ABSTRACT

Baninda, Agustina Krisma. (2015). *Feedback-Based Improvement of Grammatical Accuracy of the Eighth Grade Students of SMP Kanisius Pakem in Writing Skill.* Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Learning English is important for all students. Although Indonesia does not use English as the first language, learning English is also important because English is one of the compulsory subjects in junior high school and senior high school. In the process of learning English, many students made a lot of grammatical mistakes in their writing.

The research was meant to find out whether teacher's feedback facilitated grammatical accuracy in writing of the eighth grade students of *SMP Kanisius Pakem*. In line with the problem formulation, the research was intended to assess to what extent teacher's feedback facilitated grammatical accuracy in writing of the eighth grade students of *SMP Kanisius Pakem.*

The research was essentially Classroom Action Research (CAR), which consisted of two cycles, each of which consisted of one meeting. The participants were 17 students from 8A *Disiplin* class *SMP Kanisius Pakem* 2014/2015 academic year. The students were asked to write dialogues based on the pictures and the situation given. The data were gathered from the students' worksheet, students' reflection, teacher's reflection, field notes, questionnaire, and interview. The researcher used grammatical error analysis to analyze the students' worksheet. The data analysis of teacher's reflection was what went well and wrong in each of cycles. In field notes, the data analysis was non-verbal information report of the interaction between participants. The data analysis of the students' reflection, questionnaire, and interview were the students' opinion after receiving teacher's feedback. The analysis of those data showed that the students made fewer mistakes after receiving teacher's feedback.

The result from the first cycle showed that the students made mistakes such as double verbs and verb endings. However, the second cycle showed that the students made fewer mistakes. By comparing the result of the first and second cycle, the students made fewer mistakes after teacher's feedback was given. Before conducting the first cycle, the score average of the class was 68.7. Then, after the second cycle was conducted, the score average of the class became 91.4. It was concluded that the teacher's feedback improved the students' grammatical accuracy in their writing. Therefore, it is suggested that English teachers give feedback to the students' writing products. The teacher's feedback should be clear to avoid misunderstanding and motivates the students so the students feel motivated to make better writing product.

Keywords: Classroom Action Research, writing, teacher's feedback

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Pembelajaran Bahasa Inggris sangat penting untuk seluruh murid. Meskipun Indonesia tidak menggunakan Bahasa Inggris sebagai bahasa utama, pembelajaran Bahasa Inggris juga penting karena Bahasa Inggris adalah salah satu mata pelajaran wajib di sekolah menengah pertama dan sekolah menengah atas. Dalam proses pembelajaran Bahasa Inggris, banyak murid yang membuat kesalahan grammar di tulisan mereka.

Penelitian ini dimaksudkan untuk menemukan apakah koreksi guru memfasilitasi keakuratan grammar di tulisan murid-murid kelas 8A SMP Kanisius Pakem. Sehubungan dengan rumusan masalah, penelitian ini dimaksudkan untuk menilai seberapakah koreksi guru memfasilitasi keakuratan penggunaan tata bahasa di tulisan murid-murid kelas delapan SMP Kanisius Pakem.

Penelitian ini adalah Penelitian Tindakan Kelas yang terdiri dari dua siklus, masing-masing siklus terdiri dari satu pertemuan. Peserta penelitian berjumlah 17 murid dari kelas 8A Disiplin SMP Kanisius Pakem tahun ajaran 2014/2015. Murid-murid diminta untuk menulis beberapa percakapan sesuai dengan gambar yang diberikan. Dalam siklus kedua, murid-murid diminta untuk menulis beberapa percakapan berdasarkan situasi yang diberikan. Data penelitian dikumpulkan dari lembar kerja siswa, refleksi siswa, refleksi guru, pengamatan lapangan, kuesioner dan sesi tanya jawab. Peneliti menggunakan analisa kesalahan tata bahasa dalam menganalisa lembar kerja siswa. Analisa data dari refleksi guru adalah apa yang berjalan baik dan tidak baik di setiap siklus. Dalam pengamatan lapangan, analisa datanya adalah laporan informasi lisan dari interaksi antar murid. Analisa data dari refleksi siswa, kuesioner dan tanya jawab adalah pendapat murid setelah mendapat koreksi guru. Analisa dari data-data tersebut menunjukkan bahwa murid-murid membuat sedikit kesalahan setelah menerima koreksi guru.

Hasil dari siklus pertama menunjukkan bahwa murid-murid membuat kesalahan seperti kata kerja ganda dan akhiran kata kerja. Namun, hasil siklus kedua menunjukkan bahwa murid-murid membuat sedikit kesalahan. Dengan membandingkan hasil tersebut, murid-murid membuat sedikit kesalahan setelah menerima koreksi guru. Sebelum siklus pertama, rata-rata kelas adalah 68,7. Setelah siklus kedua, rata-rata kelas menjadi 91,4. Hal ini dapat disimpulkan bahwa koreksi guru dapat memfasilitasi keakuratan tata bahasa di tulisan mereka. Oleh sebab itu, hal ini disarankan kepada guru bahasa Inggris untuk memberi koreksi pada tulisan siswa. Koreksi guru harus jelas untuk menghindari kesalahpahaman dan memotivasi murid untuk membuat tulisan yang lebih baik.

Kata Kunci: Penelitian Tindakan Kelas, tulisan, koreksi guru