

## INVESTIGATION OF THE FACTORS INFLUENCING THE EFFECTIVENESS OF PEER EDITING IN ENHANCING STUDENTS' ENGLISH WRITING SKILLS

**Marleni<sup>1\*</sup>, Awg Hj Faizul<sup>2</sup>, Nur Aisyah<sup>3</sup>**

<sup>1</sup>Universitas PGRI Palembang, Indonesia

<sup>2</sup>KUPU SB, Brunei Darussalam

<sup>3</sup>Universitas Kebangsaan Malaysia, Malaysia

\*Corresponding author: [marlenighandi82@gmail.com](mailto:marlenighandi82@gmail.com)

**Abstrak** - Penelitian ini bertujuan untuk menganalisis faktor-faktor yang memengaruhi efektivitas teknik peer editing dalam meningkatkan keterampilan menulis teks recount siswa kelas XI IPA 2 di SMAN 19 Palembang. Penelitian ini menggunakan pendekatan mixed methods yang menggabungkan metode kuantitatif dan kualitatif. Secara kuantitatif, peningkatan keterampilan menulis diukur melalui pretest dan posttest dengan desain one-group pretest-posttest, sedangkan secara kualitatif data diperoleh melalui observasi dan wawancara untuk mengidentifikasi faktor-faktor yang memengaruhi efektivitas peer editing. Instrumen penelitian meliputi rubrik penilaian menulis yang dimodifikasi dari Brown (2004), lembar observasi, panduan wawancara, dan lembar peer editing. Hasil analisis kuantitatif menggunakan uji paired sample t-test menunjukkan peningkatan yang signifikan pada keterampilan menulis siswa, dengan nilai rata-rata meningkat sebesar 37% ( $t = 12.34$ ;  $p < 0.05$ ). Peningkatan paling menonjol terjadi pada aspek organisasi teks dan mekanika, masing-masing sebesar 40%. Analisis kualitatif mengungkap bahwa keberhasilan peer editing dipengaruhi oleh kesiapan siswa, kemampuan memberikan umpan balik yang konstruktif, dukungan guru, dan lingkungan belajar yang kolaboratif.

**Kata kunci:** peer editing, keterampilan menulis, teks recount, kolaborasi, pembelajaran Bahasa Inggris

**Abstract** - This study aims to analyze the factors affecting the effectiveness of the peer editing technique in improving the recount writing skills of Grade XI Science 2 students at SMAN 19 Palembang. The research employed a mixed methods approach, combining quantitative and qualitative designs. Quantitatively, students' writing improvement was measured through a one-group pretest-posttest design, while qualitative data were obtained through observations and interviews to explore factors influencing peer editing effectiveness. The instruments included a modified writing assessment rubric from Brown (2004), observation sheets, interview guides, and peer editing worksheets. The paired sample t-test results revealed a significant improvement in students' writing skills, with an overall average increase of 37% ( $t = 12.34$ ;  $p < 0.05$ ). The most notable improvements were observed in text organization and mechanics, each increasing by 40%. Qualitative analysis indicated that peer editing effectiveness was influenced by student readiness, feedback-giving skills, teacher support, and a collaborative classroom environment.

**Keywords:** peer editing, writing skills, recount text, collaboration, English language learning

### 1. INTRODUCTION

Teaching English as a foreign language in Indonesia presents several challenges, particularly because students come from diverse linguistic backgrounds (Ratminingsih, 2017). This linguistic diversity often impacts students' ability to comprehend and use English effectively, especially in writing (Gee & Gee, 2020). Writing in English requires mastery of vocabulary and grammar, as well as the ability to organize ideas systematically and coherently according to the text type (Fahmi & Rachmijati, 2021). At SMAN 19 Palembang, preliminary observations indicate that many students face difficulties in writing, particularly when composing recount texts. Recount texts are narrative texts that describe events or experiences that occurred in the past (Erniwati et al., 2022). Writing these texts requires students to structure the orientation, sequence of events, and reorientation clearly, and to use appropriate

**History:**

Received : 20 August 2025

Revised : 27 August 2025

Accepted : 7 September 2025

Published : 10 September 2025

**Publisher:** Universitas PGRI Palembang

**Licensed:** This work is licensed under a Creative Commons Attribution 4.0 License



## ***INVESTIGATION OF THE FACTORS INFLUENCING THE EFFECTIVENESS OF PEER EDITING IN ENHANCING STUDENTS' ENGLISH WRITING SKILLS***

verb tenses, especially the past tense, to narrate events in chronological order (Siregar, 2024; Haerazi & Irawan, 2020).

