

The Use of Peer Editing to Improve Students' Skill in Writing Descriptive Paragraph at SMP Negeri 3 Tondano

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Article History

Submitted : September 25th, 2025
Revised : October 27th, 2025
Accepted : November 21st, 2025

KEYWORDS

Descriptive paragraph,
Peer Editing, Writing skill,
English Language Teaching

ABSTRACT

The aim of this study was to find out whether peer editing improved students' skill in writing descriptive paragraph. This research used quantitative research methods through pre-experimental design. The type of test that was used was a written test. Students were asked to write descriptive paragraphs about describing people. The subject of the study was one of the classes in the seventh grade of SMP Negeri 3 Tondano with a sample of 25 students. The students' scores were evaluated by two inter-raters, and the data were statistically analyzed using SPSS software. The results of the normality test showed that the data were normally distributed. The average pre-test score was 52.32, while the average post-test score increased to 69.80, indicating that peer editing was able to provide a significant impact on students' ability to write descriptive paragraph. Meanwhile, the results of the paired sample t-test analysis also revealed a significant difference between the pre-test and post-test scores, with a significance value (p-value) < 0.001, which was lower than the alpha level ($\alpha = 0.05$); therefore, H_0 was rejected and H_a was accepted. that peer editing was effective in improving students' skills in writing. Based on the findings, it could be concluded that peer editing was effective in improving students' skills in writing descriptive paragraphs at SMP Negeri 3 Tondano. The implication of this study is that English teachers can apply peer editing as an effective technique to improve students' writing skills, especially in writing descriptive paragraphs.

INTRODUCTION

English is not only a language that is widely spoken. It is also the most important language in the world (Ali, 2022). As a broad language, English is a language used internationally in various aspects such as education, business, health, technology, and others. Given that English is one of the most widely used language in the world, its significance cannot be downplayed or overlooked (Ilyosovna, 2020). Many people, including Indonesians, need to master English because it is very important (Girsang, et. al 2020). Therefore, learning English is very important for everyone in the world, especially for countries that use English as a foreign language or English as a second language. It is crucial, particularly for those who are looking for work or traveling the globe to attend conferences, seminars, or other international events (Enesi et al., 2021). To master English, it is not enough to just master 1 aspect, but there are 4 English skills that must be mastered. The four components of language skills are speaking, listening, reading, and writing (Pamuji & Setyami, 2021).

One of the primary English language abilities that is regarded as active or productive is writing (Seyoum et al., 2022). English writing skills play a significant role in both the world of work and education. Professionally, this skill is a major necessity in the global era as it allows people from different cultural backgrounds to communicate in writing, such as through letters, emails, business reports and websites (Munoz et al., 2006). Writing skills have an important role in written communication in various aspects, especially in education. Enhancing students' writing skills can help them succeed academically by fostering critical thinking and communication abilities (Maru et al., 2020). Through writing, they can

express their ideas and arguments in various types of writing such as essays and articles. Through writing we can also see a person's expressions, feelings and abilities through the writing they make. Writing abilities are necessary to participate in a variety of activities or careers (Kiuk et al., 2021). With the importance of writing skills, it means that writing skills must be taught well by teachers. But unfortunately, Writing is considered the most complex skill among listening, reading, and speaking, as it requires both an understanding of the subject matter and mastery of various writing elements. (Lambe et al., 2024). When dealing with a foreign language, the difficulty level rises noticeably (Putri & Aminatun, 2021).

Based on initial observation, students at SMP Negeri 3 Tondano had difficulties in writing, especially in writing descriptive paragraphs. Based on the researcher's observation during teaching in grade 7, the researcher found that the students' descriptive paragraph writing skills were still very low. This was based on the results of the researcher's assessment when teaching descriptive paragraphs, and they still had difficulty in writing descriptive paragraphs, especially in describing people. They had difficulty generating topic-related ideas; sometimes there were only a few sentences in one paragraph. They also had difficulty in organizing descriptive writing, and the researcher even found that they made errors in grammar. This meant that they could not fulfill the learning objectives, which were to describe physical appearance, personal traits, and their hobbies. According to Lambe et al., (2025) junior and senior high school students often struggle with writing in English due to challenges like underdeveloped ideas, poor text organization, limited vocabulary, and incorrect sentence structures. Even though, the teachers need to be able to motivate students to communicate both orally and in writing in the target language (Maru et al., 2020).

