

**STUDENTS' PERCEPTION TOWARDS TEACHER'S
WRITTEN FEEDBACK AMONG 11th GRADE STUDENTS AT
SMA N 1 WEDI KLATEN**

A Thesis

**Presented as Partial Fulfilment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



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Approval Sheet

STUDENTS' PERCEPTION TOWARDS TEACHER'S WRITTEN FEEDBACK AND ITS
RELATION WITH THEIR ACHIEVEMENT AMONG SECOND GRADE STUDENTS AT
SMA N 1 WEDI

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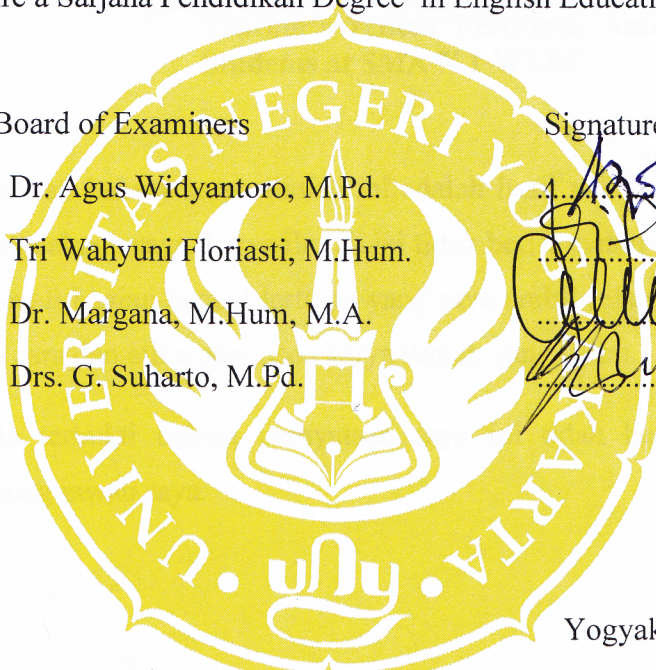
A Thesis

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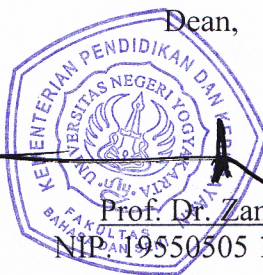
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Yogyakarta, 24 April 2013

Yang membuat pernyataan



Wahyu Dewi Pratiwi

DEDICATIONS

I dedicate this piece of work to:

Me, myself

My beloved parents, father and mother for their never ending
love, prayers,

financial and emotional support.

My beloved brothers, for their support and love

All of my friends,

Who are always being there for me.

MOTTOS

Just for ALLAH we give our prayer and just to HIM we
beg a help

(Al-Fatihah 05)

The difference between an intelligent and stupid person
is in how they treat people

(Anonymous)

Be the change you wish to see in the world

(Gandhi)

Lord knows, dreams are hard to follow

But don't let anyone, tear them away

Hold on

There will be tomorrow, in time You'll find the way

(Hero, Mariah Carey)

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She realizes that this thesis is far from being perfect, so she welcomes any advice and suggestion. Finally, she hopes that this thesis is useful for other parties.

Yogyakarta, April 2013

The Writer

Wahyu Dewi Pratiwi

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STUDENTS' PERCEPTION TOWARDS TEACHER'S WRITTEN FEEDBACK AMONG 11TH GRADE STUDENTS AT SMA N 1 WEDI

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ABSTRACT

This research is aimed at students' perception towards teacher's written feedback 11th grade students. Three research questions were formulated in this study. (1) What types of written feedback does the teacher give on the students' writing? (2) What categories of written feedback does the teacher give on the students' writing? and (3) What are the students' perception towards teacher's written feedback on their writing?

The respondents of this study were 11th grade students of SMA N 1 Wedi. This research belongs to descriptive qualitative. The main research instrument was the students' perception towards teacher's written feedback. The data were taken from the students' writing. The researcher collected the students' writings that contain teacher's written feedback. The researcher used three instruments to gather data from the respondents: (1) Field note, (2) Questionnaire, and (3) Interview. The data analysis technique is the process of data arrangement and data categorization. In this study, the researcher used triangulation to analyse the data.

The result of descriptive analysis show that teacher's mostly gave feedback in direct way. Based on the third research question, it was discovered that (1) the students prefer written feedback than oral feedback (2) teacher's written feedback was objective, (3) teacher's written feedback was clear, (4) teacher's written feedback assisted the students (5) teacher's written feedback was encouraging, and (6) the students never had negative effect of the teacher's written feedback (7) teacher's written feedback did not disturb the process of writing (8) the teacher often gives feedback to the students.

CHAPTER I

INTRODUCTION

A. Background of the study

The use of English language in the writing activity is still a problem for most Indonesian students, as well as many other students who learn English as a foreign language. Students may find difficulties in writing in a good and right form in English. In writing, many students have a difficulties in expressing idea.

Thus, the writing skill is one of the language skills taught to students. Writing must be learn by the students because it is related to the students' future

The students produce writing through some stages process of writing as a classroom activity incorporating the four basic writing steps. Those are, planning, drafting (writing), revising (redrafting) and editing. It explains that in the writing process there must be a revising stage, a stage where a process of making changes throughout the writing of a draft occurs, change that can make the draft congruent with the writer's intention. The students need feedback which may come from various sources, such as teacher, peers and so on. Based on my experience and observation, many students needs teacher's feedback. Feedback can improve students' writing skills, it may cause positive and negative effect for the students and teacher. It can be

positive effect when the students learn the teacher's feedback and will never make mistake again. If the students learn the teacher's feedback, it will improve their writing skills but if they do not learn the teacher's feedback it will also gives negative effect. When the teacher gives corrective feedback toward students mistakes was one of the important methods in helping the student writers improve their writing pieces. It helps students to improve their writing.

If the mistakes are ignored in the early stages without given any feedback. It will be more difficult to deal with them later on. Therefore it should be given because it is helpful for the learners. When the teacher correction the mistakes of the students' writing, it will help the students to learn the mistakes on their writing. Learning their teacher's feedback will help the students avoid those mistakes in the future. This is one of the positive effects of the teacher's feedback

B. Identification of the problem

Students' perception is an important element in the learning process. Students perception can be positive or negative effect. When the students have positive perception of the teaching-learning process, will have good interest in joining and being concerned with the teaching and learning of English. With the positive perception, students will not do mistakes again and help students improve their writing proficiency so that they are able to produce their composition with minimum errors and maximum clarity. A positive perception will make teacher's written feedback effective in improving students' writing but if the perception is negative, the process of

acceptance of message from teacher's written feedback will be disturbed, students would repeat the mistakes and they can not improve their writing skill.

Some of the students may took it for granted as they find that there is no difference in their writing after receiving feedback, but others probably consider it as an insult to their writing. When revising their draft, students try to incorporate most of usable teacher's feedback but it varies greatly to the students' individual needs, prior experiment and approaches to writing. It can be inferred that each student will have different perception towards teacher's feedback. In the class, I found that the student A always look the mark first, student B like to look on the bright side, and student C read the feedback carefully, asking the teacher if anything is not clear. Further, these reactions of these and other students depend partly on the attention. The teacher gives to follow up the feedback. By seeing those facts, it can be inferred that the ways of teacher in giving feedback will have a big effect on students' perception.

In my observation, I found some factors that influence students' perception towards feedback. Those are students, teacher, and source. The first factor came from the students. In my idea, that perceptions were based on past experience. When we have something bad or good we always remember it in our life.

The second factor was how the teacher's giving feedback. The teacher should choose the way of giving error feedback that was the most appropriate and most effective for each students because every students having different

brain power. In my past experience, when the teacher giving feedback it can be positive or negative were like to receive the praise, critics and comment in their feedback. Every students have different response after receiving feedback, some students just looking their mark, but another students read the feedback carefully and asking the teacher if find anything is not clear. It conclude that the ways of teacher in giving feedback will have a major effect on students' perception.

The third factor was the source of feedback. There were three sources of feedback, teacher feedback, peer feedback and self-directed (self-evaluation) feedback. In teacher feedback, teacher help the students by giving some outlines of how to write well and check the content and written mistakes. Commonly, the teacher corrects the students' writing one by one and then discusses it with the students face to face. Peer feedback is technique to give information of suggestion, comments, and errors correction one by one consultation between student and student. Self-evaluation means that students' evaluate their own works, by finding their own mistakes, the students are expected to remember what mistakes they have done and never make the same mistakes later on. It means the source of feedback will also create the students' perception toward it.

C. Delimitation of the problem

After identifying the problem, the researcher finds some components that give influence on it. The limited time and capability of the researcher, this study has some limitations. Firstly, focuses on the 11th grade students of SMA Negeri I Wedi in the Academic Year of 2012/ 2013 as the research

population. Secondly, focuses on the types of teacher's written feedback given to the students' writing. Thirdly, focuses on the categories of teacher's written feedback given to the students' writing. Lastly, it is also limited to students' perception towards teacher's written feedback given in their writings.

D. Formulation of the problems

Based on the problem limitation, this study attempt to answer the following:

1. What are the types of written feedback (direct feedback, indirect feedback given by the teacher to the 11th grade students' writings of SMA Negeri I Wedi in the academic year of 2012/ 2013?
2. What are the categories of written feedback (informational feedback and affective feedback) given by the teacher to the 11th grade students' writings of SMA Negeri I Wedi in the academic year of 2012/ 2013?
3. What are the students' perceptions towards teacher's written feedback on their writings?

E. Objectives of the research

Related to the problems formulated, there are three objectives in this research. The first is finds out the types of teacher's written feedback that the teacher give on the writing of the 11th grade students of SMA Negeri I Wedi in the academic year of 2012/ 2013. The second objectives are finds out the categories of teacher's written feedback. Then, the last is to figure out the students' perceptions toward teacher's written feedback on their writings.

F. Significance of the research

The findings are expected to give contribution to:

1. English Teacher

This research will provide English teacher with a clear description of feedback on writing, especially how the students perceive and interpret the feedback given. Hopefully, after knowing the result of this research, the teacher will be improving their techniques in giving feedback. As a result, their feedback can more effectively improve the students' writing.

2. Students

The students who learn writing will improve their writing by having a clearer perception about the teacher's written feedback. They can be accepted negative and positif perception about feedback. It is also expected that the students will have other meaningful perceptions towards teacher's written feedback.

3. The other researchers

The researcher hopes that this study can inspire them to conduct further researches about teacher's written feedback or other topics related to feedback to enrich the existing study.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Writing

Writing is known as a means of communication. Writing is not a direct communication form between two people or more. In the academic world, (Reid, 2001: 8) says that writing is an important skill used to support other skills in language learning. Through writing people can communicate their ideas, thinking, arguments, and message to other people in the world. They can also transfer and exchange the information and knowledge one to another. People can explore their individual potentials and express their ideas in their writings.

A good writing skill is important in this academic context as it helps students to achieve academic success in which their writings are used as evidence of learning like in notes and summaries (Richards, 1992: 100). Writing and speaking have some similarities. Both skills are productive. However, writing is more textual. Like speaking, writing involves three factors. They are psychological factor, linguistic factor and cognitive factor. In terms of psychological factor, writing requires writer's imagination. Hughey (1988:4) states that the writer needs to

“fictionalize” an audience. Here, the audience can play a role to criticize the writer’s product composition.

In linguistic factor, a writer should be able to present his/her writing in longer structures which serve to elaborate meaning more fully because meaning can be lost if abbreviated structures are written without careful thought (Hughey 1988:4). In relation to the linguistic factor, a writer should be able to present his/her writing in longer which serve to elaborate meaning more fully because meaning can be lost if abbreviated structures are written without careful thought (Hughey 1988:4). It can be conclude that the writer must write his/her statement more carefully, concisely, and coherently so the meaning can be clear. A writer has to know orthographic forms, lexis, syntax, and morphemes. Besides, he or she must concern both prodution of his/her composition and the meaning of its content through its sentences.

2. The process of writing

Each stages of writing can help the writer control the work of writing and improve their skills. Jack C. Richard & Willy A. Renandya, (2002, p. 315) process of writing as follows:

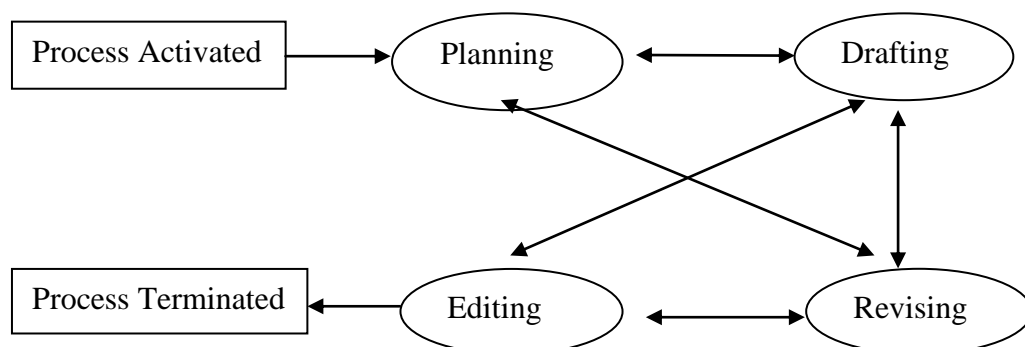


Figure 1: Process of writing Jack C. Richard & Willy A. Renandya, (2002, p.315)

Process writing as a classroom activity incorporates the four basic writing stages. Those are, planning, drafting (writing), revising (redrafting) and editing and there other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating, and post-writing. The plan learning experiences for students may be describe:

1. Planning (pre-writing)

Pre-writing can stimulate thoughts for getting started. It moves students away from having to face blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this age:

- Group brainstorming

Group members pour out ideas about the topic. Spontaneity is important here. There is no right or wrong answer. Students may cover familiar ground first and then move off to more abstract or wild territories.

- Clustering

Students' form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernable clusters. Clustering is a simple yet powerful strategy: "It is visual character seems to stimulate the flow and is particularly good for students who know what to say but just can't say it.

- Rapid Free writing

Within limited time, 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The limited time keeps the writers' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

- WH question

Students generate who, why, what, where, when, and how questions about a topic. More such question can be asked of answers to the first string of WH-question, and so on. This can go on indefinitely.

2. Drafting

At the drafting stages, the writer focuses on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. The first draft will need to be sorted and strained but it should be more focused than the free-writing.

- Feedback

Feedback can be define as any input from reader to writer that provides information for revision (Keh, 1990, cited in Reid, 1993: 218). It is necessary for students to acquire feedback after composing the first draft. It has an attention to discover whether they still have differences in their writing. As stated by Appleby and Langer (1983) and Hyland (2002: 108) feedback is vital to the

process of learning. Research shows it enables students to assess their performance, modify their behavior, and transfer their understanding.

Feedback functions to assess their performance when the students find that their writing still contains some shortage. Consequently, the students need receive feedback to improve their performance in writing. It is expected that they even modify their behavior by becoming critical, aware of making mistakes, and keep on writing. By providing feedback, students are given an opportunity to be able to identify their own strengths and weaknesses.

- Responding

Responding to students' writing by the teacher (or by peers) has a central role to play in the successful implementation of the writing process. It is given by the teacher after the students have produced the first draft and just before the revision stage.

- 3. Revising

When the students revise, they re-write their texts on the basis of the feedback given in the responding stage. Revising is not merely checking for language errors (editing). It is done to improve global content and organization of ideas so that the writer's intention is made clearer to the reader. The students will re-examine what was written to see how effectively they communicate their ideas to the reader.

4. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of process of making communication as clear and unambiguous as possible. The students edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations.

- Evaluating

In evaluating students' writing, the scoring may be analytical (based on specific aspects of writing ability of writing ability) or holistic (based on a global interpretation of the effectiveness of that piece of writing). It should include overall interpretation of the task, sense of audience, relevance, development, and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score of grade may be assigned.

- Post-writing

Post writing constitutes any classroom activity that the teacher and student can do with the complete piece of writing. This includes publishing, sharing, reading aloud, transforming texts for

stage performance, or merely displaying texts on notice-board. This stage is a platform for recognizing students' work as important and worthwhile.

It means that writing is a complex process. Harmer (2000: 256) proposes that there are many aspects that must be considered in the process of writing, such as, language use (grammar, vocabulary, and linkers), punctuation and layout, spelling, checking for unnecessary repetition words and/or information, deciding on the information on each paragraph, and the order the paragraph should go in, noting various ideas, selecting the best idea for inclusion, writing a clean copy of the corrected version, and writing a rough version. It shows that writing is a complex process especially for the students. Then, because of the limited time of teaching writing, the English teacher cannot force the students to follow all of the stages stated above. In reality, it is just given about 15 minutes for the students to make their writing. That is why, there are many errors done by the students in their writing product so that teacher's feedback is needed to reduce their errors especially in the revising stage.

3. The teaching of writing

Teaching writing to the students is guiding and facilitating them to learn how to write. It is supported by Hayland (2002) who states that writing is learned rather than thought. In the same line Brown (2000:7) proposes that "teaching is guiding and facilitating learning, enabling the

learners to learn and setting the condition for learning”. Teacher understand of how students learn will determine the teacher philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher’s understanding of what learning is. In other words, the teaching concept of writing is interpreted in line with the learning concept.

Steve Graham and Dolores Perin (2007) state that learning concept of writing plays two distinct but complementary roles. Firstly, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Secondly, writing is a means of extending and deepening students’ knowledge; it acts as a tool for learning subject matter. Jack C. Richard & Willy A. Renandya, (2002, p. 303) who state that writing is a process of generating and organizing ideas into readable texts. It means, for students the learning concept of writing is a process of generating and organizing ideas into readable text to accomplish a variety of goals, such as a report or expressing an opinion with the support of evidence and it is also a means of extending and deepening students’ knowledge.

It can be inferred that in teaching writing, the teacher must facilitate the students to learn how to write. It means, guiding the students generating and organizing ideas into readable texts to accomplish a variety of goals, such as a report or expressing an opinion

with the support of evidence and it is also a means of extending and deepening students' knowledge that involve memory, thinking, and language. Teaching writing means guiding the students to do process of writing.

For senior high school students, the teaching of writing means guiding them to be able generating and organizing ideas in short functional texts and simple essays in the forms of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion and review texts.

