PEER AND SELF EDITING STRATEGIES TO IMPROVE STUDENTS' WRITING SKILL

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Abstract: Peer and self editing strategies are social and metacognitive strategies used in the steps of sharing, revising, and editing in writing. The objective of the study is to see how peer and self editing strategies are able to improve students' writing skill. 64 students-participants were actively involved in this classroom action research. Peer editing worksheet, self editing worksheet, and test sheet were used as the instruments. The results showed that students' writing skill improved in all elements: the quality of format, punctuation and mechanics, content, organization, and grammar and sentence structure. They had achieved the criteria of success as determined. It can be concluded that peer and self-editing strategies are able to improve students' writing skill.

Keywords: *peer-editing, self-editing strategies, writing skill*

INTRODUCTION

Writing skill is complex and difficult for students to learn, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgment elements (Heaton, 1989). From this point of view, to master writing skill means that the students should master the language use, mechanical skills, treatment of content, stylistic skills, and judgment skills. First, in terms of language use, they should have the ability to write correct and appropriate sentences. Second, in terms of mechanical skills, they should have the ability to use correct capitalization, punctuation, and spelling. Third, in terms of treatment of content, they should have the ability to think creatively and develop thoughts, including all relevant information

and excluding all irrelevant information. Fourth, in terms of stylistic skills, they should have the ability to write words, sentences, paragraphs, and essays in certain ways and use language effectively. At last, in term of the judgment skills, the students should have the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information. Thus, in order to achieve successful communication in written language, the students should have an ability to write in a unified and a well-organized thought, an adequate development with considering correct and appropriate words, sentences, paragraphs, and the whole entire essays, besides considering the use of correct capitalizations, punctuations, and spellings, and with particular purpose and audience.

Next, Hairston (1986) says that good writing has some characteristics for readers. First, good writing is significant. It should tell readers what they want or need to know. Second, good writing is clear. Readers do not want to have reread it several times to find out what it means. Third, good writing is unified and well organized. It should tell readers that the systematic development of the entire paragraph is based on the central idea stated in the topic sentence. Fourth, good writing is economical. Readers do not want to feel bored to read unnecessary words or sentences that are already clear. Fifth, good writing is adequately developed. Readers want the author to support key points with enough explanation and examples. At last, good writing is grammatically acceptable. Readers do not want to find somegrammatical mistakes that can affect in meaning and readers' perception.

Besides good writing has some complicated requirements to fulfill, in the process of writing, students as writers may sometimes also face "writer's block". They do not know what to write or what to do intheir writing. It is hard for them to think or they think that they have no ideas to write. Sometimes it is because they do not familiar with the topic so that they do not have enough materials to write or

because of some other problems so that they cannot focus on their mind. They may just sit staring at their blank paper.

In writing paragraphs, students of English department of State Islamic Institute of Kediri, Indonesia, also face some problems which are caused by some factors. Based on the observation as a lecturer of writing subject, the commonest factor is that the students have used less various ways or steps to write the paragraphs. They have less attention in the phase of revising, correcting, or editing their paragraphs and they almost never ask their peers for help to revise, correct, or edit their work. In order to overcome theproblems and to improve the quality of their writing, the students need some strategies which are appropriate for them and are able to help them to make learning writing easier, faster, and better. Therefore, in the process of teaching and learning paragraphs, the researcher intends to apply peer and self editing strategies to the students. Peer and self editing strategies are strategies which are used by students in the process of writing, especially in the process of sharing, revising, editing, or evaluating phases. They are considered as social and metacognitive strategies (O'Malley & Chamot, 1990; Oxford, 1990). In applying peer editing strategies, students have to share their work with their friends, to ask for corrections, to ask for clarifications, and to discuss everything about their writing. On the other hand, in applying self editing strategies, students have to check, to correct, to revise or to edit their own writing. In applying peer and self editing strategies in writing paragraphs, the students are guided with peer editing worksheet and self editing worksheet. In short, the aim of writing this article is to see how peer and self editing strategies are able to improve students' writing skill, especially in writing expository paragraphs.