As a way to overcome students' difficulties in writing, teacher must use appropriate teaching techniques. One of technique that can be used in learning is Peer editing. In using the peer editing technique or also called peer review, students can be divided into small groups and can then correct each other's writing results. According to Ferris (2015) In applying peer editing, teachers begin by explaining its purpose and benefits to students. Then, students are divided into small groups and exchange their writing to give and receive feedback using prepared peer editing forms. They read their friends' work carefully, provide constructive comments, and then revise their own writing based on the feedback. During the process, the teacher monitors and guides the discussion to make sure students stay focused and work effectively. Peer editing has several advantages, including allowing students to learn from one another, involving them in a variety of cognitive processes, and helping students' writing develop self-awareness (Widyati, 2023). Peer editing session is a better way for students to learn from their peers during the writing process (Sekoni & Boimau, 2021). The Peer Editing Technique (PET) encouraged students to use critical thinking skills in order to assess and comment on the work of other students (Tridinanti et al., 2020). However, peer editing also has its disadvantages, as teachers need extra time and attention to monitor and ensure that students carry out the peer editing session with focus and seriousness. Not all students may take the activity seriously, which can affect the quality of both their own writing and their peers' work.

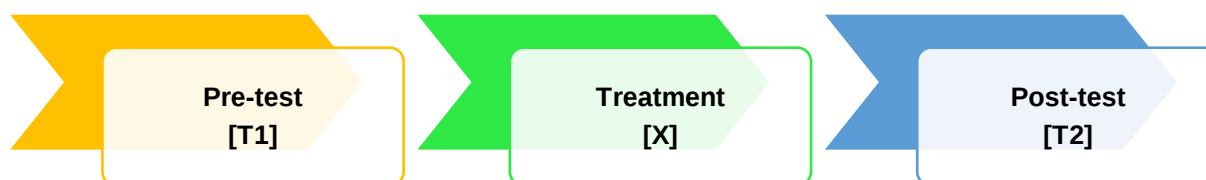
Various studies had investigated the use of peer editing to improve students' writing skills. For example, Oktaviani & Pratiwi (2024) conducted a study entitled "Applying Peer Review to Improve Students' Descriptive Writing Text", Wulandari (2020) carried out a study entitled "The Influence of Using Peer Response Technique Towards Students' Writing Ability in Descriptive Text at the First Semester of the Eighth Grade of SMP Amal Bakti Jati Mulyo in the Academic Year of 2019/2020", and Tias (2018) conducted a study entitled "The Influence of Using Peer Editing Technique Towards Students' Writing Ability in Descriptive Text at the Eighth Grade of SMP Negeri 1 Limau Tanggamus in the Academic Year of 2018/2019." These three studies similarly discussed the effect of peer editing on the development of students' writing skills, particularly in descriptive texts, and found that peer editing was effective in improving students' writing abilities. However, this article focused on a simpler type of text, namely descriptive paragraphs, considering that this material was one of the topics taught in seventh-grade junior high school. In addition, this study also applied a different research design, in which the researcher used a pre-experimental design involving a single class to examine the significance between pre-test and post-test scores.

This research aimed to find out whether there was a significant impact from the use of peer editing on students' writing skills, especially in writing descriptive text. This research was important because it

could be a reference for teachers to vary learning styles to improve students' writing skills. Practically, this research is expected to provide practical benefits for teachers at SMP Negeri 3 Tondano by offering effective teaching methods to improve students' writing skills. By implementing peer editing, teachers are expected to create a more collaborative learning environment, where students can provide constructive feedback to each other. Theoretically, this research is expected to contribute to the development of literature on writing learning and collaborative-based teaching methods. This research is also expected to be a reference for further studies that explore various teaching techniques to improve writing skills, as well as their implications for the education curriculum at the junior high school level. This study was able to provide a contribution by offering the use of peer editing as one way to help improve students' ability in writing descriptive paragraphs, which is one of the learning materials in the Merdeka curriculum. Teachers could use peer editing as a collaborative approach where students could give feedback to one another and revise their writing accordingly.

METHOD

This research used quantitative research methods through pre-experimental with one group pre-test and post-test design. According to Ary et al. (2010:25) quantitative research is the type of research that tries to examine correlations, cause and effect using statistical analysis of numerical data. The researcher used quantitative methods because the data that was taken was quantitative data on student scores obtained through written exams. There were 2 tests in this study, In the pre-test and post-test instruments, there was one task in which students were asked to describe their closest friend by providing details about the friend's physical appearance, personality, and hobbies. Pre-test was the one that was given before treatment, and post-test was the one that was given after treatment to see the difference in the influence of peer editing variables on students' descriptive paragraph writing skills. In this research design, T1 was Pre-test, T2 was Post-test and X was denoted as Treatment. The following was the presentation of the design:



