

## ABSTRACT

**Wulandari, Maria Agustina Sri. 2007. *Students' Responses to the Teacher Written Feedback on their Compositions*. Yogyakarta: English Education Study Program, Sanata Dharma University.**

Providing students with effective feedback on their writing is important as it helps students to ensure that what they write conveys their intended messages and to produce compositions with minimum errors and maximum clarity. However, students may not utilize feedback optimally because they may not know what to do with it and they may end up responding to the feedback by copying all corrections or deleting words/sentences which contain errors. This study aims at investigating the students' responses toward the written feedback by formulating two research problems: 1) What are the categories of teacher written feedback? 2) What are the students' responses to the teacher written feedback?

The research was conducted using the descriptive qualitative method. The participants of the study were four-semester eight-students of English Letters Study Program, Sanata Dharma University, academic year 2005/2006 who joined thesis writing course. The data were gathered from students' undergraduate thesis compositions from chapter one to three. It consisted of eight pieces of compositions divided into four pieces of the undergraduate thesis drafts with teacher feedback on them and four pieces of the revised versions. There are two instruments used in this study, i.e. checklist and interview.

The results of the data analysis on the first problem reveal that the teachers provided written feedback on language use, mechanics, organization, content, format, reference of source, vocabulary, and clarity. The findings show that the teacher feedback was mostly on the form. The content, which was the main component to form a good composition, only got few attentions. Based on the second problem, it was figured out that the students' responses toward teacher written feedback were correcting, revising, consulting and ignoring. In correcting, the students either simply copied teacher's correction or did correction on their own based on the markings or symbols given. In revising, the students responded by adding some details/explanations, deleting words/phrases, restructuring sentences and substituting words/phrases. Students also had consultations with teachers, peers and books whenever they did not understand the feedback given. The last response was no response or ignorance in which students ignored the written feedback and did not make changes to the problematic parts.

Related to the findings of this study, there are some suggestions for teachers, students and future researchers. The teachers should: (1) provide more feedback on content than on form, (2) give clearer written feedback with legible handwriting, and (3) promote discussions on response and encourage students to read and ask question about the feedback. The students should: (1) practice to write compositions to produce better quality of writing, (2) make use of teacher written feedback and implement various strategies to respond it, and (3) enhance the strategies in responding teacher written feedback. As this study had some weaknesses, future researchers are recommended to: (1) conduct similar research with an interview with the teacher for verification and (2) investigate the relationship of the students' response with their writing improvement.