

## PEER EDITING IN EFL WRITING CLASSROOM

Oleh:

Erna Sulistyawati<sup>1)</sup>, Syafi'ul Anam<sup>2)</sup>, Ali Mustofa<sup>3)</sup>

<sup>1,2,3</sup>Universitas Negeri Surabaya  
erna.17070835401@mhs.unesa.ac.id  
syafiul.anam@unesa.ac.id  
alimustofa@unesa.ac.id

### Abstrak

Penelitian ini bertujuan mendeskripsikan penerapan teknik peer editing dalam mengajar teks deskripsi serta untuk mengetahui persepsi peserta didik tentang penerapan teknik peer editing yang dilakukan pada siswa kelas VII SMP Negeri 3 Surabaya. Peer editing atau koreksi antar teman sejawat diterapkan pada hasil tulisan siswa sebanyak dua sesi. Teknik pengumpulan data dilakukan dengan metode observasi, dokumentasi dan wawancara. Observasi dilakukan untuk mengetahui penerapan teknik peer editing yang dilakukan guru dan peserta didik selama pembelajaran. Dokumentasi dilakukan untuk mengetahui aspek-aspek menulis yang dikoreksi oleh peserta didik melalui hasil tulisan siswa yang telah diedit. Wawancara dilakukan setelah pelaksanaan peer editing untuk mengetahui pendapat peserta didik tentang manfaat yang mereka dapatkan setelah mempelajari teks deskripsi dengan menggunakan teknik peer editing. Jenis penelitian ini adalah deskriptif dengan pendekatan kualitatif. Hasil analisis data menunjukkan bahwa dalam mengajar teks deskripsi dengan teknik peer editing, guru melakukan tiga tahap utama yaitu pertama tahap persiapan, kedua tahap ketika mengedit, dan yang ketiga tahap sesudah mengedit. Persepsi sebagian besar peserta didik terhadap teknik peer editing adalah positif. Berdasarkan hasil analisis data, dapat disimpulkan bahwa dengan bimbingan guru, peserta didik dapat memberikan koreksi yang tepat pada tulisan temannya sehingga mempermudah tugas guru dalam hal mengoreksi tugas siswa. Peserta didik berpendapat bahwa peer editing sangat bermanfaat dan sangat membantu untuk meningkatkan kualitas tulisan mereka.

**Kata Kunci :** Peer editing, persepsi peserta didik

### 1. INTRODUCTION

English as a Foreign Language (EFL) learners generally considers writing as a difficult skill in their English language acquisition. Many EFL learners, particularly Indonesian EFL students, face difficulties to master such skill since there are some differences between Indonesian and English such as structural and grammatical terms as well as styles. Besides, EFL learners also should work hard on transferring the meaning from Indonesian to English context to make the result of writing understandable and make sense when people read the text especially native speakers (Ariyanti, 2016).

Still related to the EFL learners' difficulties, Rasyidah & Antoni (2014) argue that the students face difficulties in terms of vocabulary, punctuation, idea, and paragraph development. In addition, Moussaoui (2012) views that the large class size, the use of traditional teaching strategy, and the lack of regular assessment can be several factors which prevent the EFL learners from developing their writing skill. Meanwhile, in terms of an external factor, Rollinson (2005) concludes that feedback from a teacher and feedback from classmates can be categorized as another relevant problem. Among those relevant factors, the teaching strategy was considered to be the most crucial problem since teaching writing requires the implementation of a certain strategy that involves several stages that guide the students in producing a composition.

Improving the ability to write for Junior High School students is not easy since the basic competence of writing skills at junior high school covers many genres, one of them is a descriptive genre (Kemendikbud, 2017; p.3). It is stated in the "KD 4.7.2. *Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*". The students are expected to have the ability to create a very short and simple descriptive text both spoken and written about people, animals, and things that focuses on its social function, the structure of the text, and language features. As mentioned by Knapp and Watkins (2005, p.97) that descriptive text is one of the specific genres to teach because of its social functions and its familiarity with students' life. It is also the widest genres used in all over learning areas like elementary level and above.