Picture 1. Pre-experimental design

This research was conducted in the seventh grade of SMP Negeri 3 Tondano, located on Sam Ratulangi street, No. 452, Tataaran I, South Tondano, Minahasa Regency, North Sulawesi. The subject of the study was one of the classes in the seventh grade of SMP Negeri 3 Tondano with a sample of 25 students. There were three steps carried out by the researcher, namely the pre-test, the treatment which was conducted over six meetings, and finally the post-test. The data were obtained from the students' pre-test and post-test results. The instrument of this research was a test. The type of test that was used was a written test which was adopted from Zemach & Rumisek (2005). Students were asked to write descriptive paragraphs about describing people. The works of each student were scored by Inter rater 1 and 2. The researcher used a peer editing worksheet adopted from Oshima & Hogue (2006:204) which was used by peer editors to review students' descriptive paragraphs. The data analysis techniques that were used by the researcher in this study were descriptive analysis and inferential statistics (T-Test). Quantitative data obtained from written tests through pre-tests and post-tests were later used to answer the research hypothesis. Data analysis was carried out using SPSS. SPSS stood for Statistical Product and Service Solutions, which was a computer application that could be used for statistical data analysis by entering research data and then processing it through the application to find results. The researcher collected the data through scores analyzed by inter-rater 1 (the researcher) and inter-rater 2 (the English teacher). The scoring was based on the ESL rubric adopted from Jacobs (as cited in Kusuma, 2021). The scores obtained from each student were then summed and averaged before being processed through descriptive analysis and inferential statistics.

FINDINGS

The Result of Pre-test

The following data present the result of the pre-test conducted in the group, providing an overview of the students' initial vocabulary proficiency before the treatment was implemented:

Table 1. Inter Rater 1 Scoring of Students' Pre-test

Student	Content	Organization	Vocabulary	Grammar	Mechanic	Total
AVP	13	7	7	15	2	44
AMK	16	9	9	9	2	45
AHTT	13	7	9	10	3	42
AVM	27	18	18	22	3	88
CAIGM	15	8	9	18	3	53
FMS	16	10	11	11	2	50
FAPA	18	13	13	17	3	64
HYFS	13	7	8	6	2	36
IVCK	13	7	7	8	2	37
IAS	18	13	14	18	3	66
IMG	21	13	15	18	2	69
JMAM	15	7	8	6	2	38
KKVP	14	9	14	8	2	47
LMWL	13	7	8	5	2	35
MHL	13	7	7	5	2	34
OOT	18	10	11	18	3	60
QZR	15	9	9	18	2	53
RAW	22	16	15	18	4	75
RM	15	9	10	18	3	55
SAK	17	10	12	10	3	52
TCP	14	7	8	5	2	36
TCP	15	8	18	12	2	55
YM	13	8	10	18	2	51
ZAAM	21	10	14	12	2	59
ZOW	17	13	12	21	2	65

Based on the table above, in the content aspect the highest score was 27 by 1 student who was classified as excellent to very good, and the lowest was 13 by 6 students who were classified as very poor. In the organization aspect the highest score was 18 by 1 student who was classified as excellent to very good, and the lowest was 7 by 11 students who were classified as very poor. In the vocabulary aspect the highest score was 18 by 1 student who was classified as excellent to very good and the lowest was 7 by 6 students who were classified as very poor. In the grammar aspect the highest score was 22 by 1 student who was classified as excellent to very good and the lowest was 5 by 3 students who were classified as very poor. In the last aspect, namely mechanics, the highest score was 4 by 2 students who were classified as excellent to very good and the lowest was 2 by 16 students who were classified as very poor.

Table 2. Inter Rater 2 Scoring of Students' Pre-test

Student	Content	Organization	Vocabulary	Grammar	Mechanic	Total
AVP	17	10	9	18	3	57
AMK	13	10	9	7	3	42
AHTT	13	7	7	11	3	41
AVM	26	18	18	21	3	86
CAIGM	14	7	8	5	2	36
FMS	21	13	14	17	3	68
FAPA	17	13	11	22	4	67
HYFS	13	7	7	5	2	34
IVCK	14	7	7	10	3	41
IAS	22	15	14	15	3	69
IMG	21	12	13	19	3	68
JMAM	13	9	9	10	2	43
KKVP	13	7	7	6	2	35
LMWL	14	7	7	17	2	47
MHL	13	7	7	5	2	34

OOT	17	10	13	17	3	60
QZR	17	14	13	10	3	57
RAW	24	14	14	18	3	74
RM	15	7	9	11	3	45
SAK	16	10	10	17	2	55
TCP	14	7	9	11	3	44
TCP	14	7	10	11	4	44
YM	14	7	8	11	2	42
ZAAM	17	10	13	15	3	58
ZOW	17	9	10	20	3	60

Based on the table above, in the content aspect the highest score is 26 by 1 student who is classified as excellent to very good, and the lowest are 13 by 5 students who are classified as very poor. In the organization aspect the highest score is 18 by 1 student who is classified as excellent to very good, and the lowest are 7 by 10 students who are classified as very poor. In the vocabulary aspect the highest score is 18 by 1 student who is classified as excellent to very good and the lowest are 7 by 6 students who are classified as very poor. in the grammar aspect the highest score is 22 by 1 student who is classified as excellent to very good and the lowest are 5 by 3 students who are classified as very poor. In the last aspect, namely mechanics, the highest score are 4 by 2 students who are classified as excellent to very good and the lowest are 2 by 8 students who are classified as very poor.

