STUDENTS’ TEACHER FEEDBACK PREFERENCES IN ARGUMENTATIVE WRITING

Abstract

Argumentative Writing is a required course at the English Language Education Program, Faculty of Language and Literature, Satya Wacana Christian University. In this class, students learn to build their arguments and write them down as essays. During this process, teachers will provide feedback to help students correct their mistakes. Because feedback is an integral and vital part of learning (Jimena, Tedjaatmadja, & Tian, 2005), this research is conducted to investigate students’ preferences with regard to teacher feedback in writing. This study is qualitative in nature. The data was gained by using a questionnaire. 78 students who took the Argumentative Writing course in Semester 1/2015-2016 participated in this study. The results showed that most students preferred to get all the errors corrected. Concerning the comment focus, two major preferences were found: one group preferred to get comments that focus on the combination of grammar, content, and organization, and the other group on grammar, content, organization, mechanic, and vocabulary. Most students also preferred to get the combination of direct written feedback plus consultation. Finally, most students reported they could revise their paper based on teacher comments up to 80%; most of them were those who preferred to get direct feedback plus consultation.

Key Words: students’ preference, teacher feedback