

Enhancing the Students' Skill in Writing Narratives Using Peer-Editing Technique

Satrio Ardi Nugroho

Sebelas Maret University
Email: satrio.ardi25@gmail.com

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Abstract - The aims of this research were: 1) to identify whether peer-editing can enhance the students' skill in writing a narrative text and 2) to describe the situation of the classroom when the peer-editing technique is implemented. The method research used was classroom action research which consisted of two cycles. Each cycle consisted of planning, acting, observing, and reflecting. The research subject was the students of grade XI Bahasa dan Budaya of an SMA in Kudus in the academic year of 2019/2020. It comprised of 35 students with 12 boys and 23 girls. The qualitative data were collected by observation, questionnaire, and interview. The quantitative data were collected by conducting tests. The qualitative data were analyzed by condensing the data, displaying the data, and drawing the conclusion. The quantitative data were analyzed by comparing the mean score of the students' pre-test, post-test 1, and post-test 2. The result of the research showed that there were improvements in the students' skill in writing a narrative text when the peer-editing technique is implemented.

Keywords: writing narrative text, peer-editing, classroom action research.

Abstrak - Tujuan penelitian ini adalah: 1) untuk mengidentifikasi apakah peer-editing bisa meningkatkan kemampuan siswa dalam menulis teks naratif dan 2) untuk mendeskripsikan situasi kelas ketika Teknik peer-editing diimplementasikan. Metode penelitian yang digunakan adalah penelitian tindakan kelas yang terdiri dari dua siklus. Tiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Subyek penelitian adalah murid kelas XI Bahasa dan Budaya di SMA di Kudus pada tahun ajaran 2019/2020. Kelas tersebut terdiri dari 35 siswa dengan 12 laki-laki dan 23 perempuan. Data kualitatif dikumpulkan melalui observasi, kuisioner, dan wawancara. Data kuantitatif dikumpulkan dengan mengadakan tes. Data kualitatif dianalisa dengan cara melakukan kondensasi data, menampilkan data, dan mengambil kesimpulan. Data kuantitatif dianalisa dengan cara membandingkan nilai rata-rata siswa pada pre-test, post-test 1, dan post-test 2. Hasil penelitian menunjukkan bahwa ada peningkatan dalam kemampuan siswa untuk menulis teks naratif ketika teknik peer-editing diimplementasikan.

Kata kunci: menulis teks naratif, peer-editing, penelitian Tindakan kelas

INTRODUCTION

Compared to the other language skills, writing is more complicated than listening, speaking, and reading (Javed et al., 2013). It is commonly regarded as the most difficult skill for students to learn. Even a native English speaker may get difficulty in a tricky situation. However, as one of the basic language skills, writing is a necessary skill for the students to learn since it also helps improve the other language skill such as listening, speaking, and reading and also grammar and vocabulary (Kellogg, 2008 in Javed et al., 2013). In Curriculum 2013 in Indonesia, writing is also included in several of its basic competence such as in 4.1 to 4.4 and 4.6 which has the phrase '*Menyusun teks lisan dan tulis*' [Arranging oral and written text]. Sadly, there are not many students in Indonesia who realized the importance of writing, and, as a consequence, they

are unable to write a text or a sentence in English correctly.

One of the texts that those students could not write correctly is a narrative text. According to Clandinin and Connelly in Zakaria et al. (2016), narrative can be thought of as literary fiction, fantasy, or even a lie. Moreover, According to Prince in Weber et al. (2020), a narrative is an order of events that is textualized and serves as an intelligible outline for an actual story. From those definitions, it can be concluded that narrative text is an order of events that is textualized to serve as an intelligible outline for literary fiction, fantasy, or actual story.

There are several factors which caused the students not to be able to write a narrative text correctly. In Grade XI *Bahasa dan Budaya* in an SMA in Kudus, for example, several of the students stated in an interview that they rarely write anything

in English outside of class. They also admitted that they do not have confidence in their own skill and are afraid of what other people might say to them regarding their writing. In addition, from the questionnaire that was conducted, it was found that the students are not satisfied with their score and that their texts are still prone to mistake. Thus, it is necessary for the teacher to use a technique that can improve the students' skills in writing narrative text. One of the techniques that the teacher can use is the peer-editing technique.