Regarding the complexities of producing a descriptive text, the teacher should use the appropriate technique in teaching the descriptive text. On the day of preliminary classroom observation, the researcher found that the technique of writing in the EFL classroom is still teacher-centered. The teacher just asks the students to make a composition based on a particular topic without sufficient guidance and asks them to collect it. After that, the teacher gives correction and write the score. As a result, the students were not encouraged to foster their writing autonomy and

their critical thinking to construct good compositions. This preliminary study corresponds to the statement Zhao (2010) argues that a great portion of teacher's feedback to the students' writing cannot be understood easily by the students. On the contrary, the students acquire more knowledge from their peers rather than from their teachers. It is often the case that the students are confused with the functions of the feedback given by the teacher. Moreover, it implies that the students avoid further discussion with the teacher since the teacher is seen as the expert and the authority of the teacher may arouse a bias to the students. This might lead to failure in writing programs because the students may have the impression that nothing more needs to be done with their texts.

Relating to those phenomena, the readers are strongly needed by the students to provide feedback to their writing. In line with this, Brown (2001) states that giving feedback in the process of writing is important to improve students' writing quality. Furthermore, the importance of giving feedback on students writing is equal to the importance of doing editing in the writing process. However, giving feedback and editing are different in some ways, Rollinson (2005, p.29) categorizes feedback into two types, they are oral feedback and written feedback. Oral feedback is defined as comments which are given spontaneously to the essay which might be read aloud by the writer, for instance in a conference or a workshop. On the contrary, the written feedback can be done by responding, commenting, and critiquing the essay on the aspects of the text the readers focused on. Keh (1990) reveals that peer feedback has been described under various names such as peer response, peer editing, peer critiquing, and peer evaluations. Although there are various names to describe peer feedback, researchers agree that the benefits of peer editing and peer feedback activity can be fully acquired only if the students are prepared and trained adequately (Keh, 1990; Brown, 2001). Furthermore, Rollinson (2005) added that both peer feedback and peer editing enables students to foster collaborative learning, communication, critical thinking, and creativity which has become a major role to construct the nowadays skills in the 21<sup>st</sup> Century learning.

Related to the implementation of peer feedback in the teaching of writing, recently, some studies have been conducted. For example, studies about peer feedback via three different modes (Chang, 2012; AbuSeileek & Abualsha'r, 2014). Chang (2012) explores peer review tasks via three modes (face-to-face, synchronous Computer-Mediated Communication, and asynchronous Computer-Mediated Communication). The results indicated that the combination of the different modes in the students' draft process may maximize the effect of peer review. Meanwhile, AbuSeileek

& Abualsha'r (2014) figure out that students who received computer-mediated corrective feedback through track changes, metalinguistic, and recast, achieved better results in their overall test scores than students who did not receive feedback. They also found that there was a significant effect for the track changes made in the corrective-feedback type when compared with that made in the recast and metalinguistic feedback types. The mean scores of students in the recast treatment are higher than those who received metalinguistic corrective feedback.

Another study investigated the implementation of peer feedback by using various computer tools (Yusof et al., 2012; Gomez & McDougald, 2013; Li M. & Li J., 2017). Yusof et al (2012) investigate the use of Facebook as the medium of providing guided peer feedback to the students' texts. The key finding showed that with guidance from the teacher, the students were able to provide constructive feedback to their peers. Gomez & McDougald (2013) examine the effect of peer feedback through blogging. The study found that peer feedback and blogging can act as a boosting factor to enhance the levels of coherence in text and foster autonomy through a higher degree of student-centered strategy. Meanwhile, Li M. & Li J. (2017) have analyzed the use of online Turnitin for peer review in the First-Year Writing context and explore Turnitin based peer review experiences for both mainstream students and ESL students. The results revealed that the students have positive perceptions of Turnitin based peer review.

