

THE EFFECTIVENESS OF PEER EDITING TO TEACH WRITING SKILL FROM THE PERSPECTIVE OF STUDENTS' CREATIVITY

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Abstract

This research aims at revealing whether: (1) Peer Editing is more effective than Collaborative Writing to teach writing; (2) the students having high creativity have better writing ability than those having low creativity; and (3) there is an interaction between teaching techniques and students' creativity in teaching writing. This research was conducted in the second semester of the eleventh grade students of SMA Negeri 3 Wonogiri in the academic year 2015/2016. The sampling used was cluster random sampling. The samples were two classes which consisted of 23 students of class XI IPS 2 as the experimental class and 23 students of class XI IPS 5 as the control class. The instruments used in this research covered creativity test and writing test. Before being applied, both the creativity and the writing test were tried out to test validity and reliability of the items. The data obtained from the treatment were analyzed using ANOVA 2x2 and Tukey test. The result of the research reveals that: (1) Peer Editing is more effective than Collaborative Writing to teach writing; (2) the students having high creativity have better writing ability than those having low creativity; and (3) there is an interaction between teaching techniques and students' creativity in teaching writing.

Keywords: *writing, peer editing, collaborative writing, creativity*

INTRODUCTION

Byrne (1997: 1) defines writing as the act of forming letters or combination of letters: making marks on flat surface of some kind but it is more than the production of graphic symbols, just as speech is more than the production of the sound. In writing, a writer does not just write one sentences or a number of unrelated sentences. The writer has to be able to produce a sequence of sentences arranged in a particular order and linked together in certain ways, so that they will form a coherent whole. According to Harris (1993: 10), writing is a process that occurs over a period of time, particularly if the writer takes account the sometimes extended periods of thinking that precede initial draft. Meanwhile, Bell and Burnaby in Nunan (1998: 36) says that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. Those statements actually imply that writing is a process that occurs over a period of time to produce a sequence of sentences arranged in a particular order and linked together in certain ways that is cohesive and coherent to discover and organize ideas that requires communicative or interactive process between writer and reader, so it requires the control of content, sentence structure (grammar), vocabulary, organization, and mechanics (punctuation, spelling, and letter formation).

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To make students be able to write the target language in the classroom is not easy. The difficulties of students to write may be as a result of some reasons such as students' reluctance, lack of motivation, creativity, and uninteresting teaching technique. In addition, the use of English for writing is not simple, because the writer should also master several elements which are important such as: grammar, vocabulary, spelling, content, and organization. Teachers are supposed to be creative in developing their teaching learning process to create good atmosphere of teaching writing.

One of the techniques that can be used in teaching writing is cooperative learning. Joyce (2009: 1) states that in cooperative learning students are grouped together to accomplish significant cooperative task. Cooperative learning is a learning activity which demands the students' active participation in a form of group work to gain the objective of learning. According to Barkley, et al. (2005: 5) the function of cooperative learning is to make students work together on a common task, share information, and support one another. Slavin (2009: 5) states that using of Cooperative Learning is for increasing students achievement, developing the relationship between group of students, accepting to students who have low competence in learning and increasing the confidence of the students. It means that Cooperative Learning is one of the effective method in teaching learning process. Students can improve their knowledge through Cooperative Learning.

Peer editing, also called as peer review or peer feedback is one of Cooperative Learning strategies. Peer editing, also called as peer review or peer feedback is one of Cooperative Learning strategies. In this Cooperative Learning, student pairs review and provide editorial feedback on each other's essays, reports, arguments, or other writing assignment (Barkley, 2005: 251). According to Lee (2009: 130) peer editing activities tend to generate more comments on the content, organization, and vocabulary. According to Flower (in Farrah, 2012: 182) peer editing refers to the suggestions or comments, questions or inquiries that learners offer each other after reading any piece of writing with the aim of producing 'reading based prose'. In line with Flower, Farrah (2012:182) states that peer editing refers to engaging learners in the process of sharing their ideas and receiving as well as offering constructive comments and suggestions for improving a piece of writing. This means that peer feedback is not only about how a student makes correction on his or her friend's writing, but it is also about how a students' criticism, suggestion, and point a view generate meaningful improvement toward other students' writing. Based on the explanation above, this technique allows the students to help to improve, correct and edit students' writing related to writing contents, organizational patterns, grammatical features structures and appropriate word choice.