4. Feedback

a. Definition of feedback

There are many definitions of feedback. As quoted by Berewot (2001: 17), Gagne (1961) presents that the feedback is the closing of a 'loop' in the learning process which serves to fix the learning result and make it permanently available. It means that as students already accomplish their learning, they need correction, criticism, or even appreciation from any other sources to assess their learning result. More to the point, Kauchack and Eggen (1989: 85) define that feedback is any information about current behavior that can be used to improve the future performance of the students. From those two definitions, it can be concluded that feedback is beneficial to be provided for students to improve their performance from what they have learnt.

b. Function of Feedback

Some scholars in writing (Leki, 1991; Raimes, 1983) believe that to give feedback is one of the important methods in helping the student writers improve their writing pieces. Then, in trying to justify how feedback can contribute to better writing, Sommer (1982) states, “Comments create the motive for doing something different in the next draft: thoughtful comments create the motive for revising without comments from their teacher or from their peers, student writers will revise in a consistently narrow and predictable way. Without comments from readers, students assume that their writing has communicated their meaning and perceive no need for revising the substance of their text” (p. 149). Further, Hendrikson (1979: 05) states the errors should be corrected because when students read over their written work, they generally are unable to identify many of their errors. Students need some guidance in recognizing deviant forms and structure in their work. If the errors are ignored in the early stages, it will be more difficult to deal with them later on.

According to Radeki and Swales (1988) and Leki (1991), it is important for teacher to provide feedback since a research on student attitudes towards feedback has found that many students do want the errors in their writing to be corrected and may be frustrated if this does not happen. It can be concluded that many scholars and researchers agree that feedback is essential and has a positive effect

on students' writing. Thus, feedback on writing can be selected as a means of helping students to make revision and improve their writing skills.

c. Purposes of feedback

According to Lewis (2002: 3-4), feedback has several purposes when given in the language classes.

1) Feedback provides information for teacher and students.

Through feedback, teacher can get information about individuals and collective class progress and, indirectly, is a form of evaluation on their own teaching. While for learners, feedback is ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direction about language, by stating a rule or giving an example.

2) Feedback provides students with advice about learning

Teacher can provide students with more than simply description of their language use. Comments can also be made on the students' learning process.

3) Feedback provides students with language input

The teacher's words, both in their form and purpose, illustrate how language is used in one to one communication. That is why it is important to extend students' language by

writing comments in language at a level slightly higher than the students' own current language use. In this way, student can learn new vocabulary and structures in context.

4) Feedback is a form of motivation

Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking into account whatever the teacher knows about the learners' attitudes. As teacher, find out more about their students, the encouragement can take personal circumstances into account.

5) Feedback can lead students toward autonomy

Feedback can help students to learn to find their own mistakes. By learning to find their own mistakes, students are encouraged to be independent students.

d. Forms of feedback

According to Cohen (1999: 109) proposes two forms of feedback. Those are:

1) Oral feedback

Oral feedback, also known as oral conference, refers to personal consultation between teacher and students during the evaluation of composition. The major problem in conducting this feedback is that the teacher needs to have sufficient time.

2) Written feedback

In written feedback, comments, correction and/or marks are given to students' written work draft. The marks may be on words or quick symbols such as underlining, circles, and other signs. The teacher should provide the specific comments on students' errors with suggestion about how to improve as well as with the comments of the positive aspect of the work.

Oral feedback fits well in younger students since it can help the students to pinpoint and correct the misconception immediately, whereas written feedback is effective for older students. Therefore, as stated in the delimitation of problem, the researcher focuses on written feedback because the research population is senior high school students.

e. Source of feedback

Lewis (2002: 15-23) writes that there are three sources of feedback, namely, teacher feedback, peer feedback and self evaluation, which is equivalent with self-directed feedback.

1) Teacher feedback

Teacher has been the main source of feedback both an oral or written language in many classes (Lewis, 2002: 15). This situation also occurs in the writing class in which teacher read and mark students' paper, offer revision, suggestion, and feedback on language errors (Gebhard, 1996: 238). In many classes, teacher are the sources of feedback. Indeed, teacher are

very helpful in facing some difficulties in their writing. Teacher help them by giving some outlines of how to write well and check the content and the written mistakes.

According to Berzsenyi (2001) teacher can give feedback in the form of question to ask for clarification or suggest expansion. Besides, teacher may give remarks which reveal understanding towards students' composition, identify mechanical problem in a specific sentence and/or give praise when students are working well in their writing. Those can be done to ensure the students that their written works are in line with the message they want to convey.

After receiving feedback, the students could directly re-check and correct what mistakes they have done based on the teacher's correction. Commonly, the teacher corrects the students' writing one by one and then discusses it with the students face to face. It is called conferencing feedback.

2) Peer feedback

Rina (2007) finds that peer feedback is a technique to give information of suggestion, comments, and errors correction derived from one-to-one consultation between student and student. Peer feedback can reflect cooperative learning as it requires interaction between one student to other student. Further, Liu and Hansen (2005: 31) define peer feedback as the use of learner or peers as sources of information and interactions

for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teacher or trained tutors in commenting or criticizing their own writings or drafts in their process of writing.

3) Self- evaluation (self-directed feedback)

In self evaluation, the students can correct and evaluate their own works. It may increase students' independence as they are supposed to find their own mistakes. By finding their own mistakes, giving the students chance to analyze their own work and practice self feedback may encourage them to be self sufficient and independent students (Penaflorida, 2002: 351) and the students are expected to remember what mistakes they have done so that they will not make the same mistakes later on. Moreover, self evaluation saves time in a large class.

f. Types of feedback

According to Stone and Nielsen (1982) as quoted by Berewot (2001: 23), there are two types of feedback, namely informational feedback and affective feedback. Informational feedback refers to the information which functions as the correction, clarification, evaluation, and identification of the incorrect response produced by the students. Meanwhile, affective feedback refers to the occurrence of positive reinforcement to the correct response given by the students. The function of this feedback is to secure the performance and to strengthen positive emotion to the classroom.

The teacher who are checking the students' drafts identify some mistakes which occur in the drafts. Then, the teacher will correct the mistakes found, implicitly or explicitly. However, affective feedback might occur to balance criticisms with praises to make students less vexed and motivate them to keep writing.

Wingfield, as quoted by Byrne (1980; 1975) has pointed out that the teacher should choose the way of giving error feedback that are most appropriate and most effective for individual students. He makes a list about five techniques of giving error feedback in writing tasks:

- 1) The teacher gives sufficient clues to enable self-correction to be made.
- 2) The teacher corrects the script.
- 3) The teacher deals with errors through marginal comments and footnotes.
- 4) The teacher explains orally to individual students.
- 5) The teacher uses the error as an illustration for a class explanation.

In relation to error feedback Siriluck (2008) proposes *different types of teacher's feedback* referring to the different strategies in providing feedback. There are two kind types of teacher's feedback. These are direct feedback, indirect feedback

- 1) *Direct feedback* - According to Ferris (2002), direct feedback refers to teacher providing correct linguistic form for students

(e.g. word, morpheme, phrase, rewritten sentence, deleted word [s] or morpheme [s]) (p. 19). In the literature of error correction, the similar kind of direct feedback can be referred to as direct correction (Chandler, 2003), corrective feedback (Lalande, 1982), form-focused feedback (correction) (Fazio, 2001) and overt correction (Lee, 2004).

Example: I don't like Brunner because ~~he is speak too much~~.

(talkative)

2) Indirect Feedback

a) *Coded feedback* (indirect) is a type of indirect feedback (Ferris, 2002) and can be referred to as error identification (Lee, 2004) in which it occurs when the teacher explicitly indicates that errors have been committed and provides a brief explanation without any correction and leaves it to the student to correct by themselves. In this study, a code sheet containing codes of error types, their definitions. The teacher gives coded feedback to the students.

Example:

(wrong tenses)

He eat my cake in the kitchen yesterday.

b) *Uncoded feedback* (indirect) - The teacher simply locates an error by circling it, underlining it (Lee, 2004), high lighting it, or putting a checkmark in the margin. This feedback is more complicates in that students correct their errors by

identifying them and use their acquired knowledge to self correct such errors.

Example: There are many cat in my house.

Endang (1998) states that any error feedback in general, includes some of the following general features: identification of the type of errors, location of errors, mention who made errors, selection for remedy; provision of correct mode and identification of improvement. Therefore, it may be helpful for the students and more effective for the teacher to correct selective written errors by using combination of direct and indirect techniques depending upon the types and frequencies of errors that a students produces.

g. Categories of feedback

According to Fathman and Whally (in Chiang, 2004: 99) focuses of feedback into two categories: form and content, and teacher written feedback concerns grammar and mechanic errors whereas feedback which involves comments on organization, ideas and amount of detail is called content feedback. Clare et. al (2000), divide feedback into two categories, namely surface level feedback and content level feedback. Surface level feedback concerns word choice, spelling, grammar, and punctuation.

5. Perception

a. The definition of perception

Altman (1985: 85) describes perception as the way stimuli are selected and grouped, so they can be meaningfully interpreted. It is a person's view of reality. Kreitner and Kinicki (1992: 126) states perception as a mental and cognitive process that enables people to interpret and understand the surroundings. Another, Mozkowitz and Orgel (1969: 126) agree that perception is a global response to a stimulus or a set of stimuli. From those definitions perception is viewed as the response to stimulus or to surroundings. Then, these responses will be interpreted as meaningful information about stimuli.

Warga (1983: 207) and Mahmud (1990: 41) states that perceptions are based on past experience and supporting this idea defines perception as the act of interpreting information which has been kept in human brain. The researcher uses teacher's written feedback as the past experience, in which the stimulus will be brought to the receptors. Then, the receptors will bring the stimulus to the brain to be processed.

Cook (1994: 90) remarks that perception is the selection, organization and interpretation of sensory data. Further, Kreitner (1989: 126) adds that perception will lead to the change of attitude, motivation and behavior. In conclusion, perception may create this outcome within individuals.

b. The process of perception

Chaplin in Kartono (1997: 358) says that perceptual process begins with attention, which is called selection process. Mahmud (1990: 41) proposes that perception process involves the sensation process, which is the acceptance of stimuli through the sense organ and perception stage. The second stage is called perception, further step in observing the environment that is directed to know or to understand object and event.

Dakir (as quoted by Sujiyana, 2001: 7) categorizes the perception process into three steps. First, there is selection on the stimuli by the sense organs. The second step is interpretation, the process of organizing information until he or she acquires meaning. This process is then followed by reaction. It is a form of one's behavior as a result of the interpretation process. The reaction can be positive or negative.

c. Factors influencing perception

By seeing the definitions above, it can be inferred that perception is a process of someone's understanding and comprehension of the environment situation. Davidoff (1987: 122) states that perception as a complex process depends on environment. During perception, knowledge about a world is combined with the perceiver's constructive abilities, psychologies and experience. Bootzin, Bower, and Zajonc (1987: 26) state that a person's

perception is affected by her/his expectation, motivation, and previous experience.

Depdikbud (1987: 126) divides factors that affect one's perception into two:

- 1) Internal factors that come from the students themselves, such as thought, feeling, willingness, sex, needs, motivation, and
- 2) External factors that come from outside of students, such as educational background, experience, environment, culture, belief.

d. Students' perception towards teacher's written feedback

The researcher is interested in knowing the students' perception on teacher's written feedback. The students are supposed to have positive perception toward teacher's written feedback so that they will keep learning in writing. However, the students' perception towards teacher's written feedback may be different from one to another; it can be positive or negative.

Cohen (1990: 11) states that in order that written feedback results in the positive effect, he presents some conditions which are needed. One of them is that the feedback should be clear. The feedback would be more understandable if the students can decipher the handwriting of the teacher or understand the comments or symbols that the teacher is likely to use. It means clarity is very important to create students' perception towards teacher's written feedback.

Moreover, Konold et al. (2004) states one purpose of feedback is providing important information and helping students become effective and efficient learners. Reid (1993: 218) states feedback must help students to improve their writing by communicating feedback detailed enough to allow students to act, to commit to change in their writing. Therefore, teacher's written feedback should help the students to improve their writing pieces. By seeing those arguments, it can be inferred that assistance is a vital element in feedback.

Lewis (2002: 3) states one purpose of feedback is providing information for teacher and students. It is an ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. In addition, he states that feedback is like the way of telling the students about the progress they are making and also facilitate them in the area of improvement. It means feedback given must be objective so it will let the students know how they have done, what parts are they lack of, and what parts are they good.

Lewis (2002: 4) states that the purpose of feedback is a form of motivation. Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking onto account whatever teacher know

about the learners' attitudes. Therefore, motivating or encouraging aspect must be included in feedback. It can be concluded to create positive perception of students, teacher's written feedback should be clear, helpful, objective, encouraging, and proportional.

B. Conceptual Framework

Writing is one of the skills in the language learning. According to Hughey *et al* (1988: 33), writing is an essential form of communication. Writing is a complex process that consists of planning, drafting, revising, and editing.

In the revising stage, teacher's feedback is needed by students to revise their writing because mistakes must appear in students' writing. It is quite hard for the students to analyze and correct their own mistakes after finishing their writing. That is why, teacher's written feedback can be used as guidance for the students to correct their mistakes and make their writing better.

Students' perception will affect the students' response and attitude in the learning process. There are some main factors that affect it, such as students' expectation, motivation, and previous experience. When the students' perception is positive, the acceptance information of the teacher's feedback will be effective but if the students' perception is negative, the acceptance information of the feedback will be disturbed. It means that students' perception will give a big influence to the success of feedback. This

study, therefore, concerns students' perception towards teacher's written feedback.

CHAPTER III

RESEARCH METHOD

A. The nature of the research

Qualitative approach is applied in this study. According to Sprinthall and Schemutte (1991:100), a qualitative method is described as an approach used to collect the data systematically. This research belongs to a descriptive research, which describes the situation as it is. Ary, et. al. (1979: 295) describes a descriptive research as follows:

Descriptive research is designed to obtain information concerning the current status of phenomena. They are directed towards determining the nature of situation as it exists at the time of the study. There is no administration or control of a treatment as what is found in an experimental research. The aim is to describe “what exists” with respect to variables or conditions in a situation. Therefore, descriptive research involves the description, analysis, and interpretation of condition that now exists (Best, 1970: 15). The researcher described the situation in which the students got written feedback from their teacher in writing tasks, recorded and analyzed the data, and finally interpreted them in terms of how they perceived the teacher’s written feedback.

This research also belongs to a survey research. It is done by means of field notes, documentation, questionnaire, and interview. It is verified by

Sprintall, Schumutte, and Sirois (1991: 93) that survey is a research to collect information from the sample (occasionally, even from population) by using questionnaires and interviews. Zimmerman and Rodrigues (1992: 106), a survey is a process of collecting information from a group of people about a particular topic or issue. The question may be related to opinions, perceptions, attitudes, and beliefs or any other psychological and sociological quantities. Further, a survey can be conducted either qualitative and quantitative. In the explanation of Frankel and Wallen (1994:34), the purpose of survey study is to describe the characteristics of population by using two instruments, questionnaire, and interview. The benefit of using these research is that substantial amounts of information can be collected in comparatively short time. Additionally, survey research is included in a descriptive research which requires a researcher to interpret, describe, and explain thoroughly the natural situation revealed in the answered question.

B. Research setting

This research will conduct at SMA Negeri I Wedi. This school is located in Pasung, Wedi, Klaten. It is one of the state schools in Wedi, Klaten. The location is including rural area but this school is not too far from high road so it is easy to get there by a public transportation. Most students go to school by motorcycle but some students go to school on foot. SMA Negeri I Wedi has 15 classrooms (5 classes for the first grade, 5 classes for 11th grade and 5 classes for the 12th grade), a library, a teacher's office, a headmaster's office, guidance and consultation (BK) office, a medical room (UKS), a

mosque. There are about 40 students in each class and four English teachers in that school. The total number of the students is about 600.

The researcher will focus on the 11th grade students of this school because in 12th grade students have to focus on the national examination and 11th grade students have limit writing tasks. So that, the researcher will choose the 11th grade students of SMA Negeri I Wedi as the research respondents.

C. Research Instrument

The researcher used the following instruments:

1. Documentation

Documents are a readily and accessible source of data. Documentation is used to collect the students' writing that is given written feedback by their teacher (Burns, 1999: 87). In this current research, the researcher will collect the students' writing which was given written feedback by their teacher. It was done to know the types of teacher's written feedback given to the students.

- Checklist

After documenting students' writing, the researcher revealed the types of teacher's written feedback using checklist. According to Hopkins (1976: 271) checklist is an aid to direct observation which list items to be given attention. Checks mark presence, absence, or frequency of occurrences for each item. In this study, the checklist

contains some categories to analyze the types of the teacher's written feedback.

TABLE 3.1: Informational feedback

No	Informational feedback	Total	Percentage (%)
1.	Direct Feedback		
2.	Indirect Feedback		
Total revision			

TABLE 3.2: Affective feedback

No	Affective feedback	Total	Percentage (%)
1.	Containing		
2.	Not containing		
Total writing			

TABLE 3.3: Categories of feedback

No.	Categories	Total	Percentage (%)
1.	Surface level feedback		
	a. Grammar		
	a. Spelling		
	c. Punctuation		
	d. Word choice		
2.	Content level feedback		
	a. Content		
	b. Organization		
	Total revision		

2. Field notes

Field notes are often referred to in a qualitative research, it is a description and accounts of events in the research context which are written in a relatively factual and objective style. Writing notes means more than simply recording data, as the act of writing provides a first analysis from which research areas can be further refined (Burns, 1999: 87).

3. Questionnaire

According to Ary et.al (2002: 56), a questionnaire is an instrument in which respondents provide written response to questions or mark items that indicate their response. The questionnaire implemented in this research is open-ended items. It was aimed to gain the students' perception towards teacher's written feedback. Open-ended question are questions needed to be answered more freely as there are no fixed options. However, the answers have to be still related to the topic of the questions. The researcher chose this type of questions because the researcher wanted to know the process of underlining the respondents' view. There are twelve open questions in the questionnaire in this current research.