Other studies such as Moussaoui (2012), Lee (2015), Pardo-Ballester & Cabello (2016), and Vorobel & Kim (2017) explore students' perceptions and attitudes regarding peer feedback in the context of ESL. Moussaoui (2012) investigates the effects of peer evaluation in fostering undergraduate students' writing autonomy and their positive effect. The finding showed that the students who received peer evaluations demonstrated positive attitudes towards giving and receiving peer feedback. Moreover, their involvement in social interaction during the evaluation process, as writers and readers, has decreased their writing apprehension and increased their writing self-efficacy (positive affect) and develop their writing autonomy as well. Lee (2015) examines junior grade learners' perspectives on various peer feedback stages. The finding shows that both peer and teacher feedback is preferred by the participants. On the other hand, Pardo-Ballester & Cabello (2016) examines the change in perceptions of Spanish intermediate language learners in out-of-class writing tasks. They found that the majority of the students reported a positive attitude towards the peer editing assignments, with 44% stating agreement while 26.7% stating disagreement and 30% remained neutral. On the other hand, Vorobel & Kim (2017) explores

adolescent English Language Learners' perceptions of collaborative writing and their development of writing in response to feedback from their peers through collaboration in face to face and online context. The finding showed that the participants perceived their collaboration on the two literacy assignments as beneficial for improving their writing in English.

The related previous studies above, mostly explore the students' ability in the areas of peer feedback, peer review, peer revision, peer evaluation, and peer response. Unfortunately, too little research discuss peer editing both in the ESL and EFL context, see for example, (Karegianes et al.,1980; Mawlawi Diab, 2009; Galvis, 2010; Al-Nafiseh, 2013). Karegianes et al. (1980) claim the use of peer editing had a significantly high effect on the students' writing proficiency than the students whose essays were edited by teachers. Mawlawi Diab (2009) conducted a study to compare the effects of peer-editing to self-editing to correct the language errors focus on subject/verb agreement, pronoun agreement, wrong word choice, and awkward sentence structure. Furthermore, Diaz Galvis (2010) analyzes the effect of peer editing activities on the writing process and the relationships that the students built and how they interacted in the classroom during the peer editing sessions. The results of this research show that when students corrected each other written texts they create collaborative learning which promotes discussions and sharing ideas among students. Whereas, Al-Nafiseh (2013) investigates the effect of collaborative writing and peer editing on students' writing. He also analyzes the students' opinions of the peer editing process.

In the Indonesian context, Fatoni (2016) did research on peer response based on the 2013 Curriculum that was focused on the use of grammar and all component of writing. He applied peer response to the narrative genre. The participants are Senior High School students in a rural area of East Java. However, the activity of peer response is in some ways different from the activity of peer editing. Keh (1990) proposes that peer response and peer edit are two different things. He adds that the peer response process generally is done after the students have written at least one draft of their work while peer editing usually occurs when the writers are preparing their work for publication, it means that the students should have produced more than one written drafts. Peer response is mainly focusing on the global content of the essay for example organization of ideas and development with examples. While peer editing close to the final stages of drafting especially before the paper is ready for publishing. In addition he adds, when peer reading students tend to read for the surface mistakes such as mechanical errors, grammatical errors, or choice of words (Keh, 1990; p.296). He

refers these surface mistakes as Lower Order Concerns (LOCs).

Based on the explanation above, there is a great deal of research have discussed the use of peer feedback for teaching writing both in Western and Asian context. However, the studies about peer editing are still scarcely found, especially the studies investigate how the Indonesian EFL learners undertake peer editing in their writing assignments. Whereas the practice of peer edit has been implemented by some Indonesian teachers for teaching writing but those activities are less documented. Furthermore, the focus of previous studies as mentioned above has been mostly concerned with the case of tertiary school learners. There are few studies about peer editing conducted at secondary schools level. Hence, this study particularly aims at answering the following questions:

- How is peer editing conducted in the teaching and learning descriptive text?
- How do the students perceive the use of peer editing during teaching and learning in an English classroom?

## 2. RESEARCH METHODS

This research was designed with a qualitative approach. This qualitative approach means that the data collected in the form of written or oral data and behavior that can be observed in the teaching and learning process, the process of implementation or monitoring, and the evaluation process in writing descriptive texts. The data is in the form of information from teacher and students' behavior which conveys thoughts, perceptions, actions using descriptions in the form of words in a particular natural context.

This is a descriptive study because it aimed to describe the implementation of peer editing in EFL writing classrooms for seventh graders and to describe the students' perception of peer editing after they encountering it.