LITERATURE REVIEW
Paragraphs

A paragraph consists of some sentences that develop one main idea. There is no limitation about the number of sentences in a

paragraph. A paragraph can be long or short that depends much on the topic to discuss. In this case, a paragraph is not simply a longer complex sentence or a group of sentences, but the paragraph principally has certain characteristics that differentiate it from a complex or compound complex sentence (Fardhani, 2005). A paragraph has three main parts: a topic sentence, several supporting sentences, and a concluding sentence. The topic sentence tells what topic the paragraph is going to discuss. The supporting sentences give explanation and details about the topic. And the concluding sentence summarizes the main points or restates the topic sentence in different words.

The topic sentence is the most important sentence in a paragraph. It has two parts: a topic and a controlling idea. The topic names the subject of the paragraph. The controlling idea tells what the paragraph will say about the topic. It is called the controlling idea because it controls or limits the topic to a very specific point. The topic sentence is usually the first sentence in a paragraph because it gives readers an idea of what they will read. This helps them understand the paragraph more easily. The topic sentence is neither too general nor too specific.

Supporting sentences explain the topic by giving more information about it. Supporting sentences discuss the main points of the paragraph.Every supporting sentence discusses one point. Besides supported with enough explanation, supporting sentences are completed with enough examples. Examples are good to make explanation clear. Usually a writer uses signal phrases that can introduce examples. At the beginning of a sentence, use for example or for instance, followed by a comma. In front of an example that is just a word or phrase, use the prepositional phrase such as without a comma.

A concluding sentence signals the end of the paragraph and reminds the reader of the main idea. Commonly, a writer begins with a conclusion signal. Most conclusion signals have commas after them; others do not. A concluding sentence reminds

readers of the main idea by repeating the idea in the topic sentence in different words or summarizing the main points of the paragraph. And a concluding sentence never ends a paragraph by introducing a new idea or a new topic (Oshima and Hogue, 2007).

Rethoric and Process of Writing Paragraphs

Rhetoric is broadly defined as the skill of selecting, organizing and manipulating choice of words, phrases and discourse to strongly express ideas, toconvey messages effectively (Corbett, 1977). The art of rhetoric is the art of using language to persuade, to convince, to enlighten, and to discover knowledge (Hairston, 1986).The statements above show that rhetoric is the art of effective writing. People need to be able to express their ideas effectively when they want to communicate them to others and they also need to know how to construct persuasive argument if they want to influence others. In other words, the person who argues well is the person who understands the elements of rhetoric and knows how to use them.

Composition, a part of rhetoric, is the art of giving effective written form to materials. Whenever a person writes, he gets involved in a rhetorical situation in order to communicate something to others. That is, he is writing in a complex situation that has several elements that he needs to think about in his writing. The elements of any rhetorical situation are the elements of effective paragraph and the modes of discourse. In conclusion, rhetoric of paragraph writing is the art of sending written messages effectively in the form of a paragraph to achieve a successful communication.

Writing as a process is not a finished product (Oshima and Hogue, 1991). This means that a piece of writing is never complete; that is, it is always possible to review and revise, and review and revise again and again, from time to time. Furthermore, hestates that there are four main stages in the writing process: pre-writing, planning, writing and revising drafts, and writing the final copy. The first stage is pre-writing. It consists of choosing and narrowing a topic and brainstorming. The second stage is planning or making an