Questionnaire blueprint is also made because the content validity of the test could also be determined by a blueprint (Hughes, 1989: 22). The blueprint can also show that questionnaire is divided into some parts. The first part is aimed to investigate the objectivity of the teacher's written feedback. The second part is to investigate the clarity of the teacher's

written feedback. The third part is to investigate whether or not the teacher's written feedback assists the students. The fourth part is to investigate the encouragement contained in the teacher's written feedback. The fifth part is to investigate the proportion of teacher's written feedback. Those five parts are mainly to investigate whether the students have positive or negative perceptions towards teacher's written feedback.

Tabel 3.4: Questionnaire Blueprint

No	Feature	Number
1.	Students preference of the types feedback	1
2.	Objectivity	2 – 4
3.	Clarity	5-6
4.	Assistance	7 – 9
5.	Encouragement	10 – 15
6.	Negative impact	16
7.	Disturbing	17
8.	Frequently	18

The researcher will make the question in Indonesian writing to make clearer and comfortable.

4. Interview

McDonough and McDonough (1997) believe that questionnaires are very popular among educational researchers in general. There are some factors as to why a researcher chooses questionnaires to collect data from students. The questionnaires have some advantages over other data collecting methods (e.g. interviews):

- a) Questionnaires tend to be more reliable as they are anonymous
- b) They encourage greater honesty from respondents,
- c) They save the researcher and participants time and effort (more economical),
- d) They can be used in small-scale issues and large scale issues.

The interview is done after the questionnaire is distributed to the students. This interview is intended to follow up and verify the answers in the questionnaires to gain further information. The interview is in the form of a semi-structured interview. It means that the researcher, indeed, has guidelines of the question but there might be any possible and unpredictable questions which occur to dig out more information from interviewees. Burns (1999: 120) states the advantage of this type of interview is enabling the interviewee's as well as the interviewer's perspective to inform the research agenda, and therefore give rise to a more equal balance in the research relationship.

In addition, to facilitate the interview, interview blueprint is making.

Table 3.5: Interview Blueprint

No	Feature	Number
1.	Frequency	1
2.	Types of feedback	2
3.	Clarity	3, 4
4.	Affective feedback	5
5.	Informational feedback	6
6.	Assistance	7, 8
7.	Objectivity	9, 10
8.	Encouragement	11
9.	Negative impact	12

D. Data gathering technique

The participants will be involve 44 students from 2 different classes of the 11th grade of SMA Negeri I Wedi. Those classes are XI Social III and XI Sains I. There is four types of data in this study. Those will obtain from documentation, field note, questionnaire, and interview.

1. The reseacher read the field notes carefully.
2. The researcher will gather the students' written.
3. Document the students' writing given written feedback by the teacher.
4. The researcher will observe the teacher's written feedback given on the students' writing by using a checklist.

5. Collect the data by distributing questionnaires to the students to get the information about their perception towards teacher's written feedback.

The researcher will distribute 44 questionnaires. The total questionnaire sheets will analyze are 44. Having collect the questionnaires, the researcher will take 10 respondents (5 students for each class) to conduct semi-structure interviews to verify the students' answers in the questionnaires and get further information on students' perception towards teacher's written feedback.

E. Data analysis technique

Patton in Moleong (2000: 103), the data analysis technique is the process of data arrangement and data categorization. In addressing the analysis of the gathering data, some stages of analyzing data were used. Firstly, collect the students' writings that contain teacher's written feedback.

The teacher's written feedback was categorized by using a checklist. The analysis about the types and also the categories of teacher's written feedback given on students' writing is proven by using numerical evidence. The researcher finds the frequency of the types of informational feedback and the frequency of affective feedback. Then, clarify their answers and get information of the students' perception, the interview will conduct and record. The interview results will analyze by repeatedly reading the interview transcripts. Furthermore, the researcher found the frequency of the categories of teacher's written feedback.

Then, the percentage of each types of feedback was calculated. The formula of the percentage is presented as follows:

$$\% = \frac{x}{N} \times 100 \%$$

$\sum x$: total numbers of respondents that choose

$\sum N$: total of respondents

Figure 3.1 The percentage formula

On the following day, the researcher:

1. Give questionnaires to the students. As presented in the blueprint of questionnaire, there were 18 questions in the questionnaire. The students' responses to each statement are presented in the table of data frequency and data percentage. The table showed the students' answers on each question of the questionnaire. The number of values that was divided depended on the variance of students' answer for each statement of the questionnaire.
2. To clarify their answers and to get further information of the students' perception, the interview was conducted and recorded. What was said by interviewees was jotted down and analyzed. Then, the interview results were analyzed by repeatedly reading the interview transcripts.

Then, all of the data were compared so that deep understanding of students' perception could be obtained. Finally, some conclusion was drawn and the perception of students towards teacher's written feedback was categorized.

F. Trustworthiness

In this study, the researcher used triangulation technique to test the validity of the data. Burns (1999: 169) states that triangulation is one of the most commonly used and best known ways of checking for validity. The aim of triangulation is to gather multiple perspectives on the situation being studied. Silverman in Burns (1999: 169) defines triangulation as: Comparing different kinds of data (e.g. qualitative and quantitative) and different method (e.g. observation and interview) to see whether they corroborate one another this form of comparison, called triangulation, derives from another navigation, where different bearings give the correct position of an object.

In this case, the researcher compared the data taken from one source with another. Those are field note, the result of questionnaire, and the interview with respondents.

CHAPTER IV

RESEARCH FINDINGS

A. Description of The Data

To get data related to the student's perception towards teachers' written feedback, the researcher came to class in SMA N 1 Wedi to conduct activities such as classroom observation, field notes, teacher and students' interviews, and distribute questionnaires in the class.

The researcher observed and took notes on some important points during the lecturing happened. The questionnaire were distributed to the participants in order to get the needed data. Besides, the researcher interviewed some participants, observed the class and collected some documents to verify the gathered data from the questionnaire.

The researcher worked with the collected data after conducting the observation, interviews, questionnaire and documentations such as photos and students work. The researcher analyzed and selected the data which were important by doing reduction. Then, the researcher determined some focuses and categories based on the data gathered from observation, questionnaire, and interview.

B. Research Findings

1. The Types of Teacher's Written Feedback on the Students' Writing

To find out the types of teacher's written feedback on the students' writing, the researcher documented the students' writings which have been already given feedback by the teacher. Then, the students' writings were analyzed, whether they employed informational feedback only or affective feedback only or both of them. Informational feedback can be in the form of direct and indirect feedback whereas affective feedback is a feedback in the form of motivation.

To get the results, the total number of teacher's written feedback on each student's composition was counted. Then how much feedback in the form of direct and indirect feedback was counted. Also, the amount of affective feedback was counted. The last step was counting the percentage of each part and each type of feedback. The data from the students' writing are presented below.

Table 4.1: Informational Feedback

No	Informational Feedback	Total	Percentage (%)
1.	Direct Feedback	155	61.50%
2.	Indirect Feedback	97	38.49 %
Total revision		252	100%

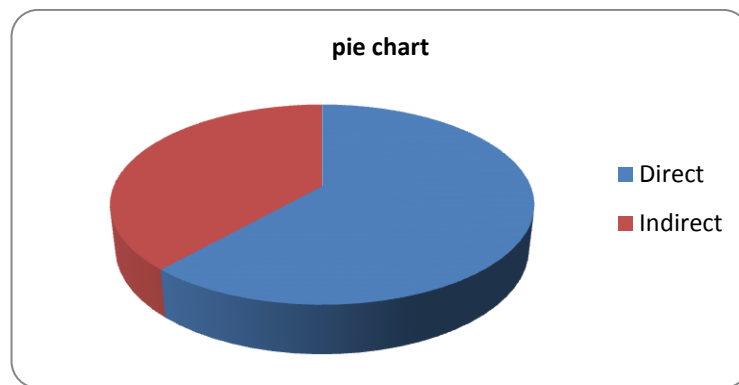


Figure 4: The informational Feedback of Teacher's Written Feedback

Table shows that 61.50% (F=155) of teacher's written feedback is direct feedback, 38.49% (F=97) teacher's written feedback is indirect feedback. It means that the teacher mostly in the form of direct feedback. The teacher did not giving the students' mistakes but also correct form for students such as word, punctuation, morpheme deleted word.

Table 4.2: Affective feedback

No	Affective feedback	Total	Percentage (%)
1.	Containing	37	84.09%
2.	Not containing	7	15.90%
Total writing		44	100%

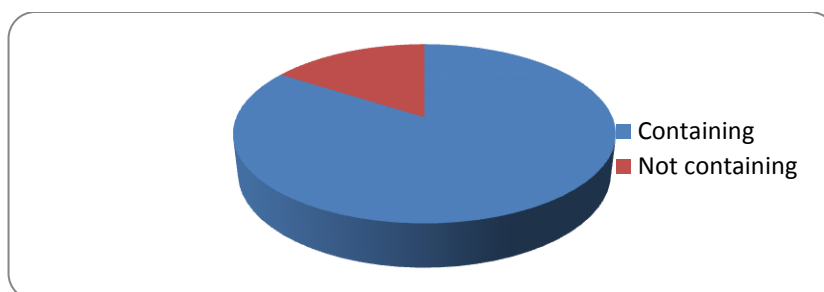


Figure 5: The Affective Feedback of the Teacher's Written Feedback

Table 4.3 shows that 84.09 % of teacher's written feedback contains affective feedback and 15.90% of teacher's written feedback does not contain affective feedback. It means that the teacher's written feedback mostly contains some comments to strengthen students' positive emotion. The teacher provides praise in their feedback such as "*good*", "*sufficient*", "*great*"

2. The Categories of Teacher's Written Feedback

The researcher also analysed student's work to get the categories of the teacher's written feedback. There were some students had same mistakes such as punctuation, spelling, word choice, and grammar.

Table 4.3: Categories of Feedback

No	Categories	Total	Percentage
1.	Organisation	34	25.5%
2.	Grammar	19	14.1%
3.	Word choice	15	11.1%
4.	Punctuation	49	36.2%
5.	Spelling	11	8.1%
6.	Content	7	5.1%
	Total	135	100.0%

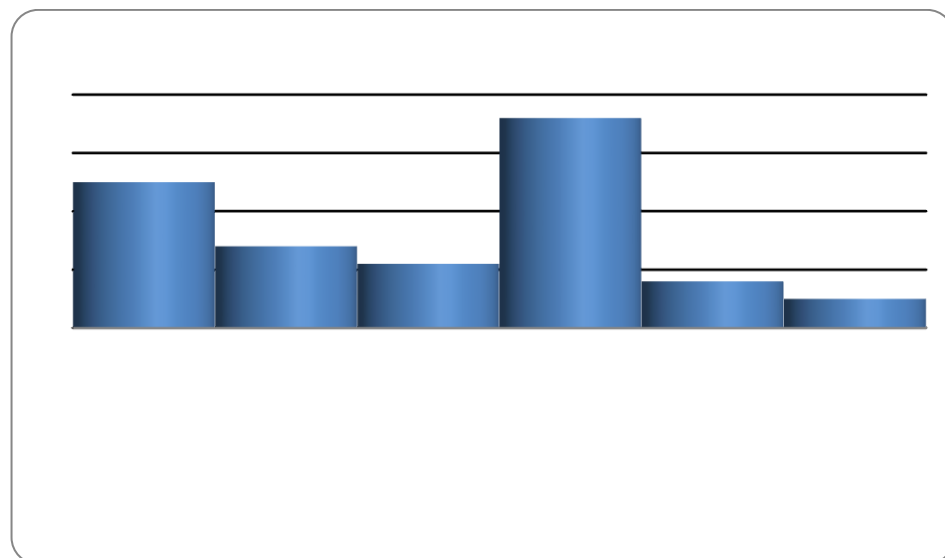


Figure 6: The Categories of Teacher's Written Feedback

Table 4.2 shows that 25.5% (34) teacher's written feedback focuses on organisation, 14.1% (F=19) grammar, 11.1% (F=11) word choice, 36.2% (F=49) punctuation, 8.1% (F=11) spelling, 5.1% (F=7) content. The students made mistakes on punctuation and organisation. The students had made common error in word choice, spelling, grammar, and content.

3. Students' Perception Towards Teacher's Written Feedback on Their Writing

The following presents perceptions of the 11th grade students of SMA N I Wedi in the academic year of 2012/2013, with regard to feedback. Hence, to figure out their perception, the researcher employed field notes, and questionnaires. In addition, interview was also conducted to verify the data gained from the questionnaires.

a. Field note

1. Students preference of types of feedback

“The teacher used written feedback in correcting his students work. He asked the students to come in front of the class. He gave back their students work one by one, not only giving back their students’ work but also giving oral feedback. Then, some students feel so shame and afraid when they look their works full with mark from their teacher.”

Based on the field note, it revealed that the students preference of teacher’s written feedback above, it could be inferred that the teacher already had given an written and oral feedback. It made the students clearer with their mistakes. But, there were some students who felt so shame with other students after they got oral feedback from their teacher. When they came in front of the class and they got many mistakes some students in the back laughed at them. It made the students more ashamed.

2. The objectivity of teacher’s written feedback

“The students who had got their writing looked so serious comprehending written feedback from the teacher. Then, there were two students protesting to the teacher about the feedback given. They argued to the teacher that their writing was already correct. After they got explanation, they understood why it can be incorrect and came back to her seat to rewrite her work. After that, there were no more students that complained to the teacher about the given feedback.

Based on the field note, it revealed the objectivity of teacher's written feedback above, it could be inferred that the teacher had already given an objective feedback. There were two students that complained to the feedback given, while most of students realized that their ability in making writing was still low. They believed that there were mistakes in their writing but they did not know what they were. Therefore, they needed their teacher to show their inaccurate parts in their work. The students believed in the teacher's competence in correcting their writing.

3. The clarity of teacher's written feedback

"There were no students confused with the feedback that teacher give. No one students come to the teacher to clarify the feedback. The students just rewrote their work based on the teacher's written feedback. Some students asked to their friends. The other students checked some vocabulary that they didn't understand by using dictionary. But some students firstly they asking with their peer"

Based on the field note, it reveal the clarity of teacher's written feedback above, it could be inferred that feedback which teacher had given clear and understandable by the students. It can be show that the students were able to rewrite their writing based on the teacher feedback fluency.

4. The assistance of teacher's written feedback

"After receiving their work already given feedback, the students looked busy with their dictionary. Some students had discussed to

another students with their works. Some students came to the teacher to checked their revising once and again.”

Based on the field note above, it could be inferred that the students really needed feedback to help them revising their writing. They tried hard to comprehend the feedback given. They read and comprehended every feedback that showed their mistakes and also the guidance to correct them. It made the students easier to revise their writing.

5. The encouragement of the teacher’s written feedback

“Some students looked happy when there was praise from their teacher “good”. The other students had discussed with their friends about the feedback that they already got. They also asked to the researcher some vocabularies, such as “mbak, gading gajah ki bahasa inggrisnya apa?”. After they had finished their revising, they came back to teacher to clarify.”

Based on field note above, it could be assumed that written feedback given by the teacher is encouraging. By consulting the teacher’s written feedback, the students were stimulated to made their work better. They were so enthusiastic to correct their mistakes. The teacher’s written feedback motivated the students to revised their writing.

6. Negative impact of Teacher’s written feedback

“The teacher had given back the students written feedback, students came to to teacher one by one. Many students fell so shame and shock when they looked their works so many mistakes and

correction from the teacher. There was a students protesting to the teacher about the feedback given. She argue to the teacher that her writing was already correct. The other students said “Kog banyak banget salahnya, perasaan kemarin ngerjainya udah bener!”. After read their feedback, the students rewrite her work seriously.”

Based on the field note, it could be concluded that some students had negative feeling when they looked their works. They felt so shame and guilty, they argue that their work was corrected. They protesting to the teacher about the feedback given. After receiving teacher's written feedback, they comprehended what they had to do to fix their incorrect parts in their writing.

7. Disturbing and frequently of the teacher's written feedback

“After the teacher had given back the students written feedback, they directly tried to rewritten based on their work. They felt so enthusiastic, it showed the students had discussed with other students about their works. They tried to open the dictionary and electronic dictionary. Sometimes they asked to the teacher and researcher. When the students revised their work, no one students made convulsing in the class. They were busy to revising their work seriously. They were not confused about their feedback. The students thought that feedback helped them for evolved their writing organization. But some students felt disturbed, they thought that feedback broken their concentration.

Based on the field note, it could be concluded that most students are undisturbed by teacher's written feedback in their writing process.

They looked enthusiasm when they revised their work. They did not feel disturbed because the teacher corrected without changing the main idea.

Most of students who assumed that teacher's written feedback were undisturbed, there were some students saying that they were disturbed by the teacher's written feedback. Besides, it showed that the teacher frequently gave the feedback written and oral. It can be seen from after the teacher gave the feedback, the student did not confused about their feedback. Then, they directly revised their work.

b. Questionnaire

Table 4.4: The students preference of the types feedback

	Frequency	Percent
Oral	8	18.2%
Written	24	54.5%
Oral and written	12	27.2%
Total	44	100.0%

Table 4.4 shows 18.2% (F=8) respondent preference oral feedback, 54.5% (F=24) respondent preference written feedback, 27.2% (F=12) respondent preference oral and written feedback.

It means that most students preference written feedback. In written feedback, after marking writing from the whole class, the teacher wrote feedback sheet. This feedback included discourse features such as coherence which are more difficult to follow when the work is being read

aloud. In oral feedback, the teacher collected all the pieces of writing, read them aloud and then gave oral feedback on each but without naming the writer. But it can occur when the teacher asked students to write something short essay. Students' believed that oral and written more clearly and help them. The teacher had already given an written and oral feedback. It makes the students more clearly with their mistakes.

Table 4.5: The Objectivity of Teacher's Written Feedback

	Frequency	Percent
Extremely objective	4	9.0%
Objective	26	59.0%
Average	9	20.4%
Not objective	5	11.3%
Totally not objective	0	0%
Total	44	100.0%

Table 4.5 shows 9.0 % (F=4) respondents state that the teacher's written feedback is extremely objective, 59.0% (F=26) state objective, 20.4 % (F=9) state average, 11.3% (F=5) state not objective, there are no students state totally not objective.

Most students assumed that the teacher had given objective written feedback in their writing. They believed in the teacher ability to say whether something was right or wrong. Based on their experiences, the information given by the teacher was always accurate. They considered teacher could guide them to be a better writer. They assumed that the teacher was professional; there was no subjective in assessing their work.

