

ABSTRACT

Niswatin Faoziah. 2008. *Students' Perception of Teacher Feedback on Their Academic Writing as Reflected in Revision*. Yogyakarta: English language Studies, Graduate Program, Sanata Dharma University.

In the process writing approach, responding to students' texts has been a central task for writing teachers. They often think that students will learn such comments and apply the new knowledge to subsequent drafts. Nevertheless, a great deal of researches have questioned the effectiveness of teacher feedback as a way of improving students' writing. The grim picture of research in teacher feedback triggers the writing teacher to question students' perceptions and what their responses to teacher feedback are. In spite of much research examining teacher feedback, and revision processes, limited studies scrutinized students' perception and how they have incorporated their perceptions of teacher feedback into revision. This study scrutinizes students' perception which takes into account individual differences such as educational background, need, expectation, previous writing experience and motivation. It is an attempt to understand the lived experience of the participants as part of the phenomenon, so phenomenological research seemed to be appropriate to be applied in the study.

This study explored students' perception of teacher feedback on their academic writing as reflected in revision. It investigated two research questions namely; (1) what is students' perception of teacher feedback?, and (2) how is the students' perception reflected in their revision? These two research questions were answered through in-depth interviews, and analysis of students' documents. The participants of this study were three students of the Center for Religious and Cross Cultural Studies at the Graduate School, Gadjah Mada University, Yogyakarta, and one of the English teacher.

The results indicated that students' perceptions varied considerably according to educational background, experience, need, expectation, and students' linguistic differences. These aspects seemed to stand in the way of students' perceive of teacher feedback. In addition to this fact, their perceptions were also directly linked to the teacher's feedback practices, which were aimed largely at mechanical and grammatical accuracy, fluency, organization of ideas, style and content. In other words, the researcher argued that students' perceptions of teacher feedback were mainly a result of their needs, expectations, previous experiences and teacher feedback practice.

Additionally, the research contributed to the fact that there were contradictory perceptions of students on content of teacher feedback. For students who paid greater attention to content, and organization of ideas, the disagreement on content feedback was a medium to widen their perspectives, but not to those who over emphasized grammar. Consequently students who perceived content and organization of ideas as the main attention tended to revise all such aspects successfully leading to substantive changes. In contrast, those who perceived form or grammar as paramount would merely revise grammar over content or organization of ideas. The study also proved that text-based changes including content and organization of ideas indeed, were difficult to amend, so students tended to selectively incorporate teacher feedback as they could, in terms of the ease of revision and task complexity. Interestingly, the researcher also discovered that students appreciated teacher feedback by executing some strategies in response to teacher feedback difficulties such as correction codes/symbols, and vague comments. These strategies were good attempts to facilitate them in the revision process. The study illustrated that teacher feedback contributed

greatly to the students' writing development as to what constitutes of good essay and their emotional state, particularly their motivation to write.

Key words: *academic writing, teacher feedback, text, perception, phenomenological research.*

ABSTRAK

Niswatin Faoziah. 2008. *Students' Perception of Teacher Feedback on Their Academic Writing as Reflected in Revision*. Yogyakarta: Kajian Bahasa Inggris, Program pasca Sarjana, Universitas Sanata Dharma.

Dalam pendekatan proses menulis, respon terhadap teks mahasiswa telah menjadi tugas pokok bagi dosen menulis. Para dosen berpandangan mahasiswa akan belajar dari koreksi-koreksinya dan mendapatkan pengetahuan baru dari draft tersebut. Namun, banyak penelitian mempertanyakan efektifitas dari *teacher feedback* sebagai sebuah metode untuk meningkatkan kemampuan menulis mahasiswa. Sebagian penelitian mengenai *teacher feedback* sering menekankan efektifitas proses ini sebenarnya terletak pada pandangan mahasiswa dan bagaimana respon balik mereka terhadap *teacher feedback* itu sendiri.

