



ABSTRACT

Kumiyati, Christina Dyah. 2006. *Students' Perceptions toward Teacher Written Feedback on their Compositions: A Case Study*. Yogyakarta: Sanata Dharma University.

Writing plays an important role in people's lives. It can be found in every aspect of life. In all writing, revision stage always exists and has an important role in the improvement of writing. Generally, in an academic context, revision stage involves teacher written feedback. This feedback will help the students to revise their compositions. Considering the importance of teacher written feedback, this research intends to investigate students' perceptions toward teacher written feedback on their compositions. Two research questions were formulated in this study: (1) What types of written feedback does the teacher give on the students' compositions? and (2) What are the students' perceptions toward teacher written feedback on their compositions?

In this research, the data source was students' compositions. It was collected when the students were in the third semester. Meanwhile, the researcher used two instruments to gather the data from the respondents: (1) Questionnaire and (2) Interview. The researcher distributed the questionnaires on March 16th, 2006, when the respondents were in the fourth semester. The total respondents were 17 students. The interview was conducted on March 16th and 18th, 2006. It involved five students as the interviewees.

After analyzing the students' compositions, it was figured out that teacher gave more feedback on surface level, especially grammar. Based on the second research question, it was discovered that students have good perceptions toward



ABSTRAK

Kurniyati, Christina D yah. 2006. *Students' Perceptions toward Teacher Written Feedback on their Compositions: A Case Study*. Yogyakarta: Sanata Dharma University.

Tulis menulis memegang peran penting dalam kehidupan. Tulis menulis dapat ditemukan dalam setiap aspek kehidupan. Dalam tulis menulis, revisi selalu ada dan memegang peranan penting dalam perkembangan tulis menulis tersebut. Pada umumnya, dalam bidang akademik, revisi melibatkan feedback tertulis dosen. Feedback ini membantu mahasiswa memperbaiki karangannya. Dengan mempertimbangkan pentingnya feedback tertulis dosen, penelitian ini bermaksud menyelidiki persepsi mahasiswa terhadap feedback tertulis dari dosen. Ada dua rumusan masalah: (1) Jenis feedback apa yang diberikan dosen pada karangan mahasiswa? dan (2) Apa persepsi mahasiswa terhadap feedback tertulis dosen pada karangan mereka?

Dalam penelitian ini, sumber data adalah karangan mahasiswa. Karangan tersebut dikumpulkan ketika mahasiswa berada di semester tiga. Sementara itu, peneliti menggunakan dua macam alat untuk mengumpulkan data dari responden: (1) kuesioner dan (2) wawancara. Peneliti membagikan kuesioner pada 16 Maret 2006, ketika responden berada di semester empat. Seluruh responden berjumlah 17 orang. Wawancara diadakan pada 16 dan 18 Maret 2006. Wawancara tersebut melibatkan 5 orang mahasiswa.

Setelah menganalisa karangan mahasiswa, dalam penelitian ini ditemukan bahwa dosen lebih banyak memberi surface level feedback, terutama grammar. Berdasarkan rumusan masalah kedua, ditemukan bahwa mahasiswa mempunyai