This conducted in one of the reputable State Junior High School in an urban area of Surabaya, East Java. The school has chosen under several considerations. Firstly, the school chosen has a good accreditation score which shows that the school is a reputable institution. In the last ten years, the school chosen has been accredited "A" and have become one of the favorite school in this city.

The participants of the present study are an English teacher and one class of seventh-grade students of Junior High School in Academic Year 2019/2020. In selecting the representative English teacher as the participant of the study, three considerations are applied. First of all, the teacher is an EFL teacher teaching in one of State Junior High Schools in Surabaya. Second, the teacher teaches the seventh grade as the participants of the research. Third, the teacher has taught descriptive

writing by using peer editing previously. Such a condition is considered important for reflecting the capability of the teacher in engaging with the course taught. The next participants are the students who ranged from 12 to 13 years of age. They are 38 junior high school students in class 7E.

Data collection techniques used in the present study are observations, documentation, and interviews. After collecting the data required in this study, the data will be analyzed qualitatively based on the data analysis model proposed by Miles, Huberman, and Saldana (2014, pp. 12-14) that is data condensation, data display, and data verification. Data analysis consisted of field notes, written assignments, and interviews to gain students' perceptions then analyzed using data reduction, data presentation, and conclusion procedures.

### 3. RESULTS AND DISCUSSIONS

#### a. The implementation of peer editing in teaching and learning descriptive text

There were two meetings in this study. In general, the researcher noted that there were three activities in each meeting; opening activity, main activity, and closing activity. Regarding the practice of peer editing conducted by the teacher during the observations, it was found three stages that applied during teaching and learning English lessons. They are the pre-training stage, while the peer editing stage and post peer editing stage. The data obtained are in the form of descriptive qualitative and they are discussed based on the theory of peer editing proposed by Al-Nafiseh (2013) as follows;

##### (a) Pre Training Stage

The initial stage of peer editing is the pre-training stage which found in opening activity at the first observation. This stage was focused on the introduction of teaching writing using peer editing. the teacher showing eye-grabbing pictures to attract students' attention to bridge students' prior knowledge with the material being presented by asking the students to tell any words related to the picture. After that, the teacher explained the instructional objectives that the class would achieve. She told the students that they were going to discuss a descriptive text. So the students would learn how to write a simple paragraph. The teacher explained the students' simple present tense related to nominal and verbal sentences and all components that constituted in simple present tense After that, the teacher showed the students three examples of descriptive text. The texts were related to describing people, animals and places. The students, then, practiced writing individually based on the teacher's instructions. Then, the teacher collected the students' writing assignments and closed the class.

In the second observation, the teacher made small group work. The group consisted of two

students so there are nineteen groups in class. However, for the study, the writer took seven groups as a sample of the research. Then, he guided the student to follow the instructions and explanations. It was shown in the following transcript:

T: At this meeting, we are going to correct each other. The name of our activity is peer editing. Peer means someone at your age and edit means gives a correction. You will edit your friend's paper on the other hand your paper will be edited by your friends too. And what is the aspect to be edited? We will learn it together. (Then, the teacher divided the students into nineteen groups consists of two students)

The next action of the pre-training stage was found in the second observation of the main activity when the teacher showed the video about peer editing as a means of familiarizing the basic procedure of peer editing. The last step in the pre-training stage was when the teacher used PowerPoint presentations as a learning media to increase students' awareness of the principles and objectives of peer editing. The first stage of peer editing was not easy, it was very difficult and take a long time since the students were still low of linguistic understanding. They are lack of grammatical and vocabulary knowledge. Thus, the teacher should explain more about grammar and more about peer editing. Therefore, peer editing guideline was used before students start their editing task.

##### (b) While Peer Editing Stage

The second step is while peer editing stage. This stage was found at the main activity of the second observed lesson. At this stage, students were managed to sit in pairs and they have to face each other. Then, the teacher distributed the drafts to the author and he asked the author to share the paper to the editor which had been arranged previously. The editor students were asked to do a silent reading on their partner's paper for three times. They were also instructed to underline unclear words and gave correction by using editing symbols. During silent reading, they were asked to write down comments on the comment sheet to be reviewed later. This process was repeated twice. The first was for global aspects of writing namely organization and content. The second was for local aspects of writing namely word choice, language usage, capitalization, punctuation, and spelling.

