

**AN ANALYSIS OF TEACHER'S WRITTEN FEEDBACK
IN ENGLISH AS A FOREIGN LANGUAGE INSTRUCTION AT STATE
JUNIOR HIGH SCHOOL 2 KUBUNG**

THESIS

*Submitted in Partial Fulfillment as One of Requirements for Undergraduate
from Program English Education the Strata One (S1) Degree*



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1439 H/ 2018 M**

PENGESAHAN TIM PENGUJI

Skripsi dengan judul “An Analysis of Teacher’s Written Feedback in English As a Foreign Language Instruction at State Junior High School 2 Kubung” yang ditulis oleh Darmawita, NIM 1414050403 telah diuji dalam sidang Munaqasyah Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Imam Bonjol Padang, pada hari Kamis 30 Agustus 2018, dan dinyatakan telah dapat diterima sebagai salah satu syarat dalam mencapai gelar Sarjana Program Strata Satu (S.1) pada jurusan Tadris Bahasa Inggris.

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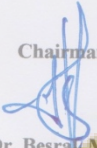

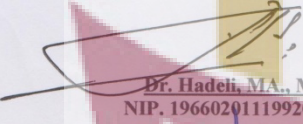
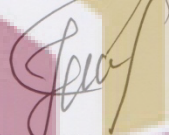
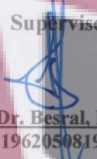

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THESIS ACCEPTANCE

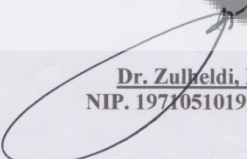
The thesis entitled "An Analysis of Teacher's Written Feedback in English As a Foreign Language Instruction at State Junior High School 2 Kubung" written by Darmawita, Students Register Number 1414050403 has been examined by Board of Examination members in faculty of Islamic Education and Teacher Training State Islamic University (UIN) "Imam Bonjol" Padang, on Thursday, August 30, 2018. Therefore, it has been accepted for part of Sarjana Pendidikan (S.Pd) degree in English Tadris Department.

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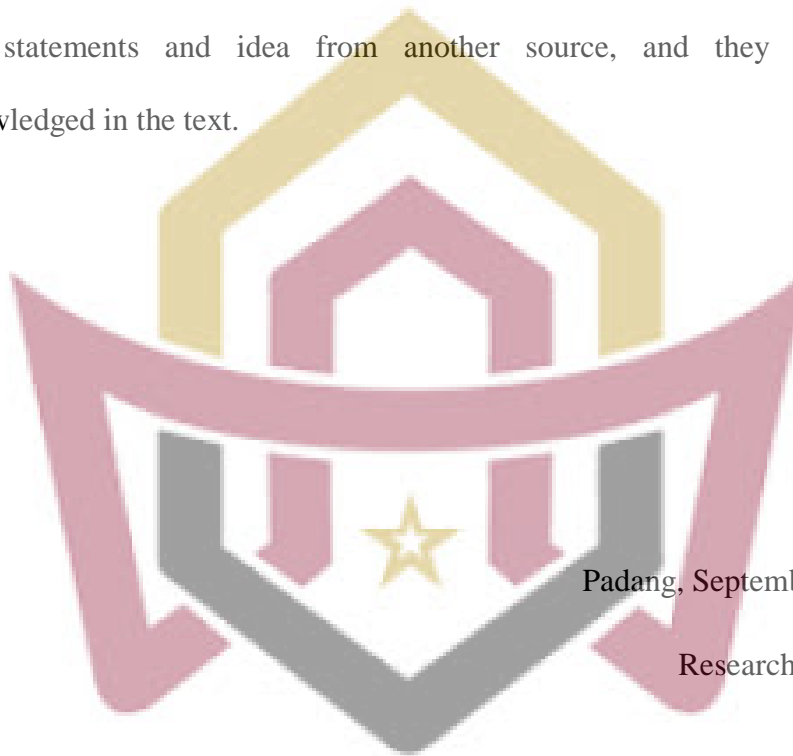

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DECLARATION



“In the Name of Allah the Most Gracious and the Most Merciful”

In hereby certify than this thesis entitled “An Analysis of Teacher’s Written Feedback in English As a Foreign Language Instruction At State Junior High School 2 Kubung” is true my own work. I am fully aware that I have quoted some statements and idea from another source, and they are properly acknowledged in the text.