Regardless of the big number of students who considered teacher's written feedback was objective, there were some students who stated that the objectivity of teacher's written feedback was not consistent. They considered occasionally feedback given contained subjective to the students. Also, the accuracy of feedback given was not consistent; sometimes it was based on the reality or fact but sometimes the feedback given was not accurate. In addition, there were also some students who thought that teacher's written feedback was not objective. They thought most of the given feedback was not accurate and there was personal bias in it. It was caused by the students' view about their own teacher. In other words, it was found that there were some students that did not like their teacher teaching performance. The students who already had a bad opinion towards their teacher always considered that the feedback given was subjective.

Table 4.6: The Objectivity of Teacher's Written Feedback

	Frequency	Percent
Very appropriate	5	11.3 %
Appropriate	28	63.6 %
Average	7	15.9 %
Inappropriate	4	9.0 %
Totally inappropriate	0	0%
Total	44	100.0 %

Table 4.6 shows 11.3% (F=5) respondents state that teacher's written feedback is very appropriate, 63.6% (F=28) state appropriate, 15.9% (F=7)

state average, 9.0% (F=4) state inappropriate, there was no one respondents state totally inappropriate.

It means most students assumed that the teacher had given appropriate feedback to their students. It can be seen from the students' enthusiasm in revised their writing after the feedback was given. However, there some students said that the teacher inappropriate given written feedback. They thought most of the feedback given was not accurate and there was subjective in it. It was caused by the students thought that they could do their work, but the teacher given a lot of mistakes.

Table 4.7: The Objectivity of Teacher's Written Feedback

	Frequency	Percent
Very optimal	5	11.3 %
Optimal	19	43.1 %
Average	16	36.3 %
Not optimal	3	6.8 %
Totally not optimal	1	2.3 %

Table 4.7 shows 11.3% (F=5) respondent state that teacher's written feedback is very optimal, 43.1% (F=19) optimal, 36.3% (F=16) average, 6.8% (F=3) not optimal, 2.3% (F=1) totally not optimal.

It means, most students assumed that teacher's written feedback was optimal. They thought that their teacher given optimal feedback. The teacher given optimal feedback better than their friends (peer). They believe their teacher was always do the right for their students. Based on some students, all of the feedback correction and information from teacher was accurate. The students believe that their teacher would guide them for writing better in next.

Table 4.8: The Clarity of Teacher's Written Feedback

	Frequency	Percent
Extremely comprehensible	9	20.4%
Comprehensible	26	59.1%
Average	7	15.9%
Incomprehensible	2	4.6%
Totally Incomprehensible	0	0%
Total	44	100.0%

Table 4.8 shows 20.4% (F=9) respondents state that teacher's written feedback is extremely comprehensible, 59.1% (F=26) comprehensible, 15.9% (F=7) average, 4.6% (F=2) incomprehensible, there were no respondents totally incomprehensible.

It means that students easy to understood the written feedback which was given by their teacher. The teacher may cross out inappropriate words and/or underlines or circles words which are problematic or contain errors and gives correction on them (Williams, 2003). The symbols and comments were easy or even very easy to be read. The students considered that teacher's written feedback was easy to be understood because the teacher did not only show the mistakes but also showed why it was wrong by using some signs. Sometimes, the teacher also provided the correct parts which made the students easier to comprehend and revised their mistakes. Despite the fact that most of students who assumed that they understood teacher's written feedback, some students said that they did not understand written feedback given by their teacher. They were often

confused to comprehend the hints that were provided by the teacher. It was not only influenced by unclear handwriting but also unspecific hints.

Table 4.9: The Clarity of Teacher's Written Feedback

	Frequency	Percentage
Extremely assisted	28	63.6 %
Assisted	11	25%
Average	5	11.3%
Unassisted	0	0%
Extremely unassisted	0	0%
Total	44	100.0 %

Table 4.9 shows 63.6% (F=28) respondents state that teacher's written feedback is extremely assisted, 25% (F=11) assisted, 11.3% (F=5) average.

Most students assumed that teacher's written feedback was clear and readable. The clarity of teacher's written feedback was influenced by the clear hand writing made by the teacher. The ink that was used by the teacher also influenced the clarity of teacher's written feedback. If the teacher used colourful ink to write feedback on their writing, it made the feedback given clearer seen. Apart from most of students who assumed that teacher's written feedback was clear. Some students stated that it was not clear and not clear enough. They thought that teacher's handwriting (comments or symbols) was difficult to read. It could not be deciphered by the students. This assumption was due to the teacher unclear handwriting. The teacher usually used Latin letters to make feedback. For some students, it was quite difficult to comprehend those letters.

Table 4.10: The Assistance of Teacher's Written Feedback

	Frequency	Percentage
Extremely important	29	65.9%
Important	11	25%
Average	4	9.9%
Unimportant	0	0%
Extremely unimportant	0	0%
Total	44	100.0%

Table 4.10 shows 65.9% (F=29) respondents state that teacher's written feedback is extremely important, 25% (F=11) important, 9.9% (F=4) average.

It showed that most students assumed teacher's written feedback was assisted and extremely important their process of writing. They considered feedback will guide them for to be a good writter. They read and comprehended every feedback that showed their mistakes and also the guidance to correct them. It made the students easier to revised their writing.

Table 4.11: The Assistance of Teacher's Written Feedback

	Frequency	Percentage
Extremely assisted	13	29.5%
Assisted	24	54.5%
Average	5	11.3%
Not assisted	2	4.5%
Totally not assisted	0	0%
Total	44	100%

Table 4.11 shows 29.5% (F=13) respondents state that the teacher's written feedback is extremely assisted, 54.5% (F=24) assisted, 11.3% (F=5) average, 4.5% (F=2) not assisted.

It showed that most of the students assumed teacher's written feedback was assisted and extremely assisted to know structure and organization their process of writing. Some students stated that it was extremely assisted. They considered need feedback for to be a good writer. It gave the students many information about correct structure and organization. It could help them improve their writing skill.

Table 4.12: The Assistance of Teacher's Written Feedback

	Frequency	Percentage
Extremely assisted	13	29.5%
Assisted	21	47.7 %
Average	8	18.8%
Not assisted	2	4.5%
Totally not assisted	0	0%
Total	44	100.0%

Table 4.12 shows 29.5% (F=13) respondents state that teacher's written feedback is extremely assisted, 47.7% (F=21) assisted, 18.8% (F=8), 4.5% (F= 2) not assisted.

It showed that most of students assumed teacher's written feedback was assisted and extremely assisted improve the students writing skills ability. Some students stated that it was extremely assisted. They considered feedback given provided important information that helped them to be effective and efficient learners. It could also lead them toward

autonomy and helped them to improve their writing. Then, the students considered it was assisted because teacher's written feedback showed that the students' mistakes and what they should do to improve their writing. Therefore, it improved their knowledge of English, especially in writing. There are some students also said that the feedback given was average. It means occasionally the feedback given did not guide to the area of improvement. Also, sometimes, the feedback did not provide important information that helped students become effective and efficient learners. However, there are two students said that the teacher's feedback given was not assisted. It means the students did not try to revise and ignore.

Table 4.13: The Encouragement of Teacher's Written Feedback

	Frequency	Percentage
Completely remove	2	4.5%
Replace	24	54.5%
Rewrite	15	34.0%
Ignore	3	6.8%
Total	44	100.0%

Table 4.13 shows 4.5% (F=2) respondents state that completely remove their feedback, 54.5% (F=24) replace, 34.0% (F=15) rewrite, 6.8% (F=3) ignore.

It means that most students preference replace and rewrite their work. They thought that feedback was very important for them. The feedback helped them to improve their skill ability as long as they tried to revised it. There are students completely remove and ignore their feedback. It cause the students did not how to revise their writing composition based on

teacher's feedback given. Their knowledge about the mistakes might also be limited. Students mostly revised their compositions when they got feedback on their content, clarity and organization of ideas.

Table 4.14: The Encouragement of Teacher's Written Feedback

	Frequency	Percentage
Always	13	29.5%
Often	21	47.7%
Sometimes	7	15.9%
Never	3	6.8%
Total	44	100.0%

Table 4.14 shows 29.5% (F=13) respondents state that students always read teacher's written feedback, 47.7% (F=21) often read, 15.9% (F=7) sometimes read, 6.8% (F=3) never read.

Most students assumed that they often read the teacher's written feedback. They believe that with revising the feedback they would get many valuable experience and how to writing a good sentences. By revised their feedback, the students also improving their vocabulary mastery. Some students sometimes read their feedback. When the students got feedback with little mistakes, they would be enthusiasm to revised their mistakes. But, when they got feedback with a lot of mistakes, they felt lazy to revised their mistakes. Some students said never read feedback. It caused there were many mistakes in students work. Some students had negative feelings when they looked their work. Also, they felt lazy dealing with teacher's written feedback, especially to revise their writing. In addition, the limited time that was provided by the teacher to revised their

work was also one of the reasons that made the students not motivated to improve their writing. The teacher usually provided just 10-15 minutes for the students to complete their revision.

Table 4.15: The Encouragement of Teacher's Written Feedback

	Frequency	Percentage
Always revised	13	29.5%
Revised	22	50%
Sometimes	7	15.9%
Never revised	2	4.5%
Total	44	100.0%

Table 4.15 shows 29.5% (F=13) respondents state that they always revised their teacher's written feedback, 50% (F=22) revised, 15.9% (F=7) sometimes, 4.5% (F=2) never revised.

It means that most students always keep revising their teacher's written feedback. After students got their feedback, they read and tried to revise it. The teacher often gave additional motivation to improve their writing after they received teacher's written feedback in their writing. It implies that teacher's written feedback is encouraging. Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking into account whatever the teacher knows about the learners' attitudes. The feedback given created the students' motivation for doing something different in the next draft or revising their writing. It made the students realize their own

writing skills because it showed them the mistakes so that they kept trying to improve their writing skills. In addition, some motivating comments or praise from the teacher in their writing such as “*good*”, “*great*” also motivated on oral or written in the students work. It would motivate students to make their writing better. The additional of teacher’s written feedback motivated would make the students more enthusiastic to revise their mistakes.

Table 4.16: The Encouragement of Teacher’s Written Feedback

	Frequency	Percentage
Teacher	21	47.7%
Smart friends	13	29.5%
Close friends	9	20.4%
No one	1	2.2%
Total	44	100.0%

Table 4.16 shows 47.7% (F=21) respondents state that they consulting their feedback with teacher, 29.5% (F=13) smart friends, 20.4% (F=9) close friends, 2.2% (F=1) no one.

It showed that most students prefer consulting their feedback with their teacher. The students assumed that their teacher had already given an objective feedback. The students believed in the teacher competence in correcting their writing. The students asked their teacher when they did not understand the meaning of teacher written provided in their composition. When the students could not read the feedback from their teacher, they asked to their friends first. Then, if they could not read and understand

correctly about the teacher's wrote, they came to their teacher. They asked to their teacher what the teacher's wrote meant and what they could do to revised their writing.

Some students asked to their peer (smart and close friends). The students consulted their writing composition with their peer related to the written feedback that they received. They asked their friends to help them to intepret the meaning and verify the revision of the teacher's written feedback. They did not want to miss interpret the feedback. Therefore, they could make sure that they revised was based on the lecture's written feedback. They also discuss when they did not know how to develop their writing based on the written feedback that teacher given. They also asked suggestion from their friends in revised their composition.

Table 4.17: The Encouragement of Teacher's Written Feedback

	Frequency	Percentage
Rewrite	12	27.2%
Replacement	32	72.7%
Total	44	100.0%

Table 4.17 shows 27.2% (F=12) respondents state that rewrite their teacher's written feedback, 72.7% (F=32) replacement.

It means that most of the students prefer to replacement their teacher's written feedback than rewrite their work. Sometimes, the students felt lazy dealing with teacher's written feedback, especially to rewrite their writing. In addition, the limited time that was provided by the teacher to revise their work is also one of the reasons that made the students not motivated to

improve their writing. The teacher usually provided just 10-15 minutes for the students to complete their revision.

Table 4.18: The Encouragement of Teacher's Written Feedback

	Frequency	Percentage
Ignore	3	6.8%
Revise	41	93.1%
Total	44	100.0%

Table 4.18 shows 6.8% (F=3) respondents state that ignore their teacher's written feedback, 93.1% (F=41) revise.

It means that most students revised their teacher's written feedback. According to Campbell (1998:88), revising is making changes that effect meaning or organisation to a draft in a progress. The changes may include adding sentences or paragraphs, moving sentences, and deleting phrases with synonym. In this study, after the teacher gave his written feedback on their writting composition, they did revision. They revised their writing composition when they got mistakes or error on their sentences, organisation, and contents. There were some students who ignored teacher's written feedback. The ignorance mighth occur because students did not know how to revised the composition. They might be careless in reading teacher's feedback on the draft composition. They missed to read the feedback especially if the feedback was about syntactic components of a sentence, for example punctuation or capitalization. Therefore, the students did not make

any changes in their revised composition. They might also have negative feeling after looked their work a lot of mistakes.

Table 4.19: The Negative Effect of Teacher's Written Feedback

	Frequency	Percentage
Always	0	0%
Ever	14	31.8%
Sometimes	9	20.4%
Never	21	47.4%
Total	44	100.0%

Table 4.19 show 31.8% (F=14) respondents state that they ever have negative feelings after receiving teacher's written feedback, 20.4% (F=9) sometimes, 47.4% (F=21) never have negative feelings after receiving teacher's written feedback.

It means that most students never had negative feeling after they received teacher's written feedback. The students felt so happy and enthusiastic in consulting the feedback given. They never felt insulted or ashamed although they got many corrections from their teacher. They already understood that the purpose of teacher in giving written feedback was to give them correction to make their writing improved. There were some students assumed sometimes they had any negative feeling after receiving teacher's written feedback. They understood what the teacher means in their feedback and they could revised it. But they feeling so

ashamed when they got many mistakes. So, it made students lazy to revised it.

Most students assumed that they never had any negative feeling after receiving teacher's written feedback; however, some students said that sometimes they felt annoyed after received it. It was caused by the teacher way in giving written feedback. They thought that feedback given was untidy or not-well-organized so it made their writing too. Sometimes, teacher's written feedback almost covered all parts of their writings. It made them find it difficult to re-read their works.

Table 4.20: The Disturbing of Teacher's Written Feedback

	Frequency	Percentage
Extremely Disturbed	2	4.6%
Disturbed	6	13.6%
Sometimes	13	29.5%
Undisturbed	23	52.2%
Totally undisturbed	0	0 %
Total	44	100.0%

Table 4.20 shows that 4.6% (F=2) respondents state that they feel extremely disturbed by teacher's written feedback in their writing process, 13.6% (F=6) disturbed, 29.5% (F=13) sometimes, 52.2% (F=23) undisturbed.

It means most students are undisturbed by teacher's written feedback in their writing process. They did not feel disturbed in their process of writing because the teacher just corrected the inaccurate parts without changing the main idea of their writing. Furthermore, they have

considered that teacher's written feedback was an essential element to improve their writing. Though most students who assumed that teacher's written feedback were undisturbed, there were some students saying that they disturbed by the teacher's written feedback. It was also caused by students' motivation in learning, especially in writing. They thought that teacher's written feedback would add their work in writing because they had to rewrite their idea from the beginning.

Table 4.21: The Frequency of Teacher's Written Feedback

	Frequency	Percentage
Always	5	11.3%
Often	31	70.4%
Sometimes	8	18.1%
Never	0	0%
Total	44	100.0%

Table 4.21 shows 11.3% (F=5) respondents state that they always got teacher's written feedback, 70.4% (F=31) often got teacher's written feedback, 18.1% (F=8) sometimes got teacher's written feedback.

It means that students often got teacher's written feedback. It can be seen from the students' enthusiasm in revised their writing after the feedback was given. The teacher often gave feedback oral and written. The frequency of teacher's given feedback make the students becoming better in writing ability. It could improve their skill ability by choosing better words, organizations, syntactic, punctuation, grammar, content.

c. Teacher's Interview

Feedback is away for teacher to describe their learners' language (Marilyn Lewis: 3). It give teacher's information about individual progress and, indirectly, is a form of evaluation on their own teacher. After finished their work, they always got written feedback from their teacher. The teacher gave direct feedback and also indirect one. The teacher and students like used both of it. But, some students also preferred the direct feedback because it did not only make them know their mistakes but also knew how to correct them. Students believed that oral and written more clearly and help them. The teacher had already given an written and oral feedback. It makes the students more clearly with their mistakes.

The teacher always gave feedback to the students. The teacher purposed in order to become the students were happy. When the students writing and their teacher gave correction, it made students happy. After they felt happy, it can made students enthusiasm their study English. The teacher hope that feedback which he gave was optimal. It could be seen with students enthusiasm when they revising their work. Beside that, the teacher never showing direct mistakes in the students written feedback, but he always gave clues first about the students mistakes.

Feedback is very important to the students, because it can improve their ethusiasm to study English. Through feedback, students would always trying to revised it, indirectly, it can improve their writing ability.

The teacher always gave the direct and indirect motivation way such as “*great*”, “*good*”.

When students gave teacher’s written feedback, they never had negative feelings. The teacher never found it but sometimes some students asking about the feedback if there were some part they did not know.

d. Student’s Interview

After the students finished their writing, they always got written feedback twice a week from their teacher. The teacher gave direct and indirect feedback. But, usually the teacher gave clue in the students work. If they did not know the feedback, they asked their friends first.

The students said that the feedback from their teacher was clear and objective because the correction that given was accurated. Most students agreed that teacher’s written feedback benefit them with more knowledge from their teacher. Although, teacher just giving clues but it was clear enough. Moreover, the words and hints that were used were also comprehensible and they were satisfied with it. Then, the thing that they liked the most from teacher’s written feedback was they would be able to know their mistakes that they made in their writing. It was significantly helpful for them to improve their writing.

They never had negative feelings, disturbed or ashamed by the teacher’s written feedback. They said that, if the teacher did not give the feedback, they did not know which was wrong or right their work. They

considered it as a kind of attention from the teacher and also as a source to make their writing better

C. Discussion

Writing is one of the skills in the language learning. According to Hughey *et al* (1988: 33), writing is an essential form of communication. By writing people can express their thoughts, ideas, opinion, feeling and so on. Writing is not a direct communication form between two people or perhaps more. The message or information is presented in a text. (Reid, 2001: 8) says that writing is an important skill used to support other skills in language learning.

