

ABSTRACT

Tomadehe, Nining. 2019. *Investigating The Students' Perception of the Teachers' Feedback on Their Writing Performance at English Language Education Study Program of Khairun University.* Thesis, English Language Education Study Program. FKIP Khairun University. Advisor (I) Saiful Latif, S.Pd.,M.Hum, and (II) Silvani Umar Ali, S.S., S.Pd., M.Hum.

This research set out to investigate the students' perceptions of written teacher feedback on their writing performance. Questionnaires and interviews were employed to collect the data. It involved fifty five students of the sixth semester as the respondents of the research to complete the questionnaires and fifteen of them were interviewed. Then qualitative descriptive method was used to analyze the data. The findings provided important empirical evidence that students' perception of the teacher's feedback was found positive. The data showed that a large number of the students perceived the written teachers feedback as highly important for their writing improvement. Despite the strongly positive perception toward teacher's feedback that the students expressed, a vast majority of the students indicated they do not read over their writing again very often after receiving the feedback. It was investigated that most of the students ignore revising the feedback given by their teachers because they did not understand the feedback as a consequence they did not know how to revise the feedback. Surprisingly, in order to be able to revise the feedback the students did some ways such as using internet to find more reference, asking to the writing teachers, asking to friends, consulting grammar book, and going to the library. The students also perceived feedback provided for organization content and organization of their writing more important compared with feedback related to vocabulary and grammar, and mechanism.

Keywords: *Students' perception, written feedback, teachers, and students' writing performance*