ABSTRACT

SENTENCE CONSTRUCTION OF STUDENTS’ INTERACTION DURING STUDYING WRITING THROUGH PEER FEEDBACK CORRECTION

By

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This research aimed at finding out what type of sentence construction of students’ interaction during studying writing through peer feedback correction and which aspects of writing improves the most after the treatment. This research used a mixed method qualitative and quantitative. It used the one-group pre-test and post-test design as the quantitative measure, while the qualitative involved the analyses on students’ utterances during studying writing through peer feedback correction to find out types of sentence construction in pragmatic aspect. The result indicated that there were 698 utterances during the interaction of writing subject through peer feedback correction. The most frequent illocutionary acts produced by students was imperative form 308 occur or 44%. The next is interrogative type was 244 utterances or 35%. Declarative form was about 146 utterances or 21%. In quantitatively data. All the aspect of writing was improved. It is known from the calculation that had been done by the researcher which showed 19% with gain 3,35 of improvement in language use aspect, content with 18%, mechanic with 17% with gain 0,39 next aspect that also improved in the class was vocabulary with 15,3% improvement, organization with 15% improvement. So, by analyzing types of sentence construction of pragmatic aspect in students’ interaction in studying writing through peer feedback correction, It could avoid the pragmatic misunderstanding by understanding the illocutionary acts of written speech / conversation that can be used to improve writing skills based on five aspects of writing.

Key Words: Sentence construction, peer feedback correction, pragmatic