

Implementasi umpan balik tertulis dan persepsi pemelajar dalam penulisan teks recount oleh Guru EFL = The Implementation of written feedback and learners' perceptions in writing recount texts by EFL teachers

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi implementasi umpan balik tertulis dan persepsi pemelajar terhadap upaya peningkatan keterampilan menulis teks recount oleh guru bahasa Inggris sebagai Bahasa Asing (EFL). Dengan menggunakan pendekatan kualitatif berbasis studi kasus, penelitian dilakukan terhadap 52 pemelajar kelas X di salah satu SMK di Jakarta. Intervensi berupa pemberian umpan balik tertulis mencakup tiga jenis: langsung, tidak langsung, dan metalinguistik. Data diperoleh melalui tugas menulis teks recount sebelum dan setelah pemberian umpan balik, serta kuesioner persepsi pemelajar. Hasil penelitian menunjukkan bahwa pemberian umpan balik tertulis berdampak positif terhadap peningkatan kualitas tulisan pemelajar, terlihat dari perbaikan aspek konten, organisasi, kosakata, tata bahasa, dan teknik menulis. Peningkatan nilai rata-rata pemelajar setelah pemberian umpan balik juga menunjukkan hasil yang positif dan meningkat, terutama pada tugas menulis post-task 2 dan post-task 3. Persepsi pemelajar terhadap umpan balik tertulis umumnya positif, dengan mayoritas pemelajar menyatakan bahwa umpan balik tersebut membantu mereka memahami kesalahan dan memperbaiki tulisan.

.....This study aims to explore the implementation of written feedback and learners' perceptions of efforts to improve recount text writing skills by English as a Foreign Language (EFL) teachers. Using a qualitative case study approach, the research was conducted with 52 tenth-grade students at a vocational school in Jakarta. The intervention consisted of three types of written feedback: direct, indirect, and metalinguistic. Data were collected through recount text writing tasks before and after providing feedback, as well as learner perception questionnaires. The results of the study indicate that written feedback positively impacts the improvement of students' writing quality, evident in the enhancements of content, organization, vocabulary, grammar, and writing mechanics. The average scores of students after receiving written feedback also showed positive and significant improvement, particularly in post-task 2 and post-task 3 writing assignments. Students' perceptions of written feedback were generally positive, with the majority stating that the feedback helped them understand their mistakes and improve their writing.