

## ABSTRACT

Ista Maharsi. 2007. *Academic Writing Experience of Undergraduate Students of Industrial Technology*. Yogyakarta: Sanata Dharma University.

The importance of academic writing of students at universities becomes more visible with the flourishing of international programs that impose students to be able to read, write and communicate in English within various content courses. This study discusses the academic writing experiences of the undergraduate International Program (IP) students of Industrial Technology at Islamic University of Indonesia. Specifically this study investigates what the students think of academic writing, how they give meaning to academic writing, how they interpret academic writing, and how they actualize themselves through academic writing.

This research is designed to be progressive qualitative research. The data presentation and analysis were based on the narratives of the research participants. Like those of narrative inquiries, the narratives here were used to seek profound meanings of individual perception and meaningful experience on academic writing that was most likely to be conveyed and obtained with high regard of more humanistic and holistic point of views. Thus, tangible stories, rich experiences, diverse perceptions, and multifaceted interpretation of academic writing of each participant would together construct meanings.

The participants were the IP students of semester II, IV, VIII, X and three lecturers. The data were taken from in-depth interviews (unstructured and structured interviews) with the participants, class observations and document collection. The data were recorded, video taped, and some documents were scanned. They were analyzed through a recursive process of transcribing, coding, categorizing as well as selecting and reducing. Accordingly, the pre-figured themes of both processes and products of writing were discussed. However, emergent categories were also presented as they were in no way less significant.

This research found that students of IP FTI experienced the stages of writing process with limited knowledge of writing skills, limited exposures of reading materials of their discipline, and inadequate feedbacks. The students perceived academic writing as part of their academic tasks that would be useful for their future career. Students are aware of this importance of academic writing; however, not all students could take necessary steps to improve it. The findings of this study were expected to be useful for better understanding of students' academic writing perspectives, which in turn will be beneficial for the students to improve their academic writing performance. The implications of the findings will be suggested learning activities, qualified resources and material development with thoughtful regard to students' autonomy and empowerment. Or else, other pedagogical suggestions may become emergent from the current study.

This research could be beneficial for the Industrial Technology students in particular and university students in general. It can further be used by lecturers to better understand the students' perceptions and expectations; by the faculty to provide suitable learning program; by curriculum designers to develop appropriate effective learning activities for industrial technology students, and other researchers to offer better insight and understanding of academic writing discourse of undergraduate students within the context of English for Specific Purposes. After all, those involved in the learning process can help students to become self-reliant and self-fulfilling learners.

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Pentingnya *academic writing* bagi para mahasiswa menjadi semakin nyata dengan banyak bermunculannya program-program internasional yang menuntut para siswanya untuk bisa membaca, menulis dan berkomunikasi dengan bahasa Inggris dalam berbagai mata kuliah disiplin. Riset ini membahas tentang pengalaman *academic writing* mahasiswa International Program Fakultas Teknik Industri Universitas Islam Indonesia (IP FTI UII). Secara spesifik, riset ini menginvestigasi tentang bagaimana mereka memaknai *academic writing*, bagaimana mereka menginterpretasi *academic writing*, dan bagaimana mereka mengaktualisasikan diri melalui *academic writing*.

Riset ini didisain sebagai progresif kualitatif. Presentasi data dan analisa bersumber pada naratif para riset partisipannya. Seperti juga syarat-syarat naratif, naratif dipakai untuk mencari makna terdalam dari persepsi individu dan pengalaman yang bermakna dengan menjunjung tinggi nilai-nilai kemanusiaan. Oleh karenanya, cerita yang saling berkaitan, pengalaman yang kaya, persepsi yang berbeda-beda dan interpretasi berlapis akan bersama-sama membangun arti.

Para partisipannya adalah mahasiswa semester II, IV, VIII, X dan tiga dosen. Data diambil dari *in-depth interview* (terstruktur dan tidak terstruktur), observasi kelas, dan pengumpulan dokumen. Data tersebut kemudian direkam, di video kamera, dan beberapa dokumen di-*scan*. Data tersebut dianalisa melalui proses berulang-ulang dari mentranskrip, memberi kode, mengkategorisasi, menyeleksi dan mengurangnya. Dengan demikian, tema-tema yang telah dipetakan sebelumnya serta kategori-kategori lain didiskusikan.

Adapun temuan riset ini adalah bahwa para mahasiswa IP FTI melalui tahap-tahap menulis dengan berbagai keterbatasan pengetahuan, keterbatasan materi bacaan yang berhubungan dengan jurusannya serta keterbatasan *feedbacks* (koreksi) dari pengajar. Mahasiswa memaknai *academic writing* sebagai bagian dari tugas akademik yang akan bermanfaat bagi masa depan mereka. Mahasiswa sadar akan pentingnya *academic writing*, namun tidak semua mahasiswa dapat mengambil langkah-langkah penting untuk memperbaiki potensi diri. Hasil riset ini diharapkan bermanfaat untuk memahami perspektif mahasiswa terhadap *academic writing* yang pada akhirnya akan bermanfaat untuk meningkatkan kemampuan akademis mereka. Implikasi hasil riset ini berupa aktifitas belajar, sumber daya yang berkualitas, karakter dasar tugas serta pengembangan materi dengan berorientasi otonomi dan pengayaan mahasiswa. Saran ilmiah lain dimungkinkan muncul dalam riset ini.

Riset ini sangat bermanfaat bagi para mahasiswa Teknik Industri pada khususnya dan mahasiswa di universitas pada umumnya. Lebih lanjut, hasil riset ini juga bisa dimanfaatkan oleh para pengajar untuk lebih memahami persepsi dan harapan mahasiswa; oleh fakultas untuk dapat menyediakan program pembelajaran yang sesuai; oleh perancang kurikulum untuk mengembangkan materi aktifitas belajar yang sesuai dengan jurusan teknik industri, serta para peneliti lain untuk mendapatkan pandangan lebih baik dalam konteks *English for Specific Purposes*. Diharapkan semua pihak yang terlibat dapat membantu mahasiswa untuk lebih mandiri.