

**A SURVEY ON STUDENTS' PERCEPTIONS OF TEACHERS' WRITTEN FEEDBACK
IN ACADEMIC WRITING CLASS**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of the
Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education**



Conveyed by:

NISA CAHYANI

17322060

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA
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APPROVAL SHEET

**A SURVEY ON STUDENTS' PERCEPTIONS OF TEACHERS' WRITTEN
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By

Nisa Cahyani

17322060



Approved on April 26, 2022

By

Supervisor

Banatul Murtafi'ah, S.Pd., M.Pd.

NIP. 19322010

RATIFICATION SHEET

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By

Nisa Cahyani

17322060

Defended before the Board of Examiner on June 16, 2022 and Declared

Acceptable Board of Examiners

Chairperson : Banatul Murtafi'ah, S.Pd., M.Pd.

First Examiner : Rizki Farani, S.Pd., M.Pd.

Second Examiner : Puji Rahayu, Ph.D.

Yogyakarta, June 16, 2022

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Universitas Islam Indonesia

Head of Department,



Irma Windy Astuti, S.S., M.Hum.

NIP. 062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis was originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, April, 26 2022

The Writer,



Nisa Cahyani

17322060

MOTTO

“As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.”

(John F. Kennedy)

DEDICATION

I dedicated this undergraduate thesis to me personally. Thank you for fighting and being patient in any situation until the most difficult situation. Thank you for being someone who does not give up easily.

I also dedicated this undergraduate thesis for my family. Thank you for supporting me, and always being there when I was at the lowest point in my life. Finally, I can prove that I can complete the thesis that I promised.

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A SURVEY ON STUDENTS' PERCEPTIONS OF TEACHERS' WRITTEN FEEDBACK IN ACADEMIC WRITING CLASSES

Nisa Cahyani

17322060

ABSTRACT

The present study aims to describe the students' perception of teachers' written feedback in an academic writing class. Previous studies on students' perception of teachers' written feedback in English as a Foreign Language (EFL) context were rarely discussed in Indonesian context, specifically in Academic Writing classes. This study is a quantitative study which employs survey study as the research design. The researchers adapted a Questionnaire for Students originally developed by Ouahidi and Lamkhanter (2020) to measure the students' perceptions in this research study. The participants in this research are 119 students who have enrolled in Academic Writing classes in one of the English Education departments at a private university in Indonesia. To analyze the data, this research study uses SPSS and Microsoft Excel to find out the descriptive statistics which include calculating mean, frequency, and standard deviation. The overall data results in this study showed that the written feedback given by the teacher to the students' writing results in the academic writing class was very useful ($M=4.58$, $SD=0.617$) and students do not find it difficult to understand any feedback given by the teacher, with often as the highest score in this item ($M=4.08$, $SD=0,645$). Students are always able to use teacher comments to revise their writing ($M=4.44$, $SD=0.635$). Revision and rewriting are the follow-up activities that are most often done for students after receiving feedback ($M=4.28$, $SD=.724$). Students prefer that the teacher gives the correction with comments to the errors ($M=4.59$, $SD=.643$). Students also prefer it when the teacher corrects all major errors contained in the students writing ($M=4.38$, $SD=.773$). Students prefer when the teacher gives praise and criticism ($M=4.11$, $SD=.821$). Regarding correcting students' writing work, students prefer it when the teacher corrects the error part in content or ideas ($M=4.21$, $SD=.772$). Further implications and suggestions are also discussed in this thesis.

Keywords: Students Perceptions, Written Feedback, Academic Writing

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

1.1. Background to the Study

Feedback from the teacher is influential for writing skills of students in higher education, especially for English as a Foreign Language (EFL) learners, such as in Indonesia, who occasionally still make mistakes in writing. This feedback is needed especially for students who have joined academic writing classes so that they can improve their writing so that it becomes even better, and also the information or message contained in the writing can be conveyed properly to the readers.

Feedback is frequently given in order to achieve the best results in successful writing. Leaph (2011) explains that feedback is utilized as a trigger, allowing students to create better writing in the future. The types of feedback that teachers usually give in the language class including written feedback and oral feedback.

Written feedback is one of the most used feedback given by the teachers. Written feedback is the process of correcting errors and shortcomings in organization, material, and vocabulary through writing. Fithriani (2017) mentioned that written feedback helps students in improving their writing abilities and quality. encouraging critical thinking and promoting student autonomy.

Several studies investigating teachers' written feedback have been conducted. For example, a study conducted by Magno and Amarles (2011). They developed an instrument examining

teacher's feedback practices in writing class. This research focuses on teacher's feedback conducted in an academic writing class at one of the universities in the Philippines. The findings of this research shows that delivering feedback to students is important, and students must understand the feedback in order to improve the quality of their writing using the feedback provided by the teacher. According to the research findings of Magno and Amarles (2011) stated that teachers should continue to provide feedback to students on their writing because feedback has been shown to be useful to students.

In addition, other research conducted by Susanti (2016) focusing on written feedback has found that written feedback is more efficient for the students. The results showed that based on the students' level of English proficiency, feedback from their lecturers was more efficient when it was written, while feedback from their peers was more efficient when it was delivered in the oral form.

Despite the fact that there has been a lot of research on teachers' written feedback, to the best of the researcher's knowledge, there might have been a limited number of research conducted on similar topics for English Language Education students in Indonesia specifically for those who have taken academic writing class. The previous studies (i.e. Listiani, 2017; Fithriani, 2016; Susanti, 2016) have conducted the research on written feedback but after the students have passed paragraph writing, argumentative essays and based on proficiency levels. Some research even included high school and second language learners (e.g. Lee, 2008; Magno and Amarles, 2011). Therefore, this present study which aims to describe the English Education students' perception of teachers' written feedback in academic writing class.

1.2 Identification of the Problem

Researchers conducted initial interviews with two students who had enrolled in the academic writing classes. After the initial interview was conducted, the researchers encountered several challenges related to academic writing courses that have been found. First, students frequently do not know what contents or ideas to discuss in their writing. Third, students frequently use non-academic vocabulary in academic writing classes, despite the fact that formal and academic vocabulary is required in this course. Last, students often forget what teachers explain when teachers give them feedback. Considering those problems, it is believed that written feedback could help those students dealing with their writing in academic writing class.

