

Peer Editing in Teaching Writing for EFL Learner

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ABSTRACT

The objective of study was to find out whether there was any significant different between students' writing skill who were taught by using peer editing technique to the tenth grade students of SMA Negeri 1 Pagar Alam and those who were not. The population of this reserach was all tenth grader of SMA N Pagar Alam. The total number of sample was 72 students which were divided into experimental class and control class the sample was taken by using purposive sampling. Quasi Expremental design was applied in this research. In collecting the data written test was used. The calculation of the independent sample t-test show that t_{obt} was 4.377 The level of significant of 0,05 in two tailed testing df 70. The critical value of t-table was 2,030. Based on the result, the alternative hypothesis would be accepted and the null hypothesis would be rejected. It meant that t_{obt} higher than t_{tab} . It meant that the application of Peer Editing could increase students' speaking achievement of eighth grader of SMA Negeri 1 Pagar Alam.

Key Words: *Peer Editing Technique, Writing Skill*

INTRODUCTION

Language is effective way in communicating. According to Javed (2013), language is aset of a few specified vocal symbols that help the human being to communicate with others. It means that through language, ones can share ideas or information with other human beings. In language learning, threere are four skills that should be master by the leaner, one of them is writing. Harmer (2004, p.31) stated writing always formed a part of syllabus in teaching of English. This skill be mastered because it is very important for the students. Patel and Jain (2008) stated writing may be very important for one group of students but much less important for others. It means that this skill is really needed for students, because through writing they can wxpress their feeling, opinion in written form.

Writing is process of tranfering and sharing ideas in written form. Acording to Graham and perin (2007) writing can be defined as a skill that use to express the

opinion with support evidence and depending the students' knowladge. In addition Petel and Jain (2008) explain that writing is essential feature of language learning because it provides a very good mean of foxing the vocabulary, spelling and sentence pattern. According to Ur (1999) the purposes of writing is the expression of ideas Teaching writing is , the conveying of a message to reader , the ideas themselves should arguable be seen as the most important aspect of the writingf.a way to help students in acquring writing skill. There are reason by this skill should be taught by EFL teacher, as stated by Handcock and Mc Donal (2000), there are some reasons in teaching writing. *The first* set of reasons related to foreign language learning in general. For writing skill, learner do not necessarily transfer their skill in writing from what they can do in their own language class. *The second* foreign language learning, writing gives learners opportunity to find way of

expressing their ideas in a foreign language and provide more variety in classwork. Furthermore Harmer (2000:79) explain some reason in teaching writng, the reason for teaching writing to the students of English as a foreign language include reinforcement, language development, learning style and most importantly, writing as skill in its own right. In reality, many students think that writing is a difficult thing to do and writing is one of the most difficult skill to be mastered. Handcock and McDonal (2000) stated writing has a bad reputation in many schools. For many students, writing is a boring chore and an “oppurtunity” to make a lot of mistake. In addition, Zemach and Islam (2005) which stated writing is also one of the most difficult skill to mastered in both a first and second language. This statement indicates that writing is more complicated than the other skill in learning English than in using language in spoken form. It caused by the writer in writing or expressing the idea of the language which the writers are not interacting directly. Expressing the idea through written forms are not easy because it is shared the existences of the writer’s ability and the other aspects which has relation to the other aspects, such as vocabulary mastery, grmatically and the the knowledge of the writer.

Saragih, Silalahi, and Pardede (2014), stated that the writer found that many students in the schools ever observed by them, the first problem is the students writing are not comprehensible, because the content of the composition is not relevant to the topic, ideas are not clearly stated, the ideas and sentences are not well organized. The second problem is that there many errors in vocabulary, grammar, and spelling. Another problem is the students have a low motivation and are not interested in doing the task since the writing activities are not interesting. In

Indonesia context, English is very important and many research in this area (Mukminin et al., 2017; Habibi, et al., 2018; Habibi et al., 2017; Sofwan & Habibi, 2016; Prasojo et al., 2017)

Considering the problem above, the teacher should us interesting technique because it could make the students enjoy the English class and avoid getting bored in learning English. There are many effective techniques for teaching writing, one of them is peer editing. Peer editing is a form of collaborative learning, in which students review and criticize each other’s work. Balushy (2000), stated that Peer editing is the processes through which students respond to and provide feedback on their peers writing high lighting the positive and the negative aspects in a way to help each other reach better written products. Hinkel (2004:46) stated that however, peer editing (also called peer response), as a tehnhique for technique for teaching writing. In peer response, students get into pair or small groups and give each other feedback on a draft of an essay. Teachers who use peer response know that what you can learn from your peers can be just as helpfull as what you can learn from your teacher. Bijami, Kashef and Nejad (2013), stated that peer feedback on writing develops students to improve their knomledge through providing opportunities to think critically, and to improve their autonomy and also it is noteworthy the peer feedback has come to take an important part in writing instruction because it provides a flexible platform to help students writing practice. Based on explanation above the writer interested to conduct this research.

