# ABSTRACT

Pramudita, Angela Sona Eka. (2017). *Types of Peer Feedback Used by the Students in a Paragraph Writing Class.* Yogyakarta: English Language Education Study Program, Department of Langauge and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Writing is the most difficult skill among other language skills, namely reading, listening, and speaking. In writing activity, the students have to do many things such as inventing idea, thinking about how to express them, and organizing them into sentences and paragraphs that will be clear for readers. Related to writing, there are four steps in writing process, namely planning, drafting, editing, and final process. However, editing or revising step requires feedback from others, which gives significant improvement on students' writings. Feedback can be given by peers, which is called peer feedback. Types of feedback used by students may be various.

In this study, the types of feedback used by the students in Paragraph Writing class A and types of feedback which improve students' writing most are identified by the researcher.

This study was qualitative research. The participants were from the second semester students of Paragraph Writing Class A in academic year 2016/2017 at the English Education Study Program of Sanata Dharma University. The data were gathered from the analysis of students' drafts and final revision, the observation notes, and also the transcript of the interview.

The results show that there were forty four direct feedbacks used by the students in the peer feedback activity. The indirect feedback used by students was thirty three feedbacks. Meanwhile, there were two metalinguistic feedbacks used by a student in the peer feedback activity. Then, all of the respondents stated that direct feedback was the type of feedback that helped students improving their writing the most.

In conclusion, the students employed three types of feedback, namely direct feedback, indirect feedback, and metalinguistic feedback. Moreover, direct feedback helped the students to improve their writing due to two reasons: (1) direct feedback was not time consuming and (2) direct feedback provided more suggestion to be considered.

**Keywords**: Types of feedback, peer feedback, and Paragraph Writing Class

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Menulis adalah keterampilan paling sulit dibandingkan dengan keterampilan kebahasaan yang lainnya, yaitu membaca, mendengar, dan berbicara. Di dalam aktivitas menulis, para mahasiswa harus melakkan banyak hal, antara lain menemukan ide, memikirkan cara untuk mengungkapkannya, serta mengaturnya kedalam bentuk kalimat dan paragraf yang cukup jelas untuk dibaca. Terdapat empat langkah didalam proses menulis, yaitu perencanaan, pengkonsepan, penelitian dan pembenaran, serta penyelesaian. Bagaimanapu, proses penelitian dan pembenaran memerlukan umpan balik dari orang lain, yang memberikan peningkatan yang berarti terhadap tulisan para mahasiswa. Umpan balik dapat diberikan oleh teman sebaya, atau biasa disebut peer feedback. Tipe umpan balik yang digunakan oleh para mahasiswa dapat bervariasi.

Pada penelitian ini, penulis ingin mencari tahu tipe umpan balik yang digunakan oleh para mahasiswa di kelas Paragraph Writing Class A dan tipe umpan balik mana yang paling membantu meningkatkan tulisan para mahasiswa.

Penelitian ini menggunakan metode kwalitatif. Peserta penelitian ini adalah mahamahasiswa semester dua kelas Paragraph Writing Class A angkatan tahun 2016/2017 di Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma. data dari penelitian ini didapat dari menganalisa draft dan hasil akhir tulisan dari mahamahasiswa, catatan pengamatan, serta catatan hasil wawancara.

Hasil dari penelitian memperlihatkan bahwa terdapat empat puluh empat direct feedback, tiga puluh tiga umpan balik tidak langsung, dan dua umpan balik metalinguistic yang digunakan dalam kegiatan peer feedback. Kemudian, semua peserta interview menyebutkan bahwa umpan balik langsung  adalah tipe umpan balik yang paling membantu mahasiswa dalam memperbaiki tulisan mereka.

Maka, dapat disimpulkan bahwa  para mahasiswa menggunakan tiga tipe umpan balik, yaitu umpan balik langsung, umpan balik tidak langsung, dan umpan balik metalinguistic. Selain itu, umpan balik langsung adalah umpan balik yang paling membantu mahamahasiswa dalam memperbaiki tulisan mereka dikarenakan dua alasan: (1) umpan balik langsung tidak memakan waktu dan (2) umpan balik langsung menyediakan lebih banyak masukan untuk dipertimbangkan.

**Kata kunci**: *Types of feedback, peer feedback, and Paragraph Writing Class*