outline. The third stage is writing and revising drafts. In this stage, a writer writes the first rough draft and then, he reads and revises for the second draft, proofreads, and revises again, etc. The last stage is writing the final copy. In this stage, a writer must be sure that he makes all the corrections so that his writing has fulfill the requirements of a good writing. Next, McCrimmon states that the writing process is divided into three stages: planning, drafting, and revising (1984). Firstly, planning is a series of strategies designed to find and produce information in writing. Secondly, draftingis a series of strategies designed to organized and develop a sustained piece of writing. Finally, revisingis a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing. Besides Oshima and Hogue, and McCrimmon, Olson (1992) divides the writing process into seven stages: prewriting, pre-composing, writing, sharing, revising, editing and evaluation. The first stage, prewriting, is a generative activity to initiate thinking and fluency. The second stage, pre-composing, is the stage in which the writer makes initial plans about how they will approach the blank page. The third sta, writing, is drafting to give ideas shape and form in the symbols of written language. The fourth stage, sharing, is the activities of giving and receiving feedback to and from other writers concerning how writer's words affect the readers. The fifth stage, revising, is the activity to reflect upon what has been written to rethink, re-see, and reshape words and ideas after a writer has generated a draft and received feedback. The sixth stage, editing, is a particular subcategory of constraints in the composing process involving conforming to the conventions of written English, including accurate grammar, punctuation, and spelling. The last stage, evaluation, is a special form of sharing in the writing process. It is the final feedback given to a writer when a paper is completed.

Based on the explanation above, we can say that writing paragraph needs some steps. The first step is choosing a good topic. There are some considerations in choosing a good topic, such as a good topic should be interesting, useful, up to date, familiar, and

some other important considerations. The second step is brainstorming activities. Brainstorming is important to get ideas quickly. The third step is making and outline. Commonly an outline of a paragraph consists of a topic sentence, some supporting sentences, and a concluding sentence. This outline is a skeleton of a paragraph. The fourth step is writing draft. The first draft is the development of the outline by providing some explanations and examples. The fifth step is sharing, revising, and editing. In this step, peer and self editing strategies are very important to improve the first draft, the second draft, and etc. The elements of a paragraph: paragraph format, punctuation and mechanics, content, organization, and grammar and sentence structure should be the focus of correction and improvement. The last step is writing the final copy. It means that the writer is very sure that his writing good, correct, and has fulfilled the requirements of a good writing.

Expository Paragraphs

Different situations and different purposes call for different kinds or modes of writing. And, each mode of writing has its own characteristics and techniques. A paragraph that is a relatively short composition on a limited subject has been classified into many modes of writing, but, traditionally, all writing has been divided into four major modes: exposition, description, narration, and persuasion or argumentation (Langan, 1986; Inman & Gardner, 1979). Among the four modes of paragraph writing, in this research, the researcher focuses on exposition mode or expository paragraph.

Exposition or expository paragraph means explanation. It is a general term for a variety ways to explain subjects. Expository paragraph is meant to inform the reader by presenting information, facts, and ideas about a particular subject that is written. The different types of expository paragraph are the example paragraph, the reason paragraph, the process analysis paragraph, the comparison and contrast paragraph, the definition paragraph, the division and classification paragraph, and the causes and effects paragraph. The

name of a paragraph is based on the paragraph development. It is named the example paragraph because the writer develops his paragraph by providing some examples. It is named the reason paragraph because the writer develops his paragraph by providing some reasons. It is named the comparison and contrast paragraph because the writer develops his paragraph by comparing and/or contrasting two things or two certain objects. It is name the cause and effect paragraph because the writer develops his paragraph by analyzing causes of effects of something, and so on. Although they have different ways of development, they have the same purpose; that is to explain an idea or opinion.

Peer and Self Editing Strategies

Peer and self-editing strategies are social strategies and metacognitive strategies (O'Malley & Chamot, 1990; Oxford, 1990). They are commonly used by students in the process of writing, in the phase of sharing, revising, editing, or evaluating. As social strategies, peer editing strategiesare strategiesthat facilitate interaction with others, often in a discourse situation. These strategies, such as asking questions or clarifications, cooperating, and empathizing, help students learn through interaction with others. In other words, peer editing strategies are social strategies of asking questions or clarifications and cooperating with peers. While self editing strategies in writing are metacognitive strategies which involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed. In other words, self editing strategies are metacognitive strategies of self monitoring and self evaluating.

