

ABSTRACT

Afreilyanti, Elizabet. (2024). *Unleashing the Potential of Written Corrective Feedback and Teacher Agency in Using Artificial Intelligence Tools in Empowering Indonesian EFL Teachers*. Yogyakarta: English Education Master's Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This thesis aimed to explore the students' preference for written corrective feedback as a teacher's strategy and the importance of teacher agency in English language teaching. The first study is *Unleashing the Potential of Indonesian EFL High School Students' Writing Proficiency and Self-Regulated Learning through Written Corrective Feedback*. It aimed to explore the extent to which EFL high school students prefer types of written corrective feedback strategies in their written work and the impacts on their self-regulated learning. The study was conducted by employing an explanatory mixed-method approach among 32 participants. The study found that direct feedback ($M = 4.56$) was the most preferred type of written corrective feedback. Moreover, the students perceived that written corrective feedback highly contributed to fostering their self-regulated learning ($M > 3.68$).

The second study is *Exploring Indonesian EFL Teachers' Agency and Self-Efficacy in Using Artificial Intelligence Tools*. It aimed to explore how EFL teachers' agency manifests in the utilization of AI tools and how they perceive their self-efficacy. Utilizing a qualitative study, the study collected and analyzed data from 5 participants gathered through open-ended questionnaires and interviews. The study found that teacher agency drove teachers to use artificial intelligence tools such as AI for administrative tasks, content creation, and student engagement in three parts of teaching, namely lesson planning, implementation, and assessment. Moreover, they perceived high self-efficacy towards their use of artificial intelligence tools.

Furthermore, the first study was published in the JEFL Journal, possessing SINTA 2 level as a national journal accreditation. The second study was published in IDEAS Journal and accredited as SINTA 3 by National Journal Accreditation. The findings of the studies suggest that teachers should be more mindful of students' preferences when providing corrective feedback, and teachers should actively practice their agency specifically in the light of artificial intelligence to empower them.

Keywords: written corrective feedback, self-regulated learning, teacher agency, artificial intelligence tools, EFL teaching

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Tesis ini ditulis untuk memahami preferensi siswa terhadap umpan balik tertulis sebagai strategy guru dan pentingnya agensi bagi seorang guru untuk memperkuat efikasi diri. Studi pertama berjudul *Unleashing the Potential of Indonesian EFL High School Students' Writing Proficiency and Self-Regulated Learning through Written Corrective Feedback*. Studi pertama bertujuan untuk mengeksplorasi preferensi siswa sekolah menengah atas terhadap jenis strategi umpan balik tertulis dalam tulisan mereka, serta dampaknya terhadap pembelajaran mandiri mereka. Penelitian ini menggunakan desain explanatory mix-method diantara 32 peserta. Studi pertama menemukan bahwa sebagian besar peserta memilih *direct feedback* ($M = 4.56$) dan umpan balik tertulis sangat berkontribusi dalam meningkatkan pembelajaran mandiri ($M > 3.68$).

Studi kedua berjudul *Exploring Indonesian EFL Teachers' Agency and Self-Efficacy in Using Artificial Intelligence Tools*. Studi kedua bertujuan untuk memahami bagaimana agensi dalam diri guru dapat mempengaruhi mereka dalam menggunakan alat kecerdasan buatan dalam mengajar dan bagaimana penggunaan tersebut berdampak pada efikasi diri mereka. Dengan menggunakan metode kualitatif, studi kedua mengumpulkan dan menganalisa data yang didapat dari 5 guru bahasa Inggris. Studi kedua menemukan bahwa agensi dalam diri mereka mendorong mereka untuk menggunakan alat kecerdasan buatan seperti AI untuk tugas administrative, membuat konten pengajaran, dan keterlibatan siswa dalam tiga aspek mengajar, yaitu perencanaan, pelaksanaan, dan evaluasi, serta penggunaan alat kecerdasan buatan tersebut memperkuat efikasi dalam diri mereka.

Selanjutnya, studi pertama dipublikasi pada JEFL Journal yang terakreditasi SINTA 2 dan studi kedua dipublikasi pada IDEAS Journal yang terakreditasi SINTA 3 oleh Jurnal Akreditasi Nasional. Berdasarkan hasil dua studi tersebut, perlu digarisbawahi bahwa guru harus memperhatikan preferensi siswa terhadap jenis umpan balik dan guru harus secara aktif mempraktikkan agensi mereka secara khusus dalam konteks penggunaan alat kecerdasan buatan untuk meningkatkan efikasi diri mereka.

Kata kunci: written corrective feedback, self-regulated learning, teacher agency, artificial intelligence tools, EFL teaching