

**STUDENTS' PREFERENCES ON TEACHER'S WRITTEN FEEDBACK TO
THEIR WRITING**

**(A Descriptive Study on the Sixth Semester Students of English Education
Department University of Muhammadiyah Purwokerto
In Academic Year 2015/2016)**



**Submitted to English Education Department in Partial Fulfillment
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TO THEIR WRITING**

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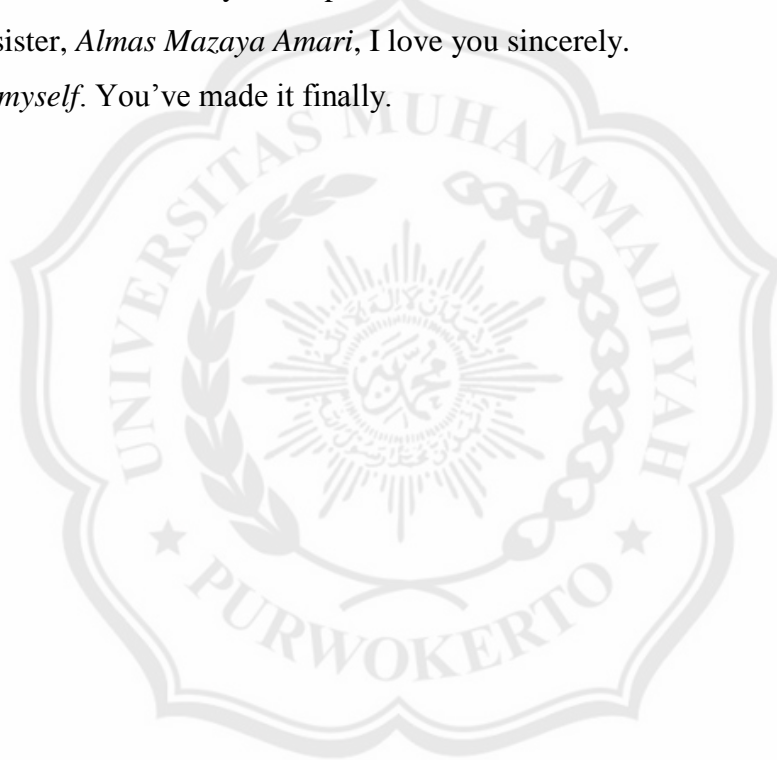
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DEDICATION

I dedicated this piece of work to:

1. *Ayah Ibu*, I've casted on you all my fears and tears but instead, you've given me an endless love, generously and continuously.
2. The sole of my dear *grandpa and grandma*. Though you were not here to see me achieved this, I know you are proud of me.
3. My sister, *Almas Mazaya Amari*, I love you sincerely.
4. *Me, myself*. You've made it finally.



MOTTO

“MAKES YOUR REAL LIFE EVEN MORE BEAUTIFUL THAN
YOUR DREAM “



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I realize that this thesis is still far from being perfect. Therefore, I sincerely accept any constructive criticism and suggestions for the improvement. Hopefully this thesis will be useful for English Education especially for the lecturers.

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TABLE OF CONTENTS

TITLE.....	i
APPROVAL	ii
EXAM LEGALITY	iii
STATEMENT OF ORIGINALITY	iv
DEDICATION	v
MOTTO.....	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF TABLES	ix
LIST OF CHARTS	x
LIST OF APPENDIXES.....	xi
ABSTRACT.....	xii
CHAPTER I INTRODUCTION	
A.	Back
ground of Research	1
B.....	Reas
on for Choosing the Topic.....	3
C.....	Probl
em of Research.....	3
D.	Obje
ctives of the Research.....	3
E.....	Contr
ibution of The Research	4
F.	Defin
ition of Key Terms	4
CHAPTER II REVIEW OF RELATED LITERATURE	

A.	Writi
ng	
1.	Defin
ition of Writing.....	6
2.	The
Steps of Writing Process	7
3.	Aspe
cts of Writing.....	8
B.	F
eedback	
1.	Defin
ition of Feedback.....	9
2.	Type
s of Written Feedback	10
a.	Teac
her Written Feedback	10
b.	Direc
t Feedback	12
c.	Indir
ect Feedback.....	13
3.	The
Function of Teacher Feedback to Students' Writing	15
C.	Prefe
rence	16
D.	Basic
Assumption	16
E.	Previ
ous Study.....	17

CHAPTER III RESEARCH METHOD

A.	Meth
od of the Research.....	18

B.	Place	
and Time of The Research		18
C.	Subje	
cts of the Research		19
D.	Samp	
ling Technique.....		19
E.	Meth	
od of Collecting Data		20
a.	Quest	
ionnaire.....		20
b.	Inter	
view		21
F.	Meth	
od of Analyzing Data		23
a.	Quan	
titative Data		23
b.	Quali	
tative Data		24