LITERATURE REVIEW

Concept of writing

Writing is a process of sharing and expressing ideas, concept, thought and feeling in written form. According to Graham and Perin (2007), writing can be defined as a skill that uses to express opinion with support evidence and depending the students knowledge. In writing, there some steps that should be done in order to produce good written. As state by Oshima and Hogue (2007), writing is never a one-step action; it is on going creative act. It means that the learner have to follow certain steps in order to have good written. According to Boardman (2008), there are three characteristic in writing a good text or paragraph, namely; coherence, cohesion and unity.

- a. Coherence: a paragraph has coherence when the supporting sentence are ordered according to principles. The sentences are put in order so that the reader can understand the ideas easily.
- b. Cohesion: when a paragraph has cohesion, all the supporting sentences connect to each support of the topic
- c. Unity : the final characteristic of well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

The writing process

In order to be able to have a good writing, Zemach and Rumisek (2005) provided six steps of writing. They are:

- a. Pre writing
 1. Choose the topic
Before starting to write, the teacher gives a specific

assignment or ideas what to write about

2. Gather ideas

When you have a topic, think about what you will write about that topic.

3. Organising

Decided which of the ideas that you want to use and where you want to use them and choose which idea to talk about first, which one is the next and the last.

- b. Drafting

Write the paragraph or essay from start to finish. Use your own notes about ideas and organization.

- c. Reviewing and revising

Review the structure and content. Check what have you written. Read your writing silently to yourself or aloud, perhaps to a friend. Getting a reader's opinion about other people's writing helps you to improve your own.

- d. Rewriting

Revise structure and content. Check that you have corrected that errors you discovered and make any other changes you want to make.

in teaching learning process, the reason of teaching writing to the EFL learners include reinforcement, language development, learning style, and, most importantly writing as skill its own right (Harmer, 2001)

Concept of recount text

Recount text is one of text that should be taught to learner in senior high school level. According to Afique, recount text is a text that tell the event or experiences in the past. The purpose of the recount text in general is to entertain like narrative text. In writing recount text the learner have to follow the generic structure of

this text. according to Astuti (2010), the generic structure of recount text as follow:

1. Orientation: it is an introduction that sets time, place and participation. In other words, it provides information about who, where, and when.
2. Events; it tells what happened, usually in temporal sequence or chronological order.
3. Re-orientation: it is the conclusion or closure of the event, and it's optional.

The recount text is also divided into three categories. As state by Hyland (2004) cited in Helmi (2012), there are three types of recount text.

1. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (example: diary entry)
2. Factual recount: recording the particular of an accident (example: report of a science experiment etc)
3. Imaginative recount : taking on a imaginary role and giving detail of event (example : a day in the life of a roman slave, how I invented)

Peer Editing Technique

Peer editing is a technique that can be used in teaching writing skill through this technique, leaner are intended to work in peer to check and recheck their written in order to produce good written. Peer Editing is an interactive process of reading and comenting on a classmate's writing. (Oshima and Hogue, 2007). Furthermore, Hyland (2003) wrote that the purpose of using the peer editing technique is helping you become more aware of your reader when writing and revising, help you become more sensitive to problem in your writing and more confident in correcting them. By applying this technique, EFL learner can help each other to check and revise their writing. Meanwhile,

according to Saad (2011) in peer response, students are given plenty of opportunity to brainstorm ideas in pair or groups, to give feedback on each other's writing and to proofread and edit for each other. In this technique EFL learner are responding to each others' writing.

In applying peer editing technique , there are advantages that gain by the learners .Falchikov (2001) arguse that in peer editing, there is an interaction with peer to develop their ideas in writing skill. It means that , learner will learn collaboratively. For instance, after writing a paragraph, the learner can share their writing to their partner by checking each other. In addition , according to Perlman & McCann (1998) there are many advantages of Peer Editing :

- Attention to the improvement of teaching may be the most important step we can take toward maintaining and improving the reputation of our university and the quality of education our students receive
- Peer review is one step toward more faculty ownership of teaching, toward making its discussion and improvement more visible in the academic community. Making peer review community property assist both new and established faculty in their teaching development,
- Pressures beyond the academic seek greater accountability and responsibility for teaching. Peer review is one way faculty can document what it is we do as teacher.
- Peer review demonstrates attention to the art and craft of teaching by the profession and assists good teachers to become better. This is important since faculty are teaching professional without licesing,

certification, or continuing education requirement.