Collaborative Writing is another technique that can be used to teach writing. Barkley, et al, (2005: 256) define that in collaborative writing, students pairs or triads write a formal paper together. Each student contributes at each stage of the writing process: brainstorming ideas; gathering and organizing information; and drafting, revising, and editing the writing. It means that in pairs or triads, students will produce better work than when they work alone. Furthermore, Bosley in Benjamin (2004: 71) defines collaborative writing as two or more people working together to produce one written document in a situation in which a group takes responsibility for having produced the document. From the situation, they set a common goal for the group, and specification of the goal is negotiated during the process. In this technique students together with their friends make a paper.

Another factor that also determines the success of teaching writing is the students' creativity. According to Jones and Wyse (2004: 20) the composition of writing usually requires considerable amounts of creativity. It indicates that creativity is an important aspect needed to produce writing form. It influences and contributes to the students' achievement. In addition, the creativity that has influential factor to yield a good writing is verbal creativity. It is an ability to think creatively and measure one's fluency, flexibility, and originality of a verbal form, which deals with words and sentences. Moreover, verbal creativity is an ability to form and create new ideas and then combine them into something new referring to the existing information.

The objectives of the research are: (1) To reveal whether peer editing is more effective than collaborative writing to teach writing to the eleventh grade students of SMA Negeri 3 Wonogiri in the academic year 2015/2016; (2) To reveal whether the students having high learning creativity have better writing skill than those having low learning creativity to the eleventh grade students of SMA Negeri 3 Wonogiri in the academic year 2015/2016; (3) To reveal whether there is any interaction between teaching techniques and learning creativity in teaching writing for the eleventh grade students of SMA Negeri 3 Wonogiri in the academic year 2015/2016.

RESEARCH METHOD

The research method used in this research is experimental research. To conduct an experimental research, the researcher used quasi-experimental design because the population was taken from two classes that already exist at that senior high school. The design of this research was a simple factorial design 2x2 with Post-Test Only Design. In the Post-Test Only Design, the subject of the research was chosen to determine the experimental group and control group. The experimental group was taught writing by peer editing technique, while the control group by using collaborative writing technique. At the end of the treatments, both experimental and control groups were given post-tests. In this post-test only design, the two groups of the subjects were first assigned to the different treatments or control conditions. Then the experimental group and control group were given a post test in the form of writing test. The result was analyzed by comparing the post-test scores of both groups by using ANOVA or F-test and then by using Tukey test.

The population of this research is the eleventh grade students of SMA Negeri 3 Wonogiri in the academic year of 2015/ 2016. The number of the students of the eleventh grade is 324 students. There are eleven classes, consisting of 1 superior science class, 4 regular science classes, and 6 regular social science classes. This research has two classes, one class as the experimental group and one as the control group. Each class consists of 23 students, so there are 46 students as sample. In this research, the researcher used cluster random sampling. The researcher used two instruments of collecting data in this study. There are writing test and creativity test. The techniques used in analyzing the data are descriptive analysis and inferential analysis. To know the normality and the homogeneity of the data, the researcher used normality and homogeneity test.

FINDING AND DISCUSSION

From the result of the writing test, the data description of experimental class taught using Peer Editing Technique (A_1) shows that the mean of the data is 75,48. Then, the mode of the data is 73,79. The median