1.3 Limitation of the Problem

Considering those problems, due to practical constraints, this research will only focus on students' perception of teachers' written feedback in academic writing class.

1.4 Formulation of the Problem

What are the perceptions of English Department students regarding teacher's written feedback in academic writing class?

1.5 Objectives of the Study

To describe the students' perceptions of English Department students regarding teacher's written feedback in academic writing class.

1.6. Significances of the Study

In practice, the results of this study will be beneficial to:

1. For students in the academic writing classes

The results of this study contribute to students' perceptions of teachers' written feedback, especially in the academic writing class, so that students can do self-reflection about the feedback they preferred and in the future, students can take advantage of that feedback well.

2. For English teachers

The results of this study provide benefits for English teachers, particularly those who teach academic writing classes. Teachers can understand the feedback that students prefer based on students' perceptions and apply it in the academic writing class.

3. For future researchers

The results of this study provide benefits for the future researchers working on similar research topics, this research study can help to add references for the future researchers.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical review, which contains current study's conceptual review, relevance studies review, and theoretical framework. This chapter also covers the theories of students' perceptions of teachers' written feedback in Academic Writing class.

2.1. Theoretical Review

2.1.1 Teacher's Feedback

According to Hattie and Timperley (2007) feedback is defined as information offered by an agent about an individual performance or perception. Feedback is very important to the learning process. Hyland (2002) investigated that feedback helps learners to evaluate their performance, alter their behavior, and transfer their understanding. Furnborough and Truman (2006) found that the presence of gaps between what has been taught and the learners' target competency, as well as attempts to bridge these gaps, are discussed in feedback. Ouahidi and Lamkhanter (2020) stated that in the context of classroom writing, delivering feedback is important as it leads to students discovering their next actions and how to take them. Teachers provide either positive or negative feedback when they utilize it. To praise students for good work, "positive feedback" should be used. The teacher congratulates the students on their accomplishments. When a teacher says "very excellent" or "great," this is considered positive feedback. (Fata, 2014).

Teacher feedback is required to improve learners' writing abilities. Rofiqoh and Chakim (2020) found that many students would prefer the instructor to correct their writing and are likely to be dissatisfied if the teacher does not. It is reasonable to suppose that many academics and

researchers regard feedback as helpful and beneficial in the writing of students. As a result, feedback may be used to assist students learn and improve their writing abilities.

Hattie and Timperley (2007) explains that feedback that is successful must resolve three key questions addressed by a teacher or a student: What am I going to do? (What are the objectives?), How are you doing today? (Have you made any progress toward your goal?), What is the next step? (What actions must be carried out in order to make greater progress?). The efficacy with which replies to these questions contribute to closing the gap is influenced in part by the level at which the feedback operates.

Hyland and Hyland (2006) mentioned that feedback can be given in a variety of ways, such as: written feedback, oral feedback, teacher-students conference, and computer-delivered feedback. There are four kinds of feedback based on the method for feedback delivered, that is praise and encouragement, correction and comments, class discussions, and individual tutorials. (Gower et al., 2005). In addition, there are two forms of feedback if it is based on who gives the feedback, namely peer feedback and teacher feedback (Gower, et al., 2005). This study, therefore, will focus on teacher's feedback, specifically in teacher's written feedback.

Lee (2003) explains that feedback in writing class could be given in two different ways: direct and indirect. The former refers to the process of locating and correcting errors, while the latter refers to the teacher's actions without addressing the issue. Direct feedback refers to the process of instructing teachers to locate and correct student errors. On the other hand, indirect feedback refers to the process of indicating and criticizing the errors without doing so. Symbols, codes, or comments should be placed next to or above the highlighted or circled errors for easy identification. Teachers can add a code or symbol to the margin for indirect location. Some students may benefit from direct feedback if they are unable to self-correct. Coded feedback

refers to the error codes (e.g., “WW” for “Wrong Word”, "N" for "Noun", etc) used in this feedback. It is beneficial for teachers as it helps students identify and correct errors. The use of error codes is predicated on the premise that students have a sufficient knowledge of grammar and can rectify problems immediately when they encounter the codes.

2.1.2. Academic writing

Whitaker (2009) explains that academic writing is an essential type of writing that is required for university students to focus on. Academic writing is known by many other names, including essay, paper, research paper, and so on. Although the principles and purposes are the same, the names are different.

Academic writing is important for students in higher education because writing has become an important tool for people in today's global culture, and it is regarded as one of the technical abilities required to acquire languages (Weigle, 2002). In the educational context, writing is an important skill that is utilized to enhance other language acquisition skills (Reid, 2012). Students' mastery of writing skills enables them to express their thoughts and feelings in written form. Their writing meets the organization, content, grammatical, vocabulary, and mechanical requirements (Listiani, 2017). In the English Education study program, academic writing is also important as it is one of the requirements prior to the thesis writing.

2.1.3 Measuring students' perceptions about teacher's feedback

There have been several questionnaires developed to measure students' perceptions about teacher's feedback. First, The Responsive Pedagogy Questionnaire (RPQ) is a questionnaire originally developed by Vattoy and Smith (2019) for use in mathematics in Norwegian lower-secondary schools. This questionnaire is intended for the EFL subject. The RPQ is scored using a

4-point Likert scale, ranging from 1 “strongly disagree” to 4 “strongly agree”. The RPQ is composed of 85 items, related to students’ subject learning, feedback practice, self regulation, self efficacy, and perceptions of various aspects of teaching. The validity and reliability on Perceived Teacher Feedback Practice (0.89), Perceived External Goal Orientation (0.83), Perceived Self-regulation (0.74), Perceived Self-efficacy (0,89) and Perceived EFL teaching (0.88). Due to the significant number of Norwegian-born students in the sample, the RPQ was administered in Norwegian.

Second, Chen et al (2016) investigated EFL learners’ perceptions and preferences of written corrective feedback from the university students from Mainland China. Chen et al (2016) using a questionnaire that was originally developed by Amrhein and Nassaji (2010) with three revisions and the design has significantly changed. This questionnaire was translated into Chinese. The participants had the option of choosing between the English and Chinese versions. The purpose of this study was to investigate students' perceptions and preferences of WCF in the EFL context. Chen et al (2016) research study surveyed a total of 64 EFL learners. The learners are studying at a major provincial university in Mainland China. In this study, they both use quantitative and qualitative data taken from close-ended and open-ended questionnaires. The close-ended questionnaires with multiple choice or Likert scale. This questionnaire focused on learners’ perceptions of grammatical directive and errors editing in writing class, while the open-ended questions investigated the reasons behind their choices.

