

THE EFFECTIVENESS OF PEER EDITING TO IMPROVE THE STUDENTS' ESSAY WRITING SKILL

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa menulis esai, mendeskripsikan peningkatan aspek-aspek menulis, dan menemukan efektivitas peer editing dalam meningkatkan kemampuan menulis mahasiswa. Penelitian ini menggunakan metode eksperimen dengan desain kelompok kontrol nonequivalent. Populasi penelitian ini adalah semua mahasiswa semester lima program studi pendidikan bahasa Inggris Universitas Muhammadiyah Purworejo. Peneliti melibatkan dua kelas sebagai sampel penelitian. Sebagai kelompok eksperimen, diambil kelas VA dengan diajar menggunakan peer editing. Selanjutnya, diambil kelas VB sebagai kelompok kontrol. Serangkaian perlakuan pada kedua kelompok dilakukan dari bulan Agustus sampai Nopember 2014. Untuk pengumpulan data digunakan tes menulis. Statistik deskriptif dan inferensial digunakan untuk analisis data. Setelah data dianalisis, diperoleh beberapa temuan. Pertama, nilai rata-rata menulis mahasiswa adalah 71.2 yang termasuk kategori baik. Kedua, semua aspek menulis dapat meningkat. Peningkatan yang signifikan ada pada aspek isi (2.6 poin) dan kosakata (1.9 poin). Aspek pengorganisasian, tata bahasa, dan mekanik tidak meningkat secara signifikan, yakni 0.3-0.7 poin. Ketiga, hasil penghitungan menunjukkan bahwa nilai t-hitung lebih tinggi dari t-tabel ($3.602 > 2.000$). Hal ini berarti bahwa penggunaan peer editing efektif untuk meningkatkan kemampuan menulis mahasiswa.

Kata Kunci: *menulis, kemampuan menulis, peer editing.*

ABSTRACT

This study was aimed at revealing students' essay writing skill, describing the improvement of writing aspects, and finding out whether or not the use of peer editing was effective to improve the students' writing skill. This research was experimental study using nonequivalent control group design. The population of this research was all the fifth semester students of English Education Program of Muhammadiyah University of Purworejo. The researcher used two classes as the research samples. As the experimental group, the researcher took students of VA class who were taught by peer editing. Then, the researcher involved students of VB class as the control group. The researcher conducted a series of treatment from August to November 2014. The researcher used a

writing test to collect the data. Descriptive statistics and inferential statistics were employed to analyze the data. After analyzing the data, the researcher obtained some findings. First, the students' writing score was 71.2 belonged to good category. Second, all writing aspects could improve where the significant improvement was in the aspects of content (2.6 points) and vocabulary (1.9 points). The aspects of organization, grammar, and mechanics did not increase significantly (0.3-0.7 points). Third, the result of calculation illustrated that t -obtained was higher than the critical value on the t -table ($3.602 > 2.000$). It meant that the use of peer editing was effective to improve the students' essay writing skill.

Keywords: writing, writing skill, peer editing.

INTRODUCTION

Language for international communication is changing from various national languages to the international language, namely English. The way to utilize the language is also changing, from oral language to written language. Writing, then, becomes an important form of communication in the modern era as it can be used to replace oral communication. It is essential when direct oral communication cannot be done for reasons of distance and unavailability of telecommunication equipment. Writing skill is needed by many people to perform specific writing types like writing essay, writing a paper, writing proposal, writing an application and so on.

Since writing has a lot of benefits, it is important for people in modern time to learn and master writing. Unlike speaking, which human beings can master naturally, writing skills requires different ways of learning. Writing is one of the ways that students convey their thoughts for other people. Expressing ideas in the written form is easier than any other ways, so students get a better translation when they read what they have written. By writing, students learn how to communicate in the written language, how to spell, and how to organize text.

