



Comparative Analysis of Students' Perception on Peer Editing Technique in Writing

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Article Info	Abstract
Article History Received: 2023-03-12 Revised: 2023-04-10 Published: 2023-05-01 Keywords: <i>Students' Perceptions; Peer Editing Technique; Writing Skill.</i>	The aim of the study is to analyze the students' perception on Peer Editing Technique of grade ten students of MA Sultan Fattah Jepara and USANT. The method used in this study was descriptive qualitative research. The statistical tools used were the Weighted Mean and The Wilcoxon Rank. The following findings have surfaced: first, the responses of MA Sultan Fattah Jepara computed average weighted mean is 4.83, sum rank is 124,5 and the responses of University of Saint Anthony computed average weighted mean is 4.70, sum rank is 89,5. Both the two sets of responses have similar verbal interpretation very effective. Second, there is no significant difference in the two sets of responses and the use of Peer Editing Technique has positive effects in the both sets of students. Third, a peer editing module can be designed based from the findings of the study.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-03-12 Direvisi: 2023-04-10 Dipublikasi: 2023-05-01 Kata kunci: <i>Persepsi Siswa; Teknik Pengeditan Rekan; Keterampilan Menulis.</i>	Tujuan dari penelitian ini adalah untuk menganalisis persepsi siswa tentang Teknik Peer Editing siswa kelas X MA Sultan Fattah Jepara dan USANT. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif deskriptif. Alat statistik yang digunakan adalah Weighted Mean dan The Wilcoxon Rank. Temuan berikut telah muncul: pertama, tanggapan MA Sultan Fattah Jepara menghitung mean tertimbang rata-rata adalah 4,83, jumlah rank adalah 124,5 dan respon University of Saint Anthony menghitung mean tertimbang rata-rata adalah 4,70, jumlah rank adalah 89,5. Kedua rangkaian tanggapan tersebut memiliki interpretasi verbal yang serupa yang sangat efektif. Kedua, tidak ada perbedaan yang signifikan dalam dua set tanggapan dan penggunaan Teknik Penyuntingan Teman memiliki efek positif pada kedua set siswa. Ketiga, modul peer editing dapat dirancang berdasarkan temuan penelitian.

I. INTRODUCTION

Technique in teaching is vital in every pedagogical process in order to increase the students' achievement. The success of teaching and learning outcome in the classroom demand the effective use of certain technique. In this case, teacher has an important role in developing and applying ways in teaching. According to Diamond (2006), teachers need to possess both a good understanding of the subjects they teach and the best ways to teach these subjects. Furthermore, by choosing and using the most appropriate technique in conducting the written works of the students, teacher can make the students more enthusiastic and enjoy varieties of activities in the classroom.

The students' perception is a primary consideration for an impact toward students' motivation and students' evaluation in the learning process². If students have positive perception toward the teaching technique, we know that they are interested in learning the subject. Therefore, the students will pay attention to the teacher in delivering the lesson, and they are influenced to

actively participate in the discussion. The students become interested and motivated more to learn. The teacher objective on the particular lesson is achieved. Writing is really a big challenge for many EFL and ESL students, especially for EFL students that they have difficulties to express themselves in creative writing. One of the factors that has an effect on students' writing skill is technological progress that serve ready-made assignment. The writing process does not only involve creative idea and critical thinking, but also include grammar, spelling, and writing style, it is this aspect that many students encounter difficulty on how to process their ideas correctly on paper.

The teacher needs appropriate technique in teaching writing in order to make students learn the language, to express and write correctly their ideas in sentences. English teacher should be able to apply good technique for teaching the students in order to make them able to write a text. One technique is peer editing which can help the teachers facilitate the students able to write appropriate and good sentences. Through the

technique the teacher can determine whether or not the students learn the lesson through grammar usage and spelling.