Lee (2008) has also developed a questionnaire to measure students’ reaction to teacher feedback in Hong Kong secondary classrooms. All 58 students were given a bilingual version of the student questionnaire. The questionnaires were subjected to SPSS analysis and results of the data were mostly descriptive data. The questionnaire is only one among the four tools used to

collect data and mostly focus on investigating the students feedback preferences given by the teachers in writing classes.

Finally, the recent questionnaire has been designed by Ouahidi and Lamkhanter (2020). This questionnaire is used to measure students' perceptions of their teachers' feedback on their written work (Ouahidi & Lamkhanter, 2020). The questionnaire with close-ended questions is in the form of items on a likert scale, and multiple choice questions. It consists of nine items, that is: five on the subjects' own perception of their teachers' written feedback and four on their preferences about the written feedback they want to receive.

In this current research, the researcher adapted a questionnaire by Ouahidi and Lamkhanter (2020) as the instrument to investigate the students' perceptions of teachers' written feedback since these questionnaires are the most-relevant ones to the objectives of this current study.

There are several reasons why the researchers prefer to use this questionnaire instead of the other questionnaires that have been mentioned. First, this questionnaire is adapted from Ouahidi and Lamkhanter (2020) which is a research paper published in Springer, one of the international reputable publishers. Also, Ouahidi and Lamkhanter (2020) research contexts are EFL learners and university context. This current research study has the same contexts with Ouahidi and Lamkhanter (2020) research study. Therefore, there is no doubt for the researchers to use this questionnaire as a measurement for the current research study.

To determine the consistency of the questionnaire used in this study's data collection, the researcher applied a reliability test. From the reliability score, it shows that Cronbach's Alpha is satisfactory and the questionnaire is reliable to be used as a measurement for research.

2.2 Review of Relevant Studies

Several studies about teachers' written feedback have been conducted in other countries. Meanwhile, there are still few research studies about teachers' written feedback aimed at EFL learners. Also there might have not been any research conducted in the Indonesian context, especially in academic writing class. Therefore, there should be more studies to find about Students' Perceptions of Teachers Written Feedback in Indonesia context, especially in academic writing classes.

Magno and Amarles (2011) conducted a study on "Teachers' Feedback Practices in Second Language Academic Writing Classrooms" This research was conducted at one of the universities in the Philippines. Magno and Amarles (2011) said that there are three types of teachers' feedback in students' writing that are investigated, that is feedback on form, content or idea, and writing styles. The result of the study shows how important it is for students to comprehend the feedback and know what to do with it in order for the feedback to enhance their writing quality. This study also gives some knowledge to encourage the faculty's academic writing educators to be more consistent with their comments and to tailor it to the students' abilities to self-correct and their language needs.

Then, Leaph (2011) conducted a study on "Using Oral and Written Feedback to Improve Student Writing: An Investigation from Cambodian University Students Perspectives" Both written and oral feedback to the teacher's comments were unclear and diverse from the concepts, techniques, and situations in the written class. This quasi-experimental study aims to compare written and oral feedback from teachers, in terms of expectations and performance among English Department learners. The study discovered that the oral feedback group was more orally

oriented than the written feedback group. Leaph (2011) suggested to the researchers to explore further study in this particular area, based on research from the researchers, this type of study is still lacking in Indonesia. Therefore, the most research is needed to determine and cross-check students' perceptions of teacher written and oral feedback in writing class.

Weaver (2006) conducted a study on “Do students value feedback? Student perceptions of tutors’ written responses” using a multi-method approach and used to survey forty-four students. This research study focused on students’ perceptions’ about written feedback and if the feedback they provided indicated a student-centered approach to learning. The study discovered that a teacher's comment is only useful if it is brief and descriptive, provides relevant input, focuses on positive elements, and is related to evaluation standards.

2.3 Theoretical Framework

This present study which aims to describe the students’ perception of teachers’ written feedback in academic writing class is urgent to conduct. This research uses Questionnaire for Students which were originally developed by Ouahidi and Lamkhanter (2020)