To help students apply peer and self editing strategies in writing, the researcher uses peer and self editing worksheets. Peer editing worksheet is worksheet that contains some questions aboutcontent and organization of a paragraph. It is an instrument used by peer or classmate to check his friend's work. After the

students finish writing a paragraph, they are asked to exchange their rough draft with their classmates. Their classmates read and check the rough draft using peer editing worksheet. Then, their classmates answer the questions and give comments or suggestions for improvement. This activity is also called peer editing. Peer editing is an interactive process of reading and commenting on a classmate's writing (Oshima, 2007). The goal of peer editing is to provide constructive criticism to improve writing. In order to make it easier for students to check, correct, give comments, or suggest a classmate's writing, peer editing worksheet is really needed as a guide. There are some questions provided in peer editing worksheet in this research. The first question is whether a peer editor understands everything about the paragraph. If he thinks there are some difficult words or sentences to understand, he is asked to give comment. The second question is whether the paragraph has a topic sentence which consists of a topic and a controlling idea. The third question is whether the paragraph has some supporting sentences and has enough information or example for everysupporting sentence. The fourth question is whether he finds some information that is out of the topic or the central idea. The fifth question is whether the paragraph has a concluding sentence. The sixth question is whether the paragraph has enough transitional signals. Peer editor is asked to answer and to give comment on every question. At last, when he thinks there is some other information to improve the paragraph, he or she is asked to give comment.

Similar to peer editing worksheet, self editing worksheet is worksheet which contains some questions or statements/checklists about format, punctuation and mechanics, content, organization, and grammar and sentence structure of a paragraph and it is an instrument used by every student as a paragraph writer to check his own work. Becoming a better writer requires to learn to edit one's own work (Oshima, 2007). As a paragraph writer, every student has to check all elements of a paragraph using self editing worksheet. The first checklist is about the paragraph format. The writer is asked to

Table 1 Peer Editing Worksheet

Instruction to peers: Your job is to help your classmate revise his/her paragraph. Read your classmate's paragraph (draft) and write your comments. Focus only on content and organization.

No	Questions
1	Do you understand everything? If you think there are some difficult words or sentences to understand, write them and your comment.
2	Is there a topic sentence? Is the topic sentence consists of a topic and a controlling idea. Write your comment.
3	Are there some supporting sentences? Is there enough information or explanation or example for every supporting sentence? Write your comment.
4	Do you find some information that is out of the topic or the central idea? Write your comment.
5	Is there a concluding sentence? Write your comment.
6	Do you think this paragraph has enough transition signals? Write your comment.
7	Do you still have any other comments to improve this paragraph? Write your comments.

Adapted from: Alice Oshima and Ann Hogue (2007)

check whether the paragraph has a title, whether the title is centered, whether the first sentence of the paragraph is indented, whether there is no other sentence is indented, whether the paragraph has margins on both sides, and whether the paragraph is written on every other line. The second checklist is about content and organization. The paragraph writer is asked to check whether his writing is original, whether his paragraph has a topic sentence, whether his topic sentence consists of a topic and a controlling idea, whether his paragraph has some supporting sentences, whether every supporting sentence has enough explanation and example, whether his paragraph has a concluding sentence, whether his has unity, and whether his paragraph has coherence. Relating to unity and coherence, the paragraph writer is asked to check whether there are sentences out of the topic and the controlling idea, and to check whether he repeats key nouns, uses consistent pronouns, uses transitional signals to link idea and arrange ideas in logical order.

Table 2 Self-Editing Worksheet

Instructions: Read your paragraph carefully. Use this worksheet to check your work.

No	Indicators	Checklist	
		Yes	No
1	Paragraph Format		
	My title is centered.		
	My first sentence is indented.		
	Besides the first sentence, no other sentence is indented.		
	My paragraph has margins on both sides.		
	My paragraph is written on every other line.		
2	Content and Organization		
	I do not copy any sentences from another book or online source. If I use information from another book or online source, I rewrite the information in my own words.		
	My paragraph has a topic sentence.		
	The topic sentence consists of a topic and a controlling idea.		
	My paragraph has some supporting sentences.		
	Every supporting sentence has enough explanation or information or example.		
	My paragraph has a concluding sentence.		
	My paragraph has unity. No sentences are out of the topic and the controlling idea.		
	My paragraph has coherence. I repeat key nouns, use consistent pronouns, use transition signals to link idea, and arrange the ideas in logical order.		
3	Punctuation, Capitalization, and Spelling		
	I put a period after every sentence.		
	I use commas correctly.		
	I use capital letters correctly.		
	I spell the words correctly.		
4	Grammar and Sentence Structure		
	I have read and checked every sentence		
	I have checked *subject and verb agreement*		
	I have checked *the nouns, pronouns, verbs, adverbs, adjective, etc*		
	I have found no ☐ / a few ☐ / some ☐ / many ☐ mistakes		
5	I still have some other comments to improve my paragraph ………………………...		