In this reasearch, total number of 44 students from class XI social 3 and XI sains 1 were choosen as the respondents on. This research was concern on teacher's written feedback among 11th grade students at SMA N 1 Wedi. Based on field note, questionnaire, teacher and students' interview, the English teacher always gave written feedback.

Feedback on writing can be selected as a means of helping students to make revision and improve their writing skills. From the data, the reseacher knew that use of teacher's written feedback was very useful in writing process. According to Radeki and Swales (1988) and Leki (1991), it is important for teacher to provide feedback since a research on student attitudes towards feedback has found that many students do want the errors in their writing to be corrected and may be frustrated if this does not happen. It can be concluded that many scholars and researchers agree that feedback is essential and has a positive effect on students' writing. When the students had positif perception,

they would read and revised their teacher's written feedback, open the dictionary, and they would not repeat their mistakes again in the future. Students need some guidance in recognizing deviant forms and structure in their work. If the errors are ignored in the early stages, it will be more difficult to deal with them later on.

Oral feedback fits well in younger students since it can help the students to pinpoint and correct the misconception immediately, whereas written feedback is effective for older students. The researcher focuses on written feedback because the research population is senior high school students. The students felt happy after they got feedback from their teacher and used the teacher's written feedback to revise their writing. The researcher decided that the students were happy because their teacher gave them solution how to revise their writing.

The students had develop experience in responding to the teacher's written feedback in order to revising their writing. Feedback helped the students in their writing. According to Lewis (2002), feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement.

Konold et al. (2004) states one purpose of feedback is providing important information and helping students become effective and efficient learners. In line with this, Reid (1993: 218) states feedback must help students to improve their writing by communicating feedback detailed enough to allow students to act, to commit to change in their writing. Therefore, teacher's written feedback should help the students to improve their writing pieces.

Moreover, Cohen (1990: 11) states that in order that written feedback results in the positive effect, he presents some conditions which are needed. One of them is that the feedback should be clear.

The feedback would be more understandable if the students can decipher the handwriting of the teacher or understand the comments or symbols that the teacher is likely to use. The students who had positive perception, they could improving their writing skills ability and keep learning English. But, when the students had negative perception, they ignored their teacher's written feedback, did not read, did not revised, they could not improving their writing skills ability. The teacher's written feedback gave the contribution towards grammar, vocabulary mastery. Through read and revised the structure of English sentence, the students would also learn new vocabulary which they often meet after their teacher's gave written feedback.

The student towards teacher's written feedback was good. It can be provable with students always revise their writing after they got the teacher's written feedback. Beside that, the students never had negative feeling and disturbed with written feedback. The students responded the teacher's written feedback by simply copying, correcting based on their own, adding words or sentences, deleting words or sentences, restructuring sentences, consultation with their teacher, consultation with their peer, and ignorance. The students considered that the used of teacher's written was helpfull for them in revised their writing. The students also believed that the feedback from their teacher helped the students to organize their idea based on the correct structure and improve their ability skills.

Therefore, the students would memorize vocabulary that they often meet. According to Lewis (2002: 4) the teacher's written and spoken feedback provides students with meaningful and individual language input. The teacher's words, both in their form and their purpose, illustrate how language is used in one-to-one communication. That is why, it is important to extend students' language by writing comments in language at a level slightly higher than the students' own current language use. In this way, students can learn new vocabulary and structures in context. By having teacher's written feedback, the students would become rich of vocabulary and sufficient knowledge which helped them to develop an idea into sentences that support to compose a good writing composition could be improved. The students also learnt many new things while the teacher was giving them feedback.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on data result and discussion in the previous chapter the following conclusions are drawn:

1. It was found that the teacher often used direct feedback in giving written feedback on students' writing. The teacher gave some signs to indicate the students' mistakes such as; underline, circle, and scratch then they put the right part or the correction around it. There was only a little feedback in the form indirect and contains affective points. The teacher's written feedback mostly contains some comments to strengthen students' positive emotion. The teacher provides praise in their feedback such as *"good", "great", "good idea", etc*
2. It was found that the teacher focused more on the surface level feedback which concerned grammar, spelling, punctuation, and word choice. The biggest concern of the teacher's written feedback is punctuation and organisation mistakes made by the students in their writing.
3. The students' prefer written feedback. It indicates that students always revised and keep learning their work. Written feedback made the students clearer with their mistakes.
 - a. The teacher's written feedback is objective. It indicates that there is no personal bias in assessing the students' writing. The teacher is

professional and eligible in giving written feedback on students' writing.

- b. The teacher's written feedback is clear. It indicates that the teacher's written feedback is readable and understandable. The clarity is supported by the color of ink used by the teacher.
- c. Teacher's written feedback is assisted for the students. It indicates that the students need written feedback from the teacher. It can assist them in improving their writing. It can help them to know what they are doing right, what their weaknesses are and how they can make it better. The students considered feedback will guide them for to be a good writer.
- d. Teacher's written feedback is encouraging. It indicates that the teacher's written feedback motivates the students to improve their writings. They motivate them not only to revise their writing but also to improve their English in general. The teacher often gave additional motivation to improve their writing and it made the students more enthusiastic to revise their mistakes.
- e. The students never have negative effect of the teacher's written feedback. It indicates that the feedback does not make them feel insulted or ashamed. The students realize that the teacher's written feedback will help them to improve their skill ability.
- f. Teacher's written feedback did not disturb the process of writing. It shows that the feedback does not make the students disturbed when

they are writing. The teacher just corrected the inaccurate parts without changing the main idea of their writing.

- g. The teacher always gave feedback to the students. It indicates that the students felt so happy and enthusiastic in consulting the feedback given. The frequency of teacher given feedback makes the students became better in writing ability. If they keep revising and learning their feedback, it can improve their skill ability by choosing better words, organizations, syntactic, punctuation, grammar, content.

B. Implication

1. The students have positive perception towards teacher's written feedback. If the students have positive perception, it can improve their students' writing achievements. They expect their writing is given feedback by their teacher.
2. Teacher's written feedback plays a very essential role in improving students' writing. Therefore the objectivity, clarity, assistance, encouragement, and proportion of teacher's written feedback must be maintained.
3. With regard to the conclusion, this research implies the use of teacher's written feedback can encourage the students to improve their writing skill. It can be seen that many students feels that teacher's written feedback help them to increase their skill in write a good composition of writing. It expected that the teacher highly recommend to utilized

teacher's feedback on the teaching and learning writing in order to improve students' writing.

C. Suggestion

For Teacher

However, there are some results of the research that require teacher to make some adjustments and improvements:

- 1 The teacher should keep avoiding personal bias and giving proportion feedback in students' writing so that the students do not feel disturbed, ashamed, or insulted after receiving the feedback.
- 2 Some students stated that the teacher's written feedback was sometimes unclear, in terms of teacher's hand writing. It means that teacher should provide the clear feedback used simpler language to students. So, they know what the feedback means and what they do in revising their writing. Besides that, the teacher also use different colors of ink because it will make the written feedback easy to read.
- 3 Some students stated that they felt disturbed after receiving feedback because their writing became little bit untidy. It means that the teacher's should make the feedback tidier so that it is easy for the students to read and comprehend it.

For students

- 1 The students should be cooperative in developing their writing. It can be achieved by incorporating other sources and by having consultation with their teacher to revise their writing.

- 2 Some students said that they sometimes revise their writing maximally. They should improve their strategy on responding teacher's written feedback by reading and study the feedback given by their teacher. They must learn from their own mistakes so that they will not make the same mistakes.
- 3 The students should be active to write and revise their writing. They should really employ the teacher's written feedback.
- 4 The student should also pay attention to peer feedback which is usually given before the teacher gives written feedback. The feedback given by their peers will help them to improve their writing.

For Further Researchers

The problems that appear related to this research which can be investigated in further research are explained below:

1. Some respondents of this research have different opinions about the best way in giving feedback. Therefore, other researchers can investigate the most effective way in giving written feedback.
2. One of the results of this research is that teacher's written feedback encourages and motivates the students to revise their writing. Other researchers can also investigate the relationship of encouragement provided by teacher's written feedback and the improvement of students' writing.

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APPENDICES

FIELD NOTES

Field notes 1

XI IPS 3, (21 students)

Tuesday, July 24, 2012.10.10-10.50 a.m

Teacher: Mr. Agus Albert, S. Pd.

1. The teacher came to the class at 10.10 a.m
2. The teacher said “*Good morning*”
3. The students replied it
4. The teacher asked “*How are you today, guys?*”
5. The students answered “*Fine*”
6. The observer came at 10.15 a.m and said “good morning”
7. The students replied it
8. The teacher introduced the observer to the students, then sat at the back chair.
9. The teacher asked some question to the students about their condition today.
10. The students answered “*good*”, “*not too good*”, some students said “*not good, belum sarapan, pak!*”
11. The teacher and students had discussed about the students homework last week.
12. The teacher sat on his desk and he asked some students to come in front the class.
13. The students come in front of the class with nervous faces and he brought a pen.
14. Some students at the back laughing at him
15. After they laughing, they attention what their friend’s work and they tried to correct their mistakes which same with their friend’s work.
16. The teacher listened their student work

17. After finished he read, the teacher gave comment/oral feedback
18. The students brought a pen and make a note about the teacher's oral feedback.
19. After he got feedback from his teacher, he back to his chair and had little discussion with his friends about his feedback.
20. He tried to open dictionary and correct his mistakes and next student come in front of the class to read his work.
21. Not all of the students came in front of the class to read their work, so students didn't read their work in front of the class, they came to the teacher's desk to know their mistakes.
22. For a moment, some students who had finished revising, they come back to their teacher to clarify their revision.
23. The teacher explained some error to the students in front of the class such as use punctuation, make conclusion, repeat past tense and present tense.
24. The teacher asked to students the difficulties
25. No one students answered, they just smile to their teacher.
26. There was no more question, the teacher collect their revision
27. The teacher gave a little motivated to keep write, and to be a good writer
28. The teacher closed the lesson and said "*Thank you for today, goodbye!*"
29. The students replied "*goodbye, sir!*"

Field Notes 2

XI IPA 1, (23 students)

Thursday, July 26, 2012.07.15-08.00 a.m

Teacher: Mr. Mujiono,S.Pd.

1. The teacher and the researcher came to the class at 07.17 A.M
2. The teacher put his bag in the desk and asked "*Selamat pagi anak-anak!*"
3. The students replied "*Selamat pagi pak!*"
4. The teacher asked "*How are you today?*"
5. The students answered "*Fine sir!*"
6. The teacher introduce the observer to the students
7. The teacher asked the researcher to seat at back
8. The teacher asked to the students about their last week material before starting the lesson.
9. The teacher asked the students to writing a text about their last holiday.
10. Some students said "*Gimana pak? Susah!*"
11. The teacher replied "*What makes it difficult?*"
12. Students asked "*Tensesnya pake apa pak?*"
13. The teacher answered "*Kalian masih ingat pelajaran kemarin tentang past tense gak??*"
14. The students answered, "*Ooh, yang pake Verb II itu ya pak?*"
15. The teacher answered, "*Iya yang Verb II itu.*"
16. Some students at back said to reseacher "*Mbak, minggu kemarin itu bahasa Inggrisnya apa?*"
17. The reseacher answered "*Last week, dek!*"
18. 15 minutes before the end of the class, the teacher distibute all of the students work.
19. The teacher said, "*There are some mistakes in your work now please rewrite and make it better*".
20. Most of students looked so serious in comprehending and rewriting their feedback. Some students asked one another about the feedback that they get to make their writing better. They also showed their feedback one another.

21. Some students said” *Wah, salahku kog banyak gini?*”
22. Some students rewrote their text directly based on the teacher’s written feedback.
23. Some students had discussion with their friends about their mistakes.
24. Some other students worked while chatting therefore the class became little bit noisy.
25. The teacher monitored the students’ activity in revising
26. After all of the students finished the teacher asked them to collect their work.
27. Then, the teacher closed the lesson and said “*Thank you for today and goodbye*”
28. The students answered “*Goodbye sir!*”

QUESTIONAIRE

Nama : _____

Kelas / Absen : _____

QUESTIONARE

Kuesioner ini disusun untuk mendapatkan informasi mengenai persepsi siswa terhadap feedback tertulis guru pada karangan siswa. Informasi yang didapat akan digunakan sebagai bahan data penelitian dalam skripsi yang dikerjakan oleh Wahyu Dewi Pratiwi (07202244035), salah satu mahasiswa PBI, untuk mendapatkan gelar *Sarjana Pendidikan*. Penelitian tersebut berjudul *“STUDENTS’ PERCEPTION TOWARDS TEACHER’S WRITTEN FEEDBACK AMONG 11Th GRADE STUDENTS AT SMA N 1 WEDI KLATEN”*.

Informasi yang teman-teman berikan akan sangat berguna dan penting bagi keberhasilan penelitian yang dilakukan. Informasi yang teman-teman berikan sama sekali tidak berpengaruh terhadap hal-hal lain diluar keperluan penelitian.

Atas perhatian dan kerja sama teman-teman sekalian dalam mengisi angket ini, diucapkan banyak terima kasih.

Berilah jawaban dari aspek di bawah ini sesuai pendapat Anda, dengan memberikan tanda centang (✓) pada kolom tersedia.

1. Bagaimana cara pemberian feedback yang terbaik menurut anda?
 - ☐ Lisan
 - ☐ Tertulis
 - ☐ Lisan dan tulisan
2. Apakah feedback yang diberikan guru anda objektif?
 - ☐ Sangat obyektif
 - ☐ Obyektif
 - ☐ Cukup obyektif
 - ☐ Tidak obyektif
 - ☐ Sangat tidak obyektif
3. Apakah nilai yang diberikan guru sudah sesuai dengan kemampuan yang anda miliki?
 - ☐ Sangat sesuai
 - ☐ Sesuai
 - ☐ Cukup sesuai
 - ☐ Tidak sesuai
 - ☐ Sangat tidak sesuai
4. Apakah feedback yang diberikan guru lebih optimal daripada feedback yang diberikan oleh teman?
 - ☐ Sangat optimal
 - ☐ Optimal
 - ☐ Cukup optimal
 - ☐ Tidak optimal
 - ☐ Sangat tidak optimal
5. Apakah koreksi guru anda dapat anda pahami dengan mudah?
 - ☐ Sangat mudah
 - ☐ Mudah
 - ☐ cukup mudah
 - ☐ Sulit
 - ☐ Sangat sulit

6. Apakah penggunaan tinta berwarna yang diberikan oleh guru dalam feedback sangat membantu kejelasan feedback tertulis dari guru?
- ☐ Sangat membantu
 - ☐ Membantu
 - ☐ Cukup membantu
 - ☐ Tidak membantu
 - ☐ Sangat tidak membantu
7. Pentingkah koreksi guru dalam proses penulisan karangan anda?
- ☐ Sangat penting
 - ☐ Penting
 - ☐ Cukup penting
 - ☐ Tidak penting
 - ☐ Sangat tidak penting
8. Apakah feedback membantu anda untuk mengetahui struktur organisasi kalimat yang benar?
- ☐ Sangat membantu
 - ☐ Cukup membantu
 - ☐ Kadang-kadang
 - ☐ Tidak membantu
 - ☐ Sangat tidak membantu
9. Menurut anda, apakah feedback membantu menambah kemampuan siswa dalam pelajaran bahasa Inggris?
- ☐ Sangat membantu
 - ☐ Membantu
 - ☐ Cukup membantu
 - ☐ Tidak membantu
 - ☐ Sangat tidak membantu
10. Setelah mendapatkan feedback dari guru apa yang anda lebih suka lakukan?
- ☐ Menghapus kalimat yang ditandai guru
 - ☐ Mengganti kalimat yang ditandai guru

- ☐ Menyusun kembali kalimat yang ditandai guru
- ☐ Mengabaikan feedback dari guru

11. Apakah anda selalu membaca feedback yang diberikan guru anda?

- ☐ Selalu membaca
- ☐ Sering membaca
- ☐ Kadang-kadang membaca
- ☐ Tidak pernah membaca

12. Setelah mendapatkan feedback apakah anda berkeinginan untuk memperbaikinya?

- ☐ Selalu memperbaiki
- ☐ Memperbaiki
- ☐ Kadang-kadang memperbaiki
- ☐ Tidak memperbaiki

13. Setelah mendapatkan feedback dari guru, dengan siapakah anda melakukan konsultasi?

- ☐ Guru
- ☐ Teman yang pandai
- ☐ Teman akrab
- ☐ Tidak siapapun

14. Setelah mendapatkan feedback dari guru, bagaimana cara anda memperbaiki karangan anda?

- ☐ Ditulis kembali semua
- ☐ Ditulis kembali pada bagian yang dikoreksi saja

15. Setelah mendapatkan feedback, anda akan mengabaikan atau mencoba untuk memperbaikinya?

- ☐ Mengabaikan
- ☐ Mencoba memperbaiki

16. Pernahkan muncul perasaan bersalah pada diri anda ketika karangan anda mendapat koreksi dari guru?

- ☐ Selalu
- ☐ Pernah

- ☐ Kadang-kadang
- ☐ Tidak pernah

17. Ketika menulis karangan pernahkah anda merasa terganggu dengan koreksi yang diberikan oleh guru?

- ☐ Sangat terganggu
- ☐ Terganggu
- ☐ Kadang-kadang terganggu
- ☐ Tidak terganggu
- ☐ Sangat tidak terganggu

18. Apakah guru anda sering memberikan feedback pada karangan anda?

- ☐ Selalu memberikan
- ☐ Sering memberikan
- ☐ Kadang-kadang memberikan
- ☐ Tidak pernah memberikan

Interview question for teacher

1. Apakah anda sering memberikan feedback kepada siswa? Jelaskan!
2. Apa bentuk feedback yang sering anda berikan kepada siswa? Lisan, tertulis atau kedua-duanya? Jelaskan!
3. Apakah anda selalu menggunakan tinta berwarna atau satu warna saja untuk menkoreksi karangan siswa? Jelaskan!
4. Apakah feedback yang anda berikan kepada siswa cukup jelas dan mudah dipahami oleh siswa? Jelaskan!
5. Selain memberi koreksi, apakah ada kata-kata yang memotivasi siswa? Jelaskan!
6. Apakah anda langsung membenarkan kesalahan pada karangan siswa? Jelaskan!
7. Apakah feedback yang anda berikan kepada siswa akan menambah kemampuan siswa dalam belajar bahasa Inggris? Jelaskan!
8. Menurut anda apakah siswa akan termotivasi untuk memperbaiki karangannya? Jelaskan!
9. Apakah nilai yang anda berikan kepada siswa cukup obyektif? Jelaskan!
10. Apakah nilai yang anda berikan sudah sesuai dengan kemampuan siswa? Jelaskan!
11. Menurut anda pentingkah feedback bagi siswa untuk kedepannya? Jelaskan!
12. Apakah siswa pernah terganggu/mengeluh ketika anda memberikan feedback pada karangan mereka? Jelaskan!

