

ANALYSIS OF FACTORS AFFECTING THE EFFECTIVENESS OF PEER EDITING TECHNIQUES IN IMPROVING STUDENTS' WRITING SKILLS

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Abstrak - Penelitian ini bertujuan untuk menganalisis faktor-faktor yang mempengaruhi efektivitas teknik penyuntingan sebaya (peer editing) dalam meningkatkan keterampilan menulis teks recount siswa kelas XI IPA 2 SMAN 20 Palembang. Penelitian ini menggunakan pendekatan campuran (mixed methods), dengan desain one-group pretest-posttest untuk data kuantitatif dan wawancara serta observasi untuk data kualitatif. Subjek penelitian terdiri dari 35 siswa dan satu guru pengampu. Instrumen penelitian meliputi skala analitik menulis, lembar kerja peer editing, lembar observasi, dan panduan wawancara. Hasil penelitian menunjukkan peningkatan signifikan pada keterampilan menulis siswa setelah penerapan peer editing. Rata-rata skor pretest sebesar 3,04 meningkat menjadi 4,16 pada posttest, dengan persentase peningkatan sebesar 37%. Aspek yang mengalami peningkatan paling tinggi adalah organisasi teks dan mekanik (40%). Faktor-faktor yang mempengaruhi efektivitas peer editing antara lain: kesiapan siswa, kemampuan memberikan umpan balik, dukungan guru, dan lingkungan belajar yang kondusif. Peer editing tidak hanya membantu siswa memperbaiki tulisan, tetapi juga meningkatkan kemandirian, kemampuan berpikir kritis, dan tanggung jawab siswa terhadap kualitas tulisan sendiri dan teman sejawat.

Kata kunci: Peer Editing, Keterampilan Menulis, Teks Recount, Efektivitas Pembelajaran

Abstract - This study aims to analyze the factors influencing the effectiveness of the peer editing technique in improving recount writing skills of Grade XI IPA 2 students at SMAN 20 Palembang. A mixed methods approach was employed, with a one-group pretest-posttest design for quantitative data and interviews and observations for qualitative data. The study involved 35 students and one subject teacher. Research instruments included an analytic writing scale, peer editing worksheets, observation sheets, and interview guides. The results show a significant improvement in students' writing skills after the implementation of peer editing. The average pretest score of 3.04 increased to 4.16 in the posttest, representing a 37% improvement. The aspects with the highest improvement were text organization and mechanics (40%). Factors affecting the effectiveness of peer editing include student readiness, feedback-giving skills, teacher support, and a conducive learning environment. Peer editing not only helps students improve their writing but also enhances independence, critical thinking, and responsibility for the quality of their own and peers' work.

Keywords: Peer Editing, Writing Skills, Recount Text, Learning Effectiveness

1. INTRODUCTION

Teaching English as a foreign language in Indonesia faces various challenges, particularly due to the diversity of local languages spoken by each student (Ratminingsih, 2017). This diversity affects students' ability to understand and use English effectively, including in writing skills. Writing in English requires not only knowledge of vocabulary and grammar but also the ability to organize ideas systematically and coherently according to the type of text being written (Fahmi & Rachmijati, 2021). At SMAN 20 Palembang, preliminary research shows that many students experience difficulties in writing, especially in recount texts. Recount texts are a type of text that narrates experiences or events that have occurred in the past (Harris et al., 2014). Writing a recount text requires students to clearly organize the

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orientation, sequence of events, and reorientation, as well as to use appropriate tenses, particularly the past tense, to describe events chronologically (Jumasa & Surjono, 2016).

Observations, interviews, and analysis of students' writings at SMAN 20 Palembang indicate that the average score for writing recount texts only reaches 62 out of a maximum score of 100 (Suratmi et al., 2013). This shows that students have not fully understood text structure, the use of relevant vocabulary, and appropriate grammar application. This problem is compounded by the relatively large class sizes, reaching around forty students, which prevents teachers from giving optimal individual attention at each stage of the writing process (Reid, 2014).