- Peer review adds professionalism to the process of evaluating teaching, particularly as compared with students' opinion surveys.

Steps in applying peer editing technique

Before starting the process of peer editing, learners should have written a first draft on a certain topic then they have to check each other their written in order to have revision from their partner before the last draft was submitted to their teacher,

According to Liu and Hansen (2005) cited in Ayuningtias (2014) there are some certain steps in applying peer editing as follow:

Steps 1. Pre –Training Stage

This stage includes clarifying objectives and creating awareness of the learners about peer editing before doing this. This activity involves explaining, giving examples, demonstrating and especially modeling on how to peer edit.

Steps 2. Whilst peer editing stage

In this stages, the learner giving the author some specific ideas about how to make his or her writing better. The learners focus on aspect of content, organization of ideas, grammar, vocabulary, punctuation, and spelling and point out the strength and weakness in the development of the topic.

Steps 3, post Peer Editing Stages

In this steps, the peer editing process is making correction. The corrections means checking peer's paper such as paragraph development (organization), spelling, punctuation, and grammar. In addition, learners list all the peer comments on a piece of paper, and then indicate whether the learners will revise their writing based on each comment or not.

Meanwhile according to Balushy (2000), the steps in applying peer editing is as follow:

- a. Students choose the paper

- b. Students exchange papers
- c. Students are given rubric sheet they provided
- d. Students put their own names on the paper they are edited
- e. Students read the essay
- f. Editors underline the mistakes
- g. After finishing, students get their paper back
- h. Based on the feedback they receive, students have to revise their mistake
- i. While correcting their mistakes, they should consult the editor for clarification.
- j. Remind them to negotiate their mistakes with the editor and it is not guaranteed thought that all the peer's suggestion are correct
- k. Students are allowed to use dictionaries and classnotes while correcting their mistakes.

There were some previous research conducted in applying this technique. A research conducted by Asih (2014), entitled "teaching Descriptive Paragraph writing by Using Peer Editing to the eight Grade Students of SMP Swa Dharma in the academic year 20/2014, the result of the study showed that peer editing technique could improve students' writing ability in writing descriptive paragraph text and this technique also get positive response from the students. Furthermore, another researcher Baroroh (2011), combined Mind Mapping and Peer Editing in teaching writing. The result of the study showed that the application of peer editing could improve students writing skill.

METHOD

Research methodology applied in this research is quasi experimental design. "The quasi-experimental method refers to approach to educational research in which an idea or hypothesis is tested or verified by

setting up situation in which the relationship between subject and variable which can be determined “ (Cohen, 2007, p.283) . In this reserach, there were two variables, independent variable and dependent variable. The independent variable was peer editing and dependent variable was students’ writing skill. The population of this research was tenth graderer of SMA N 1 Pagar Alam. There were 10 classes and the total number of population was 355 students. The sample was divided into two groups, experimental and control group. Purposive sampling was used in taking the sample

The data in this research was collected by using written test. The students were asked to write recount text. The test used to measure students’ writing ability. There were two tests in this research. The pre-test and the post-test, the pre-test was given before treatment and the post-test was given after the treatment. The *t-test* was used to compare the result of pre-test and post-test between the two groups. In the scoring system, rubric is adapted from Huges (2003) which had some criteria, namely: content, organization, vocabulary, language use, and mechanics. The result showed whether there is any significant difference in students’ writing skill who were taught by using Peer Editing and those who were not.

Teachning procedure of experimental class

a. Pre activities

- Greeting the students
- Checking attendance list of the student
- Describing the learning objectives that want to be achieved in that meeting

b. Whilis activities

- Presenting some example of recount text

- Explaining the generic structure, social fuction and language features of recount text
- Giving a chance to the students to write a simple paragraph of recount text.
- After writing the paragraph, the teacher asked the students to choose thier peer and then they have to exchange their paper.
- The teacherr gave the students the rubric and they put their names on the paper othat they were edited.
- The teacher asked the students to read the paragraph and then underline the mistakes. Here, the students focus on content,organization of ideas, vocabulary, grammar, puctuation and spelling.
- After finishing, the students get their paper back.
- Based on the feedback they get, the students have to correct their mistakes. While correcting their mistakes, the students should consult the editor for clarification.
- Remind them to negotiate their mistakes with the editor and it was not guaranted through that all the peer’s suggestion were correct.
- After revising all the mistake, the students have to subbited their paper to the researcher in order to be checked by the researcher.

c. Post activity

- The teacher asked the students to conclude the material

- Closing the lesson.