According to Hill, (2011), peer-editing is a form of collaborative learning in which the students review and provide feedback to each other's work. Its goal is to promote collaboration between the students and to improve their skills in writing at the same time (Insai & Poonlarp, 2017). Galvis (2010) also stated that peer-editing can create new opportunities for the students to develop their collaborative skills. In addition, according to the latest research from Muthmainnah (2019), peer-editing is defined as an activity in which the students swap their work with their friends in order to be reviewed which will result in the improvement of their ability to write a text and recognize an error. Thus, from all of these, it can be concluded that peer-editing is a form of collaborative learning activity in which the students swap their work with their friends in order to be reviewed or edited to improve their writing skill, develop their collaborative skill, and increase their ability to recognize error.

Peer-editing technique also has several advantages. One of them is that it can improve the students' awareness of important organizational and syntactical element in their writing that they might not recognize it on their own (Mulligan & Garofalo, 2011). According to Galvis (2010), peer-editing also allows the students to learn from the process of revising their friend's work and from the revision that they themselves received. In addition, peer-editing allows the students to receive more individual comments from their friends as well as giving the students who review the opportunity to practice and develop their other language skills (Lundstrom & Baker in Wardhana & Widhiastuty, 2018). Moreover, in the latest research conducted by Harutyunyan & Poveda (2011), the peer-editing technique is considered as a useful strategy to improve the students' critical thinking skill and collaborative skills. They also become more motivated since they realized that the contribution that they give are useful for their friends.

The aim of this article was to report the result of the research about the enhancement of the students' skill in writing narrative text using peer-editing in grade XI *Bahasa dan Budaya* of an SMA

in Kudus. There were two aims in this research which include: 1) to identify whether peer-editing can enhance the students' skill in writing narrative text and 2) to describe the situation of the classroom when the peer-editing technique is implemented in the classroom.

RESEARCH METHOD

This classroom action research was carried out in an SMA in Kudus Regency. The subject of this research was grade XI *Bahasa dan Budaya* students in the academic year of 2019/2020. It consisted of 35 students with 12 boys and 23 girls. The qualitative data in this research were collected using observation, interview, and questionnaire while the quantitative data were collected using tests which consist of pre-test, post-test 1, and post-test 2. The data were analyzed using the qualitative and quantitative methods. In the qualitative method, the four steps from Miles et Al (2013) is used. Those four steps include: 1) data collection, 2) data condensation, 3) data display, and 4) drawing and verifying conclusion.

1. Data collection

The first step was collecting the data. The data in this research was collected from the students and teacher using several methods which include observation, interview, questionnaire, and tests.

2. Data condensation

The next step was condensing the data. At this step, the data that the researcher obtained were selected, focused, simplified, abstracted, and/or transformed until the final report was completed.

3. Data display

The third stage was displaying the data in which the data is organized to allow conclusion drawing.

4. Drawing and verifying conclusion

The next stage was drawing and verifying the conclusion. The conclusion was drawn from the previous steps. It started with a light conclusion, which maintains openness, and became more grounded and explicit later on. Conclusion was also verified as the research progressed.

Meanwhile, in the quantitative method, the mean scores of pre-test, post-test 1, and post-test 2 were compared. The improvement of the students' skill can be seen if the mean score of post-test 1 is higher than pre-test and the mean score of post-test 2

is higher than post-test 1. The mean score of those tests are calculated using the following equation:

$$\bar{x} = \frac{\sum x}{n} \quad \bar{y} = \frac{\sum y}{n} \quad \bar{z} = \frac{\sum z}{n}$$

\bar{x} = The mean score of students' pre-test.
 \bar{y} = The mean score of students' post-test 1.
 \bar{z} = The mean score of students' post-test 2.
 $\sum x$ = The sum of students' scores in pre-test.
 $\sum y$ = The sum of students' scores in post-test 1.
 $\sum z$ = The sum of students' scores in post-test 2.
 n = Number of students.