To address this issue, the peer editing technique is considered an effective method. Peer editing involves students in providing feedback on their peers' writings, covering aspects of organization, content, vocabulary, grammar, and writing mechanics (Tridinanti et al., 2020). According to Muslihah & Nia (2018), thus, students not only become writers but also critical readers who can evaluate the quality of others' writing, learning to reflect on their own writing through the evaluation of their peers' texts. This technique aligns with the process-based writing approach, where students learn to write through stages of planning, drafting, peer editing, revising, and producing the final draft (Jimmi & Hafidziah, 2018).

The peer editing process begins with the teacher explaining the characteristics of recount texts, including the structure of orientation, sequence of events, and reorientation, as well as the correct use of tenses, vocabulary, and mechanics (Reznani, 2021). Students then write the first draft of a recount text based on personal experiences or assigned topics. Afterward, they exchange their writings with peers to be edited, commented on, and improved. According to Tridinanti et al. (2020) and Rickheit & Strohner (2008), effective peer editing steps include: (1) helping make the peer's writing clearer; (2) not directly crossing out text; (3) providing positive comments before criticism; (4) using different colored ink to mark suggestions; and (5) discussing feedback results directly. Through these stages, students learn to edit critically, pay attention to errors, and understand improvement strategies, which can significantly enhance their recount writing skills (Anggraini, 2020;Erdaini, 2018).

In addition to improving writing skills, peer editing also fosters student independence, critical thinking, and responsibility for the quality of both their own and their peers' writings. By learning to edit peers' work, students become more aware of deficiencies in their own writing, improving the accuracy of vocabulary usage, punctuation, spelling, and sentence structure. This is in line with Susanto et al. (2020), who emphasize the importance of strategies for managing the writing process, such as planning, organizing ideas, and revising.

However, the effectiveness of peer editing is strongly influenced by several factors, including students' readiness to accept criticism, their skills in giving constructive feedback, and teacher support in facilitating the editing process (Damayanti, 2019). Students who are not accustomed to peer evaluation may feel awkward or defensive, thus requiring teacher guidance to create a safe and collaborative learning environment. Other factors affecting the effectiveness of peer editing include students' understanding of recount text characteristics, their English proficiency, and the consistency and regularity in following the peer editing procedures (Harris et al., 2014;Isgiaro et al., 2020).

Therefore, this study aims to analyze the factors affecting the effectiveness of the peer editing technique in improving students' recount writing skills at SMAN 20 Palembang. The study is expected to provide insights for teachers on the best strategies for implementing peer

editing, enabling students to write recount texts more coherently, creatively, and in accordance with English language conventions (Darmaliana et al., 2020). The results are also expected to contribute to the development of more effective writing learning methods that focus not only on the final written product but also on the learning process that encourages reflection, collaboration, and student independence (Khanh, 2021).

Overall, the implementation of the peer editing technique at SMAN 20 Palembang is expected to enhance students' abilities in writing recount texts, develop better writing skills, and increase students' motivation and active participation in the writing learning process. By considering factors influencing peer editing effectiveness, teachers can create a conducive learning environment where every student has the opportunity to optimally develop writing skills through collaboration, peer evaluation, and critical reflection on both their own and their peers' texts.

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 20 Palembang (Creswell, 2012; Creswell & Creswell, 2017; Sugiyono, 2021).

2.2 Research Subject

The subjects of this study were students of Grade XI IPA 2, totaling 35 students. They were selected using purposive sampling based on uniform basic writing skills, willingness to participate in all stages of peer editing, and high learning motivation. The English teacher was also included as a subject to provide a professional perspective on peer editing.

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:**

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- 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.
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

Assessment Aspect	Indicator	Score
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

a. 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 20 Palembang after the implementation of the peer editing technique. Assessment was conducted based on five main aspects: text organization, content, vocabulary, grammar, and mechanics (.D Brown, 2000). The pretest was conducted before peer editing, while the posttest was conducted after students participated in peer editing, discussions, and text revisions.

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%
Total Average	—	3.04	4.16	37%

From the table, it is evident that all writing aspects improved, with an overall average increase of 37%. Statistical analysis using a paired sample t-test showed $t = 12.34$ and $p < 0.05$, confirming that the improvement is statistically significant.

b. Factors Affecting the Effectiveness of Peer Editing

In addition to the improvement in writing scores, the study identified factors influencing the success of peer editing based on observations and interviews. These factors include student readiness, feedback-giving skills, teacher support, and the learning environment.