In the process of practicing essay writing, there are important aspects which need to be considered, such as content of the essay, organization of the essay, coherence, grammar, vocabulary and mechanics (Harmer, 2001: 88). Because of the various aspects of essay writing, learners may face problems in the process of essay writing. He also says that in the drafting stage, the writer faces problems such as stopping, getting stuck, and becoming frustrated. Writing problems may also appear in cohesion and coherence. Oshima and Houge (1991: 179) state that there are four sentence problems that are often found in students' writing: a fragment, run-on sentences, choppy sentences, and stringy sentences. Grammatical problems that often appear in students' writing are the incorrect use of concord, finite verbs, tenses, verb groups, articles, punctuation, and spelling. Semantic problems are clumsiness (word-by-word translation), inter-language interference, indirectness, expressiveness (Bram, 1995: 53).

These writing problems are also faced by students at Muhammadiyah University of Purworejo, which could be seen from the students' writing marks. The number of students who gained C and D in essay writing classes was significant, from 25% to 50% in class of 30-36 students. This fact shows that there are still many students who are weak in writing, even though they have learnt writing for four successive semesters.

Another fact indicating that essay writing is difficult for students of the English Education Program at Muhammadiyah University of Purworejo comes from informal talks and discussion with students. Some of them come to the lecturer and complain that essay writing assignment is not easy. They said that they find it difficult to develop and organize an idea in a coherent manner even when the topic has been given to them. They also complain that their vocabulary and grammar mastery is not good, so they make structural mistakes and have to use dictionaries quite often.

The unsatisfactory student achievements lead to lecturers searching for information about effective ways to teach essay writing and one of them is peer editing. Peer editing is the processes through which students respond to and provide feedback on their peers' writing highlighting the positive and the negative aspects in a way to help each other reach better written products. Peer editing raises students' awareness of writing strategies and stages of the writing process. Furthermore, it helps build a learning community in which peers work collaboratively. By and large, peer editing is a good alternative to be used to improve students' essay writing skill at English Education Department of Purworejo Muhammadiyah University.

Writing skill can be defined as an ability to communicate the ideas or imaginations into the form of structured pattern so that the readers understand what the writers mean in their writing. Brown (2004:218) stated that writing skill is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literature cultures.

A good writing skill will not appear at once. Writing skill needs process which has four basic stages and three other stages. Richards and Willy (2002: 316-319) stated the stages of writing are planning (pre-writing), drafting (writing), responding, revising (redrafting), editing, evaluating, and post writing. Pre-writing is an activity in the classroom that encourages the students to write. At the pre-writing stage, the teacher help students by generating ideas through several activities which are brainstorming, clustering, rapid free writing, and WH-questions.

The next stage is drafting. At the drafting stage, the teacher focused on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. At the responding stage, the teacher gives response to the students after they have produced the first draft and just before they proceed to revise. Response can be oral or written. Then, Revising is done by students to review their texts on the basis of the feedback given in the responding stage. It is to improve global content and the organization of ideas so that the writer's intent is clearer to the readers.

The students are engaged in tidying up their texts at the editing stage as they prepare the final draft for evaluation by the teacher. The students edit their own writing for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material. At the evaluating stage, the teacher evaluates the students' writing by scoring. The criteria for evaluation should be known by students in advance. Students may be encouraged to evaluate their own and each other's texts once they have been properly taught to do it. In this way, they are made to be more responsible for their own writing. The post-writing activity includes publishing, sharing, reading aloud, transforming texts for stage performance, or merely displaying texts on notice-boards. The post-writing stage is a platform for recognizing students' work as important and worthwhile. Based on the explanation, the researcher concludes that the students who have a good writing skill could develop their ideas into a good writing.

The definition of essay varies. An essay is a group of paragraphs written about a single topic and a central main idea (Zemach and Lisa, 2003: 56). It must have at least three paragraphs, but a

five-paragraph essay is a common length for academic writing. An essay is defined as a short piece of writing that discusses, describes or analyzes one topic. It can discuss a subject directly or indirectly, seriously or humorously. It can describe personal opinions, or just report information. It should have several paragraphs, good organization (an introduction, a body, and a conclusion) and well supported opinions.”

