

ABSTRACT
TOWARDS AUTONOMOUS LEARNER IN EFL WRITING: IMPROVING
STUDENTS' WRITING SKILL IN WRITING ANALYTICAL EXPOSITION TEXT
THROUGH PEER FEEDBACK

(A Mixed Method Study of Peer Feedback in One of the State of Senior High School in Bandung)

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Abstract: This study intends to investigate the effectiveness of peer feedback technique in improving students' writing skill and to examine the responses of students toward the implementation of peer feedback technique in writing analytical exposition text. It employed a mixed method design. One group pretest-posttest design was employed to gain quantitative data whereas a qualitative research design was employed by using questionnaire and interview. The data from pretest and posttest were analyzed by using a paired sample t-test in SPSS 17.0 for Windows showing that t_{obt} was higher than t_{crit} ($10.03 > 1.70$) at the level of significance 0.05 indicating that the null hypothesis (H_0) is rejected. It means that there was a significance difference between students' pretest and posttest score after treatments so that it can be said that peer feedback technique can improve students' writing ability. Moreover, the results of questionnaires and interview showed that most of the students (96.43%) gave positive responses toward the use of peer feedback technique in writing analytical exposition text and the students seems to enjoy peer feedback technique because it can improve their ability in writing especially in enhancing students' autonomy in writing.

Keywords: *Peer Feedback Technique, Writing, Analytical Exposition Text*

Penelitian ini bertujuan untuk menginvestigasi efektifitas *peer feedback* untuk meningkatkan kemampuan siswa dalam menulis teks *analytical exposition* dan menguji respon siswa terhadap penggunaan *peer feedback* pada pengajaran teks *analytical exposition*. Penelitian ini menggunakan metode campuran. *One group pretest-posttest* digunakan sebagai desain penelitian kuantitatif, sedangkan untuk desain penelitian kualitatif menggunakan kuesioner dan wawancara. Hasil dari nilai *pretest* dan *posttest* siswa dianalisis menggunakan *paired sample t-test* dalam SPSS 17.0. Hasil pengolahan data menunjukkan bahwa t_{hitung} lebih besar dari nilai t_{tabel} ($10.03 > 1.70$) pada level signifikansi 0.05 yang menunjukkan bahwa hipotesis nol (H_0) tertolak. Hal ini menunjukkan bahwa terdapat perbedaan yang signifikan antara nilai *pretest* dan *posttest* siswa setelah mendapatkan perlakuan. Selain itu, hasil kuesioner dan interview menunjukkan bahwa (96.43%) siswa memberikan respon positif terhadap penggunaan *peer feedback* dalam pembelajaran menulis *analytical exposition*. Kemudian, hasil wawancara menunjukkan bahwa siswa menyukai *peer feedback* karena dapat meningkatkan kemampuan menulis mereka terutama dalam meningkatkan kemandirian siswa dalam menulis.

Kata kunci: *Peer Feedback, menulis, teks Analytical Exposition*