Table 3. Mean score of each students' pre-test

Student	Students' total score by rater 1	Students' total score by rater 2	Mean score
AVP	44	57	50.5
AMK	45	42	43.5
AHTT	42	41	41.5
AVM	88	86	87
CAIGM	53	36	44.5
FMS	50	68	59
FAPA	64	67	65.5
HYFS	36	34	35
IVCK	37	41	39
IAS	66	69	67.5
IMG	69	68	68.5
JMAM	38	43	40.5
KKVP	47	35	41
LMWL	35	47	41
MHL	34	34	34
OOT	60	60	60
QZR	53	57	55
RAW	75	74	74.5
RM	55	45	50
SAK	52	55	53.5
TCP	36	44	40
TCP	55	44	49.5
YM	51	42	46.5
ZAAM	59	58	58.5
ZOW	65	60	62.5

Based on the table above, it can be seen that the highest score in the pre-test was 87 by 1 student and the lowest score was 34 by 1 student.

The Result of Post-Test

The following data present the result of the post-test conducted in the group, reflecting the students' performance after receiving the instructional treatment.:

Table 4. Inter Rater 1 Scoring of Students' Post-test

Student	Content	Organization	Vocabulary	Grammar	Mechanic	Total
AVP	18	14	13	18	4	67
AMK	20	13	15	14	3	65
AHTT	17	10	13	11	3	54

AVM	30	18	20	22	3	93
CAIGM	24	15	16	20	3	78
FMS	26	14	16	18	3	77
FAPA	27	18	18	21	3	87
HYFS	17	10	13	7	2	49
IVCK	23	13	14	17	3	70
IAS	26	19	18	20	3	86
IMG	27	15	18	22	3	85
JMAM	17	10	12	18	2	59
KKVP	17	11	7	18	2	55
LMWL	17	11	13	17	2	60
MHL	16	9	9	9	2	45
OOT	26	18	17	22	3	86
QZR	23	15	17	22	3	80
RAW	25	17	17	18	3	80
RM	21	13	16	21	3	74
SAK	22	17	18	22	3	82
TCP	18	11	14	17	2	62
TCP	17	10	13	18	3	61
YM	17	13	15	18	2	65
ZAAM	21	13	15	16	3	68
ZOW	23	17	16	22	3	81

Based on the table above, in the content aspect the highest score was 30 by 1 student who was classified as excellent to very good, and the lowest was 16 by 1 students who was classified as very poor. In the organization aspect the highest score was 19 by 1 student who was classified as excellent to very good, and the lowest was 9 by 11 students who were classified as very poor. In the vocabulary aspect the highest score was 20 by 1 student who was classified as excellent to very good and the lowest was 7 by 1 students who was classified as very poor. In the grammar aspect the highest score was 22 by 7 students who were classified as excellent to very good and the lowest was 9 by 1 student who was classified as very poor. In the last aspect, namely mechanics, the highest score was 4 by 1 students who was classified as excellent to very good and the lowest was 2 by 7 students who were classified as very poor.

Table 5. Inter Rater 2 Scoring of Students' Post-test

Student	Content	Organization	Vocabulary	Grammar	Mechanic	Total
AVP	21	13	12	18	3	67
AMK	18	14	13	12	3	60
AHTT	14	9	10	21	3	57
AVM	28	19	19	23	4	93
CAIGM	25	14	15	18	3	75
FMS	23	14	16	18	3	74
FAPA	27	18	18	22	4	89
HYFS	16	10	10	9	2	47
IVCK	13	14	14	18	3	62
IAS	25	19	18	18	3	83
IMG	26	17	16	24	4	87
JMAM	16	12	11	12	2	53
KKVP	21	13	15	18	2	69
LMWL	16	9	9	17	2	53
MHL	16	10	12	15	3	56
OOT	24	14	18	19	3	78
QZR	22	18	14	13	3	70
RAW	26	17	14	18	4	79
RM	18	9	13	18	3	61
SAK	22	17	14	21	3	77
TCP	17	10	14	12	3	56
TCP	18	12	14	18	3	65
YM	19	15	13	17	3	67
ZAAM	17	13	14	17	3	64
ZOW	22	16	17	21	3	79

Based on the table above, in the content aspect the highest score was 28 by 1 student who was classified as excellent to very good, and the lowest was 14 by 1 students who was classified as very poor. In the organization aspect the highest score was 19 by 3 student who were classified as excellent to very good, and the lowest was 9 by 11 students who were classified as very poor. In the vocabulary aspect the highest score was 19 by 1 student who was classified as excellent to very good and the lowest was 9 by 1 students who was classified as very poor. In the grammar aspect the highest score was 24 by 1 students who was classified as excellent to very good and the lowest was 9 by 1 student who was classified as very poor. In the last aspect, namely mechanics, the highest score was 4 by 4 students who were classified as excellent to very good and the lowest was 2 by 4 students who were classified as very poor.