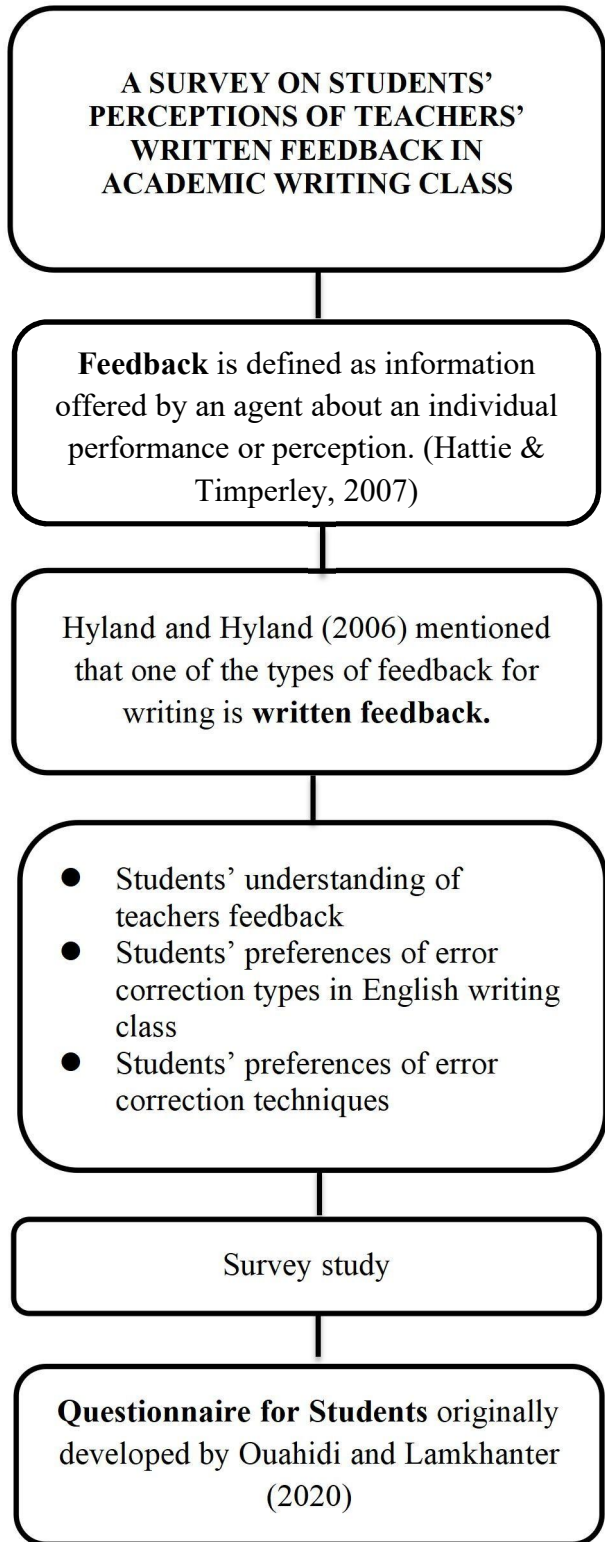


Figure 2. 1 Theoretical Framework

CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research methodology that contains research design, population and sample, data collection technique, data analysis technique.

3.1 RESEARCH DESIGN

The purpose of this study was to describe the students' perceptions of English Department students regarding teacher's written feedback in academic writing classes. This research employed quantitative research methods. Creswell (2014) found that quantitative research is defined by the use of numbers and closed-ended questions. The procedures of collecting, analyzing, interpreting, and writing the results are all part of quantitative techniques. The survey research method was employed in this study, which provides a description of the population's perspectives, views, behaviors, or abilities by studying the sample (Creswell, 2014).

3.2 POPULATION AND SAMPLE

Table 3. 1 The frequencies and percentages of responses

	Item(s)	Frequency	Percentage (%)
Gender	Male	27	22.7%
	Female	92	77.3%
Batch	2018	81	68.1%
	2019	38	31.9%

The data has been collected from 119 participants that agree to participate in this present study. They enrolled in different gender and batches that were asked to fill and complete the questionnaires. Based on descriptive statistics shows that 77.3% or 92 responses were dominated by females. Then, 22.7% or 27 responses were dominated by males.

The populations in the study were students who have enrolled in Academic Writing classes in one of the English Education departments at a private university in Indonesia. Before starting the research, the author sent a letter of permission to the Head of the English Education Department to receive approval to collect the data for research.

The samples for this research were collected by convenience sampling. Convenience sampling, often known as accidental sampling, is a non-probability sampling strategy in which participants are included in research provided they fulfill a few practical criteria, such as easy accessibility, geographic proximity, availability at a particular time, or willingness to participate. (Etikan, 2016).

Table 3. 2 English Education Department Students

Grade	Students
2018	128
2019	72
Total	200

The researcher calculated the sample size based on Normal Gaussian Distribution by using calculation from <https://sawtoothsoftware.com/resources/sample-size-calculator>, using 5%

of margin error and 91% of level confidence. Therefore, with the total sample of 200, based on the calculation, the recommended number of samples is 119, as seen in the following figure.

This research uses 119 samples to be respondents in the current research study. These 119 respondents have given information willingness to participate through the consent form which is one part of the questionnaire provided by researchers.

Through the calculation of the Sample Size Calculator based on Normal Gaussian Distribution, 119 samples are recommended to be used as respondents. Normal distribution or Gaussian distribution also known as Bell Curve, is a probability distribution that is symmetric about the mean, implying that data close to the mean occur more frequently than data far from the mean. When using the Normal Gaussian Distribution, it can expect to obtain more than 30 samples from the calculation.

What margin of error can you accept?	<input type="text" value="5"/>	%
What confidence level do you need?	<input type="text" value="91"/>	%
What is the population size?	<input type="text" value="200"/>	
What is the response distribution?	<input type="text" value="50"/>	%
Your recommended sample size is:	119	

Figure 3. 1 Sample size calculation

3.3 DATA COLLECTION TECHNIQUE

In this study, the data were collected through questionnaires. The researcher used Questionnaire for Students to measure students' perceptions of teachers' written feedback in this study. The questionnaire was adapted from Ouahidi and Lamkhanter (2020). Questionnaires are presented in English, and adapted to be modified based on the needs of this research. This adaptation process is also guided by a supervisor, which will then be continued in the content validity through expert judgment.

Data collection stages:

1. Adapting the Ouahidi and Lamkhanter's questionnaire

There have been several questionnaires developed to measure students' perceptions about teacher's feedback. Researchers chose Questionnaire for Students by Ouahidi and Lamkhanter because Ouahidi's questionnaires are the most-relevant ones.

The researchers were directed by the supervisor to adapt the Ouahidi and Lamkhanter (2020) questionnaire by slightly changing the contents of the questionnaire, to suit the needs of this current research study.

2. Doing the content validity process with the supervisor by expert judgment

Researchers conducted a content validity process through expert judgment with supervisors before the tryout to adjust the questionnaire to the current research needs.

3. Conducting tryout the questionnaire to 45 respondents

Researchers conducted a tryout questionnaire to 45 respondents. The purpose of the tryout was to find reliability scores that were not listed in the questionnaire. This tryout was also conducted to prove that this questionnaire was valid and reliable to be used as an instrument. The 45 respondents were students in the academic writing class at a private university in Indonesia. According to Singarimbun and Effendi (1995) the minimum number of tryout questionnaires is at least 30 respondents to get the distribution of values within reach to the normal curve.

4. Checking the reliability score with the reliability test

After going through the tryout questionnaire process, researchers checked the reliability score with the reliability test.

5. Distributing the questionnaire to 119 participants through Google Form

Researchers started distributing the questionnaire to 119 different participants from the tryout. The researchers distributed questionnaires to 119 participants via online chat from the Whatsapp application. 119 students participated in filling out questionnaires for the needs of this collecting data research study, via the Google Form link that has been distributed by the researchers.

Table 3. 3 Blueprint of the questionnaire

No	Aspect	Number of item	Item number	Source
1	Students' understanding of teachers' feedback	2	1,2	Ouahidi & Lamkhanter (2020)

2	Students' preferences of error correction types in English writing class	2	3,4	Ouahidi & Lamkhanter (2020)
3	Students' preferences of error correction techniques	4	5,6,7,8	Ouahidi & Lamkhanter (2020)

3.4 DATA ANALYSIS TECHNIQUE

In this current study, researchers used SPSS (Statistical Package for the Social Sciences) and Microsoft Excel to find out the descriptive statistics which include calculating mean, frequency, and standard deviation. The data results would be presented in the following form of table and charts.

