

ABSTRACT

Rina. 2007. *Students' Perceptions on Peer Feedback in Writing*. Yogyakarta: English Education Study Program, Sanata Dharma University.

In writing classes, commonly feedback is from the teachers. Meanwhile, obtaining feedback only from teachers will lead the students to be spoon-fed learners. In fact, feedback can also be from students so called peer feedback, which might direct them to be independent learners. Hence, the researcher focused on discovering how peer feedback was implemented, the students' perceptions on peer feedback after its implementation and the students' perceptions on the feedback given by peers, and the implications of the implementation of peer feedback.

The respondents of this descriptive study were the fourth semester students in the academic year of 2005/2006. They were taken from two Writing IV classes at the English Education Study Program of Sanata Dharma University, Yogyakarta. The instruments used were observation, questionnaire and interview. The questionnaire items dealing with students' perceptions were discussed separately according to the students' rank of mark which was above average, average, and below average. The interview was also done based on the stratified sampling. The researcher chose three respondents of each class who constantly obtained above average marks, average ones, and below average ones in their assignments and tests. It was aimed to know the perceptions of the students who had different rank of marks.

The first data were gathered through observation for one semester. Afterward, the researcher collected the second data by distributing questionnaire sheets to all students. Having collected the questionnaire sheets, the researcher analyzed them. Finally, the researcher took some respondents to be interviewed based on the sampling.

There were two different procedures of how peer feedback was carried out. Peer feedback was done in class and at home. There were 86%, 88%, and 82% of the students from above average, average, and below average levels having good perceptions on the implementation of peer feedback. For those who were in the above average level, peer feedback was a challenge to teach their friends who had weaknesses in grammar. Meanwhile, those who were in the average and below average levels regarded peer feedback as a means of sharing to make work better. Yet, the above-averaged students considered the discussion within peer feedback a one way discussion since if they found difficulty in grammar they did not seem to have any courage to ask other students who were below their level. Besides, most students said that the procedures were not various and the checklist kept persisting in the same format. Moreover, the students in all level considered feedback given by peers beneficial. Yet, the above-averaged students tended to select the feedback given by other students. In contrast, the students who were in the average and below average levels tended to use the feedback more often to revise their assignments. In summary, there were 89% of the students agreed that peer feedback should be applied in writing class since it gave them some benefits. However, it should not be carried out in every assignment and should be implemented using various procedures.

ABSTRAK

Rina. 2007. *Students' Perceptions on Peer Feedback in Writing*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Pada umumnya, di kelas *Writing*, koreksi selalu diberikan oleh dosen. Padahal pemberian koreksi secara terus-menerus oleh dosen dapat mengarahkan mahasiswa menjadi tidak mandiri. Pada kenyataannya, koreksi pun bisa diberikan oleh teman yang disebut *peer feedback*, dimana mahasiswa bisa dilatih untuk menjadi mahasiswa yang mandiri. Oleh karena itu, peneliti bermaksud untuk mencari tahu bagaimana *peer feedback* dilaksanakan, persepsi mahasiswa tentang pelaksanaan *peer feedback* dan hasil koreksi itu sendiri dan akibat adanya pelaksanaan *peer feedback* tersebut.

Responden penelitian deskriptif ini adalah mahasiswa semester empat yang di ambil dari dua kelas mata kuliah *Writing IV* di jurusan Pendidikan Bahasa Inggris Universitas Sanata Dharma Yogyakarta tahun akademik 2005/2006. Instrumen yang digunakan adalah observasi, kuesioner, dan wawancara. Pertanyaan dalam kuesioner yang berhubungan dengan persepsi akan dibahas menurut tingkat nilai, yaitu diatas rata-rata, rata-rata, dan dibawah rata-rata. Wawancara juga dilakukan sesuai dengan sampling bertingkat. Peneliti mengambil tiga orang dari setiap kelas yang konsisten mendapat nilai diatas rata-rata, rata-rata, dan dibawah rata-rata pada tugas harian dan tes mereka. Hal ini bertujuan untuk mengetahui persepsi mahasiswa di tingkat nilai yang berbeda.

Data pertama diambil melalui pengamatan selama satu semester. Kemudian, data kedua diambil melalui kuesioner. Setelah kuesioner di kumpulkan, peneliti menganalisisnya. Akhirnya, peneliti mengambil beberapa responden berdasarkan sampling bertingkat untuk diwawancara.

Ada dua cara yang berbeda tentang bagaimana *Peer feedback* dilakukan. *Peer feedback* dilakukan di kelas dan dirumah. Ada 86%, 88%, dan 82% mahasiswa dari tingkat nilai diatas rata-rata, rata-rata, dan dibawah rata-rata yang mempunyai persepsi bagus terhadap pelaksanaan *peer feedback*. Mereka yang nilainya diatas rata-rata menganggap bahwa *peer feedback* adalah suatu tantangan untuk membantu mereka yang mempunyai kelemahan di dalam tata bahasa. Sedangkan mereka yang nilainya rata-rata dan dibawah rata-rata menganggap bahwa *peer feedback* adalah media diskusi agar hasil tugas menjadi lebih baik. Tetapi, mahasiswa yang berada diatas rata-rata, *peer feedback* hanya bersifat searah karena jika mereka menemui kesulitan dalam tata bahasa, mereka tidak berani untuk bertanya pada mahasiwa yang berada di tingkat rata-rata dan dibawah rata-rata. Selain itu, prosedur *peer feedback* dan *checklistnya* terkesan monoton. Semua mahasiswa menganggap bahwa koreksi dari teman bermanfaat. Tetapi, mahasiswa diatas rata-rata cenderung memilih koreksi yang diberikan teman untuk merevisi. Sedangkan mereka yang rata-rata dan dibawah rata-rata cenderung untuk menggunakan semua koreksi dari teman mereka untuk merevisi. Kesimpulannya, 89% mahasiwa setuju jika *peer feedback* dilaksanakan di kelas *Writing* karena bermanfaat. Namun, *peer feedback* tidak harus dilakukan setiap ada tugas dan seharusnya dilakukan dengan cara yang bervariasi.