

ABSTRACT

Fono, Sylvia Alfonsa. (2020). *An Analysis of Peer Feedback to Develop Students' Writing Skills in Critical Reading and Writing Class*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training Education, Sanata Dharma University.

Having the ability to write in this modern era is very important. In writing, the students have to find ideas, think of ways to express, and arrange them into clear sentences and paragraphs. To develop such skills, feedback from others is significant to improve the quality of writing. This research discusses the common types of feedback used in the *Critical Reading and Writing 1* class and how feedback improves students' writing skills. There are two research questions in this study; (1) what are the common types of peer feedback used in *Critical Reading and Writing 1* class? And (2) how did peer feedback develop students' writing skills?

This study was a qualitative method. It used document analysis, observation, and interviews. The main data source was the 26 students' essays from the *Critical Reading and Writing 1* class at English Education Study Program of Sanata Dharma University academic year 2019/2020.

The results showed that 22 students used direct feedback and 4 students used indirect feedback from a total of 26 students. Most of the students used direct feedback because they thought that direct feedback was the most helpful feedback. Some of the students stated that peer feedback helped and gave a lot of benefits in writing.

In conclusion, the students used two types of feedback namely direct feedback and indirect feedback. Direct feedback became the most common feedback used by the students in their writing. It is recommended that peer feedback activity be applied in the class since it gives benefits to the students.

Keywords: *types of feedback, peer feedback, writing skills*

ABSTRAK

Fono, Sylvia Alfonsa. (2020). *An Analysis of Peer Feedback to Develop Students' Writing Skills in Critical Reading and Writing Class*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Memiliki kemampuan menulis sangatlah penting. Dalam menulis, para siswa harus menemukan ide, memikirkan cara untuk mengungkapkannya, dan menyusunnya kedalam bentuk kalimat dan paragraph yang jelas. Oleh sebab itu maka umpan balik dari orang lain penting untuk memperbaiki kualitas menulis. Penelitian ini membahas jenis umpan balik yang umum digunakan dalam kelas *Critical Reading and Writing 1* dan juga bagaimana umpan balik meningkatkan keterampilan menulis siswa. Ada dua pertanyaan penelitian dalam penelitian ini: (1) apa jenis umpan balik teman sebaya yang digunakan dalam Kelas *Critical Reading and Writing*? Dan (2) bagaimana dampak umpan balik teman sebaya untuk meningkatkan keterampilan menulis siswa?

Penelitian ini menggunakan metode kualitatif. Metode ini meliputi analisis dokumen, observasi, dan wawancara. Sumber data utama adalah esai 26 siswa dari Kelas *Critical Reading and Writing 1* di Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma tahun ajaran 2019/2020.

Hasil penelitian menunjukkan bahwa 22 siswa menggunakan umpan balik langsung, dan 4 siswa menggunakan umpan balik tidak langsung dari jumlah keseluruhan 26 siswa. Sebagian besar siswa menggunakan umpan balik langsung karena mereka berasumsi bahwa umpan balik langsung merupakan umpan balik yang paling membantu. Beberapa siswa menyatakan bahwa umpan balik teman sebaya membantu dan memberi banyak manfaat dalam menulis.

Kesimpulannya, siswa menggunakan dua jenis umpan balik yaitu umpan balik langsung dan tidak langsung. Umpan balik langsung menjadi umpan balik yang paling umum digunakan oleh siswa dalam tulisan mereka. Sangat disarankan jika aktivitas umpan balik teman sebaya diterapkan di kelas maka akan memberikan banyak manfaat bagi para siswa.

Kata kunci: (*Types of feedback, peer feedback, writing skills*)