Table 3. 4 Reliability Statistics of tryout questionnaire

Cronbach's Alpha	N of Items
.706	26

In this current study, the researcher applied a reliability test for the tryout questionnaires. Reliability is one of the measurements of the research instrument. Therefore, in this study, the researcher uses a reliability test using Cronbach Alpha to get to know the consistency of the adapted questionnaire per item. The tryout questionnaire was conducted because the questionnaire did not yet show a reliability score. The tryout questionnaire was conducted by distributing the questionnaire that was used to collect data, and distributed to 45 participants. The participants in this tryout were 45 students who have enrolled in Academic Writing classes in one of the English Education departments at a Private University in Indonesia.

Table 3. 5 Reliability Statistics of questionnaire collecting data

Cronbach's Alpha	N of Items
.802	26

In the process of collecting data, the respondents used were respondents who were different from the previous reliability test when conducting the tryout questionnaire. These 119 participants are students who have enrolled in Academic Writing classes in one of the English Education departments at a private university in Indonesia. It has been confirmed that these 119 participants had not filled out the questionnaire at all when the researchers conducted the previous tryout questionnaire. The result of the reliability score for this questionnaire is .802, which means that this questionnaire can be used to measure the needs of the research instrument in this study.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings of the study that contains research findings, the results of respondents demographic information, and discussion which were expected to solve the study's problems. The researchers tried to report the findings of this research by analyzing the questionnaire data that was occupied by the students at one of the English Education Department at a private university in Yogyakarta. It also describes the descriptive analysis per item that would have been illustrated by tables and charts.

4.1. Research Findings

As seen in the table below, the representation of participants in this study is based on a survey conducted at the English Education Department at a private university in Yogyakarta. The data result of research is presented below.

4.1.1. Students' Perceptions of Teachers' Written Feedback in Academic Writing Class

4.1.1.1 Usefulness of teacher's feedback

The questionnaire consists of 8 (eight) questions that assessed Students' Perceptions' of Teachers' Written Feedback in Academic Writing Class.

Majority of the students agreed that written feedback from their teachers is very useful ($M=4.58$, $SD=.617$). Related to the benefits of written feedback to students in the Academic Writing class, no one discovers that written feedback from their teachers is useless and not useful.

Table 4. 1 Usefulness of teacher's feedback

Statements	N	Mean	Std. Deviation
How useful is the written feedback that you receive	119	4.58	.617

from your lecturer on your composition?

Scales: Not useful (1), Useless (2), Neutral (3), Useful (4), Very Useful (5)

4.1.1.2. Students' understanding of teacher's written feedback

From the results of this research findings, shows that most participants often understand the comments or feedback from their teachers. Most students have no difficulty understanding comments or feedback from their teachers. Students often understand the comments or feedback from their teachers with 'often' as the highest chosen by respondents (M=4.08, SD=.645)

Table 4. 2 Students' understanding of teacher's written feedback

Statements	N	Mean	Std. Deviation
How often are you able to understand your lecturer comments?	119	4.08	.645

Scales: Never (1), Sometimes (2), Usually (3), Often (4), Always (5)

4.1.1.3 Students' revision of their writing based on teacher's feedback

Question 3 aims to ask about the ability of the students to use the teachers comments to revise their essay. More than a half of students give an opinion that they are always able to use teacher comments to revise their essay (M=4.44, SD=.635). Also, few students find it often or feel usually able to revise their writing.

Table 4. 3 Students' revision of their writing based on teacher's feedback

Statements	N	Mean	Std. Deviation
How often are you able to use your lecturer comments to revise your essay?	118	4.44	.635

Scales: Never (1), Sometimes (2), Usually (3), Often (4), Always (5)

4.1.1.4 Follow-up activities offered by the teacher

In terms of follow-up activities offered by the teacher, from Table 4.2 we can see that the majority of the students choose revision and rewriting as the most-offered follow up activities from the teacher in academic writing ($M=4.28$ and $SD=.724$). Then, followed by individual tutoring by the teacher ($M=3.57$ and $SD=1.017$). Meanwhile, the lowest results for the most offered follow-up activities by the teacher is “usually no follow up activities” with the results of ($M=2.84$ and $SD=1.169$).

Table 4. 4 Follow-up activities offered by the teacher

Statements	N	Mean	Std. Deviation
4b. Revision and rewriting	119	4.28	.724
4a. Individual tutoring with the teacher	118	3.57	1.017
4c. Usually no follow-up activities	118	2.84	1.169

Scales: Never (1), Sometimes (2), Usually (3), Often (4), Always (5)

4.1.1.5. Preferences of errors treatment

In terms of preferences of error treatment, students mostly prefer corrections with comments from the teachers, with the results of $M=4.59$ and $SD=.643$. Besides, students mostly dislike when the teacher gives non feedback and only gives the grade, with the results of $M=2.10$ and $SD=1.062$.

Table 4. 5 Preferences of errors treatment

Statements	N	Mean	Std. Deviation
5b. Correction with comments (teacher corrects errors and makes comments)	119	4.59	.643

5c. Teacher correction (teacher corrects errors)	115	4.43	.751
5a. Error identification (teacher circles or underlines errors, no errors are corrected)	117	4.29	.841
5d. Commentary (errors are not corrected; teacher makes comments on errors only)	118	4.01	1.017
5e. No feedback (only the grade)	117	2.10	1.062

Scales: Very Unimportant (1), Unimportant (2), Moderately Important (3), Important (4), Very Important (5)

4.1.1.6 Preferences of correcting students' errors

When correcting their writing, most of the students clearly stated that the teachers should mark all major errors, with the results of $M=4.38$ and $SD=.773$. Then, students dislike when teachers only respond to the ideas and content without marking errors with the results of $M=2.79$ and $SD=1.244$.

