

ABSTRAK

HANA NURHALIZAH, 2024. "STUDENTS' ATTITUDE TOWARD WRITTEN CORRECTIVE FEEDBACK IN THE CLASSROOM: A CASE STUDY OF JUNIOR HIGH SCHOOL" Department of English Education, Faculty of Educational Sciences and Teachers' Training (*FKIP*), University of Siliwangi, Tasikmalaya.

Studi ini mengeksplorasi sikap siswa Sekolah Menengah Pertama terhadap umpan balik tertulis yang diberikan oleh guru, dengan tujuan memahami bagaimana umpan balik tersebut meningkatkan kemampuan berbahasa Inggris mereka. Menggunakan pendekatan deskriptif kualitatif dalam kerangka studi kasus, studi ini melibatkan empat peserta dari kelas dua. Wawancara semi-struktural digunakan untuk mengumpulkan data terkait perspektif dan tanggapan siswa terhadap umpan balik tertulis pada tugas mereka. Temuan mengungkapkan beragam tanggapan terhadap umpan balik tertulis, yang menyoroti sikap positif dan negatif. Siswa yang memandang umpan balik secara positif menunjukkan kesediaan untuk terlibat dengan umpan balik tersebut, secara aktif mencari klarifikasi jika diperlukan, dan menggunakan umpan balik untuk melakukan perbaikan konkret dalam tulisan mereka. Sebaliknya, siswa dengan sikap negatif menyatakan keraguan tentang efektivitas umpan balik, dan pengaruhnya terhadap motivasi, dan kepercayaan diri mereka. Dengan fokus pada umpan balik yang jelas, konstruktif, dan seimbang, para pendidik dapat membantu siswa mengembangkan sikap yang lebih positif terhadap umpan balik, yang pada gilirannya akan meningkatkan keterlibatan, keterampilan, dan pengembangan pribadi mereka.

Kata kunci: *umpan balik tertulis, antusiasme, resistensi, kemampuan Bahasa Inggris, studi kualitatif, SMP*

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This study explores Junior High School students' attitudes towards written corrective feedback provided by the teachers, aiming to understand how it enhances their English language proficiency. Employing a descriptive qualitative approach within a case study framework, the study involved four second-grade participants. Semi-structured interviews were used to gain data on students' perspectives and responses to written feedback on their assignments. The findings reveal varied responses to written corrective feedback, highlighting positive and negative attitudes. Students who viewed feedback positively demonstrated a willingness to engage with it, actively sought clarification when necessary, and utilized the feedback to make concrete improvements in their writing. In contrast, students with negative attitudes expressed doubts about the effectiveness of feedback and its influence on their motivation and confidence. By focusing on clear, constructive, and balanced feedback, educators can help students develop a more positive attitude towards feedback, leading to greater engagement, improved skills, and enhanced personal development.

Keywords: written feedback, enthusiasm, resistance, English language proficiency, qualitative study, Junior High School