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ABSTRACT

Darmawita. 2018. An Analysis of Teacher's Written Feedback in English as a Foreign Language Instruction at State Junior High School 2 Kubung.

Teacher's written feedback is the method most widely used to respond the students in writing in the teaching and learning process. Sometime, the teachers gavescore 7, 8, or 9 as feedback. Teachers did not maximally facilitate students in using teacher's written feedback. So, students did not know where mistakes or weaknesses in their writing. This research aimed to describe the phenomena of feedback was given by the teacher in students' writing. In addition, this research also described the responses were given by the students when received feedback from the teacher.

This research was descriptive qualitative research type. In this research, teacher was interviewed and the students were given questionnaire to collect the data. There were 125 students of class eight of Junior High School 2 Kubung in academic year 2018/ 2019 as population of this research. Simple random sampling technique was used to choose the sample. This research taken 20% of population or 5 students for each class as sample of the research, it was 25 students.

The finding showed that the teacher focused on grammar, vocabulary, and mechanic in correcting students' writing. Based on interview with English teacher, the teacher used two types of feedback, they were correction and underline. While students prefer to the teacher feedback was 59,24%, related that to feedback effect on language improvement was 64,4%, related to the students' feeling when receiving feedback was 54%, and related to students' action initiation time upon receiving feedback was 58%.

The conclusion of this research is the teacher provides feedback to students writing by correction and underlining to correct grammar, vocabulary, and mechanic. Teacher feedback makes students are able to make sentences that are in accordance with grammar and word form. The researcher suggest to the teacher to used correction feedback to improve their writing after receiving feedback from the teacher.

ABSTRAK

Darmawita. 2018. “Analisis Umpan Balik Tertulis Guru Dalam Bahasa Inggris Sebagai Instruksi Bahasa Asing Di SMPN 2 Kubung”.

Umpan balik tertulis guru merupakan metode yang paling banyak digunakan untuk merespon siswa dalam menulis dalam proses belajar mengajar. Namun terkadang para guru hanya memberikan angka seperti 7, 8, dan 9. Guru tidak maksimal memfasilitasi siswa dalam menggunakan umpan balik tertulis guru. Jadi, siswa tidak tahu di mana kesalahan atau kelemahan dalam tulisan mereka. Penelitian ini bertujuan untuk menggambarkan fenomena umpan balik yang diberikan oleh guru dalam tulisan siswa. Selain itu, penelitian ini juga menggambarkan bagaimana respon yang diberikan oleh siswa saat menerima umpan balik dari guru.

Penelitian ini merupakan penelitian deskriptif kualitatif. Di dalam penelitian ini, guru diwawancarai dan siswa diberikan angket untuk mendapatkan data. Populasi di dalam penelitian ini adalah 125 siswa kelas delapan di SMPN 2 Kubung pada tahun ajaran 2018/2019. Random sampel adalah teknik yang digunakan dalam menentukan sampel. Sampel dalam penelitian diambil 20% dari jumlah populasi atau 5 siswa dari masing-masing kelas yang jumlahnya adalah 25 siswa.

Temuan ini menunjukkan bahwa guru fokus pada tata bahasa, kosakata, dan mekanisme dalam memeriksa tulisan siswa. Berdasarkan hasil wawancara dengan guru bahasa Inggris, guru menggunakan dua jenis umpan balik dalam memeriksa tulisan siswa yaitu deskripsi dan garis bawah. Sedangkan siswa yang lebih menyukai umpan balik guru adalah 59,24%, yang berkaitan dengan pengaruh umpan balik terhadap peningkatan bahasa adalah 64,4%, berkaitan dengan perasaan siswa ketika menerima umpan balik adalah 54%, dan yang berkaitan dengan tindakan siswa ketika menerima umpan balik adalah 58%.

Kesimpulan dari penelitian ini menunjukkan bahwa guru memberikan umpan balik kepada siswa dengan cara mengoreksi dan menggarisbawahi kesalahan dalam tulisan siswa. Umpan balik guru membuat siswa mampu membuat kalimat yang sesuai dengan tata bahasa dan bentuk kata. Respon siswa terhadap umpan balik guru adalah menerima dengan positif dan mereka mulai memperbaiki tulisan mereka setelah menerima umpan balik dari guru. Peneliti menyarankan kepada guru agar menggunakan umpan balik untuk meningkatkan penulisan mereka setelah menerima umpan balik dari guru.