Adapted from: Alice Oshima and Ann Hogue (2007)

The third checklist deals with punctuation, capitalization, and spelling. The paragraph writer is asked to check whether he puts a period after every sentence, uses commas correctly, uses capital letters correctly, and spells the words correctly. The fourth checlist is about grammar and sentence structure. The paragraph writer is asked to check whether he has read and checked every sentence, has checked subject and verb agreement, has checked the nouns, pronouns, verbs, adverbs, adjectives, etc., and whether he finds no/a few/some/many mistakes. At last, the paragraph writer is asked to write any comment about the improvement of his paragraph. By answering self editing worksheet, every student as a paragraph writer becomes aware to recognize the strengths and weaknesses in his skills in writing a paragraph.

METHOD

The research design used in this study is classroom action research. In this study, the researcher used Kemmis and Taggart's spiral model (Wiriaatmadja, 2006; Burns, 2010) which consists of four steps in the cycle: planning, acting, observing, and reflecting. Before conducting the cycle, preliminary study was done to get the required data. The subjects of this research were 64 students of English department of a State Islamic Institute in East Java, Indonesia, who were taking writing class focusing on paragraph writing.

The instruments used in this research are test sheet, peer editing worksheet, and self editing worksheet. The test sheet, a piece of paper which contains instructions to write a paragraph, is used by the researcher to conduct writing test. Peer editing worksheet is a worksheet used by peer to correct or to check his friend's paragraph. At last, self editing worksheet is one used by the students to check or to correct their own paragraph. Both of worksheets, peer and self editing worksheets, are used by students to improve the quality of their paragraphs.

In collecting and analyzing the data, the researcher used some stages. In the *preliminary* stage, the researcher gave a test to the

students. This pre-research test was aimed to see the students' problems. Besides identifying and analyzing the students' problems, this test was aimed to measure the students' achievement in writing a paragraph.

The students were given a test to write a paragraph based on the following directions. First, they were asked to find out a good topic that was good and familiar for them so that they were sure they had enough materials to write and finish their work. Second, before writing a paragraph, they were asked to write an outline which consisted of a topic sentence, some supporting sentences, and a concluding sentence. Third, they were asked to write the paragraph on every other line. Fourth, they were allowed to look up their books and use their dictionaries. At last, the researcher reminded the students to write a topic sentence clearly and precisely, to write some supporting sentences and details with examples, and to write a concluding sentence clearly.

In *planning* stage, the researcher prepared the strategies to be implemented to solve students' writing problem. The researcher then prepared all instruments used in the research, such as the test sheet, the answer sheet, scoring rubric, peer editing worksheet, and self editing worksheet and some materials relating to some problems faced by students in writing paragraph. The criteria of success was also determined in this step, i.e., this research was considered successful if at least 80% of students got score at least 76 or grade B and the average score was at least 76 or grade B.

The researcher did some activities in *acting* stage. He implemented the strategies that had been prepared in planning stage. The students were asked to write a paragraph based on instructions given in the test sheet. They were asked to write a paragraph on a piece of paper provided. They were then asked to exchange their paragraphs writing with a classmate and to ask him to check the rough draf using peer editing worksheet. After that, they were asked to discuss the completed worksheet and to decide the correction and the revision for improvement. Next, the students were asked to check

their own writing using self editing worksheet. Finally, they are asked to write the final copy to hand in.

