BIBLIOGRAPHY

Alsamadani, H. A. (2010). The relationship between Saudi EFL students' writing competence, L1 writing proficiency, and self-regulation. *European Journal of Social Sciences*, *16*(1), 53-63.

Alwasilah, A. C., & Alwasilah, S. S. (2007). *Pokoknya menulis: Cara baru menulis dengan metode kolaborasi.* Bandung: Andira.

Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT journal*, *54*(2), 153-160. Retrieved from http://203.72.145.166/ELT/files/54-2-6.pdf

Brown, H. D. (2001). *Teaching by principles: An interactive approach to lanuage pedagogy 2nd ed* . New York: Longman.

Coffin, C. (2004). Arguing about how the world is or how the world should be: the role of argument in IELTS tests. *Journal of English for Academic Purposes*, *3*(3), 229-246. Retrieved from http://oro.open.ac.uk/378/1/eapj_for_respository.pdf

Cox, K., & Hill, D. (2004). *EAP now! English for academic purposes: Students' book.* London: Pearson Longman.

Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research (4th ed.).* Boston: Pearson.

Dickinson, L. (2000). *"Learner autonomy: What, why, and how?", in autonomy in language learning.* Porto Alegre: Ed. Universidade.

Doddy, A., Sugeng, A., & Effendi. (2009). *Developing English competencies for senior high school (SMA/MA) grade xi of social and science programmes.* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional .

Emilia, E. (2010). *Teaching writing: Developing critical learners.* Bandung: Rizqi Press.

Emilia, E. (2012). *Pendekatan genre-based dalam pengajaran bahasa Inggris: Petunjuk untuk guru.* Bandung: Rizqi Press.

Farrah, M. (2012). The impact of peer feedback on improving the writing skills among Hebron University students. *An-Najah University Journal for Research*, *26*(1), 179-210.

Field, A. (2005). *Discovering statistics using SPSS.* London: SAGE.

Fraenkel, J., Norman, E., & Helen, H. H. (2012). *how to design and evaluate research in education.* New York: McGraw-Hill.

Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar.* NSW: Antipodean Educational Enterprise (AEE).

Hake, R. R. (2001). Suggestions for administering and reporting pre/post diagnostic tests. Retrieved from http://www.physics.indiana.edu/~hake/TestingSuggestions051801.pdf

Hansen, J. G., & Liu, J. (2005). Guiding principles for effective peer response. *ELT journal*, *59*(1), 31-38. Retrieved from http://teachingcomp.pbworks.com/f/Hansen+and+Liu.pdf

Harmer, J. (2007). *How to teach writing.* London: Pearson Longman.

Harmer, J. (2007). *The practice of English language teaching (4th ed.).* London: Pearson Longman.

Hermawaty, T. (2011). *The effectiveness of peer reviewing in improving students' narrative writing ability.* Unpublished.

Hyland, K., & Hyland, F. (2006). Feedback on second language students' writing. *Language teaching*, *39*(02), 83-101. Retrieved from http://epi.sc.edu/ar/AS_4_files/Hyland%20and%20Hyland,%202006.pdf

Javid, C., & Umer, M. (2014). Saudi EFL learners' writing problems: A move towards solution. *Proceeding of the Global Summit on Education GSE*, 4-5.

Jordan, R. R. (2009). *English for academic purposes a guidance and resource book for teachers.* United Kingdom: Cambridge University Press.

Kebudayaan, K. P. (2012). Dokumen kurikulum 2013. Jakarta: Kemendikbud. Retrieved from http://kangmartho.com

Keh, C. L. (1990). Feedback in the writing process: A model and methods for implementation. *ELT journal*, *44*(4), 294-304. Retrieved from http://203.72.145.166/ELT/files/44-4-5.pdf

Kellogg, R. T., & Raulerson, B. A. (2007). Improving the writing skills of college students. *Psychonomic bulletin & review*, *14*(2), 237-242.

Kemaladewi, F. (2013). *The effectiveness of collaborative learning in writing hortatory exposition text for senior high school students.* Unpublished.