Oshima and Hogue (1991: 76) state that an essay has three main parts: an introductory paragraph, body, and concluding paragraph. The introductory paragraph introduces the topic of the essay, gives a general background of the topic, indicates the overall plan of essay, and arouses the readers’ interest. The introductory paragraph consists of two parts, namely a few general statements about the subject to attract the reader’s attention and a thesis statement to state the specific subdivisions of the topic and/or the plan of the whole essay. A thesis statement names the specific topic and the controlling ideas or major subdivisions of the topic. The body consists of one or more paragraphs. Every paragraph discusses a subdivision of the topic. The number of paragraphs in the essay varies, depending on the number of subtopics. The conclusion of an essay is a summary or review of the main points discussed in the body. Of the three parts, the longest part should be the body. To connect the three parts of an essay, the use of transition signals is also important.

Based on this pattern of organization there are four kinds of essay; chronological order, logical division, cause and effect, and comparison and contrast (Oshima and Hogue, 1991: 76). Chronological order essay is an essay ordered by time. It is used to describe historical events, biographies, and instructions. Then, logical division essay is a form of essay organization used to group related items according to some quality they have in common.

Cause and effect essay discusses the reasons for something and then the results. There are two main ways to organize a cause and effect essay: block and chain. Block organization discusses the cause in a block, and then discusses the result in a block too. In chain organization, the writer discusses the first cause and its result, the second cause and its result, the third cause and its result, in a chain. The last is comparison and contrast essay. It can be used to compare anything in the same category, such as orange and apple (under the category of fruit) but not orange and car. To organize this kind of essay, the writer can present the similarities and differences of the two things being compared and contrasted.

Writing is a recursive process. It needs stages and repetition (Calderonello and Bruce, 1996: 5). They explain that the stages in writing are inventing, planning, drafting, revising, and editing. He elaborates that inventing is the activity in which the writer discovers and generates what he or she wants to say. To invent the ideas, there are four ways: free writing, brainstorming, treeing a topic, and exploring using WH questions. Planning is the activity in which the writer determines how he or she wants to say something. In planning essays, it is important to consider the audiences and compose a useful thesis statement and give the intention. Drafting is the process of producing the text. In drafting a text, once may not be enough; therefore, there is a process of pre-draft, rough draft, and final draft. Calderonello and Bruce also state that revising is an activity in which the writer adds new ideas, cuts out sections, rearranges what is written, and substitutes another way of saying something. Considered in this stage are text structure and sentence form. Editing is an activity in which the writer polishes a piece of writing by making word level changes in spelling, mechanics, usage, and word choice (Calderonello and Bruce, 1996: 9).

Writing essays takes some time depending on how fluent the writer is. However, to write an essay in a short time, there are three important steps that should be followed. There are three steps of writing an essay in an hour: plan-write-review. Step I which is planning takes 5-10 minutes. Planning involves thinking of the topic and writing an outline. A good planning will result in a good writing. Step II, which is writing, takes 30-40 minutes. Writing is the time to develop the outline. Step III, which is review, takes 5-10 minutes. Review requests careful reading to check the content, grammar errors, and mechanics.

Livingstone (2001) says that to write an essay the steps are choosing a topic for the essay, defining the purpose, brainstorming subjects of interest, evaluating each potential topic, organizing ideas by a drawing diagram or a writing outline, composing a thesis statement, writing the body paragraphs, writing the introduction and conclusion, and adding the finishing touches like checking the order of paragraphs, checking the instructions for the assignment, and checking writing; getting started means getting organized, editing, revising, and evaluating (<http://members.tripod.com/~lklivingston/essay.html>).