The third stage is ***observing***. In this stage, the researcher evaluated the students' works to see their achievement and problems. He checked the format, punctuation and mechanics, content, organization, and grammar and sentence structure. By analyzing the students's problems, the researcher could find out the solutions in order to overcome or at least to minimize the problems. Next, the researcher rated the papers using scoring rubric for evaluating paragraphs. By scoring the papers, the researcher obtained the data of the students' achievement; that is, total score and grade.

Lastly, in ***reflecting*** stage, the researcher analyzed whether this research has achieved the target or not. When the research results have achieved the criteria of success, it is considered done successfully and the researcher stops the action.

Table 3 Scoring Rubric (Paragraphs)

No	Indicators	Max. Score
1	Format (there is a title; the title is indented; the first line is indented; there are margins on both sides; and the paragraph is written on every other line)	5
2	Punctuation and Mechanics (there is a period after every sentence; capital letters are used correctly; the spelling is correct; and commas are used correctly	5
3	Content (the paragraph fits the assignment; the paragraph is interesting to be read; and the paragraph shows that the writer is careful and thoughtful).	20
4	Organization (the paragraph begins with a topic sentence that has both a topic and a controlling idea; the paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example; and the paragraph ends with an appropriate concluding sentence)	35
5	Grammar and Sentence Structure	35
	Total Score	**100**

Adapted from: Oshima and Hogue (2007)

The scoring rubric used is adapted from Oshima and Hogue (2007). There are five elements of writing to score: paragraph format, punctuation and mechanics, content, organization, and grammar and sentence structure. The maximum score of paragraph format is 5, punctuation and mechanics is 5, content is 20, organization is 35, and grammar and sentence structure is 35. So the maximum of the total score would be 100.

In determining the students' grade of the scores, the researcher uses the scoring rule of the university. Score 96 to 100 gets grade A+, score 91 to 95 gets grade A, score 86 to 90 gets grade A-, score 81 to 85 gets grade B+, score 76 to 80 gets grade B, score 71 to 75 gets grade B-, score 66 to 70 gets grade C+, score 61 to 65 gets grade C, score 56 to 60 gets grade C-, score 51 to 55 gets grade D, and score 0 to 50 gets grade E.

FINDING AND DISCUSSION
Students Writing Performance in Preliminary Study

The results of the preliminary study test showed that the average score of writing paragraph format was 4.91 or its accuracy was 98%; writing punctuation and mechanics was 4.50 or its accuracy was 90%; writing content was 14.77 or its accuracy was 74 %; writing organization was 24.59 or its accuracy was 70%; and writing grammar and sentence structure was 23.84 or its accuracy was 68%. The total/average score of the students' paragraphs was 72.61 or at the level of grade B-.

Table 5 Students' Scores in Preliminary Study

No	Indicators	Max. Score	Actual Score	Percentage of Accuracy (%)
1	Paragraph Format	5	4.91	98
2	Punctuation and Mechanics	5	4.50	90
3	Content	20	14.77	74
4	Organization	35	24.59	70
5	Grammar and Sentence Structure	35	23.84	68
	Total Score	**100**	**72.61**	

Based on the score distribution, there was no student or 0% who got grade A+ and A. The highest grade was A-. There were 3 students or 5% who got grade A-, 5 students or 8% who got grade B+, 19 students or 30% who got grade B, 11 students 17% who got grade B-, 15 students or 23% who got grade C+, 6 students or 9% who got grade C, 3 students or 5% who got grade C-, 1 student or 2% who got grade D, and 1 student or 2% who got grade E. Based on those grade distribution, there were 42 % of students who got grade B and above; while the rest, there were 58 % of students who got grade B- and below.

Table 6 Students' Grade Scores in Preliminary Study

Range of Scores	Grade Score	Frequency	Percentage (%)
96-100	A+	0	0
91-95	A	0	0
86-90	A-	3	5
81-85	B+	5	8
76-80	B	19	30
71-75	B-	11	17
66-70	C+	15	23
61-65	C	6	9
56-60	C-	3	5
51-55	D	1	2
0-50	E	1	2
Total		**64**	**100**

In this research, the researcher wanted to improve the students' writing skill by using peer and self editing strategies. Based on the preliminary study results, the researcher determined the criteria of success.

