

THE EFFECT OF PEER REVIEWING ON STUDENTS' ABILITY IN WRITING A DESCRIPTIVE TEXT: AN EXPERIMENTAL STUDY AT SMA NEGERI 1 BONJOL

THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education



SANTI TRI UTAMI

14018080

ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI PADANG

2018

HALAMAN PERSETUJUAN SKRIPSI

Judul : The Effect of Peer Reviewing on Students' Ability in Writing a Descriptive Text: An Experimental Study at SMAN 1 BONJOL

Nama : Santi Tri Utami

Nim/ BP : 14018080/2014

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, Agustus 2017

Disetujui oleh:

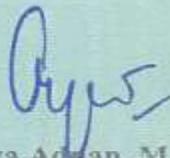
Pembimbing I



Dr. Refnaldi, S.Pd, M.Litt.

NIP. 196803011994031003

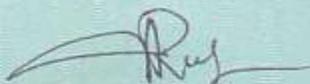
Pembimbing II



Dra. Aryuliva Adian, M.Pd

NIP. 196307011988032001

Ketua Jurusan,



Dr. Refnaldi, S.Pd, M.Litt

NIP. 196803011994031003

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi

Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni

Universitas Negeri Padang

**The Effect of Peer Reviewing on Students' Ability in Writing a Descriptive Text:
An Experimental Study at SMA NEGERI 1 BONJOL**

Nama : Santi Tri Utami

NIM/TM : 14018080 /2014

Program Study : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

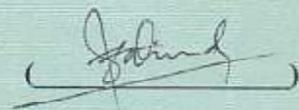
Fakultas : Bahasa dan Seni

Padang, Agustus 2018

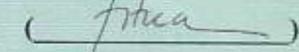
Tim Penguji

Tanda Tangan

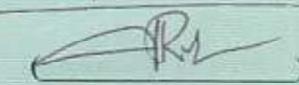
1. Ketua : Sitti Fatimah, S.S, M.Ed, Ph.D



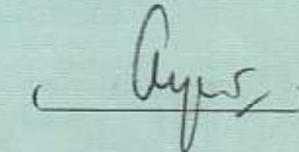
2. Sekretaris : Fitrawati, S.S, M.Pd



3. Anggota : 1. Dr. Refnaldi, S.Pd, M.Litt



2. Dra. Aryuliva Adnan, M.Pd





SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Santi Tri Utami
NIM/TM : 14018080/2014
Prodi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Dengan ini menyatakan bahwa Skripsi/Tugas Akhir saya dengan judul *The Effect of Peer Reviewing on Students' Ability in Writing a Descriptive Text: An Experimental Study at SMAN I BONJOL*

Adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti bahwa saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketertuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Refnaldi, S.Pd., M.Litt.
NIP. 196803011994031003

Saya yang menyatakan,
NETERAI TEMPAL
6857DAFF213149594
6000
ENAM RIBU RUPIAH
Santi Tri Utami
NIM. 14018080

THE EFFECT OF PEER REVIEWING ON STUDENTS' ABILITY IN WRITING A DESCRIPTIVE TEXT: AN EXPERIMENTAL STUDY AT SMA NEGERI 1 BONJOL

Santi Tri Utami
English Department
Faculty of Languages and Arts
State University of Padang
email:santitriutami4@gmail.com

Abstract

This study is aimed at finding out whether there is a significant difference of the writing skills between the tenth grade students of SMA Negeri 1 Bonjol who were taught by using peer reviewing and those who were taught by using teacher feedback. This research was classified as a quasi-experimental study. It involved 64 students from two groups; class X. IPA.3 as the experimental group and class X. IPA.1 as the control group. The sample technique of this research was cluster random sampling. The result of the research shows that there is a significant difference in the writing ability between the students who were taught by using peer reviewing and those who were taught by using teacher feedback. It can be seen in the result of the hypothesis testing through T-Test. The finding of the study showed that peer reviewing technique was effective on students' writing ability of descriptive text. It was proved by the data that $t_{\text{observed}}(5.786)$ is higher than $t_{\text{table}} (1.988)$ in the significance level of 0.05. It is considered that H_0 (null hypothesis) was rejected and H_a (alternative hypothesis) was accepted.