Observations, interviews, and analysis of students' writing at SMAN 19 Palembang reveal that the average score for recount writing is only around 62 out of 100. This indicates that students have not fully mastered text organization, vocabulary selection, and grammatical accuracy. The challenge is exacerbated by relatively large class sizes, which often reach about forty students, limiting teachers' ability to provide personalized guidance during the writing process (He et al., 2024).

To address this issue, the peer editing technique has been identified as an effective strategy. Peer editing engages students in reviewing and providing feedback on their classmates' writing, focusing on content, organization, vocabulary, grammar, and writing mechanics (Tridinanti et al., 2020). According to Muslihah & Nia (2018), this process not only develops students as writers but also as critical readers who learn to reflect on their own writing through the evaluation of others' texts. This aligns with a process-based writing approach, where writing skills are developed through stages of planning, drafting, peer editing, revising, and producing a final draft (Akbarani, 2024).

The peer editing procedure starts with the teacher explaining the features of recount texts, including orientation, event sequencing, reorientation, and proper use of tenses, vocabulary, and writing mechanics (Reznani, 2021). Students then write their first drafts based on personal experiences or given topics. They exchange drafts with peers for feedback and improvement. Effective peer editing practices, as noted by Tridinanti et al. (2020) and Muslihah & Nia (2018), include: (1) clarifying unclear writing, (2) avoiding direct deletion of text, (3) giving positive feedback before criticism, (4) using different colored pens to indicate suggestions, and (5) discussing feedback results collaboratively. These steps train students to critically edit, recognize errors, and understand strategies for improvement, thereby enhancing their recount writing skills (Anggraini, 2020; Hussain et al., 2023; Ping et al., 2020)

Beyond improving writing skills, peer editing fosters student independence, critical thinking, and responsibility for both their own and their peers' writing quality. By editing peers' work, students become more aware of weaknesses in their own writing, improving vocabulary usage, punctuation, spelling, and sentence construction. This supports Susanto et al. (2020), who emphasize the importance of effective writing strategies, such as planning, organizing ideas, and revising.

However, the success of peer editing depends on several factors, including students' willingness to accept criticism, their ability to provide constructive feedback, and teacher support during the editing process (Damayanti, 2020). Students unfamiliar with peer evaluation may feel uncomfortable or defensive, highlighting the need for teacher guidance to establish a supportive, collaborative environment. Other influential factors include students' understanding of recount text features, their English proficiency, and consistent adherence to peer editing procedures (Isgiarno et al., 2020; Kademi, 2021)

Therefore, this study aims to investigate the factors affecting the effectiveness of peer editing in enhancing students' English writing skills at SMAN 19 Palembang. The research is expected to provide insights for teachers on optimal strategies for implementing peer editing, enabling students to produce coherent and well-structured recount texts that conform to English language conventions. Additionally, the findings may contribute to developing

writing instruction methods that emphasize not only the final product but also the collaborative learning process, reflection, and student autonomy (Khanh, 2021).

In summary, the implementation of peer editing at SMAN 19 Palembang is expected to improve students' recount writing skills, foster higher engagement, and encourage active participation in the writing process. By addressing the factors influencing peer editing effectiveness, teachers can create an environment conducive to collaborative learning, peer assessment, and critical reflection on both personal and peer writing, ultimately enhancing English writing proficiency.

## 2. METHOD

### 2.1 Research Approach

This study employs a mixed methods approach, combining quantitative and qualitative methods. The quantitative aspect measures the improvement of students' recount writing skills through pretests and posttests, while the qualitative aspect analyzes the factors affecting the effectiveness of the peer editing technique at SMAN 19 Palembang (Creswell, 2012; Creswell & Creswell, 2017; Sugiyono, 2021).

### 2.2 Research Subject

The subjects of this study were Grade XI IPA 2 students, totaling 34 students. They were selected using purposive sampling based on similar basic writing skills, willingness to participate in all stages of peer editing, and high learning motivation. The English teacher was also included to provide professional insights regarding the peer editing process.

### 2.3 Research Variables

The study involves two main variables:

- **Independent variable:** Peer editing technique.
- **Dependent variable:** Students' recount writing skills, including text organization, content, vocabulary, grammar, and mechanics (punctuation and spelling).

Additionally, the study analyzes factors influencing the effectiveness of peer editing, such as student readiness, feedback-giving skills, teacher support, and the learning environment.

