher at SMAN 1 Gadingrejo. The researcher applied the scoring criteria outlined by Hyland (2003) to assess students' writing performance. Hyland's original scoring rubric was designed for factual recount text. However, since the rubric itself shares similarities with the structure of narrative text, the researcher made minor

modifications to better suit the needs of this study. There are three aspects to be tested: content, structure, and language.

Table 3.2 the scoring rubric of writing

Assessment criteria:	Assessment score:
1. Content 2. Structure 3. Language	4: Excellent to good 3: Good to adequate 2: unacceptable-not 1: Inadequate/ less

Score	Content	Structure	Language
4	The text is explicitly clear. All events in the legends story are well-documented. Effectively evaluate and connects the significance of events, showing deeper meaning in the main character's experience. Includes personal or moral reflection.	Orientation provides all essential details (setting, characters, and context). Complication is well-organized and presented chronologically or with clear logical progression. The text also concludes with a satisfying resolution and coda/lesson.	Excellent control of language. Rich vocabulary suitable for narrative. Precise grammar usage and the use appropriate language to convey emotions and stories in a way that readers can understand.
3	The text is fairly clear. Most key events in the legend are mentioned. Some evaluation or reflection on the events. Includes personal or moral reflection.	Orientation is fairly well-developed, providing most necessary background. The events mostly follow a chronologically or coherence sequence. Resolution and coda rounds of the text appropriately.	Good language control. Adequate vocabulary use with occasional varied choices. Grammar is mostly accurate, language style is appropriate for the text.
2	The text is somewhat unclear. Only some events in the legend's story are mentioned.	Orientation is present but lacks important information. Some background or	Inconsistent language control. Vocabulary use lacks variety.

	Little or weak evaluation of the events. Minimal or inadequate personal/moral reflection.	complication omitted. The events is partly coherent, but with some inconsistency or jumps. Attempt at resolution and coda is weak or incomplete.	Grammar and vocabulary errors appear, affecting clarity.
1	The text is unclear or confusing. Few or no key events are presented. No evaluation of events or moral reflection.	Missing very weak orientation. No clear complication provided. The events are presented incoherently or haphazardly. No resolution and coda ends abruptly.	Poor language control. Significant grammar errors distract the reader. Limited vocabulary and inappropriate tone or style for a narrative.

5. Analyze the test results (pre-test and post-test)

After the researcher scored the pre-test and post-test, the data was analyzed by using SPSS 26 software program. It was to find the means of the pre-test and post-test and how significant the improvement was.

In conclusion, this sub-chapter consists of finding out the administering pre-test, conducting the treatments, administering the post-test, scoring, and analyzing the test results of the pre-test and post-test.

3.6 Data Treatment

In this part, there is a step to do before answering the hypothesis testing, the researcher conducts normality test.

The purpose of conducting normality test is to find out whether the data is normally distributed or not. Because the requirement for using Paired Sample T-test is that the data must be normally distributed, a normality test was used.

The researcher used SPSS Saphiro Wilk program to analyze the data. The hypotheses of the normality test are as follows:

Null hypothesis (H₀): The distribution of the data is not normal.

Alternative Hypothesis (Hₐ): The distribution of the data is normal.

The level of significance used was 0.05. *H*a is accepted if the result of the normality test is higher than 0.05 (p>q). The result of the normality rest is as follows if:

Table 3.3 Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.123	36	.183	.966	36	.316
Post-Test	.098	36	.200[*]	.971	36	.445

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From table 3.2, it can be seen that the value of the normality test in the pre-test (0.316) and the value of the normality test in the post-test (0.445) are higher than 0.05. It can be concluded that Hₐ is accepted. In other words, the data of the pre-test and post-test are normally distributed.

In conclusion, the data treatment of this research includes a normality test to determine whether the pre-test and post-test data are normally distributed or not.

3.7 Data Analysis

The data in this research was in the form of scores. In order to get the results of this research, the data was analyzed by using the following steps:

1. Scoring the students' writing worksheet of the pre-test and post-test.
2. Organizing the result of the pre-test and post-test scores in alphabetical order.
3. Calculating the descriptive quantitative statistics of the pre-test and post-test, such as mean, minimum, and maximum, from the pre-test and post-test scores.

4. Drawing a conclusion about whether the difference between the mean of the pre-test and post-test scores has effectively increased or not by calculating the N-Gain of the pre-test and post-test scores using the following formula:

$$\text{N Gain} = \frac{\text{Mean score posttest} - \text{Mean score pretest}}{\text{Ideal score} - \text{Mean score of pretest}}$$

Division of N-Gain Score	
Score N-Gain	**Interpretation**
< 40	Ineffective
40-55	Less effective
56-75	Quite effective
> 76	Effective

(Hake, 1998)

5. Conduct a statistical test, paired sample T-test using SPSS to determine whether the difference between the pre-test and post-test mean scores is statistically significant.

