

ABSTRACT

Luciana, Jonetha. 2013. *Students' Perception on the Implementation of Peer Feedback in Writing Report Texts*. Yogyakarta: English Language Study Program, Sanata Dharma University.

Writing skill is a skill that is required to be mastered by the English as a foreign language (EFL) students. According to Evans and Evans (1986), producing written expression is considered to be the most complex stage of language development, more complex than oral language, and the last to be mastered. In their writing classes, the EFL students implemented the writing stages, particularly peer feedback, in order to produce good writings. In this research, the researcher intends to discover the students' perception on the implementation of peer feedback in writing report texts.

There were three research problems in this research. They are 1) what are the factors influencing the eleventh grade students' perception on the implementation of peer feedback in writing report texts? 2) what are the benefits of the implementation of peer feedback in writing report texts? 3) what are the limitations of the implementation of peer feedback in writing report texts? The research participants were the eleventh grade students in SMAN 11 Yogyakarta in the academic year 2012/2013, particularly the social science students. In order to solve the research problems, the researcher conducted a survey. The data were collected through the use of questionnaire and interviews.

The students' perception on the implementation of peer feedback in writing report texts was influenced by stereotyping, self-concept, situation, need, and emotion. There were three benefits of the implementation of peer feedback in writing report texts namely improving the students' writing skill, encouraging the students to work cooperatively with their peers, and helping the students in revising their report texts. However, there were three limitations of the implementation of peer feedback in writing report texts namely the influence of teacher feedback, the participants' trust in feedback given by their peers, and the participants' ability in giving feedback. The results of this research showed that the eleventh grade students had positive and negative perception on the implementation of peer feedback in writing report texts. The students had positive perception on the need for having their report texts checked by their peers and the benefits of the implementation of peer feedback. However, the students had negative perception as there were the limitations of the implementation of peer feedback revealed in this research.

Therefore, it is recommended that the students be more motivated during the implementation of peer feedback and be more confident in giving feedback. The researcher recommends that the teachers implement peer feedback in their writing classes as it can improve their students' writing skill. Lastly, the researcher recommends future researchers conduct further research or enrich the existing research.

Keywords: students' perception, writing skill, peer feedback

ABSTRAK

Luciana, Jonetha. 2013. *Students' Perception on the Implementation of Peer Feedback in Writing Report Texts*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Siswa-siswa Pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL) wajib menguasai keterampilan menulis. Menurut Evans and Evans (1986), menghasilkan ekspresi tertulis merupakan tahapan yang paling kompleks dari perkembangan bahasa, lebih kompleks daripada bahasa lisan, dan yang terakhir untuk dikuasai. Di kelas menulis, para siswa mengimplementasikan tahapan menulis, termasuk *peer feedback*, untuk menghasilkan tulisan yang baik. Dalam penelitian ini, peneliti bermaksud untuk menemukan persepsi siswa terhadap implementasi dari *peer feedback* dalam menulis karangan *report*.

Terdapat tiga rumusan masalah di penelitian ini. 1) Apa saja faktor-faktor yang mempengaruhi persepsi siswa kelas sebelas (XI) terhadap implementasi dari *peer feedback* dalam menulis karangan *report*? 2) Apa saja manfaat dari implementasi *peer feedback* dalam menulis karangan *report*? 3) Apa saja limitasi dari implementasi *peer feedback* dalam menulis karangan *report*? Responden dari penelitian ini adalah siswa kelas sebelas (XI) IPS di SMAN 11 Yogyakarta tahun ajaran 2012/2013, terutama siswa kelas Ilmu Pengetahuan Sosial. Untuk menjawab rumusan masalah, peneliti menggunakan metode survey. Data penelitian ini diperoleh dari kuesioner dan interview.

Persepsi siswa terhadap implementasi dari *peer feedback* dalam menulis karangan *report* dipengaruhi stereotip, konsep diri, situasi, kebutuhan, dan emosi. Terdapat tiga manfaat dari implementasi *peer feedback* yaitu meningkatkan keterampilan menulis siswa, mendorong siswa untuk bekerja sama dengan teman dan membantu siswa dalam memperbaiki karangan *report*. Namun, terdapat tiga limitasi dari implementasi *peer feedback* yaitu pengaruh dari *teacher feedback*, kepercayaan siswa terhadap *feedback* yang diberikan oleh teman mereka, dan kemampuan siswa dalam memberikan *feedback*. Hasil dari penelitian ini menunjukkan bahwa siswa kelas sebelas (XI) memiliki persepsi yang positif dan negatif terhadap implementasi dari *peer feedback* dalam menulis karangan *report*. Siswa memiliki persepsi yang positif terhadap perlunya karangan *report* mereka diperiksa oleh teman dan manfaat dari implementasi *peer feedback*. Namun, siswa memiliki persepsi yang negatif dikarenakan adanya limitasi dari *peer feedback* yang ditemukan di penelitian ini.

Oleh karena itu, disarankan bagi para siswa agar lebih termotivasi selama implementasi dari *peer feedback* dan lebih percaya diri dalam memberikan *feedback*. Peneliti menyarankan bagi para guru agar mengimplementasikan *peer feedback* untuk meningkatkan keterampilan menulis siswa. Peneliti menyarankan kepada peneliti selanjutnya untuk melakukan penelitian lebih lanjut atau untuk memperkaya penelitian yang ada.

Kata kunci: *students' perception, writing skill, peer feedback*