Writing is not an easy activity. Some people find problems in writing. Problems in writing can appear in every stage of writing. In the inventing and planning process, Calderonello and Bruce (1996: 6) writes that some people find time consuming and difficult to search for ideas. In the planning stage, the writer may not know what to say. When this happens, he suggests the writer to do alternative activities; reading, talking, thinking, brainstorming, doodling, going over notes; even set questions can be asked to smooth the process of inventing and planning. In the drafting stage, a writer faces problems such as stopping, getting stuck, taking a break, and becoming frustrated. When these happen, he or she can read material, take a break, eat, and talk to a friend. He also says that the problems that appear in revision and editing are that writer sees their writing finished as he or she knows perfectly what he/she means and thinks that the reader has the similar understanding as his or hers, but this may not necessarily be correct (Calderonello and Bruce, 1996: 11).

Apart from the problems in process writing, Oshima and Hogue (1991: 179) state that there are four kinds of sentence problems that are often found in students' writing production. Those problems are fragments, comma splices, choppy sentences, and stringy sentences. A fragment is incomplete sentence or only a part of a sentence. This can be fixed by attaching the fragments to an independent sentence. A run-on or comma splice is a sentence in which two or more independent clauses are written one after another with no punctuation. It can be fixed by separating the two clauses using a period or semicolon. Furthermore, choppy sentences result when there are a lot of short sentences in the same paragraph. This can be fixed by joining some of the sentences to make compound and complex sentences. A stringy sentence results when a sentence contains too many independent clauses. This can be fixed by dividing the stringy sentence into two or three complex or compound-complex sentences.

Calderonello and Bruce (1996: 402) explain that there are five problems related to sentence level revision: inappropriate sentence fragments, incorrectly connected sentences, sentences with modification problems, sentences with faulty parallelism. Further, they mention that problems of word choice are related to formality, accuracy, vagueness, and wordiness (Calderonello and Bruce, 1996: 449).

Other writing problems are related to grammar and meaning. The grammatical problems with minimum requirements that often appear in students' writing are incorrect use of concord, finite

verbs, tenses, verb groups, articles, punctuation, and spelling. Semantic problems are clumsiness (word-by-word translation), inter-language interference, indirectness, expressiveness (Bram, 1995: 53).

Calderonello and Bruce (1996: 156) state that to revise a text, there are seven strategies which can be applied. They are (1) to move through each paragraph and write a precise summary or paraphrase of its topic, or central idea, (2) to consider the audience, (3) to briefly describe the function of each paragraph within the text as a whole, (4) to examine the opening and closing paragraphs, (5) to examine the first sentence in each paragraph carefully, (6) to examine each sentence in the text carefully, and (7) to examine paragraphs or sentences at random.

Peer editing/editing is the processes through which students respond to and provide feedback on their peers' writing highlighting the positive and the negative aspects in a way to help each other reach better written products (Graves, 1994: 25). The peer editor does not correct the paper's mistakes, but helps the writer fix their own mistakes by showing the area of the error and making it clearer for the writer. That is because it is easier to spot another person's mistakes than it is to spot your own and it always helps to show your writing to be looked at by another person. It is worth mentioning that the process of peer editing does not replace the teacher's evaluation nor underestimate its value. It is a step between peers in a way to avoid submitting a full-of-mistakes paper.

Peer editing allows students to share ideas regarding the topics of their writing, the different styles and structures and the editing methods and techniques (Karegianes, 2000). It also creates an atmosphere of cooperation and enthusiasm among students. They feel equal in one situation where they are helping each other to produce better results. In this regard, peer editing plays an important role in developing students' independence and raising their self esteem and confidence in their abilities. In addition, peer editing enhances students' responsibility by allocating them a role similar to the teacher's to spot mistakes and help fix them. Students in this case benefit by identifying strengths and weaknesses in their own writing as well as their peers'. The process of looking at each others' piece of writing reinforces their editing skills and makes them aware of such criteria the next time they write. They read with a critical eye which helps them develop their critical thinking skills and improve their writing skills by being exposed to different writing types.