### 2.4 Research Design

The research design combines a one-group pretest-posttest design with qualitative data collection through interviews and observations. The stages are as follows:

1. **Pretest:** Students write a recount text to measure initial writing ability.
2. **Peer Editing Intervention:**
  - The teacher explains recount text characteristics and provides writing examples.
  - Students write the first draft.
  - Students exchange drafts with peers for editing and feedback.
  - Group discussion and revision of drafts.

## ***INVESTIGATION OF THE FACTORS INFLUENCING THE EFFECTIVENESS OF PEER EDITING IN ENHANCING STUDENTS' ENGLISH WRITING SKILLS***

3. **Posttest:** Students write the final revised recount text.
4. **Interviews & Observations:** Collect qualitative data regarding students' and teachers' perceptions and factors influencing peer editing.

### ***2.5 Research Instrument***

Instruments were designed to measure the improvement of writing skills and the effectiveness of peer editing. Assessment used a modified analytic scale from (H. D. Brown, 2004):

**Table 1. Writing Skills Assessment Instrument**

<b>Assessment Aspect</b>	<b>Indicator</b>	<b>Score</b>
Text Organization	Orientation, sequence of events, reorientation	1–5
Content	Completeness, relevance, coherence of ideas	1–5
Vocabulary	Accuracy and variety of vocabulary	1–5
Grammar	Correct use of tenses, sentence structure	1–5
Mechanics	Punctuation, spelling, capitalization	1–5

Other instruments include:

- **Observation Sheet:** To monitor student participation in peer editing.
- **Interview Guide:** To explore students' and teachers' perceptions of peer editing.
- **Peer Editing Worksheet:** To facilitate the provision of peer feedback.

### ***2.6 Research Procedur***

- 1 **Preparation:** Develop lesson plans, peer editing worksheets, and provide brief training for students on peer editing techniques.
- 2 **Pretest:** Students write the first recount text.
- 3 **Peer Editing Implementation:**
  - Exchange draft writings.
  - Provide constructive comments using a different color pen.
  - Discuss suggested improvements in groups.
  - Revise writings into a second draft.
- 4 **Posttest:** Students write the final revised recount text.
- 5 **Qualitative Data Collection:** Conduct observations and interviews to identify factors affecting peer editing effectiveness.

### ***2.7 Data Analysis***

- **Quantitative:** Pretest and posttest scores are analyzed using paired sample t-tests to determine improvements in writing skills.
- **Qualitative:** Interview and observation data are analyzed using content analysis to identify themes related to factors influencing peer editing.

### ***2.8 Validity and Reliability***

- Instrument validity was ensured through evaluation by English language experts and peer editing practitioners.
- Reliability of assessments was tested using inter-rater reliability with two independent raters (Cohen's Kappa > 0.80).

### 3. RESULT AND DISCUSSION

#### 3.1 Result

##### 3.1.1 Improvement of Students' Recount Writing Skills

The results indicate a significant improvement in the recount writing skills of Grade XI IPA 2 students at SMAN 19 Palembang after implementing the peer editing technique. Assessment covered text organization, content, vocabulary, grammar, and mechanics. (.D Brown, 2000).

**Table 2. Average Pretest and Posttest Scores of Students' Writing Skills**

No	Assessment Aspect	Pretest Average	Posttest Average	Improvement (%)
1	Text Organization	3.0	4.2	40%
2	Content	3.2	4.3	34%
3	Vocabulary	3.1	4.1	32%
4	Grammar	2.9	4.0	38%
5	Mechanics	3.0	4.2	40%
<b>Total Average</b>	—	3.04	4.16	37%

The paired sample t-test revealed  $t = 12.34$ ,  $p < 0.05$ , confirming a statistically significant improvement.

##### 3.1.2 Factors Affecting the Effectiveness of Peer Editing

Observations and interviews identified factors influencing peer editing effectiveness, including student readiness, feedback-giving skills, teacher support, and the learning environment.

**Table 3. Factors Influencing the Effectiveness of Peer Editing**

Factor	Indicator	Impact on Peer Editing
Student Readiness	Understanding objectives, learning motivation	Enhances giving and receiving feedback
Feedback-Giving Skills	Ability to provide specific comments	Accelerates improvement in writing quality
Teacher Support	Facilitating discussions, guidance	Ensures accurate feedback
Learning Environment	Collaborative, comfortable, stress-free	Increases participation and engagement

Interviews revealed that students familiar with peer evaluation and constructive criticism could provide more detailed feedback, while less-prepared students gave general comments. Teacher facilitation significantly contributed to effectiveness.