Table 4. 6 Preferences of correcting students' errors

Statements	N	Mean	Std. Deviation
6b. Teacher should mark all major errors	118	4.38	.773
6a. Teacher should mark all errors	118	4.27	.792
6c. Teacher should mark the majority of errors, but not all of them	117	3.80	1.019
6e. Teacher should mark only the errors that interfere with communicating your ideas	116	3.59	1.039
6d. Teachers should mark only a few of the major errors.	116	3.24	1.124
6f. Teacher should mark no errors and respond only to the ideas and content	117	2.79	1.244

Scales: Very Unimportant (1), Unimportant (2), Moderately Important (3), Important (4), Very Important (5)

4.1.1.7 Teachers' reactions towards students' errors

In response to an error, "Praise and Criticize" is highly chosen by participants, with the results of $M=4.11$ and $SD=.821$. Other participants choose "Criticize" only with the results of $M= 4.01$ and $SD=.768$ and "Praise" only on the lowest score with the results of $M=3.70$ and $SD=.949$.

Table 4. 7 Teachers' reactions towards students' errors

Statements	N	Mean	Std. Deviation
7c. In response to an error, your teacher should praise and criticize	119	4.11	.821
7b. In response to an error, your teacher should criticize	118	4.01	.768
7a. In response to an error, your teacher should praise	117	3.70	.949

Scales: Strongly disagree (1), Disagree (2), Moderately Agree (3), Agree (4), Strongly Agree (5)

4.1.1.8 Types of students-corrected errors

In terms of correcting students' errors, the type of errors that most students want to point out most by the teacher is content or ideas errors, with the results of $M=4.21$ and $SD=.772$. Then, the type of errors that few students want to point out most by the teacher is spelling errors with the results of $M=3.85$ and $SD=.958$ on the lowest score.

Table 4. 8 Types of students-corrected errors

Statements	N	Mean	Std. Deviation
8c. If there are many different errors in my written work, type of errors I want my teacher to point out most is: content/ideas errors	117	4.21	.772
8b. If there are many different errors in my written work, type of errors I want my teacher to point out most is: grammatical errors	118	4.19	.830
8f. If there are many different errors in my written work, type of errors I want my teacher to point out most is: vocabulary	117	4.15	.843
8a. If there are many different errors in my written work, type of errors I want my teacher to point out most is: organization errors	119	4.13	.802
8d. If there are many different errors in my written work, type of errors I want my teacher to point out most is: punctuation	116	3.93	.821
8e. If there are many different errors in my written work, type of errors I want my teacher to point out most is: spelling	117	3.85	.958

Scales: Strongly disagree (1), Disagree (2), Moderately Agree (3), Agree (4), Strongly Agree (5)

4.2. Discussions

This section discusses the findings that relate to the previous studies about teacher's written feedback.

4.2.1. Usefulness of teachers' feedback

The descriptive statistics in Figure 4.1 shows the overall results of usefulness of feedback from their teachers. Based on the data found in this study, the majority of the students (64.7%) agreed that written feedback from their teacher is very useful. Students mostly give positive responses and no one perceives that written feedback is not useful. Few students agree with the statement that feedback from their teachers is useful, by choosing other options such as Useful and Neutral with a long range of results with Very Useful being the highest score. This is in line

with the Ouahidi and Lamkhanter (2020) research findings, who found that the teachers' feedback is quite valuable and, as a result, has a beneficial impact on their ability to write. This was also confirmed in previous studies from Lee (2008) whose research focused on student reactions of teacher feedback specifically in secondary classrooms. Respondents in Lee (2008) research were divided into two, that is HP students (high proficient) and LP students (low proficient). In this item, both respondents stated that the feedback provided by the teacher was considered useful.

4.2.2. Students' understanding of teacher's written feedback

This part shows that students mostly choose 'often understand' being the highest score (58%) in this part. This could mean that most participants often understand the comments or feedback that is given from their teacher. Based on the data finding, mostly students have no difficulty understanding comments or feedback from their teachers. None of the participants chose the option 'sometimes' and 'never'. It means none of them did not understand about the comments or feedback. This is in line with Ouahidi and Lamkhanter (2020) who found that most students often understand the teachers' feedback. Ouahidi and Lamkhanter (2020) stated that Teachers correct their students' writing and give feedback so that they can repair their errors and prevent repeating them in future assignments; nevertheless, students are not always successful in this attempt. Their inability to actively engage in learning and positively respond to their teachers' comments demonstrates that there is a gap in the process that needs to be filled so that students and teachers may get the most out of the teaching-learning interaction. That means it is very important for students to understand the delivery of comments or feedback from their teacher. The progress of writing on students will continue if students understand what comments or feedback are given by the teacher so they can correct their errors and continue their writing. In

terms of students' understanding of the teachers feedback, this is confirmed by Lee (2008) research findings. The respondents of Lee (2008) mostly stated that feedback from their teacher was regarded as understandable.

4.2.3. Students' revision of their writing based on teacher's feedback

In terms of students' ability to use the teacher's comments to revise their essay, this part shows that half of the students are always able to use the teachers comments to revise their essay. Followed by other statements that students find it often or usually able to revise their writing based on the teacher's comments. In this part, no one states that students never use the teacher's comments to revise their essay. This is related to the importance of comments and feedback from teachers to students, which turns out to be very useful for students to revise their writings. There are differences from the data results described by Ouahidi and Lamkhanter (2020) which show that the majority of students (55.17%) seem to find it more difficult to revise their writing from the teachers' comments. Only a few students assumed that they were able to work on and correct their errors. This might happen because the delivery of comments from the research respondent teacher in the Academic Writing class provides comments or feedback that are clearer, understandable, and more comprehensive. So that the students think that comments or feedback from the teacher are very important and they often use it to revise their writing.

4.2.4 Follow-up activities offered by the teacher

After the teacher returns the student's writing, there should be follow-up activities offered by the teacher to continue follow-up activities of students writing by the teacher. Being at the highest score chosen by many students, revision and rewriting became the follow-up activities offered by teachers to students after students received their writings back. Followed by individual tutoring activities with the teacher which occupies the second highest score. A few of

the students did not get follow-up activities from the teacher by choosing the option "usually no follow-up activities" which had the lowest score. It is very different from the description of the results of data analysis in Ouahidi and Lamkhanter (2020), which said that this step of the writing process is often skipped by teachers. Ouahidi and Lamkhanter (2020) have found that the option "usually no follow up activities" was the option that was most chosen by students. This shows that the teacher only provides feedback but does not follow up on follow-up activities that must be carried out by students. Therefore, it can be concluded that the respondents of this study were usually provided with feedback in terms of revision and rewriting as follow-up activities offered by the teachers for academic writing courses.