As for the benefits of peer editing on teachers' part, it decreases the amount of their paper-work. Instead of marking whole class papers of first drafts, teachers will look at the papers after they have been reviewed by the students' peers, so some of the mistakes would have been fixed. This will give the teacher the chance to spot higher level mistakes that could also indicate the areas that need working out with the whole class. The teacher could also be observant as to praise strong editors who will eventually become highly appreciated by their peers. Their highlighted thoroughness and attention to detail will become qualities of positive competition in the classroom. The other students will seek the same as to become good writers and editors, so they will have their work completed more often. While they may have excuses for a teacher, they are less likely to give (or accept) them with their peers.

The process involved in peer editing increases student autonomy and self-directed improvement as a life-long skill. They will seek that in all aspects of their learning as they gain rewards of their corrected products. This will also increase their overall fluency and similarly improve their reading comprehension because students learn more when they personally apply principles without being forced by higher authorities. They also learn how to give and receive constructive criticism and they

begin to recognize the importance of process: outlining, drafting, and redrafting, rather than cranking everything out at once.

At the end they will notice that their work product is indeed improved, and their understanding of the legal issues is greater. They will learn to write a draft of their paper before the final deadline, emphasizing the writing process as ongoing and evolving. The process, therefore, motivates students to ask the teacher useful questions about their assignment besides receiving social and emotional support as they share problems and attempt to come up with solutions for themselves and their peers. It will prepare them for the future since peer editing is a skill highly desired by employers and one that is used in higher education. It also widens their information scope because they hear other students' viewpoints and questions on issues they might not have deemed or thoroughly comprehended.

Before starting the process of peer editing, students should have written a first draft on a certain topic and before submitting it to the teacher they undertake peer editing. There are some certain steps a teacher should follow and some issues to keep in mind (Karegianes, 2000). Those steps are choosing the peers, letting the students exchange papers, **telling them to use the rubric sheets you provided, giving the students time to read through the essay, underlining the mistakes and writing the editing symbols above by editors, getting their papers back after finishing, having the students correct their own papers based on the feedback they receive, consulting the editor for clarification while correcting their mistakes**

In choosing the peers, peers could be members of two students, three students or four students working together on their papers. That could be determined by the teacher depending on the size of the class and the seating style of the students besides the gender variations that exist in the class. Another point to be taken account of is whether the teachers choose the peers or they let students choose for themselves. This should be decided upon earlier so that it does not waste the class time nor cause any dissatisfaction among the students.

The next step is letting the students exchange papers. After settling down the specific peers, there are two ways to distribute papers among students. One way is to mix all the papers and allocate them randomly so that students get a chance to move around and meet their peers to discuss their feedback. The other way is to let students exchange each others' papers within their groups. This will depend on the number of students and the percentage of males or females variations. Teachers, then, tell students **to use the rubric sheets you provided.** Students should be provided with specific guidelines for the editing process through which they can focus on their editing of each others' papers. Editing symbols should also be well known to students so that they apply them adequately. The feedback form should address the content as well as the accuracy of the written work.

Students are **asked to put their own names on the papers they are to edit.** That is to give them sense of appreciation and support their self esteem. It will enhance their confidence and make them feel responsible of the task they are assigned. It will, of course, ease the process of knowing who peered up with whom to be able to meet later and discuss. Furthermore, teachers give **the students time to read through the essay.** Teachers should stress that students take it seriously and read through the whole essay before spotting the mistakes to give them a better understanding of what is written. After that, editors **underline the mistakes and write the editing symbols above.** The second round involves scanning the essay and finding the mistakes. They should not fix any

mistakes but only underline them and write the editing symbols on top of the words. This will give the writers a hint of the kind of mistake and make it easy for them to fix it later.