FINDINGS AND RESULTS

Before the research was conducted, an interview and questionnaire were conducted in order to know the students' problem in writing a narrative text. From that interview and questionnaire, it was found that the students were afraid of what other people might say regarding their text. This resulted in them not having confidence in what they write. However, from the interview and questionnaire, it was also found that most of them like the English class despite having a score below the school passing grade. Some of them also admitted that they were not satisfied with their score and wanted to improve it.

A pre-test was also conducted before the research which asked the students to write a fairy tale that they know. From that, it was found that the average score of the students in grade XI *Bahasa dan Budaya* was 73.14. It was clearly lower than the school passing grade which was 77.00. Further inspection revealed that there were 20 students out of 35 who received a score lower than that average. The detail of the students' mean scores and each of the indicators was shown in table 1.

Table 1 The students' mean score of pre-test

No.	Indicator	Mean Score of pre-test
1.	Organization	16.23
2.	Content	20.17
3.	Grammar	17.17
4.	Mechanic	3.51
5.	Vocabulary	16.06
	Total Mean Score	73.14

From the interview, questionnaire, and pre-test, it was pretty clear that the students' skill in writing a narrative text needed to be improved. Peer-editing was chosen as a way to improve their skill in

writing a narrative text. It is a form of collaborative learning activity in which the students swap their work with their friends or peers in order to be reviewed or edited. By using peer-editing, the students can learn both from the process of revising their friend's work and the revision that they receive. It can also improve their critical thinking skill, collaborative skill, and their motivation.

After the data were obtained, the lesson plans for cycle 1 were made. There were three meetings in cycle 1 which were conducted once a week. The materials used in those meetings were taken from the book that the school provided. The teacher also prepared several tasks and papers for the students. During the lesson, the students were observed in order to know whether their writing skill was improved or not. Then, after the third meeting, post-test 1 which asked the students to write about Indonesian Legend was conducted.

The result of the observation during cycle 1 showed that there were improvements in the students' skill in writing a narrative text. During the first meeting, for example, the students made a lot of spelling and grammar mistakes. Some of them also used the same vocabulary over and over again. However, during the second meeting, the spelling and grammar mistakes decreased and their vocabulary started to vary. Then, in post-test 1 that was conducted after the third meeting, the students' mean score improved from 73.14 in the pre-test to 82.51. The details of the students' mean scores in the pre-test and post-test 1 were shown in table 2 along with each of its indicators.

Table 2 The students' mean score of pre-test and test 1

No.	Indicator	Mean Score of pre-test	Mean Score of post-test 1
1	Organization	16.23	17.80
2	Content	20.17	24.37
3	Grammar	17.17	18.20
4	Mechanic	3.51	4.11
5	Vocabulary	16.06	18.03
	Total Mean Score	73.14	82.51

However, there were also several problems that were found during cycle 1 which needed to be solved. Those problems include: 1) there were still some students who used incorrect grammar in their narrative text and 2) there were still a few of the students who were afraid to write their own sentence on the whiteboard.

Since there were still those unsolved problems, the research continued on to cycle 2. It

consisted of three meetings which were conducted once a week and post-test 2 which was conducted after the third meeting. In cycle 2, the teacher encouraged the students to read more English text and ask more questions if there was anything that they did not understand in order to deal with the problem regarding the students' incorrect grammar. Then, in order to help the students who did not have the confidence to write their own sentences, the teacher increased the frequency of asking the students to write their own sentences on the whiteboard.

From the observation that was conducted during cycle 2, it was found that the students' skill in writing a narrative text improved. Before, in cycle 1, the students still made a few spelling mistakes and there were still a lot of students who used incorrect grammar. However, in cycle 2, there were almost no spelling mistakes in the text that the students wrote and there were fewer students who used an incorrect grammar. Their vocabulary also varied more and they became more active in answering and asking questions. The mean score of the post-test 2 was also better than the mean score of pre-test and post-test 1. In the pre-test, the students' mean score was 73.14 and, in the post-test 1, their mean score was 82.51. However, in post-test 2, the students' mean score was 83.40. The details of those mean scores along with each of its indicators are shown in table 3.