While editing the stage, students were working collaboratively. They shared and discussed their opinion with each other. Since they work in pairs, verbal communication was seen at this stage. The process of interaction between the student which act as an author and the student which act as an editor train them to be a critical reader and autonomous writer. Peer editing encourages students to build communication when the interaction

established. Moreover, peer editing may foster students' 4 C skills which involved critical thinking skills, creativity, communication, and collaboration skills (Bialik, 2015). When students in group discussions were very active, peer editing would be more fruitful and students' feedback would have valuable influence. The teacher act as a facilitator of the students' knowledge development to broaden the students' mind in achieving the learning objectives. As a facilitator, the teacher was not only observed what his students did in the editing stage but he also assisted them patiently by moving around the class while the students were doing this activity. Some students frequently used *Indonesian* as a medium to communicate their comments. When students in group discussions were very active, peer editing would be more fruitful and students' feedback would have valuable influence. The following is the sample of students' edited draft towards the global and local aspects which is taken from peer editing exercise.

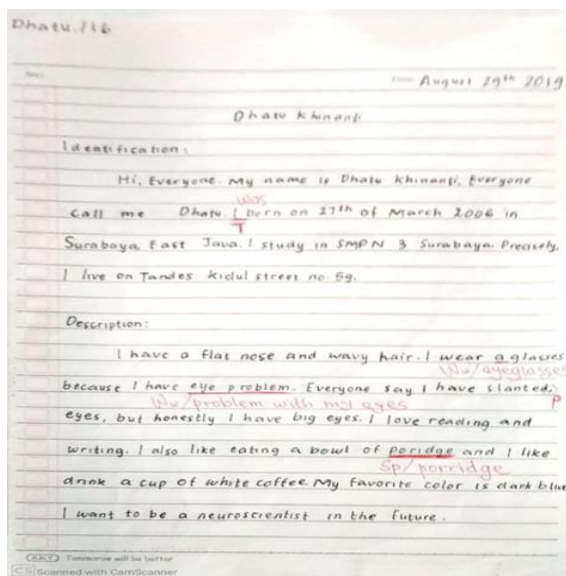


Figure 4.1 Sample of edited draft

Figure 4.1 was taken from the edited draft of student 1 in the first and second editing session. Based on the editor's suggestion, in terms of global aspects (content and organization) he gave positive comments on this paragraph, he wrote: *the text structure is clear and the reader could imagine the author through her writing*. Meanwhile, related to the local aspects, the drafts had several mistakes on mechanical problems. There were two mistakes in word choice, firstly; *I wear a glasses* should be *I wear eyeglasses*. Secondly; *I have eye problem* should be *I have problem with my eyes*. In term of language usage, he edited some mistakes in the use of grammatical problem such as; *I born on 27th of March 2006* should be *I was born on 27th of March 2006*. Then, he edited two mistakes around wrong use of punctuation and spelling. In term of punctuation it is written on the draft; *I have, slanted eyes* should be *I have slanted eyes without comma*. In term of spelling it is written; *I also like eating a*

*bowl of poridge* should be *I also like eating a bowl of porridge* (missing one letter 'r').

When the student was finished editing, he returned the edited draft and the comment sheet back to the author. Then, they would discuss how to improve the writing based on the editor's comment or marking. From the observed lesson during the activity of while peer editing stage, it can be found that when doing peer editing students have tendency to edit on the surface mistakes of the text such as mechanical and grammatical error. In linewith this Keh (1990; p.296) that when peer reading mostly the students are concerns on the surface areas of the text and it termed as Lower Order Concerns (LOCs).

#### (c) Post Peer Editing Stage

The third stage of peer editing implementation was post peer editing stage which found in closing activity at the second observed lesson. After getting feedback from editor student, the owner had to rewrite their draft based on the suggestions they accepted. This process of rewriting may arouse students' awareness towards the particular aspects of writing which need further improvements. This is the sample of the final draft.