CHAPTER IV RESULT AND DISCUSSION

A.	Resul	
t.....		26
1.	Quest	
ionnaire Result		26
2.	Inter	
view Result.....		27
B.	Discu	
ssion.....		36

CHAPTER V CONCLUSION AND SUGGESTION

A.	Conc	
lusion.....		42

B.	Sugg
estion	43

BIBLIOGRAHY

APPENDICES

LIST OF TABLE

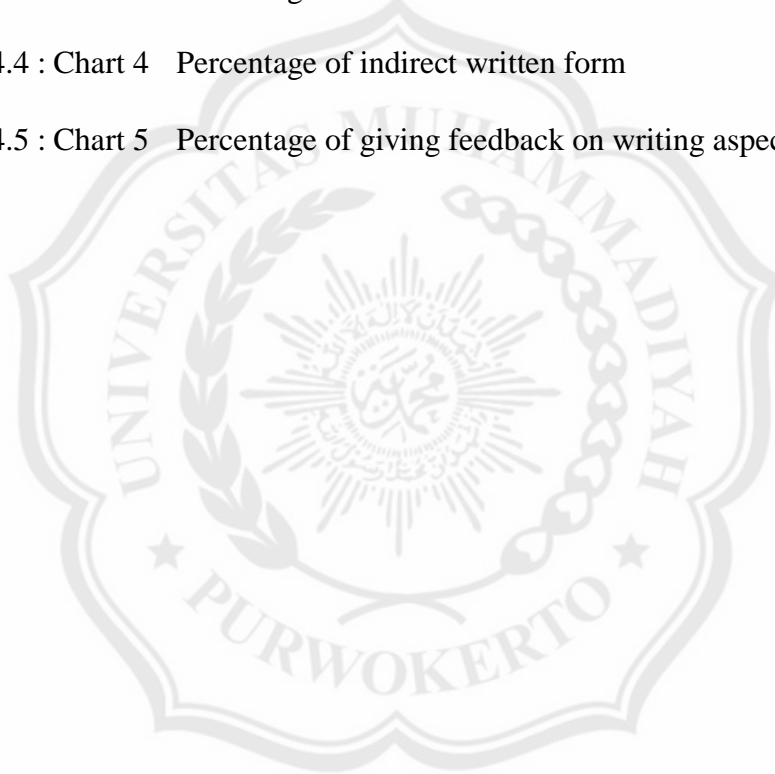
Table 3.1 (The indicators of the questionnaire)

Table 3.2 (The Likert scale of questionnaire)

Table 3.3 (The indicator of the interview)

LIST OF FIGURE

- Picture 4.1 : Chart 1 Percentage of teacher written commentary
- Picture 4.2 : Chart 2 Percentage of written commentary focus
- Picture 4.3 : Chart 3 Percentage of direct written form
- Picture 4.4 : Chart 4 Percentage of indirect written form
- Picture 4.5 : Chart 5 Percentage of giving feedback on writing aspects



LIST OF APPENDICES

Appendix A Indicator of questionnaire

Appendix B Indicator of interview

Appendix C Questionnaire sheet

Appendix D The result of the questionnaire

Appendix E Tabulation of questionnaire

Appendix F Percentage for per indicator

Appendix G Percentage for per item

Appendix H Interview guidelines

Appendix I Interview transcript

ABSTRACT

STUDENTS' PREFERENCES ON TEACHER'S WRITTEN FEEDBACK TO THEIR WRITING

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The aim of this research was to investigate the students' preferences on teacher's written feedback and the types of feedback that is the most preferred by the six semester students of English Education Department in Muhammadiyah University of Purwokerto. This research belongs to descriptive study. The population was 101 students. The samples of the research were 33 students. The techniques of data collection used were questionnaire and interview. The result showed that: (1) the form of teacher written commentary, 96.39% of students most preferred receiving praise. In contrast, the interview result showed that students most preferred receiving suggestion. (2) the written commentary focus, 83.15% of students most preferred receiving teacher comment focus on creative expression while in the interview result, the students most preferred writing process. (3) the form of direct feedback, 91.18% of students most preferred underlining the errors. In addition, the interview result was supported that students most preferred underlining the errors. (4) the form of indirect feedback, 59.52% of students most preferred receiving correction codes and the interview result was supported that students most preferred receiving correction codes. (5) Giving feedback on writing aspects, 98.17% of students most preferred receiving feedback on grammar. In addition, the interview result also supported that student most preferred receiving teacher's feedback on grammar.

Keywords: *writing, teacher written feedback, preference*