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)

A Research Paper

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CHAPTER I

INRODUCTION

This chapter provides a brief description of the whole content of the research including background, statements of problems, aims of the study, hypothesis, scope of the study, significance of the study, research methods, clarification of key terms, and the organization of the paper.

1.1. Background

English is studied as a foreign language in Indonesia. It is defined in 2013 Curriculum as one of compulsory subjects for Junior High School to Senior High School. There are four focused skills which have to be mastered, namely: listening, reading, speaking, and writing. Among those skills, writing draws more attention in English teaching because it is a difficult skill to be learnt (Harmer, 2004). This is happened because of some reasons such as writing includes multiple skills named as identification of thesis statement, writing supporting details, reviewing and editing, involving a comprehensive knowledge of grammar, suitable vocabulary, writing mechanics (e.g., punctuation & capitalization), organizational skills, style, imagination, etc (Javid & Umer, 2014).

In EFL, writing is one of the productive activities for EFL learners especially both in general and academic purposes or in specific types of service function such as providing reports to supervisor or clients (Saville-Troike, 2006). Writing is also used as a common medium for testing knowledge including knowledge of the EFL itself. Therefore, to create a good writing, students need to obtain effective feedback.

Feedback can be obtained not only from the teacher. Among several used techniques for giving effective feedback to students, peer feedback techniques can be proposed as one technique that may help students to improve their writing

ability especially towards their autonomy in writing analytical exposition text. According to Coit (2004) as cited in Lin & Chien (2009), when students are authorized to take on the role of the editor for their peer's papers to carry out the correction process, they seem to be more confident and motivation-stimulated in their writing courses. Kitchakarn (2009) states that by doing peer feedback/peer review, the students are aware of their problems in writing through talking with peers with similar problems. It is in line with Farrah (2012) that peer feedback provides learners with opportunities that help them to improve their learning in a conducive environment and to take part in a meaningful dialogue.

The implementation of peer feedback technique in improving students' writing skill in Indonesia is in line with 2013 curriculum which demands students to be independent learners with the concept of the learning process that supports creativity (Kemendikbud, 2013). Dyers, J. H. et al (2011), as cited in Kemendikbud presentation about 2013 curriculum said that "the establishment of curriculum that put forward personal experience in learning process through observing, questioning, associating, and experimenting are considered as activities that improve students' creativity". Furthermore, familiarizing students to work in group (collaborative learning) reinforces the learning process that supports creativity. Therefore, by implementing this technique, hopefully the students can be an autonomous writer and give feedback to their friends' work.

In terms of peer feedback technique, some researchers have investigated its effects on the students' writing ability. Ting & Qian (2010) and Miao, Badger, & Zhen (2006), both researchers found that through peer feedback students in China can be more critical readers and revisers through reading others' writing critically and it leads to high percentage of meaning-change revision. Furthermore, Lin & Chien (2009) found that peer correction in China can provide more flexible and non-coercive decisions about whether the learners should adopt their peers' suggestions then the learners can gain knowledge of English writing in a

democratic atmosphere where they had more choices on whether the corrections from others would be accepted. Farrah (2012) also found that the results of the study indicated that students in Palestine considered peer feedback as a useful experience that offered an opportunity for social interaction. It is also improved students' writing skills and enhanced students' critical thinking, confidence, autonomy, creativity, and motivation. In Indonesia, research on peer feedback technique in analytical exposition text seems very limited in numbers of published journals. Focus of research in this area are mostly in hortatory exposition text (Kemaladewi, 2013), narrative text (Wiliyanti, 2013; Lenggogeni, 2011; Murti, 2013; Hermawaty, 2011), and essays (Farrah, 2012; Miao, Badger, & Zhen, 2006). The study related to analytical exposition text is rare in Indonesia. Thus, this study is intended to fill the gap in implementing peer feedback to improve students' writing ability in writing analytical exposition text in Indonesian context which is in line with 2013 Curriculum.

Based on the explanation above, this study is aimed to discover the effects of peer feedback in students' analytical exposition text writing ability. Since analytical exposition text is one of the texts that should be mastered by Senior High School students according to 2013 Curriculum. This study attempts to investigate the effectiveness of peer feedback in teaching analytical exposition text. In addition, this study is also intended to analyze students' responses toward the implementation of peer feedback technique in writing analytical exposition text.

1.2. Research Questions

As noted in the background of the study above, this study attempts to answer the following questions:

1. Is peer feedback effective in improving students' ability in writing analytical exposition text?

2. What are the students' responses toward the implementation of peer feedback in improving students' ability in writing analytical exposition text?

1.3. Aims of the Study

Based on the background of the study above, the aims of the study are:

1. To find out the effectiveness of peer feedback technique in improving students' ability in writing analytical exposition text.
2. To find out the responses of students toward the use of peer feedback in improving students' ability in writing analytical exposition text.

1.4. Hypothesis

The hypothesis of this study is a null hypothesis. The null hypothesis (H_0) indicates that there are no difference in mean adjustment levels between before the students received experimental treatments and after they received the treatments.

The hypotheses formulated in this study are:

H_0: there is no significant difference between the students' writing score in pretest and posttest.

H_1: there is significant difference between the students' writing score in pretest and posttest.