Students Writing Performance in Cycle 1

In cycle 1, the researcher presented some teaching materials about writing a paragraph, especially dealing with some problems faced by the students found in the preliminary stage. He also reexplained about a paragraph and the process of writing it. Next, he explained and discussed to complete peer and self-editing worksheets. At last, he gave a test to write a paragraph.

The test results showed that the average score of writing paragraph format was 4.92 or its accuracy was 98%; writing punctuation and mechanics was 4.55 or its accuracy was 91%; writing content was 15.36 or its accuracy was 77 %; writing organization was 26.64 or its accuracy was 76 %; and writing grammar and sentence structurewas 26.91 or its accuracy was 77%. The total / average score of the students' paragraphs was 78.38 or at the level of grade B.

Table 7 Students' Scores in Cycle 1

No	Indicators	Max. Score	Actual Score	Percentage of Accuracy (%)
1	Paragraph Format	5	4.92	98
2	Punctuation and Mechanics	5	4.55	91
3	Content	20	15.36	77
4	Organization	35	26.64	76
5	Grammar and Sentence Structure	35	26.91	77
	Total Score	**100**	**78.38**	

Based on the score distribution, there was no student or 0% who got grade A+. The highest grade was A. There were 3 students or 5% who got grade was A, 8 students or 13% who got grade A-, 17 students or 27% who got grade B+, 15 students or 23 % who got grade B, 12 students or 19% who got grade B-, 6 students or 9 % who got grade C+, 1 students or 2% who got grade C, 1 students or 2 % who got grade C-, 1 student or 2% who got grade D, and 0 student or 0% who got grade E. Based on those score distribution, there were 67% of students who got grade B and above, and the rest, there were 33% of students who got grade B- and below.

The research results in cycle 1 showed that the average score has fulfilled the criteria of success, while the percentage of the students who got grade B and above was unable to fulfill the criteria of success determined. Although there were improvements in all elements of writing paragraph, the percentage of successful students was not significant; therefore the researcher determined to continue this research to the next cycle.

Table 8 Students' Grade Scores in Cycle 1

Range of Scores	Grade Score	Frequency	Percentage (%)
96-100	A+	0	0
91-95	A	3	5
86-90	A-	8	13
81-85	B+	17	27
76-80	B	15	23
71-75	B-	12	19
66-70	C+	6	9
61-65	C	1	2
56-60	C-	1	2
51-55	D	1	2
0-50	E	0	0
Total		**64**	**100**

Students' Writing Performance in Cycle 2

Based on the reflection after implementing cycle 1, the researcher found out some aspects to take into consideration. The first problem was about the ways to complete peer and self editing worksheets correctly. The second problem was to increase the level of accuracy in content, organization, and grammar and sentence elements to increase the percentage of the students' success. To solve those problems, the researcher prepared all relevant materials needed. The researcher paid more attention to those aspects during the implementation of the strategies in the second cycle.

After presenting the materials and discussing some problems in writing a paragraph, the researcher gave a test to write a paragraph. The students had to read the instructions carefully and to understand them. When they thought they did not understand the instructions, they had a chance to raise questions or to ask for clarifications. In the phase of sharing, revising, and editing, the students are asked to use peer and self editing worksheets provided.

The test results showed that the average score of writing paragraph format was 4.97 or its accuracy was 99%; writing punctuation and mechanicswas 4.67 or its accuracy was 93%; writing content was 15.97 or its accuracy was 80%; writing organization was

28.13 or its accuracy was 80%; and writing grammar and sentence structurewas 27.89 or its accuracy was 80 %. The total / average score of the students' paragraphs was 81.63 or at the level of grade B+.