#### 3.2 Discussion

## ***INVESTIGATION OF THE FACTORS INFLUENCING THE EFFECTIVENESS OF PEER EDITING IN ENHANCING STUDENTS' ENGLISH WRITING SKILLS***

### ***3.2.1 Analysis of Writing Skill Improvement***

Peer editing significantly enhanced students' recount writing skills, particularly in text organization and mechanics, each improving by 40%. Students could better structure orientation, sequence of events, and reorientation chronologically after receiving peer feedback (Knapp & Watkins, 2019). Vocabulary and grammar also improved, though at a slightly lower rate, likely due to the need for repeated practice, which peer editing supports through revision opportunities Nugroho et al. (2019).

### ***3.2.2 The Role of Peer Editing in Recount Writing Instruction***

Peer editing functions as both a revision method and an active learning strategy, helping students:

- Identify errors in their own writing.
- Improve text structure according to recount conventions.
- Enhance collaboration and written communication.
- Develop independence and accountability for writing quality.

### ***3.2.3 Factors Influencing the Effectiveness of Peer Editing***

The study confirms that effectiveness depends on:

- **Student Readiness:** Awareness of objectives and acceptance of criticism improves outcomes.
- **Feedback-Giving Skills:** Specific comments accelerate improvement.
- **Teacher Support:** Facilitating discussions and clarifying criteria ensures effective feedback.
- **Learning Environment:** Collaborative and stress-free settings enhance participation.

These findings align with prior studies highlighting the influence of psychological, social, and pedagogical factors on peer editing success in improving English writing skills.

## **4. CONCLUSION**

The findings of this study indicate that the implementation of the peer editing technique has a significant positive impact on improving students' English writing skills, particularly in writing recount texts at **SMAN 19 Palembang**. Quantitative results show that students' writing performance improved across all assessed aspects—text organization, content, vocabulary, grammar, and mechanics—with an overall increase of 37%, confirming that peer editing effectively enhances writing quality. Qualitative findings further reveal that the success of peer editing is influenced by several key factors, including students' readiness to engage in the process, their ability to provide constructive feedback, consistent teacher support, and a collaborative classroom environment. Students who were motivated, open to criticism, and able to give detailed comments demonstrated greater improvement in their writing. Moreover, the teacher's role in guiding discussions, clarifying text structures, and modeling effective feedback proved essential in maintaining the quality of peer interaction. The study concludes that peer editing is not only an effective strategy to improve students' technical writing skills but also a valuable learning approach that promotes critical thinking,

independence, and collaboration. Therefore, teachers are encouraged to integrate peer editing systematically into English writing instruction to create an interactive and reflective learning environment that supports students in developing both linguistic accuracy and communicative competence.

## 5. REFERENCES

- Akbarani, R. (2024). USE OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING. *International Journal of English Learning and Applied Linguistics (IJELAL)*, 4(1), 14–23. <https://doi.org/10.21111/ijelal.v4i1.10756>
- Anggraini, R. (2020). The Effects of Collaborative Writing on EFL Learners' Writing Skills and Their Perception of the Strategy. *Academy Publication*, 11(2), 335–341. <https://doi.org/https://doi.org/10.17507/JLTR.1102.25>
- Brown, D. (2000). *Principles of Language Learning and Teaching*. Longman.
- Brown, H. D. (2004). *Teaching by Principles An Interactive Approach to Language Pedagogy*. New-York Longman. - References - Scientific Research Publishing.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Education, Inc.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Damayanti, A. F. (2020). *Pengaruh Likuiditas, ukuran perusahaan, dan corporate governance terhadap pengungkapan sustainability report* [UIN Maulana Malik Ibrahim, Malang]. file:///D:/PROPOSAL/BAB I fix.pdf
- Erniwati, E., Mertosono, S. R., Rofiqoh, R., & Gente, R. A. (2022). Picture Series in Teaching Writing Skills: A Literature Review. *Premise: Journal of English Education*, 11(3), 679. <https://doi.org/10.24127/pj.v11i3.5848>
- Fahmi, S., & Rachmijati, C. (2021). Improving Students' Writing Skill Using Grammary Application for Second Grade in Senior High School. *PROJECT (Professional Journal of English Education)*, 4(1), 69–74. <https://doi.org/10.22460/project.v4i1.p69-74>
- Gee, J., & Gee, J. P. (2020). *Social Linguistics and Literacies: Ideology in Discourses* (3rd ed.). Routledge. <https://doi.org/https://doi.org/10.4324/9780203944806>
- Haerazi, & Irawan, L. . (2020). Developing Intercultural Language Learning (ILL) Model To Teach Writing Skills At Indonesian Private Universities. *EduLite: Journal of English Education, Literature, and Culture*, 5(1), 43–54. <https://doi.org/10.30659/e>
- He, R., Xu, W., Dong, D., & Yu, Z. (2024). A Meta-Analysis of the Effect of Interactive Technologies on Language Education. *International Journal of Adult Education and Technology*, 15(1), 1–28. <https://doi.org/10.4018/ijaet.340933>
- Hussain, I., Akhter Farhat, P., English, Mp., Tehsil Sheikhupura, O., & Sheikhupura, D. (2023). *IMPACT OF VISUAL AIDS AND PICTORIAL IMAGES ON CREATIVE WRITING SKILL OF ESL STUDENTS AT SECONDARY LEVEL*.
- Isgiarno, Y. C., Cahyono, B. Y., & Rahmaningtyas, H. (2020). Increasing EFL Students' Writing Skill Using Jigsaw and Online Searching Strategy. *IJEE (Indonesian Journal of English Education)*, 7(1), 95–110. <https://doi.org/10.15408/ijee.v7i1.16383>
- Kademi, A. S. (2021). The Impact of ICT Towards Saudi EFL Students' Writing Skills: A Quasi-Experimental Study ISSN 2303 – 3037 ( Print ) ISSN 2503 – 2291 ( Online ). *ELT WORLDWIDE*, 8(2), 206–221. <https://doi.org/https://doi.org/10.26858/eltww.v8i2.20784>
- Khanh, C. G. (2021). The Effect of ICT on Learners' Speaking Skills Development.