Interview question for students

1. Apakah anda sering diberikan feedback oleh guru? Jelaskan!
2. Apa bentuk feedback yang sering diberikan oleh guru anda? Lisan, tertulis atau kedua-duanya? Jelaskan!
3. Apakah guru anda selalu menggunakan tinta berwarna atau satu warna saja untuk menkoreksi karangan anda? Jelaskan!
4. Apakah feedback yang guru anda berikan cukup jelas dan mudah dipahami? Jelaskan!
5. Selain memberi koreksi, apakah ada kata-kata yang memotivasi anda? Jelaskan!
6. Apakah guru anda langsung membenarkan kesalahan pada karangan anda? Jelaskan!
7. Apakah feedback yang diberikan oleh guru akan menambah kemampuan anda dalam belajar bahasa Inggris? Jelaskan!
8. Menurut anda apakah anda akan termotivasi untuk memperbaiki karangan? Jelaskan!
9. Apakah nilai yang guru anda berikan cukup obyektif? Jelaskan!
10. Apakah nilai yang guru anda berikan sudah sesuai dengan kemampuan anda? Jelaskan!
11. Menurut anda pentingkah feedback bagi anda untuk kedepannya? Jelaskan!
12. Apakah anda pernah terganggu/mengeluh ketika guru memberikan feedback pada karangan anda? Jelaskan!

Students' Writing

Nama : Tri Murjoko
 No : 32
 Kelas : XI

Task 1

Write a simple report text individually and you use following information as reference!

Key words	information
1. Classification	Herbivore and mammal.
2. Weight	At birth : 120 kilograms (akhir) Adult : 2.000 kilograms. (kari)
3. Parts of the body (bagian tubuh)	Tusks, eyes, ears, trunk, tail, legs.
4. Span life (hidup)	70 years
5. Habbit (kebiasaan)	Swimming, flap their ears, use their trunk to squirt water-eat and drink, etc.
6. Characteristics (ciri-ciri)	Big body, long nose, big ears, strong, live in forest, big power.

capital letter
 The Elephant.
 Elephant is a big animal, his weight 2.000 kilograms. Elephant eating grass, and usually swimming. ~~Use~~ flap their ears, use their trunk to squirt water-eat and drink. ~~Herbivore and mammal his classification.~~
 The elephant can live 70 years. ~~or more~~. Alls body is very big, and have long nose, big ears, strong, live in forest, big power. The elephants have 2 eyes, one tail, four legs. Very big. Elephant family is not ~~ever~~ distinguish and together while seek the grass. ~~Look~~ elephant is very long, and couple. I like elephant when they're playing sirkus or acrobat.

a young couple in love,
 it has small tusks
 $E / 2 = 2$
 $E / 25 =$

I like them playing sirkus,
 S + V + OP + Ving

B-

Task 1

Write a simple report text individually and you use following information as reference!

Key words	information
1. Classification	Herbivore and mammal.
2. Weight	At birth : 120 kilograms Adult : 2.000 kilograms.
3. Parts of the body	Tusks, eyes, ears, trunk, tail, legs.
4. Spam life	70 years
5. Habbit	Swimming, flap their ears, use their trunk to squirt water-eat and drink, etc.
6. Characteristics	Big body, long nose, big ears, strong, live in forest, big power.

Nama : Sutarni
No : 29
Kelas : XI / IAI

Elephant

The Elephant is a
Elephant include herbivore and mammal. ~~to eat~~ herbivore and mammal because elephant eat plants and breastfeed. Weight ~~from~~ ^{of} elephant ~~moment~~ at birth is 120 kg, and after adult ~~has~~ ^{his} a weight ~~is~~ ^{about} 2.000 kg. Elephant has two tusks, ^{punctuation!} two big eyes long trunk, a tail and four legs. Many Indonesia's elephant destroyed because many hunter to hunt them to take their tusks. They can live about 70 years. ~~They have~~ ^{his} habbit to swimming, flap their ears, use their trunk to squirt water-eat and drink, etc. They also has a characteristics with long ~~edge~~ big ears, strong and usually live in forest. They represent ~~for~~ big animal ~~have~~ ^{and} big power. ~~Now~~ ^{Many} circus use elephant.

*Capital letter. and.
Punctuation!!*

A B

Task 1

Write a simple report text individually and you use following information as reference!

Key words	information
1. Classification	Herbivore and mammal.
2. Weight	At birth : 120 kilograms Adult : 2.000 kilograms.
3. Parts of the body	Tusks, eyes, ears, trunk, tail, legs.
4. Spam life	70 years
5. Habbit	Swimming, flap their ears, use their trunk to squirt water-eat and drink, etc.
6. Characteristics	Big body, long nose, big ears, strong, live in forest, big power.

Nama : MUH. LINDU. ALRIYANI
No : 22
KLS : XI. IPA. 1.

Hi am
"Elephant" *Punctuation*
Elephant is a animal Herbivore. *Elephant* live in forest, and eat a grass.
His Elephant weight is nearly *a* 2.000 kilograms. *It* have *a* big body, long nose, big ears, strong.
and *big power* use big power a transportation. *His* habit *the* elephant a. Swimming, flap their ears,
use their trunk to squirt water-eat and drink. *Elephant* have a *very* beautiful tusks.
many hunter hunt *the* tusks, because *the* tusks is very expensive. *the* animal spam life.
70 years. *If* you want to see the elephant, you can go to Sumatra because
In Sumatra have a zoo, this name a way kambas. *it's* *game* *here* is
there is a zoo
Punctuation !!!
it's way kambas
B-

Nama : Daffini
No : 05
Kelas : XI IA^I

Task 1

Write a simple report text individually and you use following information as reference!

Key words	information
1. Classification	Herbivore and mammal.
2. Weight	At birth : 120 kilograms Adult : 2.000 kilograms.
3. Parts of the body	Tusks, eyes, ears, trunk, tail, legs.
4. Span life	70 years
5. Habbit	Swimming, flap their ears, use their trunk to squirt water-eat and drink, etc.
6. Characteristics	Big body, long nose, big ears, strong, live in forest, big power.

Elephant ^{capital letter} ^{mammal}. It is a big animal. It is herbivore and mammal animal. It is ^{It} has tusks, eyes, ears, trunk, tail, and legs. The trunk of elephant can to squirt water, eat and drink and so on. Elephant live in forest, but we can to see elephant in zoo. Elephant span life about 70 years. The weight of elephant at birth is ~~about~~ 120 kg, and ~~about~~ 2.000 kg at ~~its~~ adult. Elephant has a big power, so, it is strong.

The weight is about 120 kg
It's weight is about 120 kg
and 2.000 kg when it's adult.

span life of elephant
it's about 70 years.

B-

Homework is important for student.

My name is 'Ti'. In my opinion homework is important for students. There are 3 reasons.

Firstly, ^{Homework} ~~student~~ ^{helps} to make ^{the} ~~the~~ ^{the} student to study. ^{be still}

It's must do homework given teacher. ^{write this}

Secondly, when ^{the} ~~the~~ ^{the} pleasure time. ^{stop}

study student ^{the} ~~the~~ ^{the} student can ^{to}

understand lesson by teacher. ^{better}

Finally, ^{we} ~~the~~ ^{the} students not many playing and watch television. ^{formally}

By doing homework. ^{Conclusion}

From the fact above, we can ^{conclude} ~~conclude~~ that

smart students. ^{Conclusion}

Write the paragraphs correctly.

2. Write the explanation for each point.

3. ~~Write~~ explanation for each point.

Nama : Puspa Indah Permatasari
 No : 22
 Kelas : XI IPS III

Task 1

Write a simple report text individually and you use following information as reference!

Key words	information
1. Classification	Herbivore and mammal.
2. Weight	At birth : 120 kilograms Adult : 2.000 kilograms.
3. Parts of the body	Tusks, eyes, ears, trunk, tail, legs.
4. Spam life	70 years
5. Habbit	Swimming, flap their ears, use their trunk to squirt water-eat and drink, etc.
6. Characteristics	Big body, long nose, big ears, strong, live in forest, big power.

The Elephant
 The elephant ~~the~~ eat Herbivore and ~~mammal~~ ^{mammal}. Elephant at birth 120 kilograms and adult 2.000 kilograms. His parts of ~~the body is~~ ^{a tusks, eyes, ears, trunk, tail and legs.} His spam life elephant about 70 years old. The Elephant's ~~habbit~~ ^{Swimming} flap their ears, use their trunk to squirt water-eat and drink, etc. Characteristics elephant ^{this characteristic is} big body, long nose, big ears, strong. The Elephant live in ~~forest~~ ^{forest} and in the zoo. Elephant have big power. The elephant have tusks is long.

Good

Nama : Tri Wahyu
 No : 30
 Kelas : XI IPS II

Task 1

Write a simple report text individually and you use following information as reference!

Key words	information
1. Classification	Herbivore and mammal.
2. Weight	At birth : 120 kilograms Adult : 2.000 kilograms.
3. Parts of the body	Tusks, eyes, ears, trunk, tail, legs.
4. Span life	70 years
5. Habitat	Swimming, flap their ears, use their trunk to squirt water-eat and drink, etc.
6. Characteristics	Big body, long nose, big ears, strong, live in forest, big power.

ELEPHANT

Elephant is animals ~~herbivore~~ ^{herbivore} and mammal. Elephant have ~~big body~~ ^{big body}, long nose, big ears, strong, live in forest, big power. The weight ~~have~~ ^{have} at birth : 120 kilograms, and adult : 2.000 kilograms. ~~It's to big~~ ^{It's to big} have tusks, eyes, ears, trunk, tail, legs. It age 70 years. ~~Elephant~~ ^{Elephant} can swimming, flap their ears, use their trunk to squirt water, eat and drink.

Good!!

Task 7

Write a simple report text individually based on the task 7 and you use the following information as references.

Key words	Information
1. Classification	Herbivore and mammal.
2. Weight	At birth: 120 kilograms and for adult: 2.000 kilograms.
3. Parts of the body	Tusks, eyes, ears, trunk, tail, legs.
4. Span life	70 years.
5. Habbit	Swimming, flap their ears, use their trunk to squirt water-eat and drink, etc.
6. Characteristics	Big body, long nose, big ears, strong, live in forest, big power.

ELEPHANT

one of the most interesting animals in the zoo is elephant. It is include herbivore animal. It is included mammal animal.

It is the ¹biggest of all-living animal species because the elephant has a very big body. At birth, ²they weight 120 kilograms and for adult 2.000 kilograms. It span life ³is 70 years.

It has four ⁴bigles and two tusk on its head. It has big brown eyes. It has a long trunk for drink. It has a very big ear. It also has a small tail.

Elephant live in forest. It can ⁵swimming and flap their ears. Its trunk ⁶is use to squirt water-eat and drink.

The Elephant has a many methods of self protection. Its weapons are with big body, long nose, strong and also has big power.

Teacher's Interview Transcripts

R: Apakah bapak sering memberikan feedback kepada siswa pak?

T: Waaa yo itu jelas sekali donk, saya pasti memberikan feedback, yaaa....

R: Kenapa pak harus diberikan feedback pak?

T: Yaaaa, pak mujiono kan punya tujuan agar supaya anak merasa senang,, ooh ada umpan baliknya gituuuu...terus klo anak merasa senang dan bangga otomatis membangkitkan gairah belajar, kan gitu...

R: Apa bentuk feedback yang sering bapak berikan kepada siswa? Lisan atau tertulis?

T: Naah, secara langsung itu pasti secara lisan, nah setelah lisan sudah barang tentu klo berkaitan dengan teks pasti tertulis kan gitu..

R: Berati kedua-duanya ya pak?

T: Iyaaa

R: Bapak sering gak bapak memakai tinta berwarna biru, merah, atau Cuma 1 warna?

T: Alhamdulillah, pak mujiono sukanya cuma memakai 1 warna,

R: Warna hitam ya pak?

T: Wong punyane cuma itu, maksudnya memakai beraneka warna tapi gak ada, dan gak ada nilai + nya dari bagi pak mujiono mending ditunjuk langsung ajaa..

R: Apakah feedback yang bapak berikan itu cukup untuk siswa biar paham, jelas gitu pak?

T: Harapan pak mujiono, se-optimal mungkin memberikan feedback yaa sejelas mungkin agar anak-anak paham, bahkan kadang kala anak-anak juga tak suruh bertanya, yang berkaitan dengan konteks tersebut, tapi anak jarang bertanya, hanya kadang-kadang saja kalau ada yang tidak jelas.

R: Selain memberikan koreksi, ada gak pak kata-kata yang memotivasi siswa untuk lebih...

T: Yaa, untuk berkaitan dengan koreksi dan motivasi itu jelas setelah mengkoreksi, pak muji dumuk (menunjukkan), tapi klo pak muji dumuke kesalahan itu gak pernah, dumuk e yang benar itu juga gak pernah, tapi tipenya pak muji suka untuk memberikan kuis (petunjuk) duluan, dipancing-pancing duluan agar supaya otak anak itu berfungsi dengan baik terus bisa menumbuhkan-kembangkan pikiran anak. Nah kalau yang berkaitan dengan motivasi mesti saya berikan motivasi, agar supaya cakrawala dan jendela masa depan anak terbuka lebar hingga apa yang diharapkan anak itu kesampean kan gitu.

R: Berarti bapak tidak memberikan kesalahan secara langsung “*kesalahan kamu kyk gini lhoo??*”

T: Ooh ndak, itu sama aja membunuh semangat anak, kan gitu?

R: Kok bisa pak?

T: Lhhoo iyaa, klo ibaratnya anak kecil itu klo udah didumuk “*kesalahan kamu kayak gini*” dia malah mengkeret (berkecil hati), udah gak mau bangkit lagi “*saya gak salah kog*” dia malah ketakutan kan, takut berbuat salah, padahal perbuatan yang salah itu kan merupakan langkah pertama untuk menuju yang lebih baik, kalo gak pernah salah mana mungkin bisa lebih baik, kan gitu... otomatis dia harus disadari, kesalahan itu bukan merupakan hal yang...istilahnya apaa yaaaa,,, fatal tapi itu merupakan langkah yang positif itu buat pak mujiono.

R: Kira-kira feedback yang bapak berikan ke siswa itu menambah kemampuan siswa dalam belajar bahasa inggris gak pak??

T: Yaa harapan saya sih bisa nambah tumbuh dan berkembang, itu harapan saya, tapi saya kembalikan lagi, meskipun feedback saya berikan, kadang kala juga respon anak kurang begitu menyenangkan didukung tipenya pak mujiono, tak suruh menentukan milih sendiri mana yang terbaiknya, lebih baik atau lebih jelek pilihan dewe (pilih sendiri).

R: Apakah siswa akan termotivasi memperbaiki untuk memperbaiki karanganya pak?

T: Kalo yang berkaitan dengan konteks karangan selama pak mujiono tidak menindaklanjuti nanti koreksi yang dilakukan anak-anak sudah barang tentu anak-anak ndak bakalan melakukan hal itu, tapi klo dintimidasi pak mujiono lhaa baru gage-gage (cepat-cepat) memperbaiki.. itu sudah karakter dari anak, tidak bisa dipungkiri lah.

R: Klo nilai yang bapak berikan itu objectif gak pak?

T: Kalo yang berkaitan dengan nilai itu objektif bagi pak muji itu belum tentu bisa diterima mata pelajaran lain karena untuk mengukur kemampuan bahasan inggris, nilai kan ditentukan oleh anak sendiri, kalo dia semakin rajin, aktif, semakin lebih awal menyampaikan tugas yang saya berikan sudah barang tentu otak si anak akan lebih cepat tumbuh berkembang dari pada yang menyampaikan tugas ke pak muji sampe pada dan lainnya, misalnya unit 1 saya berikan waktu 2 minggu ada yang menyampaikan pas deadline pas hari terakhirnya itu, ada yang sebelumnya kalo yang berkaitan dengan nilai kan bapak bisa melihat langsung mendengar dan melihat dari penampilan si anak.

R: Performnya gitu ya pak?

T: Yaa performnya gitu kalo disuruh maju, diberi tugas, ditunjang dengan nilai tertulis yang objektif itu, tapi itu nilai yang terakhir, kalo nilai objektif hitam diatas putih, biasa hasil ulangan kog gak percaya dengan bukti hasil fisik, bukti fisik bisa dimanipulasi bukan hasil pikiran sendiri, bisa hasil orang lain atau mungkin hasil pikiran sendiri yang sudah direncanakan dari rumah (menyontek).

R: Bapak memberi nilai itu sesuai dengan kemampuan anak?

T: Ya menurut saya ukuran saya sudah sesuai dengan kemampuan anak, misalnya seperti kamu dulu, dengan nilai 7 atau 8 dibanding kan dengan teman yang lain barang kali nilai 8 pada kamu dan teman lain itu orang lain yang tidak mengerti psikologis liatnya sama "*lho kan sama-sama 8 pak*"? lhho iya sama tapi nilai 8 yang objektif sama yang humanism itu kan beda.

R: Penting gak sih pak feedback utntuk siswa kedepannya?

T: Tentu penting banget, sangat-sangat penting

R: Pentingnya darimana pak?

T: Pentingnya nanti agar supaya dapat membangkitkan motivasi gairah belajar anak dengan saya memberikan feedback, klo ndak barangkali anak kan smakin mengkeret tidak makin tumbuh bangun berkembang.

R: Pernah gak pak siswa waktu dikasih feedback itu mengeluh, kog punya dicoret2..?