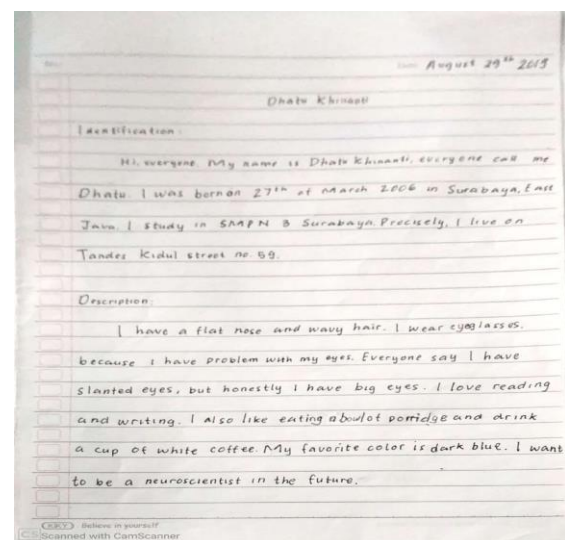


Figure 4.2 Sample of the final draft

From the sample of the final draft above, it can be seen that editor student could give valuable and meaningful suggestions for the improvement of the writing quality. The editor student can avoid grounded sentences on peer comments, her suggestions may improve the writing assignment of her partner. That was positive suggestions taken from high achieving students.

On the other hand, based on the finding of the study some students found that they could not give a valuable comment to their partners. They were not confident to correct their partners' mistakes so they let the mistakes on the paper unedited. That was because they have limited knowledge in English, they didn't know whether it is correct or incorrect so the result of the last draft could not reach the purpose of peer editing itself. To overcome this problem, the teacher helped the low achieving

students by moving around the class and helped them to solve the unclear problem.

When all groups finished with the final draft, the teacher collected the students' writing and did reflection. He asked the students' difficulties during the teaching and learning process to avoid confusion in the forthcoming section. The teacher also gave some feedback actively to evaluate students' understanding of generic structure and language features of descriptive text. Overall, the students understood the teacher's explanation of writing descriptive text by using peer editing techniques.

As the last phase, the teacher gave a conclusion and additional information dealing with the material learned. The teacher asked the students to stay remember about the writing aspects of descriptive text, they should also be more careful in using vocabulary, punctuation, capitalization, and spelling. This activity was followed by an interview section based on the semi-structured interview sheet in Appendix. The interview questions were proposed based on Mangelsdorf's study (1992) which wanted to reveal students' perception of peer editing after they experiencing it.

#### **b. Students' Perception of Peer Editing**

The second aim of this study is to investigate EFL students' perception of the use of peer editing in teaching and learning descriptive text. The questions were emerged to answer the five major questions categories; (a) how the students felt of using peer editing, (b) the benefits they achieved from reading and commenting on peer's composition, (c) the challenge they faced while reading and commenting on peer's composition, (d) limitations they had while doing the editing project, and (e) kinds of suggestions students receive from their peers during a peer editing session. The data was obtained by using a semi-structured interview with seven questions for fourteen students who had been interviewed.

Twelve students as the big number of students answered that they felt happy when the researcher asked about the feeling of their editing experience. It was because they could understand the material easily, it could also help them to find the errors not only on their friends' text but also on their text, and it could help them to know new vocabulary from the mistaken words when they got revision from peers. Although there were two students who stated that they felt unhappy because peer editing was not easy and make them confused when they were learning descriptive text.

The second category was about the benefits they achieved from reading and commenting on peer's composition. There were four various opinions stated by the students which will be represented according to the number of students' answers. From the four opinions, six junior high school students as the majority answered that peer editing was useful and they enjoyed the activity because they could learn how to give editing in

their peers' essays and they could revise their essay after they got feedback from peers. As for them, learning descriptive text by using peer editing was relatively new for them which was far more interesting than learning traditionally with lots of teacher's explanations monotonously in the classroom.