4.2.5 Preferences of errors treatment

In terms of preferences of error treatment, 'correction with comment' is the highest result chosen by the respondents. Most students have the opinion that students like it better when the teacher corrects the errors and also adds comments. On the other hand, in the lowest option, the students did not like it when the teacher gave no feedback at all on their writing, only giving grades.

This is in line with Ouahidi and Lamkhanter (2020) who describe that students clearly state that they prefer errors that are recognized by their teachers by giving the choice to the 'Correction and Comments' option with the dominating choice. On the other hand, some students choose the 'Teacher correction' option, which means, students think that the teacher only needs to correct errors. Some students also choose the 'Comments' option, which means comments or suggestions are also needed, to determine the type of error and students can determine the right way to correct these errors. Few students from all respondents considered grades to be more important than feedback by selecting the 'No Feedback' option.

4.2.6 Preferences of correcting students' errors

When correcting their writing, most of the students gave their opinion that the teacher should mark all major errors in their writing assignment. Occupying the highest score, the option “Teacher should mark all major errors” means that students prefer it when the teacher marks all major errors in their writing. Then, students dislike when teachers only respond to the ideas and content without marking errors. This is in line with what Ouahidi and Lamkhanter (2020) who explain that students seem to like it when the teacher applies to mark all major errors with 30% of respondents saying that students want the teacher to correct major errors. It is then suggested that teachers should mark all major errors as written feedback given to students’ writing.

4.2.7 Teachers’ reactions towards students’ errors

In response to an error, 'Praise and Criticize' is the highest chosen by most of the respondents in this current study. Followed by the option 'Criticize'. After that, 'Praise' is the lowest score. The results in this item are slightly different from the description in the results from Ouahidi and Lamkhanter (2020) stating that 'Criticism' is the highest choice chosen by respondents. The most possible reason for this is respondents in this study in the academic writing class gave an opinion that, in addition to being criticized by the teacher regarding their writing errors, they also needed to be given praise. This refers to the positive aspects in their writing assignment that really need to be praised, so that they can be more motivated to continue their writing. Criticism is also needed to make them aware of the mistakes they made in their own writing. Besides that, this results is also different with the results data from Leaph (2011) describe that participants prefer ‘Praise’ that very helpful for their revision, and also ‘Praise’ inspiring a lot of confidence in their writing.

4.2.8 Types of students-corrected errors

In terms of correcting students' errors, the type of errors that most students want to point out most by the teacher is ‘content or ideas’ errors. Then, the type of errors that few students want to point out most by the teacher is ‘spelling’ errors which have the lowest score. There are

differences from the results described by Ouahidi and Lamkhanter (2020) describing that the majority of students selected 'grammar' followed by 'organization'. Also a different result with Chen et al (2016) which states that the most important aspect of students' writing performance based on the Chen et al (2016) respondents' answers is organizational errors. This difference might be due to the importance of having the content or ideas with an interesting discussion will be a good idea. Writing with a creative discussion will certainly be very good. So, students have the opinion that content and ideas are important things to consider in terms of types correcting student errors. Of the many things that must be corrected, students prefer it when the teacher corrects the contents or ideas first. Additionally, during online learning, grammar probably is not a big problem for students in academic writing class because they probably use Google Docs as a platform for writing. In addition to the progress of writing, which can be monitored directly via online by the teacher, in Google Docs, the grammar of students' writing is automatically corrected by Google Docs if there are errors. Therefore, respondents in this research prefer to be given feedback on contents or ideas compared to grammar. In addition to Google docs, during online learning students can also use Microsoft Word with English settings, the grammar is automatically corrected by Microsoft Word when there is an error in the grammar in the students' writing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the summary of the research based on the research findings in the previous chapter and also covered the recommendations for further research.

5.1 Conclusion

The purpose of this study was to describe the students' perceptions of English Department students regarding teacher's written feedback in academic writing class in a private university in Indonesia, and also describe the techniques of written feedback mostly chosen by the students. There were 119 students who participated in this study. The researchers found some conclusions based on the research findings and discussion from the previous chapter in this study.

According to the overall data, most of the participants gave the opinion that the feedback given by the teacher to the students' writing results in the academic writing class was very useful. Students also do not find it difficult to understand any feedback given by the teacher. Furthermore, students can more easily use feedback from the teacher to revise errors in their writing and then continue writing. The conclusion is, the delivery of feedback from the teacher turned out to be very useful for students' writing results. The teacher also needs to make sure whether the feedback given is sufficiently understood by the students, because this is very important for the continuation of the student's writing until it is finished and becomes good and correct writing.

From the results of the research in this study, it can be concluded that the students in the academic writing class gave the opinion that the feedback given by the teacher was very

useful. After receiving feedback from the teacher, students always do revision and rewriting as follow-up activities to continue their writing assignments. Students prefer it when their writing is corrected by the teacher by correcting errors and also providing comments. In addition, students also prefer it when the teacher corrects all major errors contained in the student's writing. When responding to errors made by students, students prefer when the teacher gives praise and criticize. When they receive praise, students become more motivated to do their writing assignments. In addition, students can also realize their mistakes when given criticism and will not repeat their mistakes again. Regarding correcting students' writing work, students prefer it when the teacher corrects the error part in content or ideas.

5.2 Suggestions

The researchers would offer some suggestions to the students in academic writing class, teachers, also to future researchers.

1. This study aims to describe students' perceptions of the written feedback in the academic writing class. Students need to do self-reflection and understand what types of written feedback they preferred. So that in the future it can be useful to revise.
2. Teachers need to listen to students' perceptions about the delivery of feedback that the teacher will provide so that it is effectively used by students.
3. This study focuses on students' perception of teachers' written feedback in academic writing class, especially in describing the students' perceptions. For the future researchers may be able to conduct similar research with different respondents, for example with different contexts, such as students from other majors, other than the English Education Department.

And also students from other writing classes, other than the academic writing class. In addition, future researchers can use qualitative studies to deepen the results of research, such as interview and narrative inquiry methods, to seek wider research results and get student opinions.

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APPENDICES

Appendix 1. Students' Perceptions of Teacher' Written Feedback Questionnaire

Assalamualaikum Warahmatullahi Wabarakatuh.