Peer editing can be used by the students to work with their classmates to check their writing⁴. Peer editing is needed when one student's constructive feedback on another's work serves for the purpose of improving aspects on the form and content of his partner's writing. Students will exchange the written draft with a classmate, read each other's paragraphs, and make some helpful comments to improve their classmates' language use and organization of ideas. It means that every student has a role in the progress of one another in writing. The researcher who is concerned especially for the Indonesian students in learning well the English language and other aspect of English in writing decided to conduct this study.

II. METHOD

This chapter presents a thorough discussion on the research design, which features the sources of valid information, the data gathering instruments, the statistical tools as well as their corresponding treatment. All these contribute to the making of logical procedure and solid organization of this study.

1. Research Design

The Research utilized descriptive method to determine the data needed under present investigation. The descriptive method is designed to gather information about the present existing conditions. The principal aims of descriptive method are to describe the nature of the situation as it exist at the time of study and to explore the cases of particular phenomenon. Moreover, Ary (2010) states that 1descriptive research is designed to obtain information concerning on the current status of the occurring phenomena. Furthermore, descriptive research is directed to determine a particular situation during the time of study. In this study the mix method was used to describe the comparative analysis of students' perception toward the effect of peer editing technique, in addition this study employed multiple data collection method including questionnaire, observation checklist and written document analysis, in order to provide in-depth description and analysis of the conditions.

2. Data Gathering Procedure

In this research, the data were taken from the responses of the questionnaire and the

observations made by the researcher. In this case, the questionnaire was used to obtain the students' perceptions on the effects of peer technique, while the observation was used to identify the learning process of writing in the classroom using peer editing. Whereupon the procedures of collecting data were explained as follows:

- Administering the questionnaire after the implementation of peer-learning;
- Collecting the responses generated from the questionnaire;
- Analysing the responses generated from the questionnaire;
- Conducting the observation on the implementation of peer editing technique that had been conducted
- Make field note during the observation.

III. RESULT AND DISCUSSION

This section reveals the findings of the result on students' perception in two sets of responses. In this table, it shows the weighted mean, verbal interpretation, and rank.

Table 1. Students' perceptions of MA Sultan Fattah Jepara

No	Statement	Verbal Interpretation	Weight Mean	Rank
1	Tehnik peer editing dapat membuat saya lebih mudah dalam menulis teks	Very Effective	4.93	16
2	Teknik peer editing dapat meningkatkan motivasi saya dalam menulis	Very Effective	4.86	13
3	Teknik peer editing dapat membuat hubungan sy dengan teman lebih dekat	Very Effective	4.66	7.5
4	Teknik peer editing dapat meningkatkan kemampuan sy dalam menulis	Very Effective	4.86	13
5	Teknik peer editing dapat membuat saya mudah dalam bekerjasama dengan teman sebaya	Very Effective	4.66	7.5
6	Teknik peer editing dapat membuat pertemanan	Very Effective	4.8	10

	menjadi lebih akrab			
7	Teknik peer editing dapat meningkatkan kepercayaan diri saya dalam menulis	Very Effective	5	18.5
8	Teknik peer editing dapat meminimalisir kesalahan saya dalam menulis	Very Effective	4.86	13
9	Teknik Peer editing baik digunakan oleh guru untuk meningkatkan kualitas dalam pembelajaran	Very Effective	4.66	7.5
10	Teknik peer editing meningkatkan hasil belajar saya	Very Effective	5	18.5
AVERAGE WEIGHTED MEAN= 4.83		SUM OF RANK (W1)= 124.5		

In this table, it shows the weighted mean, verbal interpretation and rank in the result of MA Sultan Fattah Jepara grade ten Students. In the table, the students' answer were computed with the average weighted mean of 4.83 and the sum of rank of 124.5 verbally interpreted as very effective. This fact is a proof on the study by Diab 1 which recommends the use of peer-editing in the writing class since it focuses on students' attention on good writing skills and helps them construct new knowledge through peer mediation.