of the data is 74,92 and the standard deviation of the data is 8,04. The data description of control class taught using Collaborative Writing Technique (A_2) shows that the mean of the data is 71,13. Then, the mode of the data is 75,22. The median of the data is 71,58, and the standard deviation of the data is 5,96. The data description of students having high creativity (B_1) shows that the mean of the data is 74,5. Then, the mode of the data is 76,38. The median of the data is 75,22, and the standard deviation of the data is 8,34. The data description of students having low creativity (B_2) shows that the mean of the data is 72,23. Then, the mode of the data is 75,13. The median of the data is 73,07, and the standard deviation of the data is 5,67. The data description of students having high creativity taught using Peer Editing Technique (A_1B_1) shows that the mean of the data is 81,5. Then, the mode of the data is 77,5. The median of the data is 79,5, and the standard deviation of the data is 5,39. The data description of students having high creativity taught using Collaborative Writing Technique (A_2B_1) shows that the mean of the data is 68,17. Then, the mode of the data is 64,5. The median of the data is 66,5, and the standard deviation of the data is 4,96. The data description of students having low creativity taught using Peer Editing Technique (A_1B_2) shows that the mean of the data is 68,46. Then, the mode of the data is 70,5. The median of the data is 69, and the standard deviation of the data is 4,82. The data description of students having low creativity taught using Collaborative Writing Technique (A_2B_2) shows that the mean of the data is 74,68. Then, the mode of the data is 76,28. The median of the data is 75,5, and the standard deviation of the data is 3,74.

Normality test is used to examine whether the sample is in normal distribution or not. The data for each cell must be distributed normality if L_o (L obtained) is lower than L_t (L table) at the level of significance $\alpha = 0,05$, in which L stands for Lilliefors. The result of normality test can be seen in the table below:

Table 1 The Result of Normality Test

No	Data	Number of Data	L_o	$L_t (\alpha=0,05)$	Result
1	A_1	23	0,1124	0,187	Normal ($L_o < L_t$)
2	A_2	23	0,1070	0,187	Normal ($L_o < L_t$)
3	B_1	24	0,1129	0,181	Normal ($L_o < L_t$)
4	B_2	22	0,0838	0,181	Normal ($L_o < L_t$)
5	A_1B_1	12	0,2157	0,242	Normal ($L_o < L_t$)
6	A_2B_1	12	0,1820	0,242	Normal ($L_o < L_t$)
7	A_1B_2	11	0,1596	0,249	Normal ($L_o < L_t$)
8	A_2B_2	11	0,1163	0,249	Normal ($L_o < L_t$)

The result of normality test using Lilliefors formula shows that all of the values of L_o are lower than L_t , so it can be concluded that all data are in normal distribution.

The Homogeneity test is used to examine whether the data are homogenous or not, in other word it is used to check whether the researcher population has the same variance or not. The data are homogenous if the result of χ_o^2 is lower than χ_t^2 at the significance level of $\alpha = 0,05$. The result of homogeneity test can be seen below:

Table 2 The Result of Homogeneity Test

Sample	df	1/(df)	s_i^2	$\text{Log } s_i^2$	$(\text{df})\text{Log } s_i^2$
1	11	0,09	28,99	1,462285	16,08513
2	10	0,1	22,42	1,3506	13,506004
3	11	0,09	26,02	1,415353	15,568881
4	10	0,1	18,27	1,261803	12,618034
					57,778048

$$\chi_o^2 = (\ln 10) \left\{ B - \sum (n_i - 1) \log s_i^2 \right\} = (2,3026)(58,04 - 57,778048) = 0,6089$$

The result shows that χ_o^2 (**0,6089**) is lower than χ_t^2 (**7,81**), it can be concluded that the data are homogenous.

ANOVA is used to examine the significant effect of two independent variables on dependent variable. If the result of ANOVA test states that F_o is higher than F_t or $F_o > F_t$, the null hypothesis (H_o) is rejected. It means that there is a significant effect of two independent variables on dependent variable. The summary of ANOVA factorial design 2 x 2 as can be seen in table 3.

Table 3 The Summary of ANOVA Test

Source of Variation	SS	df	MS	F_o	$F_{t(0,05)}$
Between column (A_1 and A_2)	180.0217	1	180.0217	7.47	4.08
Between rows (B_1 and B_2)	108.5876	1	108.5876	4.51	4.08
Columns by rows (<i>Interaction A and B</i>)	988.554	1	988.554	41.02	4.08
Between groups	1277.163	3	425.7211		
Within groups (<i>error variance S/A</i>)	1012.076	42	24.09704		
Total Variance (total SS)	2289.239	45	50.87		

Based on the summary of multifactor analysis of variance on the table 4.11, it can be concluded that:

- The result of F_o (*between columns*) is 7,47 and the F_t at the level of significance α 0,05 is 4,08 in which F_o (7,47) is higher than F_t (4,08). It means that the null hypothesis (H_o) is rejected. Then, it can be concluded that there is significant difference between Peer Editing Technique and Collaborative Writing Technique in teaching writing toward students' writing ability. Because the mean score of students taught by using Peer Editing Technique (75,17) is higher than mean score of students taught by using Collaborative Writing Technique (71,22), it can be concluded that Peer Editing Technique is more effective than Collaborative Writing Technique to teach writing.
- The result of the F_o (*between rows*) is 4,51 and the F_t at the level significance α 0,05 is 4,08 in which F_o (4,51) is higher than F_t (4,08). It means that the null hypothesis (H_o) is rejected. Then, it can be concluded that there is significant difference between the students having high creativity and those having low creativity. Because the mean score of students having high creativity (74,67) is higher than mean score of students having low creativity (71,59), it can be concluded that the students having high level of creativity have better writing ability than those who have low creativity.
- The result of the the F_o (*interaction*) is 41,02 and the F_t at the level of significance α 0,05 is 4,08 in which F_o (41,02) is higher than F_t (4,08). It means that the null hypothesis (H_o) is rejected. It can be concluded than there is interaction between teaching techniques and students' creativity toward students' writing ability. The interaction happened because Peer Editing Technique is more appropriate technique for students having high creativity, and Collaborative Writing Technique is more appropriate for students having low creativity.

The second test in testing the hypothesis is the Tukey test. It is used to prove the interaction between groups by comparing mean of every treatment with other means. It is used to identify which means are significance different from the other. It is explained on the table 4 below.

Table 4 The Summary of the Mean

Creativity	Peer Editing (A1)	Collaborative Writing (A2)	Average
High (B1)	81.08	68.25	74.67
Low (B2)	68.73	74.45	71.59
Average	75.17	71.22	

The result of Tukey test can be seen in table 5 below.

Table 5 The Summary of Tuckey Test

Between Group	q_o	q_t	Status
A1 – A2	3.87	2.92	Significant
B1 – B2	3.01	2.92	Significant
A1B1 – A2B1	9.06	3.08	Significant
A1B2 – A2B2	3.87	3.11	Significant

From the result of the summary of Tuckey Test, it can be concluded further in the following conclusion:

- a. The result of the q_o is 3,87 and the q_t at the level significance α 0,05 is 2,92 in which q_o (3,87) is higher than q_t (2,92). It can be concluded that the students' writing ability taught by using Peer Editing Technique are significantly different from the students taught by using Collaborative Writing Technique. Because the mean score of students taught by using Peer Editing Technique (75,17) is higher than mean score of students taught by using Collaborative Writing Technique (71,22), it can be concluded that the students who are taught by using Peer Editing Technique have better writing ability than students who are taught by using Collaborative Writing Technique.
- b. The result of the q_o is 3,01 and the q_t at the level significance α 0,05 is 2,92 in which q_o (3,01) is higher than q_t (2,92). It can be concluded that there is significance difference in writing ability between the students who have high level of creativity and students who have high level of creativity. In addition, the mean score of students having high creativity (74,67) is higher than mean score of students having low creativity (71,59). The students who have high level of creativity have better writing ability than the students who have low level of creativity.
- c. The result of the q_o is 9,06 and the q_t at the level significance α 0,05 is 3,08 in which q_o (9,06) is higher than q_t (3,08). It can be concluded that students having high creativity taught by using Peer Editing Technique is significantly different from the students having high creativity taught by using Collaborative Writing Technique. Because the mean score of the students having high creativity taught by using Peer Editing Technique (81,08) is higher than the mean score of students having high creativity taught by using Collaborative Writing Technique (68,25), it can be concluded that Peer Editing Technique is more effective than Collaborative Writing Technique to teach writing for students who have high level of creativity.
- d. The result of the q_o is 3,87 and the q_t at the level significance α 0,05 is 3,11 in which q_o (3,87) is higher than q_t (3,11). It can be concluded that teaching writing by using Peer Editing Technique to the students having low creativity taught by using Collaborative Writing Technique. Because the mean score of the students having low creativity taught by using Collaborative Writing Technique (74,45) is higher than mean score of students having low creativity taught by using Peer Editing Technique (68,73), it can be concluded that Collaborative Writing Technique is more effective than Peer Editing Technique to teach writing for students who have low level of creativity.