Perkenalkan nama saya Nisa Cahyani dari jurusan Pendidikan Bahasa Inggris Universitas Islam Indonesia angkatan 2017. Saat ini, saya sedang melakukan penelitian yang berjudul A SURVEY ON STUDENTS' PERCEPTIONS OF TEACHERS' WRITTEN FEEDBACK IN ACADEMIC WRITING CLASS. Metode penelitian saya adalah kuantitatif dalam bentuk survei sehingga saya melakukan pengambilan data melalui penyebaran kuesioner. Responden penelitian saya adalah mahasiswa Pendidikan Bahasa Inggris angkatan 2018 dan 2019. Dalam rangka kepentingan mengumpulkan data, saya meminta kesediaan dari anda untuk mengisi kuesioner yang bernama Students' Perceptions of Teacher' Written Feedback Questionnaire sebagai bagian dari penelitian saya. Hasil penelitian pada kuesioner ini bersifat rahasia dan murni untuk kepentingan akademis.

Dengan kerendahan hati saya mengharapkan kesediaan anda untuk mengisi kuesioner penelitian saya.

Terima kasih atas partisipasi anda. Semoga kebaikan anda dalam membantu mengisi kuesioner ini dapat dibalas setimpal oleh Allah SWT.

SECTION 1

Email address :

Name :

Age :

Gender :

Batch :

The availability to fill out this form: YES / NO

SECTION 2

No	Statement	Not Useful 1	Useless 2	Neutral 3	Useful 4	Very Useful 5
1	How useful is the written feedback that you receive from your lecturer on your composition?					

No	Statement	Never 1	Someti mes 2	Usually 3	Often 4	Always 5
2	How often are you able to understand your lecturer comments?					
3	How often are you able to use your lecturer comments to revise your essay?					

4. Have your lecturer offered these follow-up activities after returning your writing tasks?

No	Statement	Never 1	Someti mes 2	Usually 3	Often 4	Always 5
a	individual tutoring with the lecturer					
b	revision and rewriting					
c	Usually no follow-up activities					

5. How would you like your errors to be treated by your instructor? Please indicate your opinion.

No	Statement	Very Unimpo rtant 1	Unimpo rtant 2	Moderate ly Importa nt	Import ant 4	Very Importa nt 5

				3		
a	Error identification (lecturer circles or underlines errors, no errors are corrected)					
b	Correction with comments (lecturer corrects errors and makes comments)					
c	Lecturer correction (lecturer corrects errors)					
d	Commentary (errors are not corrected; lecturer makes comments on errors only)					
e	No feedback (only the grade)					

6. When correcting your writing, what do you think your lecturer should do? Please indicate your opinion.

No	Statement	Very Unimportant 1	Unimportant 2	Moderately Important 3	Important 4	Very Important 5
a	Lecturer should mark all errors					
b	Lecturer should mark all major errors					
c	Lecturer should mark the majority of errors, but not all of them					
d	Lecturer should mark only a few of the major errors.					
e	Lecturer should mark only the errors					

	that interfere with communicating your ideas					
f	Lecturer should mark no errors and respond only to the ideas and content					

7. In response to an error, your teacher should..

No	Statement	Strongly Disagree 1	Disagree 2	Moderately Agree 3	Agree 4	Strongly Agree 5
a	In response to an error, your teacher should praise					
b	In response to an error, your teacher should criticize					
c	In response to an error, your teacher should praise and criticize					

8. If there are many different errors in my written work, the type of errors I want my lecturer to point out most is..

No	Statement	Strongly Disagree 1	Disagree 2	Moderately Agree 3	Agree 4	Strongly Agree 5
a	Organization errors					
b	Grammatical errors					
c	Content/Ideas errors					

d	Punctuation					
e	Spelling					
f	Vocabulary					

Appendix 2. Expert Judgement

Expert Judgement Questionnaire for Students by Ouahidi and Lamkhanter (2020)

Researcher : Nisa Cahyani

Put a tick (V) on the appropriate column.

SI: Strongly Irrelevant I: Irrelevant R: Relevant SR: Strongly Relevant						
No	Statement	SI	I	R	SR	Comments
1	How useful is the written feedback that you receive from your teacher on your composition?				V	Change the word 'teacher' to 'lecturer'
2	How often are you able to understand your teachers' comments?				V	Change the word 'teacher' to 'lecturer'
3	How often are you able to use your teacher's comments to revise your essay?				V	Change the word 'teacher' to 'lecturer'
4	Have your teacher offered these follow-up activities after returning your writing tasks?					
	a. Usually no follow-up activities				V	
	b. Revision and rewriting				V	
	c. Individual tutoring with the teacher				V	Change the word 'teacher' to 'lecturer'
5	How would you like your errors to be treated by your instructor? Please indicate your opinion.					
	a. Error identification (T circles or underlines errors, no errors are corrected)				V	Change 'T' to 'lecturer'
	b. Correction with comments (T corrects errors and				V	Change 'T' to 'lecturer'

	makes comments)					
	c. Teacher correction (T corrects errors)				V	Change 'T' to 'lecturer'
	d. Commentary (errors are not corrected; T makes comments on errors only)				V	Change 'T' to 'lecturer'
	e. No feedback (only the grade)				V	
	When correcting your writing, what do you think your teacher should do? Please indicate your opinion.					Change the word 'teacher' to 'lecturer'
	a. T should mark all errors				V	Change 'T' to 'lecturer'
	b. T should mark all major errors				V	Change 'T' to 'lecturer'
6	c. T should mark most of the major errors, but not necessarily all of them				V	Change 'T' to 'lecturer'
	d. T should mark only a few of the major errors.				V	Change 'T' to 'lecturer'
	e. T should mark only the errors that interfere with communicating your ideas				V	Change 'T' to 'lecturer'
	f. T should mark no errors and respond only to the ideas and content				V	Change 'T' to 'lecturer'.
7	In response to an error, your teacher should					Change the word 'teacher' to 'lecturer'.
	a. Praise				V	
	b. Criticize				V	
	c. Praise and criticize				V	
	If there are many different errors in my written work, type of errors I want your teacher to point out most is:					Change the word "your teacher" to "my lecturer".
8	a. organization errors				V	
	b. grammatical errors				V	
	c. content/ideas errors				V	

	d. punctuation				V	
	e. spelling				V	
	f. vocabulary				V	

Overall comments:

Please revise some words before distributing the questionnaire.
Questionnaire is ready to use.