Kim, Y., & Kim, J. (2005). Teaching Korean university writing class: Balancing the process and the genre. *Asian EFL Journal, 7*(2), pp. 1-15.

Kitchakarn, O. (2009). Incorporating peer responses to writing process. *Executive Journal*, 70-76.

Kranzler, G., & Morsound, J. (1999). *Statistics for the terrified (2nd ed.).* New Jersey: Prentice Hall.

Lenggogeni, P. (2011). *The use of peer feedback technique in improving students' narrative writing.* Unpublished.

Lin, G. H. C., & Chien, P. S. C. (2009). An investigation into effectiveness of peer feedback. *Online Submission*, *3*, 79-87.

Mali-Jali, N. (2007). *A genre-based approach to writing across the curriculum in Isixhosa in the cape peninsula schools* (Doctoral dissertation, Stellenbosch: University of Stellenbosch). Retrieved from http://scholar.sun.ac.za/bitstream/handle/10019.1/1412/malijali_genrebased_2007.pdf?sequence=3

Menter, I., & et.al. (2011). *A guide to practitioner research in education.* London: SAGE Publications Ltd.

Mulyadi. (2010). *The use of contextualization in improving students' reading skill in descriptive text.* Unpublished.

Murti, M. N. (2013). *Collaborative learning through feedback in EFL writing class: An action research.* Unpublished

Musafak. (2012). The use of film to teach analytical exposition writing. *Encounter, 3*(2), 111-135.

Nelson, G. L., & Murphy, J. M. (1993). Peer response groups: Do L2 writers use peer comments in revising their drafts?. *TESOL Quarterly*, *27*(1), 135-141. Retrieved   from

http://tesol.aua.am/tqd_2000/tqd_2000/TQ_D2000/Vol_27_1.pdf#page=1
36

Nunan, D. (2003). Nine steps to learner autonomy. In *Symposium* (pp. 193-204). Retrieved from http://www.andrasprak.su.se/polopoly_fs/1.84007.1333707257!/menu/standard/file/2003_11_Nunan_eng.pdf

Nurhasanah, B. M., & Sinyanyuri, S. (2014). *Buku guru bahasa inggris SMA/SMK/MA/MAK kelas XI.* Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

Oxford Learner's Pocket Dictionary (4ᵗʰ ed). (2011). New York: Oxford University Press.

Saville-Troike, M. (2006). *Introducing second language acquisiton.* Cambridge: Cambridge University Press.

Shokrpour, N., Keshavarz, N., & Jafari, S. M. (2013). The effect of peer review on writing skill of EFL students. *Khazar Journal of Humanities & Social Sciences*, *16*(3). Retrieved from http://jhss-khazar.org/wp-content/uploads/2010/04/0003Shokrpour_Keshavarz_-_Jafari_the_efect_of_peer_feedback-docx.pdf

Sugiyono. (2008). *Metode penelitian pendidikan (pendidikan kuantitatif, kualitatif dan rd).* Bandung: Alfabeta.

Ting, M., & Qian, Y. (2010). A case study of peer feedback in a chinese EFL writing classroom. *Chinese Journal of Applied Linguistics, 33*(4), 87-98. http://www.celea.org.cn/teic/92/10120606.pdf

Tsui, A. B., & Ng, M. (2000). Do secondary L2 writers benefit from peer comments?. *Journal of second language writing*, *9*(2), 147-170. Retrieved from http://147.8.214.206/f/acadstaff/399/Do_Secondary_L2_Writers_Benefit_from_Peer_Comments.pdf

Wiliyanti, C. R. (2013). *The effectiveness of peer feedback technique in improving students' writing skill in writing narrative texts.* Unpublished.

Yang, M., Badger, R., & Yu, Z. (2006). A comparative study of peer and teacher feedback in a Chinese EFL writing class. *Journal of second language writing*, *15*(3), 179-200. Retrieved from https://lms.ctl.cyut.edu.tw/sysdata/63/32963/doc/a247e0d7d397e0f6/attach/1819936.pdf

Zamel, V. (1985). Responding to students writing. *TESOL Quarterly, 9*(1), 79-101.