The discussion is based on the hypothesis of the research. The discussions are explained as follows:

1. From the result of ANOVA test, it can be seen the different effect on the students' writing ability between those who were taught by using Peer Editing Technique and those who were taught by using

Collaborative Writing Technique. It shows that there is a significance difference of teaching technique. On the other hand, analyzed further from the result of Tuckey test shows the students' writing ability taught by using Peer Editing Technique is significantly different from the students taught by using Collaborative Writing Technique. The students who were taught by using Peer Editing Technique have better writing ability than students who were taught by using Collaborative Writing Technique.

Feedback is considered an important enabling strategy for ESL writers. It is thus important to understand what students think of feedback and how it can assist writers in writing better essay (Maarof et al, 2011:29). Peer editing refers to a peer commenting on another students' paper on the aspects of content, organisation, vocabulary, grammar, and mechanics of writing (Maarof et al, 2011:31). Peer Editing is an interactive process of reading and commenting on a classmate's writing. In this technique, the students pairs critically review and provide editorial feedback on each other's essays, reports, arguments, research papers, or other writing assignments. Peer Editing helps teach students how to identify the features of good and poor writing in the work of others, thus developing critical evaluation skills that they can apply to their own writing (Barkley et al, 2005: 251). Moreover, Peer Editing can also make students learn from other students and this reduces affective filters such as fear, shyness, and frustration.

Peer Editing Technique allows the students to gain confidence, critical thinking skill from being able to read text by peer writing on similar tasks. By applying Peer Editing Technique, students learn by themselves, learn more, feel more confident, enjoy the class, teach each other, and become independent learners. Moreover by using Peer Editing Technique in teaching learning process, the students can use their own knowledge and share their knowledge with their friends. Besides that, they can interact with each other to solve problems. It can also help weaker students in learning. Related to writing, Peer Editing is teaching techniques where students can work together in small group to help each other before they do independently. The most important Peer Editing Technique helps teach the students how to identify the features of good and poor writing in the work of others, thus developing critical evaluation skills that they can apply to their own writing.

Different from the process of Peer Editing Technique, in Collaborative Writing Technique student pairs write a paper together. In this technique the student pairs just write paper without exchange their paper with their friends' papers. They revise and edit their own work. They can not learn from other groups, they just sharing with their group.

2. Creativity is an innovative process to generate ideas, possibilities, approaches, products that are useful in solving problems and communicating with others. Everyone has a different level of creativity which affects their ways of thinking, their behavior, and their competences in all aspects of life. Based on this research, it is revealed that creativity plays an important role in helping students express their ideas in the written form especially in the form of analytical exposition text. From the data analysis, it shows that the students with high creativity have better writing ability than students with low creativity.

Creativity plays an important role to produce a good and understandable writing. Creativity is the activity to convey something new. Suharnan (2011: 7) states that creativity is a thinking process to create new ideas, approaches, products that are useful for solving problem and environment. He adds that creativity must have a new aspect (idea, thought, activity, action or product and a useful aspect. Writing activity involves students' creativity since creativity can allow them to generate new ideas in solving an existing problem. In producing a piece of writing, the students need some creativity. According to Jones and Wyse (2004: 20) the composition of writing usually requires considerable amounts of creativity. It means that in producing a piece of writing, students need amount of creativity. It indicates that creativity determine students' writing ability.

The students having high level of creativity have better writing ability than those who have low creativity. It is because their creativity helps them to express and develop their idea and analyze their writing. The students with high level of creativity are able to involve both mental and social processes in order to yield newly developed ideas to convey and share. One's creativity can be seen in his/her eagerness to take part in an activity enthusiastically, to come up with new and fresh idea, to behave assertively, and to share with others.

On the other hand, the students with low level of creativity will just write what he sees, reads, and listens without being able to think what is beyond. They are unable to come up with their own fresh idea and opinions when learning. These are some of the reasons why their writing scores are less than those having high creativity. Their low creativity makes them unable to express their ideas better. This can be seen from the results of their writing ability in which the scores of both control and experimental classes are lower than those of having high level of creativity from both classes given treatment.

