

ABSTRACT

Siti Na'iemah. 210101030320. *Exploring Student-Writers' Responses to Feedback from Lecturers*. Thesis. English Language Education Study Program, Faculty of Education and Teacher Training, Antasari State Islamic University Banjarmasin. Advisor: Dr. Hj Noor Maulidiyah, MA.2025

Keywords: Academic Writing; Academic Feedback; Writing Revision; Students' Responses; Narrative Inquiry

Writing is an essential skill in academic and professional contexts, which lecturers' feedback plays a crucial role in improving the quality of student writing. However, previous studies have focused more on feedback techniques from the lecturer's perspective, while student's responses as recipients had been less explored. This study used a qualitative approach with a narrative inquiry design on 6 students of the English Language Education Study Program of Antasari State Islamic University Banjarmasin, batch of 2022. The students were categorized based on academic achievement: high, medium, and low. Data were collected through in-depth interviews and analysis of assignment documents, then analyzed using the Miles-Huberman model (data reduction, data presentation, and conclusion verification). The findings showed two dominant types of feedback: (1) Written corrective (focusing on technical corrections), and (2) Oral (conceptual direction). Students' experiences varied significantly. High achievers experienced self-disappointment due to perfectionist expectations, while low achievers faced performance anxiety and recurrent technical frustration. Students' responses ranged from metacognitive-systematic to mechanistic-passive strategies, with positive opinions formed when feedback triggered critical reflection. Based on the study research it could be the effectiveness of feedback depends not only on content, but also psychosocial context and delivery mechanism, recommending hybrid approaches and peer collaboration to optimize the revision process.

ABSTRAK

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Kata kunci: Penulisan Akademik; Umpan Balik Akademik; Revisi Penulisan; Tanggapan Mahasiswa; Naratif Inquiry

Menulis adalah keterampilan penting dalam konteks akademik dan profesional, dimana umpan balik dosen memainkan peran penting dalam meningkatkan kualitas tulisan mahasiswa. Namun, penelitian sebelumnya lebih berfokus pada teknik umpan balik dari sudut pandang dosen, sedangkan tanggapan mahasiswa sebagai penerima kurang dieksplorasi. Penelitian ini menggunakan pendekatan kualitatif dengan desain narrative inquiry pada 6 mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Antasari Banjarmasin angkatan 2022. Mahasiswa dikategorikan berdasarkan prestasi akademik: tinggi, sedang, dan rendah. Data dikumpulkan melalui wawancara mendalam dan analisis dokumen penugasan, kemudian dianalisis menggunakan model Miles-Huberman (reduksi data, penyajian data, dan verifikasi kesimpulan). Temuan menunjukkan dua jenis umpan balik yang dominan: (1) Korektif tertulis (berfokus pada koreksi teknis), dan (2) Lisan (arah konseptual). Pengalaman siswa sangat bervariasi. Orang yang berprestasi tinggi mengalami kekecewaan diri karena ekspektasi perfeksionis, sementara orang yang berprestasi rendah menghadapi kecemasan kinerja dan frustrasi teknis yang berulang. Tanggapan siswa berkisar dari strategi metakognitif-sistematis hingga mekanistik-pasif, dengan opini positif terbentuk ketika umpan balik memicu refleksi kritis. Berdasarkan penelitian tersebut dapat disimpulkan bahwa efektivitas umpan balik tidak hanya bergantung pada konten, tetapi juga konteks psikososial dan mekanisme penyampaian, merekomendasikan pendekatan hibrid dan kolaborasi sejawat untuk mengoptimalkan proses revisi.