Key words: Peer Reviewing, Teacher Feedback, Descriptive Text

ACKNOLEDGEMENTS

Alhamdulillahi robbil 'alamin, the highest gratitude is expressed to Allah SWT, the Almighty, the Merciful, and the Owner of the universe for the blessing, love, mercy, opportunity, health, and everything given to me in completing this thesis. Shalawat and Salam are also sent to The Prophet Muhammad SAW, peace be upon him, to whom we are expecting for the *Syafaat* in the afterlife.

In this valuable and treasured chance, I would like to express my biggest gratitude and appreciation to all who had helped me in completing his thesis. First of all, I would like to express the greatest gratitude to my first consultant, Dr. Refnaldi, S.Pd, M.Litt, who has been willing to spare his valuable time not only for reading, correcting and improving my thesis but also for encouraging and guiding me to finish this thesis. I also express my biggest gratitude to my second consultant, Dra. Aryuliva Adnan, M.Pd, who has been willing to spend her precious and valuable time to read, criticize, and encourage me to finish this thesis. My gratitude also goes to my academic advisor Dra. Ratmanida, M.Ed, TEFL, and all of my lecturers of the English Education Department Padang State University who have taught, guided, and encouraged me very well.

Furthermore, I really appreciate Mrs. Dediana, S.Pd, the principal of SMA Negeri 1 Bonjol, who had given me the permission to conduct the research. Then, I also appreciate and give my gratitude to Mrs. Susi Yosrita, S.Pd, the English teacher, who had helped, guided, and encouraged me very well. I also thank all my beloved, smart, and active students of SMA Negeri 1 Bonjol, especially for Class X.IPA 3 and X.IPA 1 students for their willingness to participate in this research and for the lesson that I have learned to be a good teacher.

My deepest gratitude goes to my beloved father and mother, for every single support, care, prayer and for every single sacrifice that have been given to me. I hope this thesis and my graduation can make them smile with pride. My deepest thanks are also addressed to my sisters, my brothers, and my family as a whole for every support, prayer, and lesson that have been given to me. Then, I would like to thank all of my friends in the English Education Department for every memory we have shared, every advice given to me, and every smile that always lightens up my day. Moreover, I hope that this thesis would be useful for the readers and they can benefit from this thesis. However, I completely realize that this thesis is far from being perfect; hence any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated and welcomed.

Padang, July 2018

Santi Tri Utami

TABLE OF CONTENTS

Abstract	i
ACKNOLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iv
LIST OF FIGURES	vi
LIST OF APPENDICES.....	viii
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of the Problem.....	5
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Research Question	6
F. Purpose of the Research.....	6
G. Significance of the Research	6
H. Definition of Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	8
A. Writing.....	8
1. The Definition of Writing	8
2. The Process of Writing	10
3. Strategies for Teaching Writing	12
B. Descriptive Texts	14
1. The Concept of Descriptive Texts.....	14
2. Assessing Writing Descriptive Texts	16
3. Feedback	17
4. Peer Reviewing.....	22
C. Teacher Reviewing	28
1. The Definition of Teacher Reviewing.....	28
2. The Technique of Applying Teacher Reviewing.....	29
D. Review of Related Findings	30
E. Conceptual Framework	32
F. Hypothesis	32

CHAPTER II RESEARCH METHODOLOGY	33
A. The Design of the Research	33
B. Population and Sample	34
1. Population	34
2. Sample	34
C. Instrumentation	35
D. Validity and Reliability	36
1. Validity of the Test	36
2. The Reliability of the Test	36
E. Technique of Data Collection	37
1. The Treatment	37
2. The Post-Test	38
F. Technique of Data Analysis	38
1. Normality Testing	38
2. Homogeneity Testing	40
3. Hypothesis Testing	40
4. T-test (Polled Test)	40
G. Procedures of the Research	41
1. Preparation	41
2. Teaching procedures	42
3. Evaluation	44
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	45
A. Research Findings	45
1. Data description	45
2. The Analysis of the Data	50
B. Discussion	52
A. Conclusion	54
B. Implication	54
C. Suggestions	55
REFERENCES	57