Meskipun sudah banyak penelitian membahas *teacher feedback* dan proses revisi, penelitian yang memfokuskan diri pada persepsi mahasiswa dan bagaimana mereka menggabungkan persepsi mereka tentang *teacher feedback* ke dalam proses revisi termasuk masih langka. Kajian ini berupaya menganalisis persepsi mahasiswa yang memperhatikan unsur-unsur pembeda individual seperti latar pendidikan, pengalaman menulis, dan bagaimana ekspektasi (kebutuhan, motivasi, harapan) mahasiswa terhadap *teacher feedback*. Peneliti tertarik memperhatikan esensi pengalaman subjek riset dan memahami fenomena, sehingga penelitian ini menggunakan pendekatan fenomenologi.

Penelitian ini bertujuan mengeksplorasi persepsi mahasiswa mengenai *teacher feedback* dalam *academic writing* mereka yang tercerminkan dalam revisi. Studi ini mengkaji dua pertanyaan penelitian. *Pertama*, apa persepsi-persepsi mahasiswa mengenai *teacher feedback*? *Kedua*, bagaimana persepsi-persepsi tersebut terefleksikan dalam revisi mereka. Kedua pertanyaan dalam kajian ini akan dijawab melalui *in-depth interview* dan didukung oleh analisa dokumen dari paper mahasiswa. Subjek riset ini difokuskan pada tiga orang mahasiswa di Program Studi Agama dan Lintas Budaya, Sekolah Pascasarjana, Universitas Gadjah Mada dan seorang dosen mereka.

Hasil dari riset ini menunjukkan bahwa persepsi-persepsi mahasiswa bervariasi menurut latar pendidikan, pengalaman menulis, dan bagaimana ekspektasinya terhadap *teacher feedback*. Aspek-aspek tersebut seperti menjadi dasar sejauh mana mahasiswa menerima *teacher feedback*. Pada kenyataannya, persepsi mereka juga secara langsung terkait dengan implementasi *teacher feedback* yang secara lebih luas seperti mekanik bahasa, ketepatan tata bahasa, maupun beberapa kecakapan seperti sumber, pengorganisasian, gaya, dan isi gagasan tulisan. Dengan kata lain, peneliti berpendapat bahwa persepsi mahasiswa terhadap *teacher feedback* merupakan hasil akumulasi dari latar pendidikan, pengalaman menulis, dan ekspektasinya.

Kajian ini menemukan terdapatnya persepsi-persepsi yang berbeda antar mahasiswa mengenai penerimaan *teacher feedback* dalam hal isi tulisan dan grammar. Mahasiswa yang memandang isi tulisan dan pengorganisasian gagasan merupakan subjek revisi, maka dia cenderung mau menerima revisi dosen secara lebih mendasar dan total baik secara gramatikal maupun menyangkut hal-hal lain terkait isi tulisan. Sebaliknya mahasiswa yang menganggap subjek revisi lebih pada masalah gramatikal, dia cenderung hanya merevisi unsur-unsur gramatikal dari tulisan tersebut. Penelitian ini juga menemukan bahwa *text-based changes* mengenai isi dan pengorganisasian gagasan pada kenyataannya sulit diterima secara utuh, sehingga mahasiswa cenderung untuk selektif dalam melakukan revisi pada wilayah ini berdasar kemudahan tingkat revisinya. Menariknya, peneliti juga menemukan bahwa mahasiswa mengapresiasi *teacher feedback* dengan cara menerapkan beberapa strategi dalam merespon kesulitan-kesulitan dalam memahami kode dan simbol koreksi serta komentar yang kurang jelas. Akhirnya, kajian ini menunjukkan bahwa *teacher feedback* memiliki andil besar dalam pengembangan kemampuan *writing* mahasiswa seperti persepsi tentang karakteristik essay yang baik dan lebih memotivasi mereka dalam menulis.

Kata kunci: *Tulisan akademik, teacher feedback, teks, persepsi, penelitian fenomenologi*