Table 6. Mean score of each students' post test

Student	Students' total score by rater 1	Students' total score by rater 2	Mean score
AVP	67	67	67
AMK	65	60	62.5
AHTT	54	57	55.5
AVM	93	93	93
CAIGM	78	75	76.5
FMS	77	74	75.5
FAPA	87	89	88
HYFS	49	47	48
IVCK	70	62	66
IAS	86	83	84.5
IMG	85	87	86
JMAM	59	53	56
KKVP	55	69	62
LMWL	60	53	56.5
MHL	45	56	50.5
OOT	86	78	82
QZR	80	70	75
RAW	80	79	79.5
RM	74	61	67.5
SAK	82	77	79.5
TCP	62	56	59
TCP	61	65	63
YM	65	67	66
ZAAM	68	64	66
ZOW	81	79	80

Based on the table above, it can be seen that the highest score in the post-test was 93 by 1 student and the lowest score was 48 by 1 student.

Result of Pre-test and Post-test

The following table displays the average pre-test and post-test scores of each student. These scores were obtained by averaging the results from both the teacher's and the researcher's evaluations.

Table 7. Students' Pre-test and Post-test score

Student	Pre-test	Post-test
AVP	50.5	67
AMK	43.5	62.5
AHTT	41.5	55.5
AVM	87	93
CAIGM	44.5	76.5
FMS	59	75.5
FAPA	65.5	88
HYFS	35	48
IVCK	39	66
IAS	67.5	84.5
IMG	68.5	86
JMAM	40.5	56
KKVP	41	62

LMWL	41	56.5
MHL	34	50.5
OOT	60	82
QZR	55	75
RAW	74.5	79.5
RM	50	67.5
SAK	53.5	79.5
TCP	40	59
TCP	49.5	63
YM	46.5	66
ZAAM	58.5	66
ZOW	62.5	80

Showed the individual scores of students in the pre-test and post-test. From the data, it could be observed that several students experienced an increase in their scores after the peer editing treatment, while others showed smaller changes. The highest score in the pre-test was 87, while the lowest was 34. In the post-test, the highest score increased to 93, and the lowest also rose to 48.

Descriptive Statistics and Normality Test

Based on the descriptive statistics, the mean score of the pre-test was 52.32 with a standard deviation of 13.36, while the mean score of the post-test increased to 69.80 with a standard deviation of 12.33. This result indicates a significant improvement in students' performance after the treatment.

Table 8. Descriptive statistic

	Statistic	Statistic	Std. Error	Statistic
Pretest	25	52.32	2.67	13.35
Posttest	25	69.80	2.46	12.32
Valid N (listwise)	25			

Based on the Shapiro-Wilk normality test, the significance value for the pre-test was 0.150 and for the post-test was 0.618. Since both values are > 0.05 , it can be concluded that the data are normally distributed. Therefore, the assumption of normality is met, and further analysis using parametric tests (t-test) is appropriate.

Table 9. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.121	25	.200*	.940	25	.150
Posttest	.134	25	.200*	.969	25	.618

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction.

Hypothesis Testing

The paired sample t-test was employed to determine whether there was a significant difference between students' pre-test and post-test performance following the implementation of the peer-editing treatment. This statistical procedure was selected because it effectively compares two related sets of scores taken from the same group of participants at different times. The analysis focused on measuring the extent of improvement in students' ability to write descriptive paragraphs after receiving the intervention. The results of the test are presented in Table 10, which summarizes the mean differences, confidence intervals, and significance values derived from the comparison.

Table 10. Paired sample t-test
Paired Samples T-Test

		Paired Differences					Significance		
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference		T	df	One-Sided p
					Lower	Upper			
Pair 1	Posttest - Pretest	17.48	6.10	1.22	19.99	14.96	14.3	24	<.001

The statistical analysis conducted using the paired sample t-test revealed that the significance value (p-value) was less than 0.001, which was below the alpha level of 0.05. This result indicated that there was a statistically significant difference between the students' pre-test and post-test scores. Since the p-value was lower than the established significance threshold ($p < 0.05$), the null hypothesis (H_0), which stated that "H0: Peer editing did not improve students' skill in writing descriptive paragraph," was rejected. Conversely, the alternative hypothesis (H_a), which claimed that "Peer editing improved students' skill in writing descriptive paragraphs," was accepted.

DISCUSSION

The results of the research after the analysis of the aspects showed that the students had improved in every component of writing after the treatment. Applying the treatment related to aspects indicated that the students' post-test results were consistently higher than their pre-test results in content, organization, vocabulary, grammar, and mechanics. In the following chart, the differences between the pre-test and post-test mean scores were presented as a clear description of how the students' mean scores had increased after the implementation of the peer editing treatment.

