

ABSTRAK

AMELIA RAHMA FADILAH. 2023. *“THE STUDENTS’ EXPERIENCES ON RESPONDING TO WRITTEN CORRECTIVE FEEDBACK ON WRITING UNDERGRADUATE THESIS: A VIEW FROM AN INDONESIAN EFL CONTEXT”*. Progam Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas siliwangi.

Revisi merupakan bagian dari proses penulisan skripsi. Revisi yang dilakukan mahasiswa tidak lepas dari feedback yang diberikan dosen pembimbing dan penguji. Respon peserta dalam menerima umpan balik perbaikan tertulis dari dosen pembimbing dan penguji memegang peranan penting karena menghubungkan masukan dengan hasil belajar yang diwujudkan dalam revisi siswa. Penelitian yang sudah ada menunjukkan fokus pada sudut pandang guru dalam pemberian umpan balik tertulis sedangkan penelitian ini bertujuan untuk mengetahui apa yang dialami mahasiswa ketika menerima umpan balik tertulis dalam proses penulisan skripsi. Partisipan merupakan mahasiswa Pendidikan Bahasa Inggris yang telah selesai mengerjakan skripsi. Menggunakan metode studi kasus dengan melakukan wawancara terhadap dua orang partisipan yang mendapat umpan balik tertulis dari dosen pembimbing dan penguji pada saat proses penulisan skripsi. Data dikumpulkan melalui wawancara tatap muka daring melalui aplikasi zoom, yang dianalisis menggunakan analisis tematik (Braun & Clarke, 2006). Hasilnya menunjukkan respon partisipan yang berbeda-beda ketika menerima umpan balik tertulis. Kedua partisipan menunjukkan bahwa terdapat tiga respon dalam menerima umpan balik penyuntingan teks, yaitu: 1) respon emosional; 2) respon perilaku; 3) respon kognitif. Meski jawaban kedua peserta diungkapkan secara berbeda, namun kedua peserta mengatakan bahwa masukan penyuntingan teks yang mereka terima sangat berguna dan penting untuk penulisan skripsi mereka. Berdasarkan pengalaman kedua peserta yang ditunjukkan melalui respon terhadap umpan balik tertulis, keduanya sangat membutuhkan umpan balik tertulis karena dapat secara langsung memperbaiki kesalahan yang ada pada tulisan mereka. Jenis feedback juga tentunya perlu dipertimbangkan agar pemberian umpan balik tertulis ini menjadi efektif.

Kata kunci: penulisan skripsi, respon mahasiswa, umpan balik tertulis, pengalaman mahasiswa

ABSTRACT

AMELIA RAHMA FADILAH. 2023. **“THE STUDENTS’ EXPERIENCES ON RESPONDING TO WRITTEN CORRECTIVE FEEDBACK ON WRITING UNDERGRADUATE THESIS: A VIEW FROM AN INDONESIAN EFL CONTEXT”**. English Education Department. Faculty of Educational Sciences and Teachers’ Training. Siliwangi University. Tasikmalaya.

Revision is a necessary step in the thesis writing process. Students' revisions cannot be separated from the feedback provided by supervisors and examiners. The participants' reactions to receiving written corrective feedback from supervisors and examiners are critical because they link the input to the learning outcome manifested in students' revision. Existing research focuses on the teacher's perspective in providing written feedback, whereas this study seeks to discover what students feel when they receive written corrective feedback during the thesis writing process. Participants are English Language Education students who have completed their thesis. Using the case study method, two participants who received written corrective feedback from supervisors and examiners during the thesis writing process were interviewed. Face-to-face interviews were conducted online using the Zoom application, and the data was analyzed using thematic analysis (Braun & Clarke, 2006). The findings show a variety of student reactions when given written corrective feedback. Both participants demonstrated three responses when receiving written corrective feedback: 1) emotional response, 2) Actions-oriented response, and 3) cognitive enrichment. Despite the fact that the two participants' responses differed, both participants agreed that the written corrective feedback they received was very useful and important for writing their thesis. Based on the two participants' experiences as demonstrated by their responses to written feedback, both of them require written corrective feedback because it can directly correct errors in their writing. The type of feedback must also be considered in order to provide effective written corrective feedback.

Keywords: students’ responses, thesis writing, written corrective feedback, students’ experiences