Another perception came from five students who said that peer editing benefited them in terms of writing improvement in the elements of writing such as grammar, capitalization, punctuation, and spelling. For example, Student 1 said:

Student 1: Saya lebih tahu salah dan benarnya tulisan saya ada dimana dan saya jadi lebih banyak tahu tentang tenses, spelling dan capitalization. (I can know more about the correct and the mistake of my own writing and I get to know more about tenses, spelling and capitalization).

Here Student 1 highlighted the importance of peer editing was the improvement of students' essays related to the local aspects of the writing (grammar, spelling, and capitalization). Implicitly, it also reflected that the students considered their peers' feedback on grammar, capitalization, punctuation, and spelling beneficial for the improvement of their writing in the EFL classroom. Another positive perception was from two students who perceived that peer editing is beneficial for them because it could expand their knowledge, particularly in English lessons. One of the students said that the benefit of peer editing was it could develop the ability to comment on peers' writing. Specifically, this student viewed that the students' collaboration with other students during peer editing could build up their ability to communicate in English and learned how to provide, negotiate, and organized effective feedback.

Then, the third category asked about the challenge students faced while reading and commenting on the peer's composition. In this category, there were three various perspectives stated by the students which will be represented according to the number of students' answers. Six students answered their friends' handwriting was the biggest challenge in doing peer editing. They said that the letter was too small and it was not well organized, they also felt difficult to read their friends' handwriting. As a result, they could not provide effective feedback during the editing session. Five students stated that they lack English linguistics knowledge such as grammar and vocabulary ability. Two students stated that time allocated for editing sessions is limited so they could not have a longer time to suggest their friends' writing. There was only one student who said it was the dilemma of giving honest feedback as it was said by student 1.

Student 1: Saya takut berkata jujur ke teman saya karena teman saya kesalahan teks nya banyak jadi saya takut dia malu kalau tahu salah

nya banyak (I am afraid of telling the truth to my friend because I find lot of mistakes on my friends' paper so I am afraid that he will be shy if he knows that he has a lot of mistakes).

From the above interview excerpt, it can be concluded that one of the challenges of giving peer feedback that could not be denied was dealing with the feelings of the peers. When the editor gave the honest comments, he or she would make the author's feeling upset or shy to the feedback given. Thus, the editor tends to be dishonest to avoid internal conflicts between them.

For the fourth category talked about students' limitations while doing the editing project. Almost all students got limitations and difficulties in the process of editing due to the lack of English knowledge background. Since the participants were young learners who still had a limitation in English.

The fifth category of interviews discussed the kinds of suggestions students receive from their peers during the peer editing session. Four students answered yes, it was really helpful. They stated that they can explore their idea to make a dialog related to the topic and they had free space to practice speaking when they done a conversation with their friend, they also stated that it was challenging.

#### 4. CONCLUSION

Based on the results of the research that has been done, the implementation of peer editing in the EFL writing classroom was done in three stages; namely, the pre-training stage, while peer editing stage, and the post-peer editing stage. Peer editing can help teachers to lessen their time in correcting students' papers. With relevant guidance from the teacher, the students can provide constructive feedback to their peers.

Furthermore, based on students' perception of peer editing, the majority of the students confirmed peer editing is very helpful and beneficial. It is helpful because peer editing help students to find errors that they cannot find themselves. It is also beneficial because students do not only practice editing skills but they also learn to improve their writing quality.

#### 5. SUGGESTION

Further research is expected to investigate students with higher proficiency to know more about the aspects of writing that the students focused on.

In the case of peer partner selection, teachers should group the students into equal level proficiency to make each student receive valuable suggestions on their paper. In the case of writing, the teacher should provide interesting themes for students to make them write more paragraphs.