T: Itu nampaknya jarang skali saya temukan anak mengeluh sekarang ini, kalau dulu awal-awal anak-anak memang banyak yang mengeluh, tapi dengan seiring berjalannya waktu hal itu sudah tidak saya temui lagi.

R: Okee pak, trimakasih ya pak

Students Interview Transcripts

****Interview 1***

Students : Puspa Indah P
Interviewer : Wahyu Dewi P
Class : XI IPS III
Date : 31 July 2012
Site : SMA N 1 WEDI

I : Seberapa sering kamu dapat feedback dari gurumu?

S : Sering kog mbak, seminggu setiap dapat tugas mengarang pasti dikasih feedback

I : Klo pak Albert ngasih feedback langsung dibenerin apa cuma dikasih tanda tau dilingkari aja?

S : Bentuknya cuma dicoret, dilingkari aja mbak, disuruh benerin dulu tapi kalo udah mentok kita gak bisa baru dibenerin sama pak Albert.

I : Setelah dapat feedback dari pak Albert terus kamu baca lagi gak?

S : Kadang

I : Kadang??

S : Ya.....Kadang males bacanya kog mbak

I : Kamu jelas gak, paham gak sama feedback yang dikasih sama gurumu?

S : Ngerti mbak, jelas kog feedbacknya...

I : Trus kira-kira penting gak sih feedback itu menurutmu?

S : Ya penting no mbak, kalo gak ada feedback kita gak ngerti betul apa salah pekerjaan kita.

I: Ada gak kata-kata yang memotivasi kamu untuk terus mengarang?

S: Ada mbak, "*mencoba terus ya sampai bisa*"

I: Trus pernah gak muncul perasaan negative dalam diri kamu, kog kerjaanku dicoret-coret?

S: Gak pernah

I: Kira-kira kamu terganggu gak dengan feedback yang gurumu berikan?

S: Yo gak no mbak klo gak ada feedback kita gak tahu salah kita yang mana.

I: Okee deh, makasih yaa

S: Okee siip mbak..

****Interview 2***

Students : Novita Dwi Hastuti

Interviewer : Wahyu Dewi P

Class : XI IPS III

Date : 31 July 2012

Site : SMA N 1 WEDI

I: Seberapa sering pak Albert kasih feedback ke kamu?

S: Lumayan sering kog mbak,

I: Kira –kira berapa minggu skali atau berapa bulan sekali gitu?

S: Seminggu sekali pasti dapet mbak, ya sebulan 3-4 kali

I: biasanya pak Albert langsung benerin kesalahanmu, cuma dikasih kode, atau cuma dicoret aja?

S: Dicoret sama digaris bawah aja sih mbak

I: Dibenerin gak sama pak Albert?

S: Ya kadang-kadang dibenerin mbak

I: Kamu lebih suka dibenerin langsung sama pak Albert atau cuma dikasih tanda aja?

S: Yo lebih suka langsung dibenerin sama pak Albert mbak, kan kita langsung tau letak salahnya mana, benarnya gimana. Tapi ya tetep mbak, pak Albert cuma ngasih tanda-tanda aja.

I: Kamu baca lagi gak feedbacknya?

S: Ya dibaca lagi mbak kan penting buat koreksinya

I: Kenapa kamu harus baca feedbacknya?

S: Ya kan nanti kita tau salahnya gimana trus kita harus gimana gitu, kalo gak dibaca gak ngerti mbak salahnya dimana benarnya dimana.

I: kira-kira kamu paham gak feedbacknya? Jelas gak feedback dari gurumu?

S: Jelas paham banget mbak,

I: Tau ya salahnya dimana gitu

S: Iya mbak, tau letak salahnya, benarnya kayak gimana gitu.

I: Menurutmu obyektif gak feedback dari pak Albert itu?

S: Obyektif mbak

I: Buktinya apa dek?

S: Ya emang bener mbak salahnya disitu,

I: Kira-kira penting gak sih feedback buat kamu

S: Ya sangat penting mbak, kita tau salahnya disini benarnya begini jadi besok akhirnya besok gak ngulangi kesalahannya lagi gitu.

I: Ada motivasi gak yang pak Albert kasih ke kamu,?

S: Iyaa mbak

I: contohnya apa?

S: Biasanya dibawah karangan itu ada tulisannya “*good*”, “*very good*” gitu mbak, itu ada...

I: Kira-kira pernah gak muncul perasaan negative dalam diri kamu waktu kamu nerima feedback

S: Ya sebenarnya si gak mbak, tapi cuma kadang-kadang tu malah takut salah.

I: Kira-kira terganggu gak waktu dapat feedback dari pak Albert?

S: Ya enggak mbak, kan untuk mengoreksi, kalo gak ada feedback gimana kita tau salah kita dimana, benarnya kayak gimana gitu.

I: Oke makasih ya cantik

****Interview 3***

Students : Tri Wahyuni
Interviewer : Wahyu Dewi P
Class : XI IPS III
Date : 31 July 2012
Site : SMA N 1 WEDI

I: Pernah gak si dek pak Albert ngasih feedback ke kamu?

S: Pernah mbak

I: Sering gak dek dikasih feedbacknya?

S: Lumayan sering mbak, setiap 2 minggu sekali tu pasti ada.

I: Kira-kira bentuknya apa tu?dilingkarin, dicoret, atau langsung dibenerin?

S: Dilingkari sih mbak biasanya,

I: Langsung dibenerin gak sama gurumu?

S: Gak sih mbak, disuruh ngerjain, benerin dulu kalo ada yang kita gak ngerti baru dibenerin sama pak gurunya

I: Kamu lebih suka mana?langsung dibenerin sama pak Albert apa gimana?

S: Aku lebih suka langsung dibenerin mbak, kan kita langsung tau salahnya gimana benarnya gimana.

I: Dibaca lagi gak dek feedback yang udah dikasih sama guru kamu?

S: Yoo dibaca no mbak kan penting buat kita, kalo dibaca kan kita bisa tau salahnya dimana aja, kalo gak dibaca yo percuma aja mbak udah di benerin,

I: Trus, kamu paham, jelas gitu gak? Ngerti gak salah kamu itu apa gitu?

S: Ya lumayan paham mbak

I: Menurutmu obyektif gak dek feedback yang dikasih pak Albert itu?

S: Menurutku obyektif mbak,

I: Buktinya apa?

S: Ya, kalo salah emang disalahin mbak, yang bener emang dibenerin

I: Ada gak kata-kata yang bisa ngebuat kamu termotivasi untuk memperbaiki karanganmu?

S: Ada si mbak.....

I: Kayak gimana contohnya?

S: *“Belajar terus ya,” “dicoba lagi ya”* kayak gitu-gitu deh mbak

I: Pernah gak kamu merasa gak paham sama feedback yang diberikan pak Albert?

S: Pernah mbak, kan pak Albert seringnya cuma ngasih tanda-tanda aja, kadang ada juga yang dibenerin sih. Pas cuma dicoret panjang gitu aku gak ngerti mbak salahku dimananya, aku tanya sama temen ternyata juga gak ngerti, akhirnya tanya sama pak Albert dijelasin salahku yang mana.

I: Pernah gak kamu punya perasaan negatif gitu waktu trima feedback dari gurumu?

S: Pernah mbak...

I: Gimana tu?

S: Kita udah ngerjain bener-bener eeh ternyata salah, itu kan bikin gimana gitu lho mbak...

I: Hmm....Kamu merasa terganggu gak sih waktu dikasih feedback, kog kerjaanku dicoret-coret gitu?

S: Gak mbak, kalo pak Albert gak kasih feedback atau dia cuma diem aja kan sama aja gak sayang sama kita. Kita gak tau salah kita dimana. Kalo pak Albert ngasih feedback kan tandanya sayang sama kita mbak pengen kita pintar.

I: Okee terima kasih ya dek

S: Iya mbak sama-sama

****Interview 4***

Students : Nur Lingga P
Interviewer : Wahyu Dewi P
Class : XI IPS III
Date : 31 July 2012
Site : SMA N 1 WEDI

I: Namanya siapa dek?

S: Lingga mbak..

I: Oke, sering gak kamu dikasih feedback sama pak Albert?

S: Yo lumayan sering mbak,

I: Feedbacknya cuma dikasih waktu pelajaran mengarang aja ya?

S: Gak juga mbak, gak cuma di pelajaran mengarang aja, kadang pas suruh ngerjain apa dikit pasti dikasih feedback kog, walaupun gak sebanyak pas pelajaran mengarang.

I: Klo pak Albert biasanya cuma ngasih tanda aja atau langsung dibenerin?

S: Kadang dibenerin langsung mbak, kadang cuma dikasih dilingkari aja mbak

I: Kalo kamu suka yang mana?

S: Kalo aku sebenarnya lebih suka dibenerin langsung jadi tau mana yang salah mana yang benar. Tapi kalo kayak gitu aku nya gak mikir mbak jadi cuma terima jadi aja enakan dikasih tanda-tanda aja biar skalian kita mikir buat belajar sendiri juga

I: Pernah gak dek pak Albert ngasih kata-kata yang memotivasi kamu,

S: Pernah mbak OK, Good Job, Dicoba lagi ya..

I: Menurutmu obyektif gak si dek feedback dari gurumu tu?

S: Obyektif mbak,

I: Obyektifnya kayak gimana?

S: Ya kalo salah yo disalahin dan kebetulan salahku banyak mbak hahaha...

I: Trus waktu kamu baca feedback gurumu tu kamu ngerti gak, jelas gak bacanya?

S: Lumayan jelas mbak, walaupun tulisannya latin tapi masih bisa dibaca

I: Menurutmu kamu butuh gak feedback dari gurumu tu?

S: Butuh no mbak, kan biar ngerti salahnya dimana benernya gimana mbak. Kalo Cuma dikasih nilai aja tapi gak dikasih feedback kan kita juga gak ngerti salahnya dimana, belajarnya kita gimana donk!

I: Oohh..... setelah kamu dapat feedback dari gurumu kamu merasa terpacu gak?

S: Iya mbak, kan habis dikasih ternyata banyak coretannya, rasanya penasaran mbak kog punyaku dicoret-banyak gini, trus pengen tahu aja salahnya gimana trus benernya gimana

I: Jadi habis dapat feedback kamu benerin gitu?

S: Iyalah mbak, kan aku juga pengen tahu yang benar yang mana.

I: Trus apa yang kamu rasain setelah dapat feedback??sebel, senang atau gimana?

S: Awal-awal rasanya sebel mbak, aku udah ngerjain bener-bener tapi kog ya tetep salah itu lhoo mbak! Tapi lama-lamu udah terbiasa mbak.

I: Kadang-kadang kamu merasa terganggu gak?

S: Gak si mbak, wong kita butuh feedbacknya e mbak.

I: OK thanks banget ya dek

S: Siap mbak

****Interview 5***

Students : Lia Kamelia
Interviewer : Wahyu Dewi P
Class : XI IPS III
Date : 31 July 2012
Site : SMA N 1 WEDI

I: Pagi dek....

S: Pagi mbak

I: Namanya siapa dek?

S: Lia mbak

I: hmmm...langsung aja ya dek, kira-kira sering gak kamu dapat feedback dari pak Albert?

S: Sering mbak,

I: Seminggu berapa kali dek?

S: Ya lumayan sering sih mbak, sebulan lebih dari 2 mbak,

I: Pak Albert kalo ngasih feedback setiap pelajaran mengarang ya dek?

S: Kalo pelajaran mengarang pasti dikasih mbak, tapi selain pelajaran mengarang pasti juga dikasih kog mbak.

I: Misalnya apa?

S: Ya waktu suruh nulis apa dikit gitu pasti dikasih mbak, waktu kita suruh maju kedepan gitu juga sering dikasih feedback mbak, tapi cuma lewat omongan aja kalo pas kita maju gitu.

I: Kalo biasanya pak Albert ngasih feedback tu langsung dibenerin apa dikasih tanda aja gitu dek?

S: Dua-duanya mbak, tapi lebih sering cuma dikasih tanda aja, tapi banyak juga yang dibenerin langsung

I: Kalo kamu lebih suka yang mana?

S: Ya, aku lebih suka yang kayak sekarang aja mbak, ada yang Cuma dikasih tanda ada yang langsung dibenerin. Masalahnya kalau langsung dibenerin kita bisa langsung tau salahnya gimana dan benarnya dimana tapi kita gak bisa belajar buat mbenerin sendiri mbak. Kalau dikasih tanda aja kan kita bisa belajar sendiri mbak bisa cari tau sendiri mana yang bener mana yang salah gitu.

I: Biasanya pak Albert kalo ngasih tanda gitu dilingkari atau digaris aja dek?

S: Biasanya dilingkari mbak,

I: Kalau pas mengkoreksi feedback kamu, pak Albert biasanya pake tinta berwarna atau cuma hitam aj dek?

S: Biasanya warna hitam mbak tapi pake warna merah sama biru juga sering mbak.

I: Ada gak dek kata-kata yang memotivasi kamu untuk tetap menulis dari pak Albert?

S: Hmmm...apa ya mbak??ada mbak tapi cuma “*Good Job,*” “*Keep writing and learning OK*”

I: Menurut kamu obyektif gak dek feedback yang dikasih pak Albert?

S: Menurutku obyektif mbak, kan pak Albert guru jadi gak mungkin asal nyalahin gitu aj mbak, lagian ya kalo salah ya salah mbak, kalo benar yang dibenarin sama pak Albert

I: Setelah menerima feedback dari pak Albert kamu baca lagi gak dek?

S: Disuruh baca lagi kog mbak, trus suruh mbenerin gitu.

I: Paham gak dek sama feedback? jelas gak?

S: Paham mbak, kalo gak ngerti tanya teman sebelahku dulu kalo mentok gak bisa baru tanya pak Albert ntar dikasih tau jawabannya.

I: Pernah gak si dek kamu ngrasain sebel dapet feedback? kan kerjaanmu dicoret-core?

S: Dulunya iya mbak awal-awal itu disuruh nulis banyak salahnya, trus dilingkari pak Albert, dibenerin juga saking banyaknya salahnya jadi oret-oretan gak jelas mbak, jadi gak bisa dibaca. Tapi sekarang udah gak mbak yang dicoret-core? udah gak sebanyak dulu.

I: Trus kamu merasa terganggu gak dek kalo pak Albert ngasih feedback ke kamu?

S: Gak si mbak, kan kalo pak albert ngasih feedback biar kita tahu salahnya dimana benarnya gimana biar kita gak ngulangin kesalahan lagi.

I: OK, makasih ya dek

S: Siap, sama-sama mbak

****Interview 6***

Students : Kenny Rahayu
Interviewer : Wahyu Dewi P
Class : XI IPA 1
Date : 02 August 2012
Site : SMA N 1 WEDI

I: Pagi dek..

S: Pagi mbak

I: Kelas IPA ya?

S: Iya mbak

I: Kira-kira kamu sering gak dek dapat feedback dari pak Muji?

S: Iya mbak setiap mengarang kita pasti dapat.

I: Kira-kira sebulan berapa kali dek?

S: 2-3 Kali mbak,

I: Kalo pak Muji biasanya langsung dibenerin apa cuma dikasih tanda-tanda aja dek?

S: Biasanya cuma digaris atau dilingkari aja mbak.

I: Kalau disuruh milih nih, kamu lebih suka yang langsung dibenerin atau d kasih tanda aja dek?

S: Aku lebih suka yang langsung dibenerin mbak

I: Kenapa?

S: Ya biar langsung bisa tau salahnya dimana trus benernya apa, biar langsung dibaca mbak.

I: Lhah brarti kamu cuma tinggal nulis aja donk?belajarnya gimana?

S: hahaha... ya kan dibaca-baca dulu mbak, ntr kog bisa salah gimana gitu

I: Sering gak pak Muji ngasih kata-kata buat motivasi kamu biar tetap nulis?

S: Pernah mbak

I: contohnya apa?

S: Tingkatkan lagi ya

I: hmmm,,, trus pak muji biasanya koreksi pake tinta warna apa?hitam atau berwarna dek?

S: Biasanya hitam mbak,

I: Kalo kamu suruh milih mending pakai tinta hitam apa yang berwarna?

S: enakan yang berwarna mbak jadi koreksiannya lebih jelas aja, ntar kalau hitam gak bisa kebaca mbak malah coret-coretan..

I: Menurutmu obyektif gak dek feedback dari gurumu itu?

S: Menurutku obyektif mbak, wong kalo salah yo disalahin kog mbak,gak pilih kasih gitu

I: Habis dikasih feedback sama pak Muji trus kamu baca, kamu paham gak?ngerti gak?

S: Lumayan ngerti mbak

I:Kan katanya cuma tanda-tanda aja?

S: Iya mbak tapi ntar dilingkari terus bawahnya d kasih clue-clue gitu jadi gak susah buat mahaminnya

I: Pernah gak dek kamu ngrasa gak paham gitu?

S: ya kalau gak paham tanya yang lebih pinter mbak, kan udah dikasih clue-clue gitu...

I: Habis dapat feedback, kamu ada motivasi gak?

S:hahahaha iaalah mbak kalo habis kita benerin trus kan dikumpul lagi nah kalo bener kan kita jadi seneng mbak.

I: Pernah gak ada perasaan negative gitu kalau habis dikasih feedback?

S: Jarang, gak pernah malah.

I: Kenapa?

S: Ya kan itu buat kebaikan kita sendiri mbak, nyatanya aku nulis banyak salahnya trus dikasih feedback, tak benerin tak pelajarin suruh nulis lagi ehhh salahku berkurang.

I: Feedback tu ganggu proses kamu menulis gak?

S: Gak lah mbak kan kalo ada feedback aku jadi tau salahku yang mana, ntar dbenerin lagi ntar kan tulisanku jadi bagus.

I: OK deh makasih banyak ya dek.

S: Sama-sama mbak

****Interview 7***

Students : Tri Murjoko
Interviewer : Wahyu Dewi P
Class : XI IPA 1
Date : 02 August 2012
Site : SMA N 1 WEDI

I: Pak Muji tu sering gak dek ngasih feedback ke kamu?

S: Lumayan sering mbak

I: Biasanya dalam pelajaran mengarang ya dek?