LIST OF TABLES

Table 1: Research Design: Post-test Experimental-Control GroupDesign.....	33
Table 2: Distribution of the X IPA Students at SMAN 1 Bonjol	34
Table 3: The General Activities for Experimental Class and Control Class	42
Table 4: Students' Writing Score in Experimental Class	46
Table 5 : Students' Writing Score in Control Class.....	47
Table 6: Frequency Distribution of the Post-test Scores on Students' Writing Ability in Experimental Class	48
Table 7: Frequency Distribution of the Post-test Scores on Students' Writing Ability in Control Class.....	48
Table 8: The Summary of Students Writing Ability in Experimental Class and Control Class.....	49
Table 9: The Normality Test of the Students' Writing Test in the Post-Test for both Experimental and Control Classes.....	50
Table 10: Result of Homogeneity Test in Post-Test for both Experimental and Control Class ...	51
Table 11: The Result of Hypothesis Testing.....	52

LIST OF FIGURES

Figure 1: Conceptual Framework	32
Figure 2: The Comparison between the Post-Test Score of Experimental Class and Control Class	49

LIST OF APPENDICES

Appendix 1: Research Instrument.....	63
Appendix 2 :Scoring Rubric of Descriptive Text	64
Appendix 3: Lesson Plan Experimental Class	66
Appendix 4: Lesson Plan Control Class	95
Appendix 5: Raw Score of Writing Test From 1st Scorer.....	115
Appendix 6: Raw Score of Writing Test From 2nd Scorer	117
Appendix 7: The Average Score of Writing Test in Eperimental Class.....	119
Appendix 8: The Average Score of Writing Control Class	120
Appendix 9: The Test of Normality by Using Liliefors of Post-Test Score in Eperimental Class	121
Appendix 10: The Test of Normality by Using Liliefors of Post-Test Score in Control Class..	123
Appendix 11: The Test of Hoogeneity Post Test by Using Variance Test.....	124
Appendix 12 : The Test of Hypothesis	125
Appendix 13: Documentation Activities in Experimental Class	126
Appendix 14: Documentation Activities in Control Class	128
Appendix 15: Students' Writing in Experimental Class	
Appendix 16: Students' Writing in Control Class	
Appendix 17: Permit Letters	

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the language skills used by someone to express the ideas in written form. Writing is a way to transfer ideas or opinion into written form. Through writing, the learners can share ideas, opinion or feeling to others (Anamaryanti, Syarif, and Rozimela, 2015). As stated by Hyland (2004: 20), writing is an activity that involves skills in planning and drafting as well as knowledge of language, contexts, and audiences. In addition, writing can be used as the tool of communication that is connecting between the writer and the reader. Moreover, Writing is assumed as the difficult skill to be mastered by students and to be taught by the teachers. Writing is not the only process of generating an idea, but also translating these ideas into readable texts. Writing is not only an activity of transferring ideas in written language, but also it is a mechanism of flow of ideas, concept, and knowledge generated by the correct structures and coherent paragraph (Richard and Renandya (2002: 303). Writing as the productive skill is considered more difficult than another productive skill (Sari, Refnaldi, and Rosa, 2013). As Ambarsari, Syarif and Refnaldi (2018) state to support students' ability in writing, students must be able to construct ideas, to share information, to explain, to restate, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis in their writings.

Further, Rahmi, Saun and Adnan (2016: 99) state in order to compose a great writing, the students should pay attention about the sentence used. The sentence should have a complete thought and the correct use of grammar and structure. Basically, in acquiring a perfect writing, paying extra attention to the sentence is one of the most important things before concerning to the other aspects beyond the text itself such as content, cohesion, and organization.

One of the important thing that can affect students' writing ability is technique that being applied in the process of teaching writing. As Herdi, Yasin and Syarif (2014) state that one of the important factors causing students' poor writing skill is the technique used by the teacher where the teacher uses inappropriate writing teaching techniques or strategies, teaching media, and teaching materials. Several studies have been conducted about how the use of technique in teaching writing can improve students' writing ability. Liza and Refnaldi (2013) conducted a research about the use of PLEASE strategy in teaching writing a descriptive text. The use of OPINIONAIRES strategy gave better effect on students' writing ability (Jannah, Refnaldi and Fitrawati, 2014). Pamungkas (2012) and Fadhilah (2015) conducted a study about the use of mind mapping technique in improving students' writing ability. Annisa (2018) and Alawi (2011) had been investigated the effect of clustering technique on students' ability in writing a descriptive text. Utami (2014) conducted an action research to improve students' writing ability by using brainstorming technique at eight grade students. Furthermore, Embryany and Adnan (2017) investigated the use of reciprocal technique in teaching descriptive text in order to help students comprehend the text well. The result of the study showed that the use of an appropriate technique on teaching writing process can improve students' writing ability.