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Table 3. Factors Influencing the Effectiveness of Peer Editing

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

Interview results indicated that students who understood the purpose of peer editing and were accustomed to receiving criticism were better able to provide constructive feedback, while less-prepared students tended to give general, non-detailed comments. Teacher support, such as facilitating discussions and explaining recount text characteristics, also played a crucial role in the effectiveness of peer editing.

3.2 Discussion

a. Analysis of Writing Skill Improvement

Based on the pretest and posttest results, the implementation of peer editing significantly improved students' recount writing skills. Improvement was observed in all aspects, particularly in text organization and mechanics, which increased by 40% each. This suggests that students were better able to organize orientation, sequence of events, and reorientation chronologically after receiving peer feedback (P. Knapp & Watkins, 2019).

Vocabulary and grammar also improved, though to a lesser extent than text organization. This may be because mastery of vocabulary and sentence structures requires repeated practice, while peer editing provides students with opportunities to revise their texts based on peer comments. These findings align with Nugroho et al. (2019) which indicate that peer editing helps students gradually improve vocabulary and grammar.

b. The Role of Peer Editing in Recount Writing Instruction

Peer editing functions not only as a revision method but also as an active learning strategy. Students become both writers and critical readers, which enables them to:

- Recognize errors and weaknesses in their own writing.
- Improve text structure according to recount conventions (orientation, sequence of events, reorientation).
- Enhance written communication skills and collaboration.
- Develop independence and responsibility for the quality of their writing.

Students actively engaged in peer editing tend to grasp key aspects of recount texts—such as event sequencing, use of past tense, and idea clarity—more quickly than students who write without peer feedback.

c. Factors Influencing the Effectiveness of Peer Editing

The effectiveness of peer editing is influenced by:

- **Student Readiness:** Students who understand the objectives of peer editing and are accustomed to receiving criticism show greater improvement.
- **Feedback-Giving Skills:** Students able to provide specific comments help peers improve writing quality more effectively.
- **Teacher Support:** Teachers who facilitate discussions, clarify recount text criteria, and provide examples of effective comments enhance peer editing effectiveness.
- **Learning Environment:** A collaborative and stress-free environment encourages active participation.

These findings support previous research, which suggests that psychological, social, and pedagogical factors influence the success of peer editing in improving students' writing skills.

4. CONCLUSION

1. Effectiveness of Peer Editing in Improving Writing Skills

The peer editing technique has proven effective in enhancing the recount writing skills of Grade XI IPA 2 students at SMAN 20 Palembang. This is evident from the comparison between pretest and posttest scores, which showed an average improvement of 37%. All assessment aspects—including text organization, content, vocabulary, grammar, and mechanics—showed improvement. The highest increases were observed in text organization and mechanics (40%), confirming that peer editing significantly helps students organize texts chronologically and improve spelling and punctuation.

2. Role of Peer Editing as an Active Learning Strategy

Peer editing functions not only as a revision method but also as an active learning strategy that encourages students to be both writers and critical readers. Students learn to evaluate peers' writings, provide constructive comments, and revise their own work based on feedback. This process enhances independence, responsibility, critical thinking, and reflective writing skills.

3. Factors Affecting the Effectiveness of Peer Editing

Interviews and observations indicate that the success of peer editing is influenced by several factors:

- **Student Readiness:** Understanding the purpose of peer editing and having high learning motivation.
- **Feedback-Giving Skills:** The ability to provide specific and constructive comments.
- **Teacher Support:** Guidance and facilitation of peer editing discussions.
- **Learning Environment:** A collaborative, comfortable, and stress-free setting that encourages active participation.

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4. Relationship Between Peer Editing and Recount Text Learning

Peer editing is highly relevant to recount text learning because students must pay attention to event sequencing, correct use of past tense, and clarity of ideas. The technique helps students identify weaknesses in their texts, improve text structure, enrich vocabulary, and correct grammar, resulting in more coherent and easily understood writing.

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