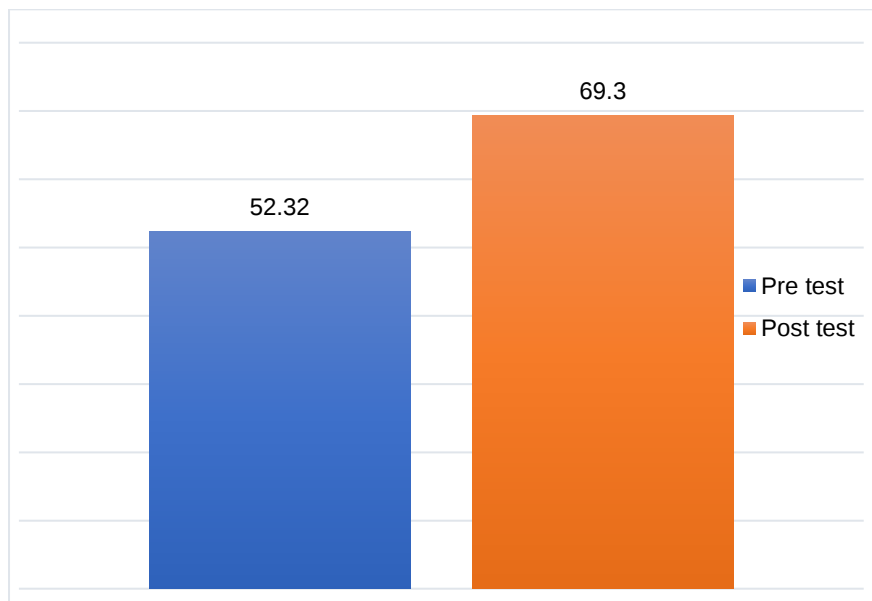


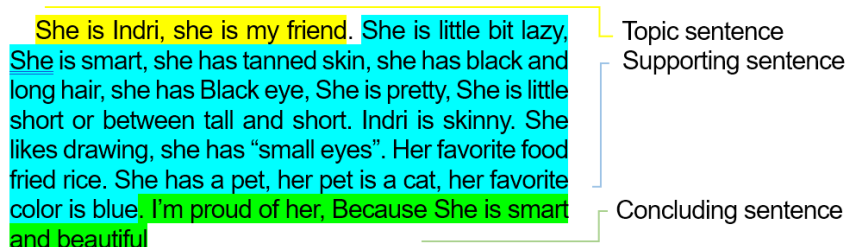
Figure 1. Chart of Students' Pre-test and Post-test main score

Based on the results of data analysis, this study showed that there was an increase in the ability of 7th-grade students of SMP Negeri 3 Tondano in writing descriptive paragraphs after undergoing peer editing treatment. This was observed from the increase in students' average scores on the pre-test and post-test. The average pre-test score was 52.32, while the average post-test score increased to 69.80, indicating that peer editing was able to provide a significant impact on students' ability to write descriptive paragraph. The results of the paired sample t-test analysis also revealed a significant difference between the pre-test and post-test scores, with a significance value (p-value) < 0.001 , which was lower than the alpha level ($\alpha = 0.05$); therefore, H_0 was rejected and H_a was accepted. Through the peer editing process, students were encouraged to provide and receive feedback on each of their writing results, which helped them identify errors and make necessary revisions. Results of the study indicated an overt

enhancement in students' writing skills after using peer editing evidenced by the rise in average of pre-test and post-test scores.

Aspect of Student Writing

One of the improvements was shown by student AVM, this paragraph indicated the improvement in several aspects of students' writing after the treatment. The improvement was analyzed in detail through five main aspects, namely content, organization, vocabulary, grammar, and mechanics. Each aspect was presented and discussed in the following section based on the students' post-test results.



Picture 2. Students' highest post-test paragraph

Content

In the aspect of content, the student had explained descriptive information about a person well and relevantly. The student described physical characteristics, personality, favorite food, and even a pet. This showed the student's understanding of the object being described. The results of the content aspect in this study showed a significant increase in scores from the pre-test to the post-test, where the students were able to add clearer and more relevant details in the descriptive paragraphs they produced. The same finding was reported by another study with the same topic conducted by Humarani et al. (2023), who found that the peer editing or peer review technique encouraged students to be more critical in paying attention to the relevance of the content to the described topic. That study also found an increase in the content aspect score by one of the students AA who obtained the highest post-test score, from 20 in the pre-test to 23 in the post-test. This meant that the study reported that through the peer editing process, students could develop the main ideas with richer supporting details. This finding was also reinforced by the study conducted by Mahdiyah et al. (2020), which revealed a significant score increase after the peer editing treatment in improving students' descriptive writing ability. Thus, the results of this study were consistent with previous studies, which showed that peer editing could contribute positively to the development of students' writing content. Therefore, the improvement in the aspect of organization from the results of this study was in line with the findings of previous studies.

