

ABSTRAK

BONA MALELA PASHA. 2024. **STUDENTS' PERCEPTIONS TOWARDS WRITTEN FEEDBACK IN ACADEMIC WRITING CLASS: A CASE STUDY IN EFL CONTEXT.** Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi. Tasikmalaya.

Written Feedback sangat penting bagi siswa dalam keterampilan menulis. Penelitian ini bertujuan untuk mengetahui persepsi siswa mengenai *Written Feedback* guru dalam bentuk *Electronic Feedback* di kelas *Academic Writing*. Dengan mewawancarai empat mahasiswa Jurusan Pendidikan Bahasa Inggris yang telah terdaftar dalam kelas *Academic Writing* pada tahun ke-2 untuk menggali pengalaman mereka saat menulis *Feedback* dalam bentuk *Electronic Feedback* di kelas *Academic Writing*, dosen memberikan komentar pada kiriman *feedback* tugas melalui surel dengan menyisipkan fungsi komentar, yang memungkinkan *feedback* ditampilkan di jendela terpisah saat membaca teks. Data diperoleh dari wawancara semi terstruktur, peneliti mentranskripsikannya dan menganalisisnya menggunakan analisis tematik. Alat analisis ini digunakan untuk mengidentifikasi, menganalisis, dan melaporkan tema dalam data yang bertujuan untuk mengklasifikasikan makna berdasarkan tema (Braun & Clarke, 2006). Penelitian ini memaparkan beberapa persepsi dan argumentasi partisipan atas masukan tertulis yang diberikan dosen, tentang bagaimana mereka mengalami proses pembelajaran, berdasarkan pembahasan di atas, partisipan setuju bahwa masukan dosen sangat membantu untuk meningkatkan kemampuan menulisnya, dosen mengoreksi tulisan. dan memberi mereka *feedback* sehingga mereka dapat memperbaiki kesalahan mereka dan diharapkan dapat menghindari kesalahan yang sama di tugas mendatang.

ABSTRACT

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Feedback is essential for the students in writing skill; feedback, assists students to improve the quality of learning and to achieve success in the class. This recent study aims to determine the students' perceptions of the teacher's written feedback in the form of electronic feedback in Academic Writing Class. By interviewing four participants of students' English Education Department who have enrolled in Academic Writing class during their 2nd year to explore their experience of writing feedback in the form of electronic feedback in Academic Writing Class, the lecturer provided comments on electronic submissions by email or by using the comment function, which allows feedback to be displayed in a separate window while reading a word-processed text. The research data was obtained from semi-structured interviews, which the researcher transcribed and analyzed using thematic analysis. It is an analytical tool that identifies, analyzes, and reports themes within data and aims to classify meanings based on themes (Braun & Clarke, 2006). The study presented several students' perceptions and arguments of teachers' written feedback, about how they were experiencing the learning process; based, on the discussion above the students agree that teachers' feedback is really helpful in increasing their writing ability and teachers corrected their students' writing. they provided them with feedback so they were able to fix their errors and hopefully avoid making the same ones in the future task.