One of the techniques that can be used in teaching writing is peer reviewing. There have been so many studies conducted about peer reviewing in writing classes since the prevalence communicative approach in recent years (Shorkpour, Keshavarz, and Jafari, 2012). Past studies have consistently focused on the impact of feedback on the learning and performance of the writers who receive that feedback (Cho and Cho, 2011). First, Lin and Chien (2009) had been conducted a research the impact of peer reviewing on releasing

students' anxiety and raising their confidence in writing. It has been proved as an effective approach to improve the writing skill (Corbin, 2012), to increase motivation to writing, and to learn how to treat writing as a collaborative social activity (Farrah, 2012). Peer feedback has a pivotal role in improving student writing skills and learning achievement (Topping et al., 2000; Plutsky& Wilson, 2004). Second, Lin et al, (2001) conducted a research how peer feedback greatly facilitate students improving their writing skills. In addition, in their quasi-experimental study comparing three methods for teaching student writing, Plutsky and Wilson (2004) investigated peers feedback plays important role in helping students become proficient writers.

Recent comprehensive reviews have examined feedback in general (Kluger and Denisi, 1996), in education (Hattie and Timperley, 2007), in writing research (Beach and Friedrich 2006, Graham and Perin, 2007), and how peer reviewing can impact on both of writer and reviewer (Anderson, et al, 2001; Roscoe and Chi, 2008; Webb and Mastergeorge, 2003). Peer reviewing is an interactive process through which learners engage in dialogues associated with performance and standards (Liu & Carless, 2006). Juwah (2004) states that peer feedback can potentially improve students' learning both of feedback provider and feedback receiver. Moreover, it makes sense that reviewing may be helpful in development of writing ability because reviewers are engaged in evaluative and reflective activities (Zimmerman, 2000) by explaining what makes peer texts good or bad by identifying problems that exist in those peers text (Cho and Cho, 2011). Peer feedback could also assist students to support each other in mapping out their learning; recognizing strengths and weaknesses; targeting areas for remediation; sharing knowledge and developing metacognitive skills such as collaboration (Topping, 2009).

Moreover, peer reviewing technique has changed assumption that teachers are the only source of feedback in learning process. It can guide learners to be more active in the learning process. As Liu and Hansen (2002) in Bijami (2013) say use of learners as sources of information for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing. Furthermore, Rollinson (2004) found that being traditionally accustomed to receive specific instruction from teachers causes the students to write for the teacher, not for themselves, and the teacher is their only audiences. Teacher will also become overwhelmed by the task of giving feedback and correcting the students' writing. It was also shown that feedback is more useful between drafts, and little improvement is made when it is done at the end of the task.

The use of peer reviewing in learning process also encourage students to be more active, gain confidence and developing students' critical thinking. Related to this, Hyland (2000) in Bijami (2013) mentions that peer reviewing encourages students to participate in the classroom activity and make them less passively teacher-dependent. Yang et al (2006) also add that peer reviewing is beneficial in developing critical thinking, learner autonomy and social interaction among students. More importantly, the practice of peer reviewing allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills (Lundstrom and Baker, 2009).

A lot of studies had been conducted to investigate the effectiveness of peer reviewing on students' writing ability. Most of the result of the study showed that peer review can provide students with useful feedback in order to revise their writing (Lien and Chien, 2009). A quasi-experimental study had been conducted by Zulkarnaen, Rozimela and Saun (2018) to

investigate whether the use of peer feedback gives significant effect on writing ability the second grade senior high school students at SMAN 2 Sawah Lunto that faced several problems in teaching writing process. First, the students had lack of vocabulary as a basic component of language. Second, students had limited of grammar in terms of vocabulary, spelling, capitalization, punctuation and type of tenses. Third, students had weaknesses of arranging the idea to make a good paragraph. Last, the teacher of ten applied a monotonous strategy in teaching writing. The result of the study showed that peer reviewing gives better effect on students' ability in writing a descriptive text.