6. Analyzed the hypotheses of the research. The hypotheses were analyzed using Paired Sample T-Test of Statistical Package for Social Science (SPSS). The researcher used the level of significance 0.05. The hypothesis is approved if sign < p. It means that the probability of error in the hypothesis is only 5%. The hypotheses are:

Null hypothesis (H_0) indicates that there is no improvement of students' writing performance in narrative text after they have got Peer Editing.

Alternative hypothesis (H_a) indicates that there is any improvement of students' writing performance in narrative text after they have got Peer Editing.

The criteria are:

1. If there sign level is less than 0.05: (H_a) is accepted
2. If there sign level is higher than t-table: (H_a) is accepted

7. Interprets the result of the research.

8. Drawing a conclusion to answer the research question. It was developed from the result of statistical computerization which is paired sample T-Test in SPSS.

In conclusion, this data analysis was compiled to answer the research question and prove the hypothesis testing of the research.

Those all above what this chapter discusses, including research design, variables, data sources, instrument, procedure of data collection, data analysis, data treatment.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusions of the research findings and suggestions for English teacher and further researches.

5.1 Conclusion

The implementation of Peer Editing technique in this research was proven to significantly improve students' writing performance, especially in writing narrative texts at the high school level. Peer editing technique allowed the students to engage in providing feedback on their peers' work, which helped them identify and correct mistakes, especially in areas such as content, structure, language, and grammatical errors. This process encourages collaboration and provides students with opportunities to learn from each other's strengths and weaknesses, ultimately improving their writing performance. Additionally, the positive feedback and constructive criticism exchanged during Peer Editing technique fostered a supportive and interactive learning environment.

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 confirms that implementation of Peer Editing can still make a positive contribution to improving students' writing performance. Therefore, this research not only confirms the positive contribution of Peer Editing but also fills a limitation in existing research by demonstrating its success in the context of senior high school students.

5.2 Suggestions

In reference to the conclusion above, the researcher gives some suggestions as follows:

1) **Suggestions for English Teacher**

a) The teachers should provide clear guidance and a structured introduction to Peer Editing, as some students may struggle with its steps. Breaking down the process into simpler steps and offering modeling or guided practice can help the students adapt more easily and use the technique effectively.

b) Regarding time management, teachers should consider distances the meetings so that students have enough time to reflect on feedback, make revisions, and strengthen their writing. By actively monitoring and intervening when necessary, teachers can help maintain the quality of the Peer Editing process, ensuring that it effectively contributes to students' writing development.

c) The teachers should also implemented blended-learning to support Peer Editing process, For example, using learning videos, online discussions, or feedback assignments that can be done outside of class hours. Blended learning is suggested because Peer Editing requires sufficient time for the students to process constructive suggestions and revise their work, which is often limited in classroom settings. This approach gives the students more time to understand Peer Editing well and apply it more effectively.

1) **Suggestions for Further Researches**

a) This research focused on teaching narrative text. It is suggested that further researches focus on other types of text, like explanation text, procedure text, recount text, or descriptive text which are covered in the Indonesian Educational Curriculum for the English subject.

b) This research only focused to find out the significant improvement of Peer Editing on narrative writing performance. It is suggested that further researches investigate the students' level of motivation or confidence in writing, understanding how these factors may impact the effectiveness of Peer Editing.

c) It is suggested that further researches examine the impact of extended implementation periods of Peer Editing, allowing the students more time to understand and apply the technique. This could provide deeper insights into how the students engage with the process and help refine strategies for its implementation in the classroom.

Those are what this chapter discusses, the conclusion of this research and suggestions for English Teachers and further researches.

REFERENCES

Al-Inbari, F. A. Y., and Al-Wasy, B. Q. M. (2023). The impact of automated writing evaluation (AWE) on EFL learners' peer and self-editing. *Education and Information Technologies,* 28(6). 6645-6665.

Alwasilah, A. C. (2005). *Pokoknya Menulis: Cara Baru.* Bandung: PT Kiblat Buku Utama

Anderson, M., and Anderson K. (2003). *Text Types in English.* South yarra, Australia: Macmillan Education.

Anderson, M., and Anderson K. (1997). *Text Types in English 2.* Australia: Macmillan.

Azeez, J. H. (2021). The Effect of Teacher-Editing, Peer Editing, and Self-Editing on Writing Skill of Iraqi Efl Students. *Research Journal of English, 6*(1).

Barkley, E. (2005). *Collaborative Learning Technique.* San Fransisco: Jossey Bas

Brown, H. D. (1980). *Principles of Language Learning and Teaching.* New Jerssey: Prenctice-Hall. Inc

Campbell, C. W., and Batista, B. (2023). To peer or not to peer. A controlled Peer Editing intervention measuring writing self- efficacy in South Korean higher education. *International Journal of Educational Research Open, 4,* 100218.

Djuharie, O. S. (2007). *Genre dilengkapi 700 soal uji pemahaman.* Bandung: CV. Yrama Widya.

Gerot, L., and Wignell, P. (1994). *Making sense of functional grammar.* Cammeray, NSW: Antipodean Educational Enterprises.