Table 3 The students' mean score of pre-tests, test 1, and post-test

No.	Indicator	Mean Score of pre-test	Mean Score of post-test 1	Mean Score of post-test 2
1	Organization	16.23	17.80	18.29
2	Content	20.17	24.37	24.17
3	Grammar	17.17	18.20	20.03
4	Mechanic	3.51	4.11	4.11
5	Vocabulary	16.06	18.03	16.80
	Total Mean Score	73.14	82.51	83.40

However, in cycle 2, there were still a few students who did not have confidence with their own writing and refused to write their own sentence on the whiteboard. To address this problem, the teacher advised the students to keep on writing using English language and not to be afraid of what other people might say to their writing. The teacher also told the students not to be afraid of showing their writing to other people so that they could get used to it.

Discussion

From those findings, there are two theories that can be created which include: 1) The use of peer-editing or peer-reviewing technique can improve the students' skill in writing a narrative text and 2) the classroom situation improved and became more active when the peer-editing technique is implemented in the classroom. The two theories are further supported by other relevant theories which are explained in this part.

1. The Implementation of Peer-editing Technique Can Improve The Students' Skill in Writing a Narrative Text

Some of the students of grade XI *Bahasa dan Budaya* in an SMA in Kudus claimed that they did not dislike the English lesson. But, most of those students also admitted that their score is not satisfying and that their score is often below the passing grade. The implementation of the peer-editing technique had enhanced the students' skill in writing a narrative text. The enhancement contains five different aspects and each aspect is explained in detail in this section.

- a. Peer-editing technique can improve the students' skill in writing an organized narrative text

The findings of the research showed that the narrative text that the students made became more organized. By implementing peer-editing in the classroom, the students could look at the work of their friends and find out which text has a better organization and what conjunction words that they should use. This finding is in line with Galvis (in Muthmainah, 2019) who said that the peer-editing technique allows the students to learn both from revising other works and the revision that they receive. It is also in accordance with the research that was conducted by Puegphrom & Chiramanee (2011) who stated that peer-editing has the ability to improve the students' language skills and create a better organization.

- b. Peer-editing technique can improve the students' skill in writing a narrative text with a more related content

The findings of the research showed that the content of the narrative text that the students write became more complete. Before the implementation of peer-editing, several of the text that the students wrote did not match with the title that they wrote. For example, one of the students wrote a text with the title "The Snow Queen", yet the content of the text is "Snow White". However, after the implementation of the peer-editing technique, the students with more knowledge told their friends whether the content of the text is in line with the title or not.

This finding is in line with the research that was conducted by Merina et al., (2019) who said that peer-editing can help the students to write a better text with an appropriate topic. It is also in line with Puegphrom & Chiramanee (2011) who stated that peer-editing can help the students to create more complete content.

- c. Peer-editing technique can improve the students' skill in writing a narrative text with correct grammar

The findings of the research showed that the students made less mistakes in the grammar aspect. Before the implementation of the peer-editing technique, there were a lot of students who used an incorrect grammar in their text. Some of them still used the present tense in the narrative text that they wrote when they should have used past tense. However, after the implementation of the peer-editing technique, the students began to compare their work with their friends and they figured out when to use the present tense and past tense correctly. As a result, the students' grammar improved and they rarely used an incorrect grammar in their text. This finding is in line with Al-Nafiseh (2013) who said that peer-editing can help the students to recognize their mistakes in terms of grammar and other writing aspects. The research that was conducted by Nirmala & Ramalia (2017) also stated that peer-editing can expand the students' knowledge regarding grammatical rules. Thus, they became more likely to use a correct grammar in their text.