After finishing, students get their papers back. Again depending on the distribution method, students have to get their papers back from their peers. They may move around, change their seating, or even join new groups. **Based on the feedback they receive, the student writers correct their own papers.** After writers have their papers along with feedback forms, they should start fixing their mistakes using the hints provided through the editing symbols and the notes and comments in the feedback forms. **While correcting their mistakes, they should consult the editor for clarification.** In some cases, students might not be clear about some comments or suggestions and in such a case they should consult their editor. The last step is **negotiating their mistakes with the editor.** In so many cases the writer is correct and the editor makes a mistake. So, writers should discuss their viewpoints on the mistakes they are not convinced with. **To assist students fix their mistakes,** a dictionary, a grammar book, and the study notes are the best companions. They can always go back to their editors and check the possible way of editing or even ask other students in their groups to give them a hand.

RESEARCH METHOD

The research was categorized into an experimental research because the researcher do a treatment to the subjects of the research. It used nonequivalent control group design because the researcher did not choose the research subjects randomly. This research investigated the effectiveness of using peer editing on students' writing skill. The research was done for four months from August 2014 to November 2014.

The subjects of this study were the fifth semester students of English Education Department of Muhammadiyah University of Purworejo consisting of six classes with total number of 192 students. In this research, the researcher took 64 students as a sample by employing a purposive sampling. The sample was taken from two classes, those are VA and VB classes with 32 students each.

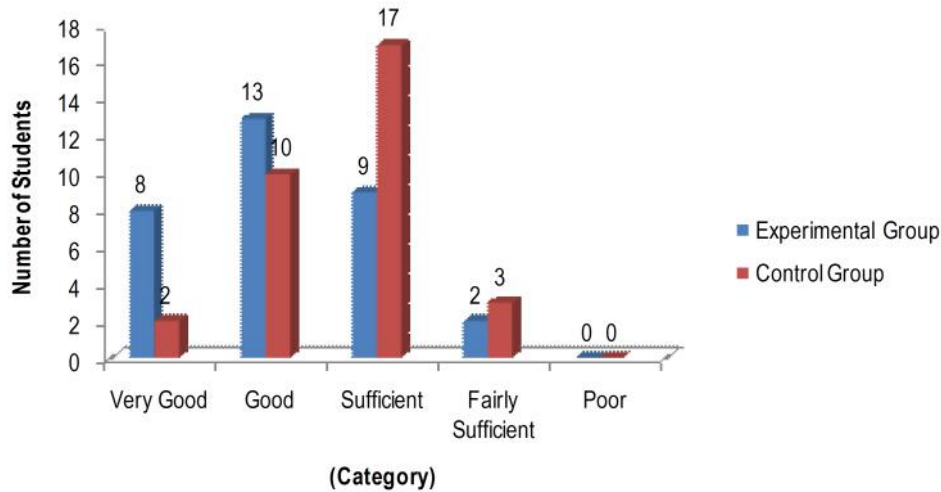
The researcher used a writing test consisting of pre-test and post-test as the instrument to collect the data. The steps of collecting the data were preparing the instrument, giving pre-test, doing treatment, and giving post-test, and evaluating the data. To analyze the data, the researcher used descriptive and inferential statistics.

FINDINGS AND DISCUSSION

After doing a series of treatment and analyzing the data, the researcher could find some findings. Here was summary of descriptive analysis by comparing results of experimental group and control group. The table illustrated the highest score, the lowest score, range, median, mode, mean, and deviation standard of the two groups.

Group	H	L	R	Me	Mo	M	SD
Experimental	84	60	28	78	79	71.2	7.6
Control	80	55	24	72	73	64.8	6.2

To get a clearer description, we employed a chart of frequency range of the students' writing skill. The chart below showed a significant difference between experimental group and control group for each category.



1. The Students' Essay Writing Skill

From the results of students' score, the researcher obtained their ability in writing essay according to five categories. In experimental group, the students (40.6%) who got scores in the interval of 66-79 dominated the achievement from VB class. Then, there were four groups of students getting the scores in the range of 40-55 (6.3%), 56-65 (28.1%), 66-79 (40.6%), and 80-100 (25.0%). The highest score was 84, and the lowest score was 60. The mean score of the students was 71.2, and is was in the range of 66-79 which could be categorized as good.