**INVESTIGATION OF THE FACTORS INFLUENCING THE EFFECTIVENESS OF PEER EDITING IN ENHANCING STUDENTS' ENGLISH WRITING SKILLS**

- International Journal of TESOL & Education*, 1(1), 22–29.
- Knapp, P., & Watkins, M. (2019). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. UNSW Press.
- Muslihah, N. N., & Nia, N. (2018). Penerapan Teknik Peer Editing terhadap Ketuntasan Hasil Belajar Siswa Kelas X MA Mazroillah Lubuklinggau dalam Menyunting Teks Prosedur Kompleks. *Jurnal Kajian Bahasa, Sastra Dan Pengajaran*, 1(2). <https://doi.org/10.31539/kibasp.v1i2.275>
- Nugroho, A. M., Wardono, Waluyo, S. B., & Cahyono, A. N. (2019). Kemampuan Berpikir Kreatif ditinjau dari Adversity Quotient pada Pembelajaran TPACK. In *PRISMA, Prosiding Seminar Nasional Matematika*, 2, 40–45.
- Ping, R. L. S., Verezub, E., Badiozaman, I. F. bt A., & Chen, W. S. (2020). Tracing EFL students' flipped classroom journey in a writing class: Lessons from Malaysia. *Innovations in Education and Teaching International*, 57(3), 305–316. <https://doi.org/10.1080/14703297.2019.1574597>
- Ratminingsih, N. M. (2017). *Metode Dan Strategi Pembelajaran Bahasa Inggris* (1st ed.). Rajawali Pers.
- Reznani, N. S. (2021). Pengaruh Teknik Online Peer Editing Terhadap Kemampuan Menulis Essay Mahasiswa Manajemen pada Mata Kuliah Umum Bahasa Indonesia. *SASTRANESIA: Jurnal Program Studi Pendidikan Bahasa Dan Sastra Indonesia*, 9(2). <https://doi.org/10.32682/sastranesia.v9i2.1845>
- Siregar, K. I. (2024). Improving Students' Writing Skill on Recount Text Through Diary Writing at Eighth Grade of MTS Pondok Pesantren Ulumul Qur'an Medan. *Bright Vision: Journal of Language and Education*, 1(I), 78–91. <https://doi.org/10.2139/ssrn.4841848>
- Sugiyono. (2021). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)* (A. Nuryanto (ed.); Kedua). ALFABETA, CV.
- Susanto, R., Rachmadtullah, R., & Rachbini, W. (2020). Technological and pedagogical models: Analysis of factors and measurement of learning outcomes in education. *Journal of Ethnic and Cultural Studies*, 7(2), 1–14. <https://doi.org/10.29333/ejecs/311>
- Tridinanti, G., Roni, R., & Sari, F. (2020). Using Peer Editing and Peer Feedback Techniques in Writing to Private University Students. *Jurnal Pendidikan Progresif*, 10(3). <https://doi.org/10.23960/jpp.v10.i3.202001>