Organization

In the aspect of organization, the paragraph had met the structure of a descriptive paragraph, namely the topic sentence, supporting sentences, and concluding sentence. In the topic sentence, the student had introduced the person being described. In the supporting sentences, the student had described the object well, and in the concluding sentence, the student had closed the paragraph by expressing their opinion about the object. Although not yet perfect, the student had adequately fulfilled the structure of a descriptive paragraph. In the aspect of organization, this study found that the students showed improvement in composing descriptive paragraphs more systematically, starting from how they wrote the introduction of the subject, described the characteristics, and ended the paragraph. This finding was similar to the result of the study by Putri et al. (2023), in which the researchers found an increase in the average score from the pre-test to the post-test in the aspect of organization from 13.65 to 17.30 with a total increase of 3.65. This increase indicated that peer editing helped students organize their ideas in a more structured flow, making descriptive paragraphs easier for the readers to understand. Another study by Humarani et al. (2023) at SMPN 10 Kota Serang also showed an increase in scores in the aspect of organization after the implementation of peer correction, where students became more directed in writing topic sentences, supporting sentences, and conclusions in sequence. Thus, this study was consistent with previous studies that collaborative techniques such as peer editing or peer correction were able to improve students' skills in organizing their descriptive writing, even though there were still a small number of students who tended to write ideas randomly without considering paragraph

cohesion. Therefore, the findings of this study in this aspect were in line with the results of previous studies.

Vocabulary

In the aspect of vocabulary, the students had demonstrated very good performance by using a variety of vocabulary in describing the physical characteristics, personality, and hobbies of the person they described. The varied use of words showed the students' mastery of vocabulary and their understanding of the object being described. The result of this study in the aspect of vocabulary showed a significant improvement, in which the students were able to use more varied vocabulary and appropriate words according to the context when writing descriptive paragraphs. This improvement was in line with the study of Putri et al. (2018), which reported an increase in the students' average score in the aspect of vocabulary from 12.50 in the pre-test to 15.19 in the post-test with a total point increase of 2.69. This proved that the implementation of peer editing was able to expand the students' vocabulary mastery and helped them use more accurate word choices to describe objects. The finding of this study was also supported by Hapsari et al. (2017), who found an increase in scores in the aspect of vocabulary, which meant that through the peer editing strategy, students were encouraged to enrich their vocabulary because they were exposed to the variations of words used by their peers. Therefore, the result of this study occupied the same position as the previous studies, that the implementation of peer editing or peer correction consistently contributed positively to enriching the students' vocabulary, so that the descriptive writings they produced became more varied and clearer.

Grammar

In the aspect of grammar, the students had performed well but still showed a few errors. For example, in the sentence "her favorite food rice" they should have added the verb to be so that it became "her favorite food is fried rice". In this study, the aspect of grammar showed an improvement after the peer editing technique was applied. Although the students still made some simple mistakes as previously explained, such as the use of to be, in general their writing results indicated improvement. In terms of sentence structure, students have used basic sentence structure quite well, namely the pattern subject + to be + adjective/noun. For example, in the sentences "She is Indri", "she is my friend" and "she is little bit lazy". One aspect of the descriptive paragraph peer editing worksheet was the use of compound sentences. However, analysis showed that this student, along with most other students, did not use compound sentences. All the sentences used were simple sentences, consisting of only one independent clause and no conjunctions. Although the students' writing results could not yet be considered perfect, there were improvements in various aspects in the post-test compared to the pre-test results. This study was in line with the study conducted by Putri (2018), which also found that the implementation of the peer editing technique had a positive impact on the improvement of students' grammar ability. Before the treatment of peer editing, the students still often made mistakes in constructing sentences, such as errors in the use of verbs, plural forms, and simple sentence structures. However, after the students were given the peer editing treatment, a significant change was clearly seen where they became more careful and were able to correct their grammatical mistakes through feedback from peers, which could be seen from the increase in their scores from the pre-test, namely 10.76, to the post-test, namely 15.38, with a difference of 4.62. This indicated the second highest improvement after the aspect of mechanics. This showed that peer editing has a great contribution in building students' awareness of the importance of grammatical accuracy. Therefore, this study and the study of Putri et al. (2018) occupied the same position, namely that peer-review-based strategies were effective in helping students reduce grammatical errors and improve grammatical accuracy in writing descriptive paragraphs.