In control group, as many as 3 students (9.4%) got scores in the interval of 40-55. Then, 17 students (37.5%) were in the range of 56-65. The rest of the students were included into the interval of 66-79 (31.3%) and 80-100 (6.2%). Furthermore, the maximum score in control class was 80, and the minimum score was 55. The mean score of control class was 64.8, and it was in a sufficient category.

From the results of mean scores, it is obvious that students' writing skill in the experimental group (71.2) was higher than that (64.8) of the control group. We could say that peer editing gave much contribution to students' ability in writing essay. Furthermore, the learning quality could improve a lot seen from students participation during teaching-learning process. Most students were more enthusiastic and fun of joining the writing class. They took a part actively because of working together with their peers. It seemed that teachers did not dominate the classroom activity reflecting student-centered learning.

2. The Improvement on Writing Aspects

By comparing the results of pre-test and post-test in the experimental group, the researcher described the improvement on writing aspects. The average score of experimental group increased 8.1 points from 67.1 to 75.2. Furthermore, the maximum and minimum score of students' speaking ability also changed. The highest score of experimental class increased from 4 points from 80.0 to 84.0. Meanwhile, the lowest score also improved 5 points from 55.0 to 60.0.

By analyzing the mean scores in details, we could analyze the improvement of all writing aspects. The aspect of content could improve 2.6 points from 14.6 to 17.2. Then, the vocabulary increased 1.9 points from 13.2 to 15.1. However, there was a little improvements on the aspects of organization (0.3 points), grammar (0.5 points), and mechanics (0.7 points). In general, all writing aspects could improve after being taught by peer editing.

3. The Effectiveness of Peer Editing

Before employing the statistical analysis, the researcher mainly applied prerequisite test analyses to find out homogeneity of the variance and normality of the data distribution. To know whether the variance of two samples was homogeneous or not, the researcher applied F test. From the computation, the value of F was 1.70. Then, it is compared with the value of F table with *df* of numerator (32-1=31). Meanwhile, the value of F table was 1.84. So, F obtained was lower than the value of F table (1.80<1.84). It means that the variance of two samples was homogeneous.

Normality test was used to see whether the distribution of the data was normal or not. To test the normality, the researcher employed Chi square formula. After a series of computation, we found that Chi square values were 9.65 on control group and 10.24 on experimental group. Then, they were compared with the value of Chi square table with *df* (degree of freedom) 6-1=5. Based on the value on the Chi square table on the significant level of 0.05 was 11.070. So, Chi square value of the control group was lower than the value of Chi square table (9.65<11.070). Similarly, Chi square value of the experimental group was lower than the value of Chi square table (10.24<11.070). It meant that the data distribution of both groups was normal.

The effectiveness of peer editing was found by comparing the results of post-test between experimental group and control group. The researcher used t-test to compute test of hypothesis. With degree of freedom (*df*) 62 and the significance level of 5%, the result of computation of t-obtained was 3.602. Then, the t-obtained was consulted to the t-table at 0.05 significant levels. Based on the value in t-table for $\alpha=32$ and $\beta=32$ at the significant level of 5%, the value of t-table was 2.000. The computation showed that t-obtained was higher than t-table that is 3.602>2.000. It means that the hypothesis which says the use of peer editing is effective in enhancing the students' essay writing skill at the fifth semester of English Education Program of Muhammadiyah University of Purworejo in 2014/2015 Academic Year is accepted.

CONCLUSIONS

Based on the result of the research, there are some conclusions which can be drawn. First, the students' writing score is 75.2 belonged to good category. Second, all writing aspects could improve after the students were taught by peer editing. The aspects of content and vocabulary increased 2.6 points and 1.9 points. The aspects of organization, grammar, and mechanics did not increase significantly only on 0.3-0.7 points. Third, the result of calculation using t-test formula illustrated that t-obtained is higher than the critical value on the t-table (3.602>2.000). It means that the use of peer editing is effective to improve the students' essay writing skill at English Education Program of Muhammadiyah University of Purworejo.

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