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Students' ID   : 321 414 092

Department   : English Education

Faculty   : Letters and Culture

Title   : An Analysis of Students' Writing Skills Progress on Teacher's Feedback

Statement of Original Authorship

I hereby certify that this research entirely is an original result of my own independent work and that the work contained in this undergraduate thesis has not previously been submitted to meet requirements for an award of academic degree in any other higher education institution. To the best of my knowledge and belief, the undergraduate thesis contains no material previously published or written by another person unless otherwise referenced and acknowledged in the text.

Gorontalo, September 2nd, 2021

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Abstract

Rivaldy Pomalingo. 2021. An Analysis of Students' Writing Skills Progress on Teacher's Feedback. Department of English Education, Faculty of Letters and Cultures, Universitas Negeri Gorontalo. Advisor (1) Dr. Hanisah Hanafi, M.Pd (2) Yusna Bantulu, S.Pd., M.A

This study is sought to investigate the progress on students writing skill on teacher written feedback. This study followed qualitative approach, using descriptive research design. Making use of Hedge's (1998) theory on written correction indicators, this study utilized three written essays obtained via three stages of students' paper essays as the research data. The study field that interesting finding were of three participants two of whom namely participant 1 and participant 3 regarding present in significant progress teacher feedback on the writing, while participant 2 performed a huge significant progress concerning teacher written feedback. The finding of this study suggest that teachers are well advised to provide detail feedback on students writing in order for the students to produce whether written performance.

Key words: *Teacher feedback, written feedback, writing*

Abstrak

Rivaldy Pomalingo. 2021. Analisis Peningkatan Keterampilan Menulis Siswa pada Umpan Balik *(Feedback)* Guru. Jurusan Pendidikan Bahasa Inggris, Fakultas Sastra dan Budaya, Universitas Negeri Gorontalo. Pembimbing (1) Dr. Hanisah Hanafi, M.Pd, (2) Yusna Bantulu, S.Pd., M.A.

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan menulis siswa pada umpan balik *(feedback)* korektif tertulis guru. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian deskriptif. Dengan menggunakan teori Hedge (1998) tentang indikator koreksi tertulis, penelitian ini menganalisis tiga esai tertulis yang diperoleh melalui tiga tahap dimana makalah esai siswa digunakan sebagai data penelitian. Hasil penelitian menunjukkan bahwa dari tiga partisipan penelitian, dua diantaranya yakni partisipan 1 dan partisipan 3 menunjukkan peningkatan yang signifikan berdasarkan umpan balik korektif tertulis guru. Sedangkan partisipan 2 menunjukkan peningkatan yang sangat signifikan berdasarkan umpan balik korektif tertulis guru. Hasil penelitian ini menyarankan guru untuk memberikan umpan balik *(feedback)* secara rinci tentang tulisan siswa agar siswa menghasilkan tulisan yang bagus.

Kata-kata Kunci: Umpan Balik Korektif Guru, Umpan Balik Tertulis, Tulisan