Table 2. The Students' Perception of USANT

No	Statement	Verbal Interpretation	Weight Mean	Rank
1	Peer editing technique can make my writing a text easier	Very Effective	4.66	7.5
2	Peer editing technique can increase my motivation to write	Very Effective	4.73	9
3	Peer editing technique makes me closer with my peers	Very Effective	4.33	1
4	Peer editing technique can improve my writing skill	Very Effective	4.86	13
5	Peer editing	Very Effective	4.53	3.5

	technique make collaboration with peers easier			
6	Peer editing technique make us have good relationship	Very Effective	4.46	2
7	Peer editing technique can develop my confidence in writing	Very Effective	5	18.5
8	Peer editing technique can minimize my mistake in writing	Very Effective	4.86	13
9	Peer editing technique can be used by teacher to increase our performance	Very Effective	4.53	3.5
10	Peer editing can increase my achievement in writing activities	Very Effective	5	18.5
AVERAGE WEIGHTED MEAN= 4.70		SUM OF RANK (W1)= 89.5		

In this table, it shows the weighted mean, verbal interpretation and rank in the result of USANT grade ten students. In the table, the students answers were computed with average weighted mean of 4.70 and the sum of rank is 89.5 verbally interpreted as very effective. This fact means that the two sets of responses gave a positive perception toward the use of peer editing in writing activity in the classroom to improve students' writing skill. According to Rosnida 2 peer-editing is beneficial to students as it increases their awareness of the complex process of writing, improves their knowledge and skills in writing and become more autonomous in learning. Teacher too, may benefit from peer-editing as this practice discloses invaluable information on students' writing weaknesses, strengths and teachers' teaching effectiveness. This clearly implies that using peer editing technique is effective and give good impact especially for both ESL and EFL students. It helps the teacher facilitate giving correction and evaluation to the students.

Test of Significant Difference in Two Sets of Responses. In this study, this researcher thought

the significant difference in the sets of responses. Table 3 reveals the result.

Table 3. Reveals the Result

Level of Significance	Degrees of Freedom	Tabulate value	Computed value (v1)	Computed Value (v2)	Decision	Interpretation
5 %	10	23	34.5	69.5	Accept H0	Not Significant

As cited in the table, the V2 computed of 34.5 is greater than V tabula' value of 23 at 0.05 level of significance with n1=10 and n2=10 degrees of freedom, the null hypothesis is accepted. It means that there is no significance difference between the perceptions of two sets of responses. This means that both students from MA Sultan Fattah Jepara and University of Saint Anthony have similar perceptions of positive affect on peer editing technique. This can be deduced that Peer Editing Technique can improve students' writing skill, where students work in pair, help each other to edit their task. Furthermore, in Peer Editing Technique the teacher guides the students in pair activity, provides feedback on pair work. According to Sotoudehnama (2016) 3peer editing gives the positive effect in improving active learning in the writing activity in the classroom and also found that students are motivated during the learning process with their pair.

The following were the salient finding of this study:

1. The responses of MA Sultan Fattah Jepara computed average weighted mean is 4.83, sum rank of 124,5 and the responses of University of Saint Anthony computed average weighted mean is 4.70, sum rank of 89,5. Both the two sets of responses have similar verbal interpretation of very effective.
2. There is no significant difference in the two sets of responses and the use of Peer Editing Technique has positive effects in both sets of students.
3. Peer Editing Module can be designed based from the findings of the study.

IV. CONCLUSION AND RECOMENDATION

A. Conclusion

Based from the foregoing findings of the study, the following conclusions were drawn:

1. Both the two sets of responses have positive perceptions toward Peer Editing Technique in writing.
2. There is no significant difference based on the two sets of responses.
3. The designed module of peer editing activities can improve the students writing skill.

B. Recommendation

Based from the findings and conclusions of the study, the following recommendations are presented.

1. Teacher should delve more on Peer Editing Technique to increase students' ability in writing. Since the practice discloses valuable information on students' strengths and weaknesses likewise determine their teaching effectiveness.
2. The teacher should use varied and appropriate techniques that can be used in teaching to ensure positive learning outcome from the students. They should explore the implication of Peer Editing Technique in writing activities in the classroom.
3. The teacher should adopt the Peer Editing Module to enhance the performance level of students' writing skill.

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