Mechanics

In the aspect of mechanics, students still made several errors in capitalization and punctuation. For example, the word "She" was capitalized even though it was in the middle of a sentence. Another error was found in the use of the word "Because" in the sentence "I'm proud of her, because she is smart and beautiful." where capitalization should not have been used, and a comma before "Because" was unnecessary. Therefore, even though the student's post-test result was not perfect, a comparison between the pre-test and post-test showed significant improvement, as was the case with the other students. In this study, the aspect of mechanics, although the students still showed some minor errors as previously explained, overall, they managed to demonstrate improvement after the implementation of the peer editing technique. The students became more careful in the use of capital letters, punctuation,

and spelling so that the minor mistakes that had previously appeared frequently were reduced. This finding was consistent with the study conducted by Putri et al. (2018), in which all students eventually obtained the maximum score in the aspect of mechanics, namely 4. This emphasized that through peer correction, students could more easily recognize and correct mechanical errors that were often considered trivial but strongly affected the quality of writing. In addition, the results of this study were also in line with the study of Humarani et al. (2023), which reported that the aspect of mechanics turned out to be the aspect with the highest average improvement compared to other aspects of writing. Thus, this study, the study of Putri et al. (2018), and the study of Humarani et al. (2023) all showed that collaborative-based techniques were able to give a strong positive influence on the improvement of the mechanical aspect in writing descriptive paragraphs.

Supporting Evidence from Prior Studies and Limitations of the Present Study

The findings of this study were consistent with a previous study on the same topic conducted by Humarani et al. (2023) at SMPN 10 Kota Serang entitled Improving Students' Skills in Writing a Descriptive Paragraph Using Peer-Correction. That study also used a pre-experimental method with a one-group pretest-posttest design and involved 30 seventh-grade students. The results showed an increase in the mean score before and after the treatment, from 52.33 in the pre-test to 71.10 in the post-test, with a significant difference based on the t-test ($p < 0.05$). Meanwhile, this study, which was carried out in the seventh grade of SMP Negeri 3 Tondano, also found an increase in the mean score from 52.32 in the pre-test to 69.80 in the post-test. Thus, this study and that study showed similar results, namely a significant improvement in descriptive paragraph writing skills after using techniques such as peer editing or peer correction. In addition, these findings were consistent with other studies, namely Oktaviani & Pratiwi (2024), Wulandari (2020), and Tias (2018), all of which demonstrated that peer review or peer editing-based strategies could contribute positively to the improvement of students' writing skills, particularly in descriptive texts or paragraphs. Therefore, based on all of these explanations, it could be concluded that this study was a further elaboration of the previous research.

In this study, the researcher found several limitations. First, students' motivation and attention during the research process or treatment were not always consistent, considering that the sample consisted of seventh-grade students who had just been introduced to English, while almost all meetings were focused on activities and materials to develop writing skills, which were generally less preferred by them. Second, the study was conducted within a relatively short period of six meetings, so the improvement found might not fully reflect their long-term writing development. Third, this study focused only on descriptive paragraph writing, particularly on describing people, so the results cannot be directly generalized to other types of texts such as narrative, recount, or report.

CONCLUSION

Based on the findings and discussion, it can be concluded that peer editing improved seventh grade students' writing of descriptive paragraphs at SMP Negeri 3 Tondano. There was a substantial gain in the students' average descriptive paragraph pre-test score of 52.32, while the mean of the post-test was 69.80. There was also a significant difference shown from using the t-test with $p < 0.001$. Moreover, peer editing enabled the students to write with improvement in regard to content, organization, vocabulary, grammar and mechanics. Students showed improvement after the process of peer editing as they were more active in submitting and receiving peer responses and became more critical of the revisions they made to their description paragraphs. There were still some limitations as students still misused compound sentences, yet their descriptive paragraphs still showed good development in that they composed correct simple sentences in their descriptive paragraphs. The study aligned with previous studies which showed peer editing as an effective technique to improve writing skills. Therefore, the study provided practical contributions for English teachers in junior high schools in which peer editing could be used as a collaborative strategy for students to improve their writing descriptive paragraphs, while developing their confidence and responsibility for their writing.

Based on the limitations of the research that had been explained previously, namely the issue of students' lack of motivation in learning long writing tasks and the limitation of using texts that focused only on descriptive paragraphs, teachers as well as future researchers needed to add more interesting variations of learning activities in teaching descriptive paragraphs. In addition to the use of peer editing to make students more motivated during the learning process, it should be remembered that writing was not an easy task, especially for seventh grade students who had just recently learned English. Moreover,

future research could have applied peer editing to a wider and more varied use of texts such as Narrative, Recount, or Report texts, so that the improvement of students' writing skills would not only occur in descriptive paragraphs but also in other types of writing. In addition, future researchers could also have removed the aspect of questions related to the use of compound sentences in the peer editing worksheet, considering that based on the findings, such sentence types were not used by all students since they tended to use simple sentences.

ACKNOWLEDGMENTS

The researchers would like to express their gratitude for all parties who supported and helped the researchers.

COMPETING INTERESTS

The authors declare that they have no competing interests.

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