

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRACT

Sitarani, Herlina Dwi. 2014. *An Analysis of Teachers' Written Feedback and Teacher's Beliefs in Critical Reading and Writing II Class*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Feedback is an important means for teachers in teaching writing. Teachers use written feedback as a means to communicate between student and teacher in writing class. Teachers' written feedback is given to respond student's writing. The responses are different. They depend on the forms and types of teachers' written feedback. Moreover, every teacher also has different beliefs in teaching that underlie the practice of giving written feedback. Therefore, this research focused on the analysis of teachers' written feedback in Critical Reading and Writing II Class (CRW II). All of the teachers in CRW II became the main subjects in this research.

In this research, the researcher analyzed the teachers' written feedback in Critical Reading and Writing II class to interpret the teacher's beliefs by formulating two research problems: (1) What written feedback do teachers give in Critical Reading and Writing II Class? (2) What are the teachers' beliefs that underlie the practice of giving written feedback in Critical Reading and Writing II Class?

This is qualitative research which uses document analysis as the method. There were 30 copied documents of teachers' written feedback as the documents from 6 classes. The researcher used the theory of feedback; the theory of the forms of feedback; the theory of the types of teacher's written feedback, and the theory of teacher's beliefs.

The researcher discovered that the teachers gave responses in the forms of direct feedback (crossing out, inserting or giving correct form) and indirect feedback (underlining, giving circle, giving code or giving mark) on students' writing. The researcher also discovered that the type of teacher's written feedback in Critical Reading and Writing II Class was integrated feedback. Then, the researcher obtained nine teacher's beliefs from the interpretation on the teachers' comments in written feedback. There were taking responsibility for the teaching, the need for others, description over prescription, a nonjudgmental stance, attention to language and behavior, avenues to awareness through exploration, personal connections to teaching, attention to process, and a beginner's mind. The researcher concluded that the teachers' written feedback was a very important means to improve students' writing and the teachers' beliefs were understood from the practice of giving written feedback. Every teacher has different beliefs which underlie the teaching learning activity.

**Key words:** teachers, feedback, teachers' written feedback, teacher's beliefs

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*Umpan balik merupakan alat penting bagi para pengajar dalam mengajar pelajaran menulis. Pengajar menggunakan umpan balik tertulis sebagai alat komunikasi antara siswa dan pengajar di kelas menulis. Umpan balik tertulis diberikan pengajar untuk merespon tulisan para siswa. Respon-respon yang berbeda bergantung pada bentuk dan jenis umpan balik tertulis yang diberikan pengajar. Selain itu, setiap pengajar juga memiliki keyakinan-keyakinan yang berbeda dalam mengajar yang mendasari praktek pemberian umpan balik tertulis. Fokus penelitian ini pada analisis umpan balik tertulis dari pengajar di kelas Critical Reading and Writing II (CRW II). Seluruh pengajar di kelas CRW II menjadi subjek utama dalam penelitian ini.*

Peneliti menganalisa umpan balik tertulis dari pengajar di kelas CRWII untuk menafsirkan hal-hal yang diyakini pengajar dengan merumuskan dua rumusan masalah: (1) Seperti apakah umpan balik tertulis yang diberikan oleh pengajar di kelas Critical Reading and Writing II? (2) Apa saja hal-hal yang diyakini pengajar yang mendasari praktek pemberian umpan balik tertulis di kelas Critical Reading and Writing II? Penelitian kualitatif ini menggunakan metode dokumen analisis. Sejumlah 30 dokumen salinan umpan balik tertulis dari pengajar sebagai dokumen yang berasal dari 6 kelas. Peneliti menggunakan teori tentang umpan balik, teori tentang bentuk umpan balik, teori tentang jenis umpan balik tertulis dari pengajar, dan teori tentang hal-hal yang diyakini para pengajar.

Peneliti menemukan bahwa para pengajar memberi tanggapan dalam bentuk umpan balik langsung (menyilang, menyisipkan atau memberi pembetulan) dan umpan balik tak langsung (menggarisbawahi, melingkari, mengode, atau menandai) pada tulisan-tulisan siswa. Peneliti juga menemukan jenis umpan balik tertulis dari pengajar di kelas CRW II berupa umpan balik yang tergabung. Peneliti mendapatkan sembilan keyakinan pengajar dari tafsiran pada komentar-komentar pengajar didalam umpan balik tertulis. Hal-hal yang diyakini pengajar antara lain: adanya tanggung jawab dalam mengajar, kebutuhan untuk orang lain, penggambaran lebih dari ketentuan, sudut pandang yang tidak mengadili, perhatian pada bahasa dan perilaku, cara-cara untuk menyadarkan melalui eksplorasi, hubungan individu dalam mengajar, perhatian pada proses, dan pemikiran seorang pemula. Peneliti menyimpulkan bahwa umpan balik tertulis dari pengajar merupakan alat yang sangat penting untuk memperbaiki tulisan-tulisan siswa dan hal-hal yang diyakini pengajar dapat dilihat dari praktek pemberian umpan balik tertulis. Setiap pengajar memiliki keyakinan-keyakinan yang berbeda yang mendasari kegiatan belajar mengajar.

**Kata Kunci :** teachers, feedback, teachers' written feedback, teacher's beliefs