The Result of Statistical Analysis

The data of this study were analyzed by using Paired Sample t-test and Independent t-test. Paired Sample t-test was used to find out whether or not there was significant progress on writing achievement of the students in experimental and control groups before and after the treatment. Meanwhile, Independent t-test was used to find out whether or not significant difference

in students writing achievement between experimental and control groups.

The Analysis on Speaking in experimental Class (Paired Sample t-test)

To find out whether there was significant progress in Students' writing Achievement between before and after treatment, the result of writing pre-test and post-test was compared by the writer. Paired Sample t-test was used.

Table 1
The Result of Paired sample t-test writing of experimental class
(Total aspects)

Variables	Mean Pre-test	Mean Post-test	Mean difference	t-obtained	Sig. (2 tailed)
Content	6.75	8.27	1.52	7.59	,000
Organization	6.22	7.69	1.47	7.04	,000
Vocabulary	6.16	7.80	1.63	8.04	,000
Language Use	5.27	7.35	2.02	9.07	,000
Mechanic	5.58	7.50	1.91	7.06	,000
Total	60.00	77.16	17.16	11.79	,000

Table 1 showed that the result of pre-test and post-test in experimental class was compared by the writer. In terms of writing aspects. Based on the table above, the mean of pre-test of writing was 60,00, the mean of post test of writing was 77,16 with mean difference 17,16. Meanwhile, the value of t-obtained was 11,79 at the significant level at 0.00. Furthermore, in term of writing aspects, the value of content was at significance level at 0.000 with mean of pre-test 6.75 and mean of post-test 8.27. the value of mean difference was 1.52 and value of t-obtained 7.59. The value of organization was at significance level at 0.00 with mean of pre-test 6.22 and mean of post test 7.69 and the value of mean difference 1.47 and the value of t-obtained was 7.04. The value of Vocabulary was at

significance level at 0.00 with mean of pre-test 6.16 and mean of post-test 7.80. The value of mean difference was 1.63 and the value of t-obtained was 8.04. The value of language use was at significant level at 0.00 with mean of pre-test 5.27 and mean of post-test 7.35. The value of mean difference was 2.02 and the value of t-obtained was 9.07. The value of mechanic was at significance level at 0.00 with mean of pre-test 5.58 and mean of post-test 7.50. The value of mean difference was 1.91 and the value of t-obtained was 7.06. It can be concluded that all of the aspects of speaking in experimental class were significant. It could be stated that there was a significant progress in writing achievement after students taught by using Peer Editing.

The analysis on writing of Control Class (Paired Sample t-test)

To find out whether there was a significant progress in writing achievement

in control class, the result of writing in pre-test and post-test was compared by the writer. Paired Sample t-test was used

Table 2
The Result of Paired sample t-test speaking of control class (Total aspects)

Variables	Mean Pre-test	Mean Post-test	Mean difference	t-obtained	Sig. (2 tailed)
Content	6.41	7.08	0.67	2,61	0.000
Organization	6.25	6.77	0.52	2.00	0.000
Vocabulary	6.22	6.80	0.58	2.30	0.000
Language Use	5.30	6.25	0.95	3.95	0.000
Mechanic	5.97	6.69	0.72	3.03	0.000
Total	60.33	68.44	8.11	4.04	0.000

In term of writing aspects, the mean of pre-test of writing was 60.33 and the mean of post-test was 68.44 with the mean difference 8.11, and the value of t-obtain was 4.04 at the significant level at 0.00. Furthermore, in term of writing aspects, the value of content was at significance level at 0.00 with the mean of pre-test 6.41 and mean of post-test 7.08 with value of mean difference 0.67 and t-obtain 2.61. the value of Organization was at significance level at 0.00 with mean of pre-test 6.25 and mean of post-test 6.77 with the value of mean difference 0.52 and the value of t-obtain was 2.00. The value of vocabulary was at significance level at 0.00 with mean of pre-test 6.22 and mean of post-test 6.80 with mean difference 0.58 and the value of t-obtained was 2.30. the value of Language use was at significance level at 0.00 with mean of

pre-test 5.30 and mean of post-test 6.25 with mean difference 0.95 and the value of t-obtained was 3.95. The value of Mechanic was at significance level at 0.00 with mean of pre-test 5.97 and mean of post-test 6.69 with mean difference 0.72 and the value of t-obtained was 3.03. It could be concluded if there was significant progress in students' writing achievement.

The Difference Analysis on the Experimental and Control Group (Independent Sample t-test)

To find out whether significant difference in students' writing achievement between Experimental class and Control Class. The Result of post-test was compared by the writer. Independent t-test was used.