- d. Peer-editing technique can improve the students' skill in writing a narrative text with correct mechanic (spelling and punctuation)

The findings of the research showed that the students made a fewer mistake in spelling and punctuation mistakes in their narrative text. In the pre-test that was conducted, there were still some students who write 'i' instead of 'I' as a first-person pronoun. There were also several students who used a lowercase letter to write the name of a person. However, during the implementation of the peer-editing technique, the students corrected their peers' mistakes in the spelling and punctuation aspects. Thus, there were more students who wrote their narrative text with the correct spelling and punctuation. This is in line with the research that was conducted by Sanchez and Lozada (in Soto, 2020), which concluded that there were improvements in the capitalization and punctuation in the text that the students write when the peer-editing technique is implemented. It is also in accordance with time Insai & Poonlarp (2017) who said that peer-editing helps

the students to recognize their mistakes and became more aware of spelling and punctuation when revising and editing their friends' work.

- e. Peer-editing technique can improve the students' skill in writing a narrative text with a varied vocabulary

The findings of the research showed that the students' vocabulary has more variety in their narrative text. Before the research, the students often used the word 'but' often as conjunction when they could have used its synonym such as 'though' or 'however'. Some of them also tend to use the word 'fair' to describe something beautiful when they could have also used other words like 'pretty' or 'attractive'. However, during the research, the students taught their friends about the synonym of several vocabularies. Thus, the students who were being taught learned about new words and their vocabulary became more diverse. This finding is in line with Galvis (2010) who said that peer-editing caused the students to learn both from receiving and giving reviews of their friends' work. It was also in line with the research that was conducted by time Insai & Poonlarp (2017) which concluded that the students who edit or review others' work subsequently implement their editing skills in their own text. It also provided them with the chances to interact with each other which caused them to learn new vocabulary.

2. The Classroom Situation When Peer-editing is Implemented in the Writing Classroom

From the result of the observation that was conducted during the research, it was found that the students became more active when the peer-editing technique was implemented in the classroom. They were eager to answer the teacher's questions and they often asked questions whenever there was something that they did not understand. This finding is in line with Al-Nafiseh (2013) who said that peer-editing can motivate the students to communicate orally. It was also supported by the research that Puegphrom & Chiramanee (2011) conducted which stated that peer-editing can increase the students' confidence in their language ability.

However, problems with the students' confidence are also found. When the teacher asked the students to write their own sentences on the whiteboard, for example, none of them was willing to do it. It is very likely that they were still afraid of what other people might say about their writing. In order to solve this problem, the teacher increased the frequency of asking them to write on the whiteboard so that they could get used to it. The teacher also advised the students to keep on writing and not to be afraid of

other people's opinions regarding their text. Aside from that, the teacher also told the students to read more English text so that they learn how to write a narrative text properly.

CONCLUSION

From the research findings, it can be concluded that the students' skill in writing narrative text can be enhanced using peer-editing. Before the implementation of peer-editing, the narrative text that the students wrote was not organized properly and it was not developed. They also used a lot of incorrect grammar and made a lot of spelling mistake in their narrative text. Their vocabulary also did not vary a lot. However, once peer-editing was implemented, the students' skill in writing a narrative text improved. The text became more organized and developed properly and they used the correct grammar more frequently. They also did not make as many spelling mistakes as before and their vocabulary varied a lot as well.

The mean score of the students during the pre-test, post-test 1, and post-test 2 also supported that. In the pre-test, the mean score of the students was only 73.14 which was below the passing grade of the school in 77.00. However, in the post-test 1 that was conducted after cycle 1 was finished, the students' mean score was 82.51. It was higher than the previous mean score and it was also higher than the passing grade of the school. Then, in post-test 2 which was conducted after cycle 2, the mean score of the students was 83.40 which is higher than the two previous tests. From those tests alone, it can be concluded that peer-editing can be used to enhance the students' skills in writing a narrative text.

From the observation that was conducted during the implementation of peer-editing, it was found that there were improvements in the classroom situation. The students became more active in answering the teacher's questions and they also asked questions more often whenever there was something that they did not understand. However, during the implementation, problems with the students' confidence were also found. When the teacher asked the students to come forward and write their own sentences on the whiteboard, none of them were willing to do it. As a result, the teacher had to encourage the students several times before one of them was willing to come forward. In order to address this problem, the teacher increased the frequency of asking them to come forward and write on the whiteboard so that they could get used to it. The teacher also advised the students to read more English text and not to be afraid of what other people might say regarding their text.

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