S: Iya mbak biasanya suruh buat narrative teks gitu, tapi seringnya pak Muji tu pelajaran listening mbak

I: Kalau pas listening gitu juga dikasih feedback juga?

S: Iya mbak biasanya tapi secara lisan mbak

I: Kalau dikasih feedback biasanya dibenerin langsung atau cuma dikasih tanda-tanda aja?

S: Kalau pak Muji biasanya cuma dikasih tanda ad mbak dilingkari, tapi bawahnya dikasih clue-clue, katanya kita harus nemuin sendiri biar kita belajar gitu

I: Lha kalau kamu lebih suka yang langsung apa gak langsung dek?

S: Yo langsung dibeneri to mbak

I: Lha kenapa?

S: biar langsung tau benarnya apa, ntar kalau nyari sendiri kan kemungkinan masih salah juga.

I: Selain koreksi, pak Muji juga sering ngasih kata-kata yang memotivasi kamu gak?

S: jarang mbak,paling kalau ada cuma kata good gitu ajaa

I: Kalo pak muji koreksi biasanya pakai tinta warna apa dek?

S: Biasanya hitam mbak, tapi kadang juga pakai warna merah skali-kali

I: Menurutmu obyektif gak dek feedback dari pak muji?

S: Obyektif mbak kan kalau salah yo disalahin mbak,

I: Waktu kamu baca feedbacknya kamu paham gak maksud dari clue-clue nya itu?

S: lumayan paham mbak,tapi juga sambil buka-buka buku catatan mbak
hahaahahaha..

I: Kalau tulisannya jelas gak dek?

S: Agak susah dibaca mbak,kan tulisannya pak Muji latin mbak jadi agak susah
dibaca

I: Pernah gak kamu ngrasa gak paham/jelas ?

S: Pernah tapi kalo ada yang gak jelas ya dibaca lagi disangkut-sangkutin sama
kalimat sebelumnya.

I: Habis dapat feedback dari pak Muji biasanya langsung kamu perbaiki gak dek?

S: Iya mbak disuruh perbaiki lagi ntar dikumpulin lagi mbak, nanti dilihat ada
peningkatan gak gitu,kalau gak ada ntar ditanya pak Muji kesulitannya yang
mana, mana yang belum ngerti gitu.

I: setelah diperbaiki kamu baca lagi gak karanganmu??

S: Dibaca lagi biar tahu ada peningkatan gak, jadi kan besok-besok gak ngulangi
kesalahannya lagi.

I: Setelah baca feedback, muncul gak motivasi tambahan untuk menulis atau
memperbaiki karanganmu?

S: Ada, kan biar tulisannya tambah bagus mbak, biar coret-corejanya berkurang

I: Tapi pernah gak dek muncul perasaan negative setelah dikasih feedback dari pak Muji, kog punyaku dicoret-coret?

S: Nggak, kan biar kita lebih baik mbak dalam menulis

I: Kira-kira feedback mengganggu kamu dalam proses menulis/menuangkan ide dalam tulisanmu gitu?

S: Nggak juga, pak Muji cuma koreksi yang salah aja tapi gak sampai ngubah ceritanya. Lagian itu kan demi kebbaikanku sendiri biar lebih bagus nantinya tulisanku

I: Menurutmu feedbacknya pak Muji udah pas belum sama kamu?kurang apa?

S: Udah kog, tapi ya itu... yang langsung dibenerin agak dbanyakin aja...hahahaha

I: Langsung dibenerin gitu?

S: Iya.hahahaha

I: Oke, makasih ya dek,

S: iyaa.

****Interview 8***

Students : Sutarni
Interviewer : Wahyu Dewi P
Class : XI IPA 1
Date : 02 August 2012
Site : SMA N 1 WEDI

I: Pagi dek

S: Pagi mbak

I: Langsung dimulai aja ya, pak Muji tu sering ya dek ngasih feedback gitu?

S:ngaak juga sih,

I: seberapa sering pak Muji ngasih?

S: Ya kalau ada mata pelajaran mengarang pasti dikasih, suruh bikin descriptive text, narrative text gitu, tapi pak Muji seringnya pelajaran listening mbak.

I:Tapi sebulan gitu pasti disuruh mengarang ya dek?

S: Iya mbak, sebulan dua -3 kali mbak.

I: Trus kalau pak Muji biasanya ngasih feedback di kasih tanda-tanda aja atau langsungdikasih tau jawabannya?

S: Kalau pak Muji cuma dikasih tanda-tanda aja,

I: Tandanya gimana?

S: Yo cuma dilingkari aja mbak bagian yang salah, gak dibeneren langsung tapi cuma dikasih kyak petunjuk-petunjuk gitu mbak,

I: contohnya dek?

S: contohnya waktu grammar salah bawahnya tu dikasih rumusnya mbak

I: Tapi sebenarnya kamu lebih pilih mana dek?dikasih tanda kayak pak Muji itu atau langsung dibenerin?

S: Sebenarnya enakan dibenarin langsung mbak, kan kita bisa langsung baca ngerti salahnya dimana,

I: berarti cuma tinggal baca sama tuling ulang aja donk?

S: hahhahaa iyaa sih mbak,...tapi gak juga ding wong kalo pak Muji ngasih tanda itu juga ngasih petunjuk-petunjuk kog mbak jadi kalau benerin juga gak susah.

I: Trus pak Muji sering kata-kata yang memotivasi kamu gak?

S: Kadang-kadang,

I: Contohnya?

S: Ya cuma good, very good gitu aja mbak

I: kalau pak Muji ngasih feedback ke kamu biasanya pake tinta warna hitam atau berwarna-warni?

S: Biasanya warna hitam mbak,

I: Tapi kamu lebih suka yang hitam apa berwarna-warni?

S: Kalau aku sih suka yang berwarna mbak jadi bisa lebih kelihatan, kalau sewarna kadang-kadang gak jelas tulisannya.

I: Lha menurutmu jelas gak feedbacknya pak Muji?bisa baca dan paham gak kamunya?

S: Paham sih mbak, tapi cuma karna pake tinta hitam tadi jadi tulisannya pak muji kecampur sama tulisanku trus agak susah dbaca aj mbak.

I: Terus kalau kamu baca feedback trus tetep gak paham gimana?

S: Yo diulengin bacanya lagi mbak dhubung-hubungin sama kalimat sebelumnya mbak, kalau lagi males yo langsung tanya sama temen sebelah kalau tetap gak ngerti tanya pak Muji langsung mbak.

I: Tapi selama ini kamu paham gak dikasih feedback?

S: Paham mbak

I: Kalau kamu dikasih feedback biasanya langsung kamu benerin gak?

S: kadang-kadang mbak, kalau lagi males yo gak

I: Kalau kamu benerin feedback, kamu biasanya tulis ulang semua atau cuma bagian yang salah aja?

S: Yo kalau lagi malas nulis yo cuma bagian yang salah aja mbak,

I: Menurutmu feedbacknya pak Muji obyektif gak?

S: lumayan obyektif mbak, wong kalau salah yo disalahin kog,

I: Pernah gak pas kamu nulis bener gitu trus disalahin sama pak Muji?

S: Belom pernah sih mbak, yo kalau benar ya benar, kalau salah yo salah

I: setelah baca feedback dari gurumu, pernah gak muncul motivasi tambahan untuk menulis atau membaca feedback yang dikasih gurumu?

S: ada, tapi kalau kesalahannya banyak jadi males baca mbak hahaha, tapi kalau kesalahannya dikit tu penasaran pengen benerin,

I: Lhaah kog malah males?

S: Lha udah liat coretan banyak ki mendadak males e mbak,

I: Wis drop sik yo dek?

S: iyaa mbak, hahahaaha

I: Pernah gak kamu ngrasa jengkel, sebel pas dikasih feedback?

S: Yo jengkel e pas feedbacknya banyak kesalahan mbak, kalo salahnya dikit senang-senang aja mbak dikasih feedback

I: bermanfaat gak sih dek feedback buat kamu?

S: Yo iyaa jelas mbak, waktu pas memperbaiki kan kita langsung belajar, pak Muji kan ngasih petunjuk-petunjuk jadi kita bisa mikir mbak

I: Menurutmu feedbackny pak Muji nganggu proses kamu dalam menulis gak?

S: Gak sih

I: Kenapa?

S: Ya kan biar kita lebih baik mbak, pak Muji juga nyalahin aja kog tapi gak sampai ngubah isi cerita karanganku.

I: Menurutmu feedback yang dikasih pak Muji tu udah baik belum?kalau belum apa yang harus diperbaiki?

S: Yo udah gitu aja sih mbak, tapi balik ke tadi enakan pake tinta berwarna biar lebih jelas mbak, kalau bisa yang dibenerin langsung ditanbahin hahahaha...

I: OK makasih ya dek buat waktunya

S: OK mbak

****Interview 9***

Students : Muh. Lindu A
Interviewer : Wahyu Dewi P
Class : XI IPA 1
Date : 02 August 2012
Site : SMA N 1 WEDI

I: Dek lindu ya?

S: Iya mbak,

I: Dek, seberapa sering sih kamu dapat feedback dari pak Muji?

S: Lumayan sering mbak,

I: Pas pelajaran mengarang gitu yo dek?

S: iya mbak tapi gak juga mbak, kalau cuma disuruh nulis bahasa Inggris dikit aja kalau ada salah ya dikasih feedback kog mbak,

I: Biasanya berapa kali sebulan?

S: Yoo skitar 3x an,

I: Itu sama memperbaikinya?

S: Iya mbak, ngasih karangannya 2x, ntar memperbaikinya sekitar 3-4x

I: Kalau sama pak Muji langsung diperbaiki atau cuma dikasih tanda aja dek?

S: Dikasih tanda-tanda aja

I: Contohnya apa dek?

S: Yo cuma dilingkari itu mbak, tapi sama pak Muji dikasih petunjuk-petunjuk gitu.

I: Petunjuk apa dek?

S: Jadi kan kalau pak Muji nyalahin gak langsung dibenerin juga gak langsung disalahin mbak, jadi disitu ada petunjuk biar kita mudah memperbaikinya,

I: Kalau kamu lebih suka yang langsung dibenerin atau dikasih tanda gitu aja dek?

S: aku sih lebih suka langsung dibenerin mbak, jadi tinggal nulis aja...

I: ntar gak mikir donk?

S: hahaha iyaa sih mbak, tapi gak juga mbak wong pak muji juga ngasih kode jadi kalau benerin juga gampang tinggal buka catetan aja

I: pak Muji sering ngasih kata-kata yang buat motivasi kamu gak?

S: Iya mbak yo kayak diterusin lagi ya, good gitu...

I: Kalau menurut kamu obyektif gak dek feedback dari gurumu itu?

S: Obyektif lah, kalau salah yo salah..

I: Biasanya pak Muji kalau ngasih feedback pakai tinta warna apa dek?

S: Hitam mbak,

I: Gak pakai yang berwarna warni dek?

S: Yo kadang-kadang, tapi jarang sih mbak

I: Tapi kamu jelas gak dek waktu bacanya

S: Jelas mbak

I: Paham gak dek?

S: Paham mbak.

I: Pernah kamu ngrasa gak paham dek?

S: Pernah mbak, tapi saya langsung tanya sama temen sebelah mbak, kalau tetap gak bisa tanya sama yang pinter.

I: Setelah nerima feedback kamu baca lagi gak dek?

S: Iya lah mbak biar tahu salahnya dimana,

I: Setelah dibaca kamu perbaiki gak dek?

S: Ya mbak, biar kita gak ngulangin kesalahan lagi besok kalau disuruh nulis

I: Perlu gak si dek feedback itu buat kamu dan kedepannya?

S: Perlu banget lah mbak, kan biar kita gak ngulangin kesalahan lagi yang sama, jadi kan tulisan kita jadi lebih baik nantinya.

I: Waktu kamu memperbaiki feedbackmu, kamu cuma mengganti kata-kata yang salah aja atau dganti semua dek?

S: Yo tergantung kalau kesalahannya banyak yo tak tulis lagi semua, tapi kalau salahnya dikit yo cuma tak hapus trus tak ganti kata yang benar

I: Pernah gak kamu merasa terganggu dengan feedback yang diberikan gurumu?

S: Gak sih, itu kan juga buat kebaikan kita sendiri, tandanya pak Muji sayang ke kita memperhatikan kesalahan kita biar kita gak ngulangin kesalahan lagi.

I: Berarti gak pernah merasa jengkel atau sebel gitu yo dek?

S: Yo pernah mbak,

I: contohnya?

S: Waktu kita mengerjakan baik-baik, kita kira udah benar mbak, tapi tetap aja salah. Kadang bingkin sebel, tapi gak papa sih wong juga buat kebaikan kita juga.

I: Kalau menurut kamu feedback tu mengganggu dalam proses menuangkan ide kamu buat nulis gak?

S: nggak sih, banyak bantu kita dalam nulis malah

I: Menurutmu feedback yang diberikan guru kamu tu udah baik belum dek? Atau ada kekurangan?

S: Kalau menurutku sih udah gini aja, dikasih tanda-tanda aja gak langsung dibenerin biar kita juga sekalian belajar. Jadi pak Muji gak langsung menyalahkan tapi juga gak langsung mbenerin mbak.

I: oke thanks ya dek

S: OK mbak

****Interview 10***

Students : Darsini
Interviewer : Wahyu Dewi P
Class : XI IPA 1
Date : 02 August 2012
Site : SMA N 1 WEDI

I: Sering gak sih dek pak Muji ngasih feedbcak ke kamu?

S: Yaa kalo pelajaran writing dikasih mbak,

I: Kira-kira sebulan berapa kali?

S: 3-4x mbak

I: Itu udah sama refisiannya?

S: Iya, jadi kadang sbulan skali-dua kali kita disuruh ngarang, trus refisinya biasanya 2x mbak.

I: Klo ngasih feedback biasanya dibenerin langsung sama pak Muji atau cuma dkasih tanda aja dek?

S: Klo pak Muji sih cuma dilingkari di kata atau kalimat yang salah wae mbak, tapi bawahnya dikasih petunjuk-petunjuk jadi kalo kita bisa belajar mudeng, kalo cuma dikasih tanda aja kan sok-sok (kadang-kadang) kita gak ngerti maksudnya mbak

I: Jadi kamu bisa sekalian belajar yo dek?

S: Iyoo mbak,

I: Klo kamu disuruh milih yang dikasih tanda apa dbetulan langsung pilih mana dek?

S: Enake sih dibenerke langsung mbak,tapi ntar gak bisa belajar e mbak,kalo kita benerin sendiri ki lebih gampang diingat e mbak ketimbang gurunya yang benerin.

I: Maksudnya dek?

S: Yo kan kalo dibenerin sendiri kita usaha nyari di kamus, catetan mbak jadi lebih ngerti lebih gampang dinget, kalo dibenerin gurunya tu habis baca langsung lupa.

I: Trus pak Muji kira-kira sering ngasih kamu kata-kata yang memotivasi gak dek?

S: Yo paling cuma “good” gitu aja

I: Berpengaruh gak dek kata-kata itu buat kamu?

S: Yo seneng wae mbak, kan berarti tulisanku lumayan lah hahaha

I: Obyektif gak dek menurutmu?

S: Obyektif, kalo salah yo emang disalahke jadi gak pilih kasih

I: Habis dapat feedback kamu baca gak?

S: Baca, kan emang disuruh benerin

I: Klao gak disuruh benerin?

S: Yo tetep dibaca mbak, kan ben tahu salahnya dimana

I: Pas kamu baca, kamu paham gak maksud gurumu?jelas gak tulisannya?

S: Pahamnya paham, tapi kadang-kadang gak bisa baca tulisannya

I: Kenapa?

S: Lha tulisannya latin je mbak, belum lagi pake pensil kadang-kadang

I: Kan gak jelas kog bisa paham?

S: Kan dihubung-hubungin sama kalimat sebelumme ngono mbak

I: Klo pak Muji biasanya koreksinya pake pena warna apa dek?

S: hitam aja, kadang pake pensil

I: Lebih pilih pake pena hitam apa berwarna dek?

S: Enakan berwarna, kan bisa lebih jelas warnanya gak campur

I: Klo habis dibaca langsung dibenerin gak dek?

S: Yo kan disuruh benerin mbak ntar dikumpulin lagi

I: Kalo gak disuruh?

S: Hahaha kadang-kadang dibenerin

I: Kenapa kamu benerin?

S: Ya biar tahu mana yang salah mana yang bener,

I: Kira-kira kamu butuh feedback gak dari gurumu?

S: Iya

I: Kenapa?

S: Ya biar tahu salahnya dimana, jadi kan besok gak ngulangin salahnya lagi

I: Waktu kamu benerin feedback kamu, biasanya cuma kamu hapus trus benerin yang salah aja apa ditulis ulang semua?

S: Yo kalo salahnya cuma dikit cuma tak hapus trus tak benerin aja, tapi kalo kesalahannya banyak, feedbacknya banyak kan jadi gak bisa dibaca jadi harus ditulis ulang.

I: Trus setelah kamu dapat feedback, ada nggak motivasi tambahan untuk terus menulis dan memperbaiki tulisanmu?

S: Ada

I: Apa?

S: Yo kan kalo dapet coretan gitu kan rasane penasaran, trus gimana gitu salahnya yang mana, wong saya ngerjainya udah baik-baik kog tetep salah, nah dari situ pengen memperbaiki biar salahnya berkurang.

I: habis dapat feedback gitu pernah merasa sebel, jengkel gitu gak dek?

S: Pernah mbak, awal-awal dulu saya dapat tugas mengarang pas dikasih feedback ternyata banyak coretan-coretan gitu,

I: Trus kamu sebel?

S: Iyaa lah mbak, tapi cuma awal-awal aja tapi sekarang yo udah biasa mbak.

I: Kalo sekarang?

S: Yo kan sekarang udah banyak belajar, coret-coreitanya berkurang hahahaha....

I: Trus kira-kira feedback itu mengganggu kamu dalam menulis atau menuangkan ide gitu gak dek?

S: Gak, malah membantu aku mbak.

I: Bantunya gimana?

S: yo pas nulis gitu kan kita gak ngulangin kesalahan yang sama mbak, lagian pak Muji koreksinya gak sampe mengubah ide cuma grammarnya yang salah, sama titik koma, huruf besar gitu aja mbak

I: OK deh makasih banyak ya dek

S: Iya mbak