

**A RESEARCH ON STUDENTS' PERCEPTION TOWARD TEACHER
FEEDBACK IN WRITING CLASS**

(A Survey Research on the Sixth Semester Students of English Education
Department of Universitas Muhammadiyah Purwokerto
in the Academic Year 2018/2019)



A THESIS

**Submitted to English Education Department
as a Partial Fulfillment of the Requirement for S.Pd Degree**

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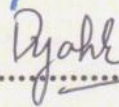
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Menyatakan dengan sungguh-sungguh bahwa skripsi ini adalah hasil karya tulis saya sendiri dan bukan dibuatkan oleh orang lain atau jiplakan atau modifikasi karya orang lain. Bila pernyataan ini tidak benar, maka saya bersedia menerima sanksi, termasuk pencabutan gelar kesarjanaan yang sudah saya peroleh.

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Yang menyatakan,



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MOTTO



Faith is to believe in Allah, His angels, His books, His messengers, the Last Day, and to believe in providence, both its good and its evil.



Islam is built upon five: to worship Allah and to disbelieve in what is worshiped besides him, to establish prayer, to give charity, to perform Hajj pilgrimage to the house, and to fast the month of Ramadan. (Al-Bukhārī)



La tahzan Innallaha ma'ana. Don't be sad. Allah is with us. (Q.S At-Taubah: 40)



Indeed, with hardship [will be] ease. (Q.S Al-Insyirah: 6)



Leave me with what I have left you. When I narrate a saying to you, take it from me. Verily, people before you were destroyed only because of their excessive questioning and differing with their prophets. (Sunan al-Tirmidhī 2679)



None of you has faith until he loves for his brother, or his neighbor, what he loves for himself. (Ṣaḥīḥ Muslim 45)



The person who assists a brother at times of difficulty, then Allah will assist him in his time of need.



DEDICATION

Bismillahirrahmaanirrahiim.

With love and gratitude, I dedicated this thesis for:

- ❖ The Greatest Allah SWT and Prophet Muhammad SAW, The Messenger of Allah, peace and blessings be upon him.
- ❖ My *knight rider* aka my wise biological father (Mr. Sudarno) and my *angel without wings* aka my humble biological mother (Mrs. Musirah) who have been supporting in moral and material in my life. Thank you for all your endless love, beautiful pray, big cares and wonderful inspiration. Thank you for being great parents for me. You are my everything. I love you.
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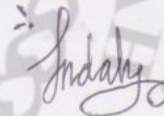
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Although, this thesis is still far from being perfect, there are many weaknesses and lack. Therefore, constructive critics and suggestions from the reader in order to make it better will be appreciated. Finally, this thesis is hoped to be able to provide useful knowledge and information. Furthermore, it could give positive contributions to this field study.

Wassalamu'alaikum Wr. Wb.

Purwokerto, July 18, 2019



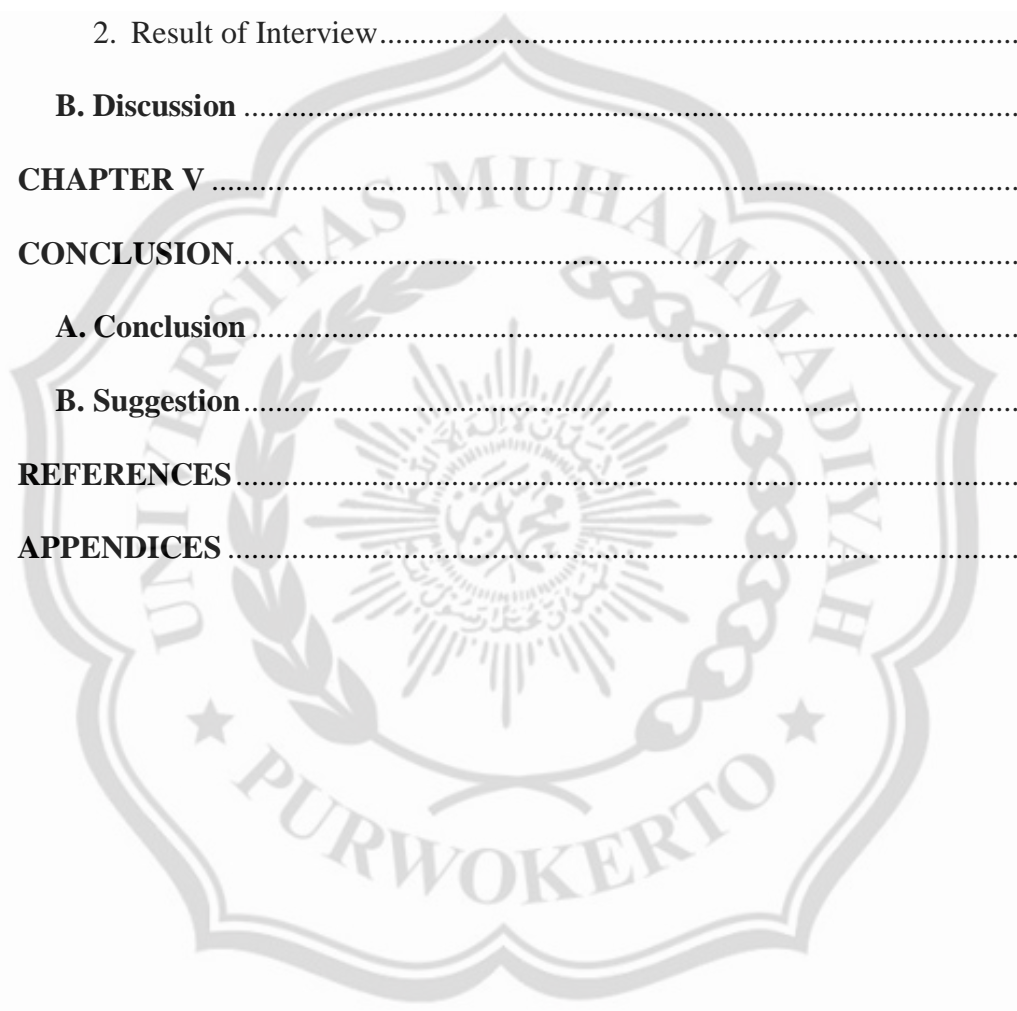
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ABSTRACT

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ABSTRACT

This research was conducted in order to find out students' perception toward teacher feedback in writing class at the sixth semester students of English Education Department of Universitas Muhammadiyah Purwokerto. There were 61 students participated in this research. The method used in this research was survey. The close-typed questionnaire and semi-structured interview were used to collect the data. The questionnaire results revealed that the students had very high positive perception toward teacher feedback in writing class (93.37%). In interview which aimed to clarify the statement which had the highest percentage result in each indicator in the questionnaire was found that: 1) in the sub-indicator of oral teacher feedback, students believed that oral imperatives (100%) helped them in the correction process. Oral praises (100%) gave motivation to keep trying to be better, to always do the best and to improve the quality of their writing. In the sub-indicator of written teacher feedback, written suggestions (96.72%) guided them in dealing with the problem on aspects of writing, 2) in the usefulness of teacher feedback on aspects of writing, students believed that teacher feedback helped them in mastering the five aspects of writing, correcting errors and improving the quality of their writing (96.72%), 3) in the occurrence of teacher feedback, students considered feedback given after the task (96.72%) was more beneficial rather than feedback given during the task (91.80%) since it was more understandable, efficient in terms of time and helped them in the correction process, 4) students felt motivated (96.72%) when they received teacher feedback since the feedback could improve their passion, motivation, knowledge and mastery in writing.

Keywords: *students' perception, teacher feedback, writing class*