

ABSTRACT

Meilina, Ardhita. 2012. *Meilina, Ardhita. 2012. Comparing 2nd and 4th Semester Students' Ability in Giving Feedback to Their Friends' Writing.*

Peer feedback has an essential role in improving students' writing skill. Through peer feedback activity, the students will have opportunities to work collaboratively with their peers and improve their writing abilities individually. This role encourages them to be critical readers and critical thinkers at once. However, the students' ability in giving feedback to their peers' writing is different.

This study aimed at investigating to what extent 2nd semester students and 4th semester students give feedback to their friend's writing. The research was conducted using document analysis. The participants of the study were the second semester students who were taking Paragraph Writing II in the Academic Year of 2011/2012 and the fourth semester students who were taking Critical Reading and Writing in the Academic Year of 2010/2011 at the English Education Study Program of Sanata Dharma University. The instrument was adapted from Hughey *et al.* (1983). with some modification from the writer so that it would be relevance to this research.

From this study, it was found that the second semester students and the fourth semester students had different ability in giving feedback to their peers' writing. The fourth semester students were more detailed in giving comment; they focused not only on the language accuracy and the mechanic of the writings but also on the content and organization of the writing. They did not only concern on the surface errors but they also concern on the writing's content. On the contrary, the second semester students less pay attention to the writing's content. The Second semester students' feedback focused more on the writing's form.

Related to the finding of the study, there are some recommendations for teachers and students. The teachers are recommended to encourage peer feedback activity in writing class. It is also hoped that teachers will develop the implementation of cooperative learning activities among the students in enhancing their learning achievement. For the students, they should be proactive in doing peer feedback activity. Besides that, the students should keep on practicing writing a composition so it can help them to improve their writing skill.

ABSTRAK

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Dalam meningkatkan kemampuan menulis siswa, saling memberikan umpan balik antar siswa memiliki peranan yang penting. Melalui aktivitas ini, para siswa memiliki kesempatan untuk bekerjasama dengan temannya dan meningkatkan kemampuan menulis mereka secara individual. Akan tetapi kemampuan masing-masing siswa dalam memberikan umpan balik terhadap karangan teman-temannya berbeda-beda.

Studi ini meneliti seberapa jauh kemampuan siswa semester dua dan siswa semester empat dalam memberikan umpan balik terhadap karangan temannya. Studi ini menggunakan metode dokumen analisis. Peserta studi ini adalah siswa semester dua di kelas Paragraph Writing II pada tahun angkatan 20011/2012 serta siswa semester empat di kelas Critical Reading and Writing pada tahun angkatan 2010/2011 di Program Studi Pendidikan Bahasa Inggris, Kampus Sanata Dharma. Instrumen penelitian yang digunakan di adaptasi dari Hughey *et al.*(1983). dengan sedikit perubahan dari penulis agar tetap sesuai dengan studi ini.

Dari hasil studi ini, ditemukan bahwa para siswa semester dua memiliki kemampuan memberikan umpan balik yang berbeda dengan para siswa di semester empat. Para siswa semester empat lebih rinci dalam memberikan komentar, mereka tidak hanya fokus pada tata bahasa maupun tanda baca namun juga memperhatikan isi serta organisasi dalam karangan temannya. Mereka tidak hanya fokus pada kesalahan yang tampak di permukaan tapi juga focus pada isi karangan. Sebaliknya, para siswa semester dua kurang fokus dalam memberikan umpan balik yang berkaitan dengan isi karangan, mereka lebih fokus memberikan umpan balik pada tata bahasa dan tanda baca.

Berkaitan dengan studi ini, para guru, disarankan untuk meningkatkan kegiatan saling memberikan umpan balik di kelas. Para guru juga diharapkan untuk meningkatkan aktivitas pembelajaran secara kooperatif di antara para siswa untuk meningkatkan pencapaian hasil belajar. Kepada para siswa, diharapkan untuk bersikap proaktif dalam mengikuti kegiatan saling memberikan umpan balik. Mereka juga hendaknya tetap berlatih menulis untuk meningkatkan kemampuan menulis mereka.