

## ABSTRACT

Sekartaji, Claudia Yessie Dewi. 2013. *Students' Perception on the Implementation of Teacher Written Feedback in Critical Reading and Writing 1 Class*. Yogyakarta: Sanata Dharma University.

Writing is one way of communication which conveys meanings. It also helps people in establishing new information over time throughout the world. In the educational field, writing is very important as one of the English productive skills. Second language writing students should have a good writing ability. They are also assigned to write their own writings. Teacher, as the facilitator, take a part in responding to students' writing by giving useful feedback. Teacher written feedback is the most common feedback technique used in second language writing classrooms. Yet, it still has many weaknesses.

This study was conducted to see the English Language Education Study Program (ELESP) students' perception on the implementation of teacher written feedback and its implication. The research problems were formulated as follows: 1) What is ELESP students' of *Sanata Dharma* University perception on the implementation of teacher written feedback in Critical Reading and Writing (CRW) 1 class? 2) What is the implication of the findings?

This research was a qualitative research specifically on survey method. In gathering the data, the researcher distributed the questionnaire to 140 students of ELESP *Sanata Dharma* University in the academic year 2011 who had taken CRW 1 class. After having the questionnaire result, the researcher conducted several interviews to six students to clarify and strengthen the data of the questionnaire. The data analysis was in the form of percentage. The researcher analyzed the data by seeing the most frequent degree of agreement chosen.

The result shows that the students had positive perception on the implementation of teacher written feedback especially on the writing process. They preferred to have teacher written feedback because it was very helpful and useful for the students. It also led to the students' improvements in their writing performance. It is implied that the teacher written feedback implementation in CRW 1 class had been good. However, the lecturers should be more careful in reading and responding to the students writing. Besides, using variations in the written feedback such as compliments and simple drawings might encourage the students to start writing. Therefore, the researcher addresses several recommendations to 1) lecturers to keep using teacher written feedback by providing clear and encouraging feedback, 2) students to reflect and evaluate their process of writing, and 3) future researchers to explore the implementation of teacher written feedback in other writing classrooms.

Keywords: perception, teacher written feedback, Critical Reading and Writing 1

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Menulis merupakan salah satu cara berkomunikasi dan menyampaikan informasi baru tanpa terbatas ruang dan waktu. Dalam bidang pendidikan, menulis merupakan salah satu keterampilan yang sangat penting. Para siswa diberi tugas untuk menciptakan sebuah karya tulis. Para guru berperan sebagai fasilitator dengan memberikan umpan balik yang bermanfaat. Teacher written feedback merupakan salah satu teknik yang sering digunakan di kelas menulis bahasa asing. Namun, teknik tersebut masih memiliki banyak kelemahan. Penelitian ini bertujuan untuk melihat persepsi mahasiswa terhadap penerapan teacher written feedback dan implikasinya.

Beberapa rumusan masalah dalam penelitian ini adalah 1) bagaimana persepsi mahasiswa Pendidikan Bahasa Inggris di Universitas Sanata Dharma terhadap penerapan teacher written feedback di kelas Critical Reading and Writing 1? 2) Apakah implikasi dari hasil penelitian tersebut?

Penelitian ini merupakan penelitian kualitatif dengan metode survei. Peneliti menyebarkan kuesioner ke 140 mahasiswa Pendidikan Bahasa Inggris Universitas Sanata Dharma angkatan tahun 2011 yang sudah mengambil mata kuliah CRW 1. Peneliti juga mewawancarai enam mahasiswa dengan tujuan untuk mengklarifikasi dan memperkuat data dari kuesioner. Hasil dari analisis data berupa persentase yang digunakan untuk melihat tingkat kesepakatan yang paling sering dipilih oleh responden.

Hasil penelitian ini menunjukkan bahwa, mahasiswa memiliki persepsi positif terhadap penerapan teacher written feedback. Hal ini menunjukkan bahwa penerapan teacher written feedback di kelas CRW 1 sudah baik. Akan tetapi para dosen harus lebih berhati-hati dalam menanggapi tulisan mahasiswa. Selain itu, variasi dalam penulisan teacher written feedback seperti pemberian pujian dan gambar sederhana dapat mendorong mahasiswa untuk terus menulis. Peneliti mengusulkan beberapa rekomendasi kepada: 1) para dosen untuk tetap menggunakan teacher written feedback yang jelas dan dapat mendorong mahasiswa untuk menciptakan karya tulis yang lebih baik 2) para mahasiswa untuk merefleksikan dan mengevaluasi proses menulis mereka, dan 3) para calon peneliti untuk lebih menggali penerapan teacher written feedback di kelas menulis lainnya.

*Kata kunci: persepsi, teacher written feedback, Critical Reading and Writing 1*