



**WRITING PROBLEMS, SELF-EFFICACY AND PEER EDITING  
STRATEGY; THE EFFECT ON WRITING ACHIEVEMENT**  
(The case of Essay writing students of STKIP SOE English Education Program in  
Writing Descriptive Text)

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**DECLARATION OF ORIGINALITY**

Hereby declare that this journal entitle “Writing Problems, Self-Efficacy and Peer Editing Strategy; The Effect on Writing Achievement” is original and definitely the researcher own work. The researcher is completely responsible for all the contents.

Other writers’ opinions or findings included in this journal are quoted and cited in accordance with ethical standard.



SoE, 17<sup>th</sup> August 2021

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The writer realized that this report is not perfect enough and there are critics, suggestions are needed in order to make this report be better.

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# WRITING PROBLEMS, SELF-EFFICACY AND PEER-EDITING STRATEGY; THE EFFECT ON WRITING ACHIEVEMENT

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## ABSTRACT

This study has aimed to see relation among EFL learners' writing problem, self-efficacy and peer editing strategy; the effect on their writing achievement. The study used Mixed-method with sequential exploratory design and one group pretest and posttest design to compare initial ability before and after getting treatment. The experiment was conducted for 1 month and the population consists of English Education Programs and the sample was 2<sup>nd</sup> semester that took Basic writing class which consists of 14 students were chosen through purposive sampling. For collecting data qualitatively, writing draft and questionnaire while peer-editing draft, pre-post test draft for quantitative data. The result showed, EFL learners had many problems in writing that covers language aspects and technical aspects, their self-efficacy in writing also stayed in low level hence almost all of them chose disagree for all option in each dimensions. Before treatment, students' average mean score of pretest is 31.33 after getting Peer editing their score is post-test 72.67. Therefore, the implementation of Peer editing can improve Basic writing students' writing ability increase significantly in identifying and correcting friends' work then it can solve their writing weaknesses and improve their self-efficacy becomes good in editing others' work. Thus, H<sub>0</sub> is accepted and H<sub>1</sub> is rejected.

**Keywords:** *Self-efficacy, Peer-editing strategy, Writing.*

## Introduction

Basically, EFL students should be able master all skills in learning English. Writing, as one of the skills takes the most important and complex skill in learning English because it covers language aspects and technical aspects (Dantes, et al. 2013). It implies that, EFL students who are teacher candidates should have ability in implementing this skill. Writing demands EFL students to be well-qualified and comprehend all aspects in writing English including language aspects in order to develop their language mastery. Moreover, organization, content, grammar, mechanism and vocabulary are the common problems that faced by EFL learners in writing and should be understood well by EFL students when creating a good writing (Karatay, 2014). As a complete skill; writing should be learnt well by EFL students because their competence in writing has to be supported by sufficient comprehension in those aspects. Thus, if they have the problems in writing, it will be difficult for them to produce a good draft.

Next problem, when EFL students' have no good English competence, it will effect to their ability in seeing, identifying and correcting others' work becomes difficult because there is no sufficient knowledge. It means that, if EFL students do not able to understand about English concepts, it will effect to their confidence when correcting others' work becomes difficult hence they have similar problems. Since writing is a complex skill and conduct many important problems, there are some appropriate strategies that can be applied when teaching writing in order to solve those problems and one of the strategies is peer editing as the main strategy offered in this research. As stated by Hoeij & Hurley (2017), peer editing strategy is a strategy in writing that focusing on EFL students as the central of teaching and learning process