Table 9 Students' Scores in Cycle 2

No	Indicators	Max. Score	Actual Score	Percentage of Accuracy (%)
1	Paragraph Format	5	4.97	99
2	Punctuation and Mechanics	5	4.67	93
3	Content	20	15.97	80
4	Organization	35	28.13	80
5	Grammar and Sentence Structure	35	27.89	80
	Total Score	**100**	**81.63**	

Based on the score distribution, there were 2 studentsor 3% who got grade A+, 5 students or 8% who got grade was A, 12 students or 19% who got grade A-, 15 students or 23% who got grade B+, 20 students or 31% who got grade B, 6 students or 9% who got grade B-, 1 studentor 2% who got grade C+, 0 studentor 0% who got grade C, 2 students or 3% who got grade C-, 1 student or 2% who got grade D, and 0 student or 0% who got grade E. Based on those score distribution, there were 84% of students who got score at least 76 or got grade B and above.

Table 10 Students' Grade Scores in Cycle 2

Range of Scores	Grade Score	Frequency	Percentage (%)
96-100	A+	2	3
91-95	A	5	8
86-90	A-	12	19
81-85	B+	15	23
76-80	B	20	31
71-75	B-	6	9
66-70	C+	1	2
61-65	C	0	0
56-60	C-	2	3
51-55	D	1	2
0-50	E	0	0
Total		**64**	**100**

The research results above showed that there were 84% of students who got score at least 76 or got grade B and above and the average score of the students' paragraphs was 81.63 or at the level of grade B+. Based on the criteria of success determined, this research was considered successful; therefore, the researcher stopped continuing to the next cycle.

DISCUSSION

Based on the research results above, there were improvements in all elements of writing. The element of paragraph format increased 1%, from 98% to 99 %, the element of punctuation and mechanics increased 3%, from 90% to 93%, the element of content increased 6%, from 74% to 80%, the element of organization increased 10%, from 70% to 80%, and the element of grammar and sentence structure increased 12%, from 68% to 80%. In general, the average score increased 9%, from 72.61 to 81.63 and the students who were considered successful in writing increased 42%, from 42% to 84%.

Based on the criteria of success, this research was considered successful if at least 80% of students got score at least 76 or got grade B and above and the average score was at least 76 or grade B. The research results showed that 84% of students were successful. Based on the research results above it can be concluded that peer and self editing strategies are able to improve the students' writing skill, especially in writing expository paragraphs. The improvement of the successful students is 42%.

The research results are in line with the theory that writing is a process, not a finished product. The students need some steps to write, such as: choosing a good topic, brainstorming in order to get ideas quickly, making an outline, writing the rough draft, sharing, revising, and editing, and writing the final copy. In the steps of sharing, revising, and editing, the strategies of peer and self editing play a very important role in the process of writing. They are social and metacognitive strategies which are very helpful for students to make learning easier, faster, and better. Practically it has been proven

that peer and self editing strategies are able to improve students'
writing skill.

CONCLUSION

In writing, students need some stages to write from the
considerations of choosing a good topic, brainstorming activities,
making an outline, writing rough draft, sharing, revising, editing, and
till writing the final copy. Peer and self editing strategies are social
and metacognitive strategies which are very helpful for students in
the process of writing, the steps of sharing, revising, and editing. As
social strategies, peer editing strategies are used to ask peers for
corrections, questions, clarifications, suggestions, and discussions
about problems in writing. As metacognitive strategies, self editing
strategies are used check, review, revise, edit, etc. students' own
writing. When students follow the process of writing step by step,
and when they use peer and self editing strategies again and again,
from time to time, their writing becomes better and better.

Based on the research results and discussion above, there are
significant improvements in all elements of writing. The
improvement of writing paragraph format is 1%, punctuation and
mechanics is 3%, content is 6%, organization 10%, and grammar and
sentence structure is 12%. With these improvements, the accuracy of
writing paragraph format is 99%, punctuation and mechanics is 93%,
content is 80%, organization 80%, and grammar and sentence
structure is 80%. Overall, the average score is 81.63 with improvement
9% and the percentage of successful students is 84% with
improvement 42%. Based on the criteria of success determined, peer
and editing strategies are significantly able to improve students'
writing skill, especially in writing expository paragraphs. Based on
the research results, these strategies are recommended to be used and
developed to improved students' writing skill.

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