Hence, the students at SMAN 1 Bonjol also faced some problems in teaching writing process. First, students related to lack of developing ideas into a coherent and cohesive paragraph, and students' limitation of grammar. The second problem is students cannot make sense of feedback given by teacher. The last problem is teachers lack in doing their roles as feedback provider in teaching process due to some reasons such as having a large class and time limitation. This study was a quasi-experimental research comparing two methods of teaching writing; peer reviewing and teacher feedback tries to find out whether the use of peer reviewing in teaching writing at SMAN 1 BONJOL gives better effect on students' ability in writing a descriptive text than teacher feedback.

B. Identification of the Problem

Based on the information got from observation in SMA N 1 Bonjol, it is revealed that there are some problems in teaching and learning writing skill. The first problem comes from students related to lack of developing ideas into a coherent and cohesive paragraph, and students' limitation of grammar. The second problem is students cannot make sense of feedback given by teacher. The last problem is teachers lack in doing their roles as feedback

provider in teaching process due to some reasons such as having a large class and time limitation.

C. Limitation of the Problem

Based on the discussion in the background of the research and the identification of the problems above, it is impossible to investigate all factors dealing with the students' writing. It only limits the scope of the research to those related to the contribution of peer reviewing on students' writing ability of descriptive texts.

A. Formulation of the Problem

Refers to the background of the study, the identification of the problem and the limitation of the problem, the problem of the research can be formulated as follow: Does peer reviewing give better effect on students' ability of descriptive text than teacher reviewing?

E. Research Question

Based on the formulation of the problem above, the research question is stated as follow: Do the students' writing reviewed by peer has better writing ability of descriptive text than those writing reviewed by the teacher?

F. Purpose of the Research

The purpose of this research is to know whether the students' writing reviewed by peer has better writing ability of descriptive texts than those writing reviewed by the teacher.

G. Significance of the Research

a. Theoretical Significance

The result of this study is expected to contribute in English teaching and learning process as a foreign language. This study can be one of alternatives to solve problems that faced by both of students and teachers in writing process. Furthermore, it also

expected as a reference to another researcher that interested to conduct another research about how can peer reviewing improve students' writing ability.

b. Practical Significance

This study can be one of alternatives for English teachers especially to be used in writing process to help students increasing writing ability. In addition, the students are expected to take advantages of this study and get better achievement in writing skill. Furthermore, this study can help researcher aware to choose method in teaching and learning English process especially in writing appropriately.

H. Definition of Key Terms

1. Peer reviewing is the students' feedback to other students' writing by responding and correcting. Such responding and correcting are given at drafting and proofreading for the meaning and the mechanics of the students' writing in group works.
2. Teacher reviewing is the feedback given by the teachers in commenting, responding, and correcting the students' writing. Such responding and correcting are given at drafting and proofreading for the meaning and the mechanics of the students' writing in one way to whole class interaction.
- c. Descriptive text is a kind of text that describes the features of someone, something or a certain place by giving information about definition or characteristics of it to the reader.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter is divided into three main sections; conclusion, implication, and suggestion from the research findings. Those sections are presented as follows.

A. Conclusion

As stated in the formulation of the problem previously, this study aimed at finding out whether there was significant difference on writing ability between the tenth grade students at SMAN 1 BONJOL who were taught by using peer reviewing and those were taught by using teacher feedback.

The post-test result notes that the mean score of the experimental class was higher than that of the control class. The mean score of experimental group in the post-test was 58.5 while control group was 52.81. This meant that in teaching writing, students who were taught by using peer reviewing had higher scores than those who were taught by using teacher feedback.

Based on the findings of the research, it could be concluded that there is a significant difference between the writing ability of the tenth grade students of SMAN 1 BONJOL that were taught by using peer reviewing and those who were taught by using teacher feedback. It can be seen in Table 11. This shows that the value of t_{observed} 5.768 is higher than t_{table} with significance level 0.05 (1.998). Therefore, the hypothesis which says: "Peer reviewing gives better effect on students' writing ability of descriptive text than teacher" is accepted.

