

**WRITING CONFERENCE STRATEGY IN ONLINE EFL
WRITING CLASSROOM**

**By
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**WRITING CONFERENCE STRATEGY IN ONLINE EFL
WRITING CLASSROOM**

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In Partial fulfillment of the requirements
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by

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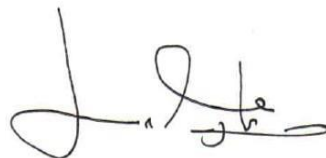
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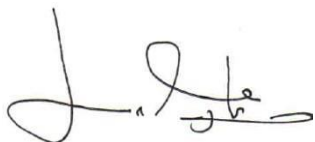
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STATEMENT OF AUTHENTICITY

I, the undersigned, Suaibatul Aslamiyah, declare this undergraduate thesis is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 22 Desember 2021

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ABSTRACT

Suaibatul Aslamiyah. 2021. Writing Conference Strategy in Online EFL Writing Classroom. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. Antasari State Islamic University. Advisor: (I) Puji Sri Rahayu, MA (II) Afifah Linda Sari, S.S., M.Pd

Keywords: writing conference, student experiences, feedback

This research is discussed about the writing conference strategy that occurred in online EFL writing classroom. The aim of the research were to find out how the implementation of writing conference strategy in online EFL writing classroom and to identify the type of teacher feedback that occur during the teacher-student online conference based on their experiences.

This research used qualitative research design with case study method. Qualitative is used to investigate a problem in order to get clear understanding of certain phenomenon. The instrument of this research was interview. The students who participated in this research were from English Education Department of Antasari Islamic State University academic year 2018. Purposive sampling technique was used in this research which consisted 12 students as the participants. The data were analyzed using Miles and Huberman theory that consist of three main steps: data reduction, data display, and conclusion drawing and verification.

The result of the interview stated that the the implementation of writing conference strategy in online EFL writing classroom has no difference with the implementation of writing conference during the face-to-face learning. The online writing conference pass through the six stages of the writing conference. The research also discovers the result of the feedback-type that occurred during the teacher-student online writing conference. Out of three feedback-type in major areas of feedback as revision, the conferences-type and written feedback played many roles in online writing conference. While the conference-type feedback happened during the online class, the teacher's feedback would come in the form of written feedback in the comment section via Google Classroom and Whats App Group.

ABSTRAK

Suaibatul Aslamiyah. 2021. *Writing Conference Strategy in Online EFL Writing Classroom*. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: (I) Puji Sri Rahayu, MA (II) Afifah Linda Sari, S.S., M.Pd

Kata kunci: *writing conference, feedback, pengalaman mahasiswa*

Penelitian ini membahas tentang strategi *Writing Conference* yang terjadi dalam kelas menulis daring mahasiswa Tadris bahasa Inggris di UIN Antasari Banjarmasin. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana implementasi dari strategi *Writing Conference* dalam kelas menulis daring para mahasiswa Tadris bahasa Inggris dan mengidentifikasi tentang *feedback* yang diterapkan selama konferensi online antar guru dan mahasiswa.

Penelitian ini menggunakan desain penelitian kualitatif dengan metode studi kasus. Metode penelitian Kualitatif digunakan untuk menyelidiki suatu masalah guna mendapatkan pemahaman yang jelas tentang sebuah fenomena tertentu. Instrumen penelitian ini adalah wawancara. Mahasiswa yang berpartisipasi dalam penelitian ini adalah mahasiswa Jurusan Tadris Bahasa Inggris Universitas Islam Negeri Antasari tahun ajaran 2018. Teknik *purposive sampling* digunakan dalam penelitian dan terdapat 12 mahasiswa sebagai partisipan. Analisis data menggunakan teori Miles dan Huberman yang terdiri dari tiga langkah utama yaitu reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi.

Hasil wawancara menyatakan bahwa implemetasi dari strategi *writing conference* dalam kelas menulis daring tidak ada perbedaan dengan strategi *writing conference* selama pembelajaran tatap muka. *Writing conference* daring juga melewati enam tahapan dalam penerapannya. Penelitian ini juga menemukan hasil dari tipe *feedback* yang terjadi selama *writing conference* daring antar guru-siswa. Dari tiga jenis *feedback* di bidang utama *feedback* sebagai revisi, jenis tipe konferensi dan *feedback* tipe tertulis memainkan banyak peran dalam konferensi penulisan daring. Sementara *feedback* jenis konferensi terjadi selama kelas daring, *feedback* guru datang dalam bentuk *feedback* tertulis di bagian komentar melalui Google Classroom dan Grup Whats App.

MOTTO

“Allah does not burden a soul beyond its capacity.”

(Al-Qur’an 02:286)

DEDICATION

Thanks to Allah SWT and sholawat upon His messenger who have given me everything so I can finish this thesis.

I dedicated this thesis for:

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Finally, the researcher hopes that this research will be useful for the next researchers. The researcher admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, 22 December 2021
The Writer



Suaibatul Aslamiyah

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