Specifically, this study is directed to reject the null hypothesis, namely there is no significant difference in mean adjustment levels before and after the students received experimental treatment.

1.5. Scope of the Study

This study aims to investigate the use of peer feedback in improving students' ability in writing analytical exposition text. Furthermore, to provide additional support towards the findings, the study analyzes students' responses toward the implementation of peer feedback technique in improving students' ability in writing analytical exposition text.

1.6. Significance of the Study

Since this study is aimed to investigate the effectiveness of peer feedback in improving students' ability in writing analytical exposition text, hopefully it gives benefits and informative inputs in teaching and learning English as a foreign language especially in practical and professional benefits.

The result of this study may practically provide information related to the use of peer feedback as a tool in improving students' writing ability in Indonesian context for other teachers in Indonesia. Besides, the result of this study hopefully has the potential to develop students' abilities in giving and receiving comments about their writing. Furthermore, this study hopefully contributes to the areas of English-writing-teaching in Indonesian context to help further researchers who are interested in investigating the effectiveness of peer feedback in improving students' writing ability. In addition, this study hopefully provides reference in how peer feedback is used in teaching writing.

1.7. Research methodology

This study aims to examine the effectiveness of peer feedback technique in improving students' writing ability and also to find out students' responses to the implementation of this technique. To address these purposes of the study, a mixed method between quantitative and qualitative research were used. One-group pretest-posttest design of pre-experimental research was employed in this study. One-group Pretest-posttest design is a research design which is measured before

and after a single group being exposed to a treatment (Fraenkel, Norman, & Helen; 2012). This design is used to analyze the effects of a treatment. By applying one group pretest-posttest design, the researcher endeavors to discover the change occurred between the result of pretest-posttest due to the treatment that given by the researcher (Creswell: 2012, Fraenkel, Norman, & Helen; 2012).

Quantitative research design was used to answer the first research question. The data collected were obtained from two tests (pretest and posttest) and students' writing works. Those data were analyzed to see the effects of peer feedback in improving students' analytical exposition text writing ability while the students' writing works were analyzed to support the statistical calculations from the two tests.

In the context of one-group pretest-posttest design limitations, qualitative research design was also used to help explain and elaborate the findings and increase the validity of the research. The qualitative research was used to answer the second research question. It was used to find out students' responses toward the use of peer feedback and to obtain the factual and in-depth information related to students' responses toward the use of peer feedback in improving students' analytical exposition text writing ability. In this phase of the research, I also acted as the teacher who taught analytical exposition text to all participants. This method is referred as Practitioner Research. Practitioner research is a research conducted by the teacher who is responsible for the students and engaging the research into their own practice (Menter & et.al, 2011). Data collected were obtained from questionnaires and interviews. Those data collection were interpreted to confirm the students' responses toward the implementation of peer feedback technique in improving students' analytical exposition text writing ability.

Thus, this study was collecting both quantitative and qualitative data. The researcher collected quantitative data first, and then followed by qualitative data.

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Both quantitative and qualitative data are equal in weight in order to answer the first and the second research questions.

The participants in this study were a class of eleventh grade students in one senior high school in Bandung.

1.8. Clarification of Key Terms

Several key terms need to be defined clearly and correctly in order to avoid misunderstanding, and misjudgments toward some concept presented in this study. The key terms are clarified as follow:

1. Peer feedback is an input from reader to a writer which extending information to the writer for revision (Keh, 1990). Peer feedback is also defined as a tool for students as sources of information and place for each student to assume roles and responsibilities normally carried on by a teacher, tutor, or editor in giving feedback and commenting each other's works in the process of writing (Liu & Hansen, 2002 as cited in Hansen & Liu, 2005). It is also known as peer revision, peer review, peer response, peer critiquing, peer editing, peer evaluation, etc.
2. Analytical exposition text is the text which advance a point of views or an argument (Coffin, 2001). It has argument or opinion about issue, idea, or object without followed the suggestions. The social purpose of analytical exposition text is to persuade the reader or listener that something is the case (Doddy, Sugeng, & Effendi, 2008).

1.9. Organization of the Paper

This paper is organized into five chapters. Each of them is provided with some subtopics to give an insight into topic under investigation.

Chapter I is introduction. In this chapter, the readers are given an overview to the study by providing background of the study, statement of problems, aims of the study, significance of the study, research methods, clarification of terms used in the study, and organization of the paper.

Chapter II is literature review. This chapter discusses the literature relevant to the study: writing in EFL, peer feedback, and analytical exposition text.

Chapter III is research methodology. This chapter focuses on the methodological aspects of the study. It covers four main aspects: research design, research site and participant, data collection, and data analysis.

Chapter VI is findings and discussion. The result of the study is presented and discussed in this section. Furthermore, the finding is interpreted in this chapter.

Chapter V is conclusion. This chapter presents the conclusion and recommendation of the study. This chapter will be divided into two subtopics: conclusion and recommendation. The conclusion states the answer to the research questions about the effectiveness of peer feedback in improving students' writing skill, especially in writing analytical exposition text. There are also several suggestions for further research related to techniques in improving students' writing skill.

1.10. Concluding Remark

This chapter has presented the underlying principles of the study covering background, statement of problems, aims of the study, scope of the study, significance of the study, research methods, clarification of terms, and organization of the paper. The next chapter will elaborate the literatures relevant to this study.