3. The interaction between teaching techniques and students' creativity had been proved by the result of ANOVA test. The result of data analysis shows that there is an interaction between teaching techniques and students' creativity on writing ability. In addition, the result of Tuckey test point c and d describes that Peer Editing Technique is more appropriate for students having high creativity and Collaborative Writing Technique is appropriate for students having low creativity. In short, the effectiveness of teaching technique depends on students' level of creativity.

Peer Editing Technique is an interactive process of reading and commenting on a classmate's writing. The students' pairs critically review and provide editorial feedback on each other's writing. In this technique students tried to analyze their friends writing to give the useful feedback on his friend writing. In this process the students analyzed the text considering the feature of good text and evaluate based on the content, organization, vocabulary, language use, and mechanics. This process stimulated the students' creativity and critical thinking in analyzing and giving feedback on the other's writing. This process needs amount of creativity. De la Tore (Kaufman and Sternberg, 2006: 80) states that creativity is the capacity and willingness to generate and communicate new ideas, sensitive to the problem, correcting what doesn't work and returning to the use of patterns in order to come up with ideas. Those characteristics make the students easy to do the Peer Editing Technique that emphasize on the process of reading and commenting on the others writing and give them chance to share their knowledge, teach each other and become independent learner. Peer Editing Technique needs the students to find the problems, mistakes, and weakness and solve the problems with the new ideas. For the students having high creativity, Peer Editing Technique is more effective than Collaborative Writing Technique in teaching writing because the students who have high creativity find no problem at all to come up with their fresh, original, and new ideas when they share and discuss with other that they can be more active.

In Collaborative Writing Technique student pairs write a paper together. In this technique the student pairs just write paper without exchange their paper with their friends' papers. They revise and edit their own work. It makes the students do not be aware about the mistakes that they made in their work. For the students having low creativity, Collaborative Writing Technique is better than Peer Editing Technique in teaching writing because the students who have low creativity do not need to give comment and do some correction on their friends' work; they just revise and edit their work. in this case Peer Editing Technique is better for the students who have high creativity than those who have low creativity and Collaborative Writing Technique is better for the students who have low creativity than those who have high creativity. Therefore, it can be concluded that there is an interaction between teaching technique and creativity for teaching writing.

CONCLUSION AND SUGGESTION

The researcher sums up the result of discussion as follows:

1. In general, Peer Editing Technique is more effective than Collaborative Writing Technique. Students taught by using Peer Editing Technique have better writing ability than those taught by using Collaborative Writing Technique for the eleventh grade students of SMA Negeri 3 Wonogiri in the academis year of 2015/2016.
2. In general, the students having high creativity have better writing ability than those having low creativity for the eleventh grade students of SMA Negeri 3 Wonogiri in the academis year of 2015/2016.
3. There is an interaction between teaching techniques and students' creativity in teaching writing for the eleventh grade students of SMA Negeri 3 Wonogiri in the academis year of 2015/2016.

Based on the research finding, there are some important points which are addressed to the teachers, students, and other researcher as considerations in applying Peer Editing Technique.

1. For the teacher

The teacher is expected to apply Peer Editing Technique especially for the students with high creativity. In order to make students understand and make their feedback correct and useful, the teacher should introduce, train and give some guidelines before asking the students to conduct peer editing. Besides, the teacher also should consider that creativity is one of the internal factors from the students themselves that can influence their writing ability.

2. For the students

In order to make students easy to analyze their friend writing, the students should try to know and comprehend the features of good and poor writing. The students also should know the element of writing such as content, organization, vocabulary, language use, and mechanics as factors measured in writing. The students have to be more active in joining the teaching learning process, in this case in joining peer editing activity. The students should write the English text more. It will help them to practice their writing in order to improve their writing ability.

3. For other researcher

It is expected to other researcher to conduct research about writing ability by using Peer Editing Technique for different population and by using different students' condition. It is used to enrich the theories in English teaching and support the effectiveness of Peer Editing Technique especially in teaching writing.

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