#### 6. REFERENCES

- AbuSeileek, A., & Abualsha'r, A. (2014) Using peer computer-mediated corrective feedback to support EFL learners' writing. *Language Learning & Technology* 18(1), 76-95.
- Al-Nafiseh, K. I. (2013). Collaborative writing and peer-editing in EFL writing classes. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(2), 236.
- Ariyanti, A. (2016). Shaping Students' Writing Skills: The Study of Fundamental Aspects of Mastering Academic Writing. *Indonesian Journal of EFL and Linguistics*, 1(1), 63-77.
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153-160.
- Bialik, M., & Fadel, C. (2015). *Skills for the 21st Century: What Should Student Learn*. Boston: Center for Curriculum Redesign.
- Brown, H. Douglas. (2001). *Teaching by Principles An Interactive Approach to Language Pedagogy* (Vol. Second Edition). San Francisco: San Fransisco State University
- Chang, C. F. (2012). Peer review via three modes in an EFL writing course. *Computers and Composition*, 29(1), 63-78.
- Diab, N. M. (2010). Effects of peer-versus self-editing on students' revision of language errors in revised drafts. *System*, 38(1), 85-95.
- Díaz Galvis, N. M. (2010). Peer editing: A strategic source in EFL students' writing process. *Colombian Applied Linguistics Journal*, 12(1).
- Fatoni, Mohammad. (2016). *The Use of Peer Response on writing Narrative Texts Based on 2013 Curriculum*. Thesis Unpublished. Surabaya: Postgraduate Program of State University of Surabaya.
- Gomez, O., & McDougald, J. (2013). Developing writing through blogs and peer feedback. *Ikala, Revista de language y Cultura*, 18(3), 45-61.
- Karegianes, M. J., Pascarella, E. T., & Pflaum, S. W. (1980). The effects of peer editing on the writing proficiency of low-achieving tenth-grade students. *The Journal of Educational Research*, 73(4), 203-207.
- Keh, C. L. (1990). Feedback in the writing process: A model and methods for implementation. *ELT Journal*, Vol. 44 (4), 294-304.
- Kemdikbud. (2017). *Model Silabus Mata Pelajaran SekolahMenengahPertama/MadrasahTsanawiyah (SMP/MTs)*. Jakarta: Kemdikbud Press.
- Knapp, P. (1992) *Resource Book for Genre and Grammar*, Metropolitan West Literacy and Learning Program, Parramatta: NSW Dept of School Education.
- Lee, M. K. (2015). Peer feedback in second language writing: Investigating junior secondary students' perspectives on inter-

- feedback and intra-feedback. *System*, 55,1-10.
- Li, M., & Li, J. (2017). Online peer review using Turnitin in first-year writing classes. *Computers and Composition*, 46, 21-38.
- Mangelsdorf, Kate. (1992). Peer Response in the ESL Classroom : What Do the Students Think? *ELT Journal*, 46 (3), 274-284
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis*. Sage
- Moussaoui, S. (2012). An investigation of the effects of peer evaluation in enhancing Algerian student's writing autonomy and positive effect. *Procedia-Social and Behavioral Sciences*, 69, 1775-1784
- Ommaggio, A. C. (1986). *Teaching language in context: proficiency-oriented instruction*. *The Modern Language Journal*, 17, 286-479. Boston: Heinle and Heinle publishers.
- Pardo-Ballester, C., & Cabello, A. C. (2016). L2 Collaborative E-writing. *Procedia-Social and Behavioral Sciences*, 228, 601-607.
- Rasyidah, U., & Antoni, R. (2014). Analisis Kemampuan Mahasiswa PBI semester VI Universitas Pasir Pengairan Dalam Menulis Critical Essay. *Jurnal Ilmiah Edu Research*, 3(1), 21-30.
- Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal*, 59(1), 23-30.
- Susser, B. (1994). *Process Approaches in ESL/EFL Writing Instruction*. *Journal of Second Language Writing*, 3 (1), 31-47.
- Vygotsky, L. S. (1978). *Mind in society: The development of a higher psychological process*. Cambridge: Cambridge University Press.
- Vorobel, O., & Kim, D. (2017). Adolescent ELLs' collaborative writing practices in face-to-face and online contexts: From perceptions to action. *System*, 65, 78-89
- Yusof, J., Ab Manan, N. A., & Alias, A. A. (2012). Guided peer feedback on academic writing tasks using Facebook notes: An exploratory study. *Procedia-Social and Behavioral Sciences*, 67, 216-228.
- Zhao, H. (2010). Investigating learners' use and understanding of peer and teacher feedback on writing: A comparative study in a Chinese English writing classroom. *Assessing Writing*, 15(1), 3-17.