B. Implication

Based on the research findings, it can be implied that the use of peer reviewing in teaching writing gives significant effect on students' writing descriptive text ability. They

improved in several aspects of writing such as content, organization, vocabulary, language use, and mechanics. The use of peer reviewing activities was expected to help students to improve their writing abilities. The activities of peer reviewing allowed students to act as feedback provider. In these activities, students can give correction, comment, and suggestion to others' writing.

It can also be implied that the peer-feedback activities can be useful for the teacher in order to help the students improve their writing abilities. Besides that, the peer-feedback activities can strengthen the teamwork between the students since the students will get used to give and to get feedback from their friends. Hence, the students will be more open-minded. They will also appreciate their friends' opinion or suggestion. Finally, it can also help the students to be more autonomous in learning.

C. Suggestions

Based on the conclusions and implication of the research, the researcher proposes several suggestions related to some parties: English teachers, students and other researchers.

1. English Teachers

In teaching writing, English teachers need to be selective in applying an appropriate technique that can improve students' writing ability. It is suggested for the English teachers especially in SMA N 1 Bonjol to use peer reviewing activity in teaching writing. Peer reviewing allows students to act as a feedback provider and also a feedback receiver at the same time.

2. Students

Through peer reviewing in teaching writing, the students are expected to be no longer dependent on their teachers in receiving feedback. They could ask their peers to provide

feedback for their writing. At last, peer feedback is expected to help students to improve their writing ability.

3. Other Researchers

This research is aimed at finding only the significance of peer reviewing on teaching-learning process of writing. It is expected that the result of the study can give an informative input to other researchers who want to conduct similar researches. Furthermore, it is also expected as a reference to another researcher that interested to conduct another research about how can peer reviewing improve students' writing ability.

REFERENCES

Alawi, Fikri Fauzi. *Improving Students' Ability in Writing Descriptive Text Using Clustering Technique*. Thesis. Jakarta: Syarif Hidayatullah Islamic State University.

Ambarsari, Heny, Hermawati Syarif and Refnaldi. 2018. *The Effect of Think Talk Write (TTW) Strategy and Students' Reading Habit toward Students' Writing Ability*. Proceeding of the Sixth International Conference on English Language and Teaching (ICOELT-6).

Anisa. 2018. *The Effectiveness of Clustering Technique on Students' Writing Ability of Descriptive Text*. Thesis. Jakarta: Syarif Hidayatullah Islamic State University.

Anderson, T. Howe, C, Soden, R., Halliday, J., & Low, J. 2001. *Peer Interaction and the Learning of Critical Thinking Skills in Further Education Students*. *Instructional Science*, 29, 1–32.

Arikunto, Suharsimi. 2010. *Manajemen Penelitian*. Jakarta: Rineka Cipta.

Astuti, Anastasia Puji. 2013. *The Effectiveness of Peer Feedback to Improve the Writing Ability of the Tenth Grade Students of SMA Kanisius Harapan Tirtomoyo in the Academic Year of 2012/2013*. Thesis. Yogyakarta: Yogyakarta State University.

Atlee, Nancy. 1992. *Writing Lab*. San Francisco: Dandy Lion Publication.

Berninger, Virginia Wise. 2012. *Past, Present and Future Contributions of Cognitive Writing Research to Cognitive Psychology*. New York: Taylor & Francis Group, LLC.

Brown. H. Doughlas. 2003. *Principles of Language Learning and Teaching*. White Plains, NY: Pearson Education.

Brown. H. Doughlas. 2001. *Teaching by Principles*. New York: Pearson Education.

Bijami et al. 2013. *Peer Feedback in Learning English in Writing: Advantages and Disadvantages*. *Journal of Studies in Education*. 3(4). 91-94.

Burgess, Sally & Head Sally. 2005. *How to Teach for Exam*. London: Pearson Education Limited.

Campos, David and Fad Kathleen. 2014. *Tools for teaching writing: strategies and interventions for diverse learners in grades 3-8*, Alexandria: Association for Supervision Curriculum Development ASCD

Caswell, Roger and Mahler, Brenda. 2004. *Strategies for Teaching Writing*. Alexandria: Association for Supervision Curriculum Development (ASCD).