

ABSTRACT

FITRI DWI WAHYUNI. *Teacher's and Students' Attitudes toward Digital Corrective Feedback on Students' Writing Quality: A Case Study at SMA Islam Al Azhar 8 Bekasi*. Thesis. Master Program of English Language Education, Faculty of Languages and Arts, State University of Jakarta. (August, 2017)

The research was aimed at investigating the teacher's and students' attitudes in the aspect of behavior, cognitive, and emotion toward digital corrective feedback on students' writing quality. It was also aimed at finding out the process of corrective feedback provision through Google Docs as a digital tool in writing Factual Report, and determining the progress of students' writing quality. The method used to conduct this study is a case study. The data were obtained through questionnaire, interview, observation, and students' text of writing, which were processed quantitatively and qualitatively. This study was held from March to June 2017 at SMA Islam Al Azhar 8 Bekasi involving an English teacher and thirty five students of Grade XI. The findings of study indicate that both teacher and students showed positive attitudes toward digital corrective feedback. Furthermore, the feedback provision through Google Docs was not only implemented in the end of writing, but also it occurred during the writing process. In addition, the corrective feedback itself was given both explicitly and implicitly in both written and spoken interaction. Then, the progress of students' writing quality in terms of content, language use, text organization, vocabulary, and mechanics of writing, was examined. From the three texts of student's writing it was found that the students' average score of writing was progressing. The average score of first writing was 85. The average score of second writing was 88. While the average score of third writing was 94. It could be concluded that when the students and teacher showed positive attitudes toward the digital feedback, the progress of writing quality would be reflected.

Keywords: Teachers' and Students' Attitudes, Digital Corrective Feedback, and Students' Writing Quality.

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Penelitian ini bertujuan untuk mengetahui sikap guru dan siswa yang dilihat dari aspek perilaku, kognitif, dan emosi terhadap umpan balik yang diberikan terhadap kualitas tulisan siswa. Penelitian ini juga bertujuan untuk mengetahui bagaimana proses pemberian umpan balik pada tulisan siswa melalui Google Docs sebagai alat digital dalam penulisan Factual Report, dan menentukan apakah ada peningkatan pada kualitas tulisan siswa. Metode penelitian yang digunakan adalah sebuah studi kasus. Data diperoleh melalui kuesioner, interview, observasi, dan teks tulisan siswa, yang diolah secara kuantitatif dan kualitatif. Penelitian ini dilaksanakan sejak Maret sampai dengan Juni 2017 di SMA Islam Al Azhar 8 Bekasi yang melibatkan seorang guru Bahasa Inggris dan tiga puluh lima siswa kelas XI. Hasil penelitian menunjukkan bahwa baik guru maupun siswa menunjukkan sikap positif terhadap umpan balik terhadap tulisan siswa yang diberikan melalui alat digital. Kemudian, pemberian umpan balik melalui Google Docs tidak hanya dilakukan pada akhir kegiatan menulis, tetapi juga terjadi selama proses menulis berlangsung. Umpan balik diberikan baik secara langsung (eksplisit) maupun tidak langsung (implisit) dalam bentuk interaksi tertulis maupun ungkapan lisan. Selain itu perkembangan kualitas tulisan siswa dalam hal isi, kebahasaan, pengorganisasian teks, kosakata, dan mekanika penulisan juga diuji. Dari tiga teks tulisan siswa ditemukan bahwa rata-rata nilai tulisan siswa mengalami peningkatan. Rata-rata nilai teks pertama adalah 85. Rata-rata nilai teks kedua adalah 88. Sementara itu rata-rata nilai teks ketiga yaitu 94. Maka dapat disimpulkan bahwa ketika guru dan siswa menunjukkan sikap positif terhadap umpan balik yang diberikan melalui alat digital terhadap teks tulisan, kualitas tulisan siswa akan berkembang.

Kata kunci: Sikap Guru dan Siswa, Umpan Balik Digital, dan Kualitas Tulisan Siswa.