Guildford, J.P. (1942). *Fundamental Statistic in Psychological and Education.* New York and London: McGraw-Hill Book Company. Inc.

Hadfield, J., and Hadfield, C. (2008). *Introduction to teaching English.* Oxford: Oxford university press.

Hake, R. R. (1998). Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American journal of Physics, 66*(1), 64-74.

Hammond, J., Solomon, N., and Hood, S. (1992). *English for social purposes: A handbook for teachers of adult literacy.* Sydney: Macquarie print

Heaton, J. B. (1991). *Writing English Language Testing.* New York: Longman.

Humphrey, S., Love, K., and Droga, L. (2011*). Working grammar: An Introduction for Secondary English Teachers.* Perason Australia Group Pty Ltd.

Hyland, K. (2003) *Second language writing.* Cambridge: Cambridge University Press.

Irwan, D., and Sulaiman, S. (2019). The use of peer editing technique to improve students' writing. *Jurnal Pendidikan Bahasa*, 8(2), 232-245.

Kunandar, *Penilaian Autentik (Penilaian, Hasil Belajar Pesata Didik Berdasarkan Kurikulum 2013): Suatu Pendekatan Praktis.* Jakarta Raja Grafindo Persada 2013.

Langan, John. (2012). *English Skills.* New York: McGraw-Hill.

Ludemann, P. M., and McMakin, D. (2014). Perceived Helpfulness of Peer Editing Activities: first-year students' views and writing performance outcomes. *Psychology Learning & Teaching*, 13(2), 129-136.

Means, B., and Lindner, L. (1998). *Teaching writing in middle school: tips, tricks, and techniques.* Bloomsbury: Publishing USA.

Nugroho, S. A. (2021). Enhancing the students' skill in writing a narrative text using Peer Editing. *Wanastra: Jurnal Bahasa dan Sastra, 13*(1), 72-78.

Nugroho, S. A. (2021). Improving the writing skill of the students using Peer Editing. *International Journal of English Literature and Social Sciences, 6*(2), 235-240.

Nunan, David. (2003). *Practical English Language Teaching.* Singapore: Mc Graw-Hill Company.

Nystrand. (1989). *Writing English Language Test.* New York: Longman.

Randal. H. (2004). *Literacy an Introduction.* Edinburgh: Edinburgh University.

Rebecca, J. L. (2010). Narrative Text in Teaching English. http://teachingenglish4all.wordpress.com/2010/07/02/narrative-text-inteaching-english/.

Ricoeur, P. (1991). What is a text. *From text to action: Essays in hermeneutics, II*, 105-124.

Sahle, S., Siawk, Y. A., and Gebremariam, H. T. (2023). Effects of Peer Editing on L2 writing achievement among secondary school students in Ethiopia. *Cogent Education, 10*(1), 2211467.

Scholes, Robert and Nancy R. Comley. (1985).*The Practice of Writing*. New York: ST. Martin's Press.

Setiy adi, B. (2018). *Metode Penelitian untuk Pengajaran Bahasa Asing (Pendekatan Kualitatif dan Kuantitatif)* Ed. 2.

Shohamy, E. (1985). *A Practical Handbook in Language Testing For The Second Language Teacher*. Tel Aviv: Tel Aviv University

Taherdoost, H. (2016). Validity and reliability of the research instrument; how to test the validation of a questionnaire/survey in a research. *International Journal of Academic Research in Management (IJARM)*, 5.

Toofan, Z. Z. (2014). Individual Self-monitoring & Peer-monitoring In One Classroom in Writing Activities: *Who Is at Disadvantage?. Advances in Language and Literary Studies, 5*(1), 99-111.

Usher, M., Roll, I., Fuhrman, O., and Amir, O. (2024). Supporting Coordination and Peer Editing in Students' Online Collaborative Writing Processes. *International Journal of Artificial Intelligence in Education*, 1-24.

Vygotsky, L. S., and Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard University Press.

White, Fred D. (1986). *The Writer's Art*. California: Wadsworth Publishing Company.

Yüce, E., and Aksu Ataç, B. (2019). Peer editing as a way of developing ELT students' writing skills: An action research. *Journal of Language and Linguistic Studies, 15*(4), 1226-1235.

Yuniarti, Y., Walajro, J., and Mukhlis, H. (2023). Teknik Peer Editing dan Peer Feedback Dalam Menulis Narasi Teks Pada Mahasiswa Universitas PGRI

Palembang. *Nusantara Journal of Behavioral and Social Sciences*, 2(2), 35-40

Yusak, M., and Madya, W. (2004). *A Brief Introduction to Genre.* Indonesia: LPMP Jawa Tengah.

Zemach, D. E., and Rumisek, L. A. (2003). *Academic Writing from Paragraph to Essay*. Oxford: Macmillan.

Zhang, H., Shulgina, G., Fanguy, M., and Costley, J. (2022). Online peer editing: effects of comments and edits on academic writing skills. *Heliyon, 8*(7).