Table 3

The Calculation of Independent Sample t-test

		Value		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	9,394		
	Sig.	,003		
t-test for Equality of Means	T	4.377	4.377	
	Df	70	70	
	Sig. (2-tailed)	,000	,000	
	Mean Difference	8.72222	8.72222	
	Std. Error Difference	1,99282	1,99282	
	95% Confidence Interval of the Difference	Lower	4.74766	4,73079
		Upper	12,69678	12,71365

Based on the calculation in table 3 the value of t-obtained was 4.377 at the significance value of 0.05 in two tailed tasting with $df= 70$, the critical value of t-table was 2.030. Since the value of t-obtained was higher than the critical value of t-table, the null hypothesis (H_0) was rejected and the alternative hypothesis was accepted. From the calculation in table 4, it was found out that there was significance difference between the students in experimental group who were taught by using Peer Editing and those group who were not. It meant that using Peer Editing that used by the researcher could improve students' writing achievement.

INTERPRETATION

Based on th finding, the result of paired t-test of writing in experimental group

showed that there was significant progress in students before and after treatment by using Peer editing. After the treatment, most of the students were in good category. The improvement could be seen by the mean of value of pre-test and post-test. It was also strengthened by the result of paired sample t-test in aspect of writing. It showed that there was significance progress in the aspect of wriitng before and after treatment in experimental class, it showed that all the aspects such as ;content, organization, vocabulary, language use and mechanics had improved since Peer editing was applied. It supported by Balushy (2000), peer editing is a steep in writing process that helps students evaluate and improved the quality of their written work in so many ways. It meant that

peer editing could improve students writing skill.

The result of the analysis for each criteria in experimental class, can be seen that language use was the highest value of mean difference (2.02), then followed by mechanic (1.91), vocabulary (1.63), content (1.52) and the lowest value was organization (1.47). It mean that peer editing technique gave positive effect on the students' writing skill especially on language use. Furthermore, based on students' score in experimental class, there are improvement of students' writing skill for all aspect of writing.

Based on the aspect of writing, it was found that the highest value was language use with the main difference 2.02 (23.6%) may indicate that the learners tend to be more focus on language use of their writing than organization, vocabulary, grammar and mechanic. It is caused that the learners focus on a recount paragraph which they have to explore and express. Meanwhile the lowest was organization (17.1%) with mean 1.47, because in organization is difficult aspect in teaching learning English. In teaching English as a foreign language, they have to concern about well organization and perfectly coherent, they must ability to connected their idea from one paragraph to the next paragraph. Also they have to connected their idea in order to produce good paragraph. On the other hand mechanic has not significant different with mean difference 1.91. Ismawati (2014) stated that the students have difficulties in term of finding and generating ideas, vocabulary and writing mechanic such as capitalization. And also grammar, it has not significant different because grammar is one of difficult aspect in teaching and learning process. In teaching English as a foreign language, the learners have negative feeling and attitudes toward grammar.

Grammar look boring and difficult to many of language learner (Asgari, 2013).

Same as like in experimental class, in control class for each criteria in writing. Language use has highest value for mean difference. The value was 0.95, then mechanic (0.72), content 0.67, vocabulary (0.58) and the last organization (0.52). In control class, only one criteria that had been improved, different in experimental class almost of the criteria had been improved. It is because in control class, the learner was taught without applying peer editing technique. Furthermore, in the control class, there was progress of students writing skill before and after treatment. The researcher assumed that the students had good prior knowledge in writing and some learners in control group probably had mastered the writing aspect. However, even learner in control group has progress in their writing skill but learner in experimental class gain higher score, it means that they got better skill in writing than learner in control class. The analysis of the calculation of independent sample t-test in experimental class showed that there was significance different between students' writing skill who are taught by using peer editing technique. It can be seen from the result of the t-obtain that higher than t-table. The value of t-table was 2.030 meanwhile the value of t-table was 4.377. The researcher concluded that there was significance difference of the post-test score of the students in experimental class and students in control class.

CONCLUSIONS

Based on the data analysis that was describe above, it can be concluded that peer editing technique was effective to improve the tenth grade students' writing skill at SMA N 1 Pagar Alam. The students who were

taught by using peer editing technique got better score than those who were not taught (control class). From the criteria of writing skill, it was found that the highest value was language use with the mean difference was 2.02(23.6%) and the lowest value was organization with the mean difference 1.47 (17.1%). It could be concluded that there was

significance progress in students' writing after peer editing technique was applied. In other words, peer editing technique could significantly improve students writing skill. In addition, peer editing technique can motivate and improve students interest in writing.

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