ABSTRACT

Sembiring, Gina Seriulina (2017). *Students' Responses to Peer Feedback on Writtten Recount Texts in English Class at SMK N 1 Cangkringan.*Yogyakarta: English Language Education Study Program Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

There are four skills in English class that the students need to master, namely speaking, listening, reading and writing. Writing is considered as the most difficult skill to be mastered. In writing, there are seven steps that students need to pass. One of the steps is responding. In this step, the students receive feedback. Feedback usually comes from the teacher but the teacher takes much time to check students' writing. Feedback can be obtained from the students, called peer feedback. Peer feedback gives the students a room to discuss their writing. The aim of this research is to reveal the types of peer feedback and students' responses to peer feedback in an English class at SMK N 1 Cangkringan. There are two research questions in this research: (1) what types of feedback do the students give? and (2) how do the students respond to peer feedback?

This research was a qualitative study. It used document analysis as a method to answer the two research questions. The participants of this research were twenty-seven students. The data were obtained through documents, observation and interview. The data then were analyzed through three steps, namely familiarizing and organizing, coding and reducing and interpreting and organizing.

The researcher found that the students used two types of feedback, namely direct feedback and indirect feedback. The students used direct feedback because they were sure about the correct answer. In addition, the students also used indirect feedback because they were not sure about the correct answer. Most of the students did the peer feedback process seriously. There were two responses that came from the students after receiving peer feedback, namely no-revison and revision required. The results showed that all of the students revised their first writing draft after receiving feedback from their peer. The revision included error correction, no change and incorrect change.

In conclusion, the students used two types of feedback, namely direct and indirect feedback. The direct feedback was mostly used by the students. All of the students revised their writing product after receiving peer feedback. Error correction was mostly used by the students.

Keyword: Peer feedback, English class, types of feedback, students' responses.

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Terdapat empat keahlian yang harus dikuasai siswa dalam kelas Bahasa Inggris yaitu *speaking, listening, writing,* dan *reading. Writing* dianggap sebagai keahlian yang paling sulit untuk dikuasai. Terdapat tujuh tahapan yang harus dilalui siswa dalam proses *writing*, salah satu diantaranya adalah *responding.* Dalam tahapan ini siswa mendapat *feedback* yang biasanya datang dari guru. Namun, f*eedback* yang datang dari guru biasanya akan memakan waktu yang cukup lama. F*eedback* juga dapat berasal dari siswa yang disebut dengan *peer feedback.* Di dalam *peer feedback* para siswa diberi ruang untuk saling berdiskusi mengenai tulisan mereka. Tujuan dari penelitian ini adalah untuk melihat bagaimana respon para siswa SMK N 1 Cangkringan terhadap *peer feedback* di dalam kelas Bahasa Inggris.Terdapat dua buah rumusan masalah di dalam penelitian ini; (1) apa tipe umpan balik yang digunakan oleh siswa? dan (2) bagaimana respon siswa terhadap penggunaan *peer feedback?*

Penelitian ini merupakan penelitian kualitatif. Penelitian ini menggunakan *document analysis* sebagai metode dalam penelitian ini untuk menjawab kedua rumusan masalah. Terdapat dua puluh tujuh siswa yang menjadi peserta dalam penelitian ini. Peneliti menggunakan tiga buah instrumen yaitu dokumen, observasi dan wawancara. Kemudian datanya dianalisis melalui tiga tahapan yaitu *familiriazing* dan *organizing, coding* dan *reducing,* dan yang terakhir adalah *interpreting* dan *representing.*

Hasil dari penelitian ini menunjukkan bahwa siswa fokus pada dua tipe dari *peer feedback* yaitu *direct feedback* dan *indirect feedback*. Para siswa menggunakan *direct feedback* karena mereka yakin terhadap jawaban mereka sedangkan siswa yang menggunakan *indirect feedback* karena mereka tidak yakin terhadap jawaban mereka sendiri. Sebagian besar siswa mengikuti *peer feedback* secara serius dan sebagai responnya para siswa merevisi hasil tulisan mereka sesuai dengan *feedback* yang mereka terima.

Dapat disimpukan bahwa para siswa mengikuti *peer feedback* dengan serius. Para siswa menggunakan dua tipe *feedback. Direct feedback* mereupakan tipe yang paling sering digunakan. Mereka merevisi hasil tulisan mereka sesuai dengan *feedback* yang diterima dari teman mereka. Penggunaan *peer feedback* di dalam kelas Bahasa Inggris dapat menjadi salah satu cara untuk mengatasi kesulitan para siswa.

Kata kunci: Peer feedback, English class, types of feedback, students' responses.