



**THE VOCATIONAL HIGH SCHOOL STUDENTS' PERCEPTIONS AND  
PREFERENCES ON TEACHER'S WRITTEN FEEDBACK**

**THESIS**

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UNIVERSITY OF JEMBER**

**2023**



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Composed to Fulfill One of the Requirements to Obtain the S1 Degree at the  
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Faculty of Education,  
University of Jember

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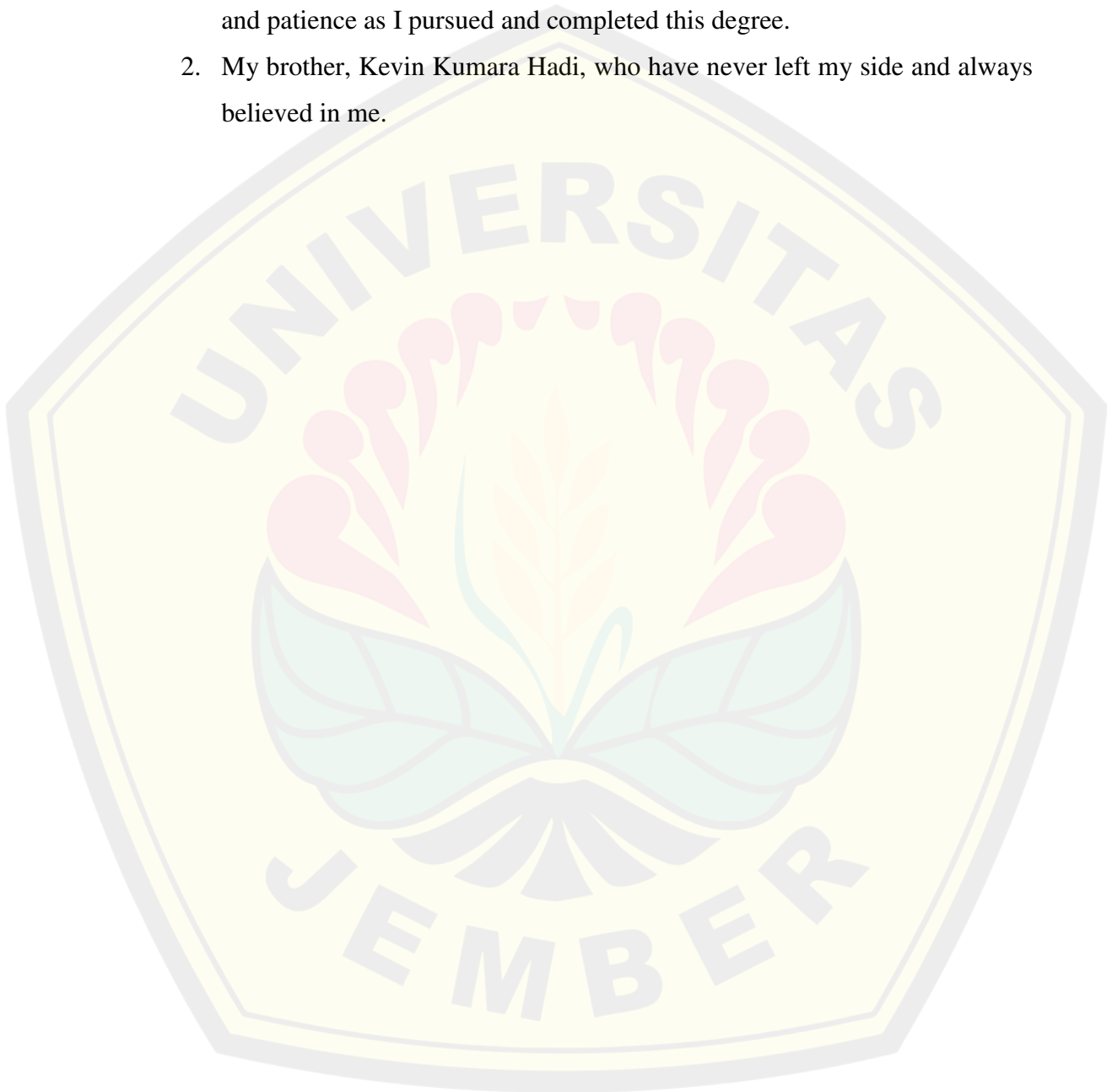
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**DEDICATION**

I honorably dedicated this thesis to:

1. My beloved parents, Hadi Harsono and Dyan Sutamik, I have to thank my parents for their unwavering love and support. Thank you for all the prayers and patience as I pursued and completed this degree.
2. My brother, Kevin Kumara Hadi, who have never left my side and always believed in me.



**MOTTO**

There will be a time when we must choose between what is easy and what is right

-J.K. Rowling-



**STATEMENT OF AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledge and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole part, to quality for any other academic award; ethnic procedure and guideline of thesis writing from the university and the faculty have been followed.

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**THESIS**

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Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism are appreciated and fully welcomed since the researcher realize this thesis might still have some weaknesses.

Jember, January 2023

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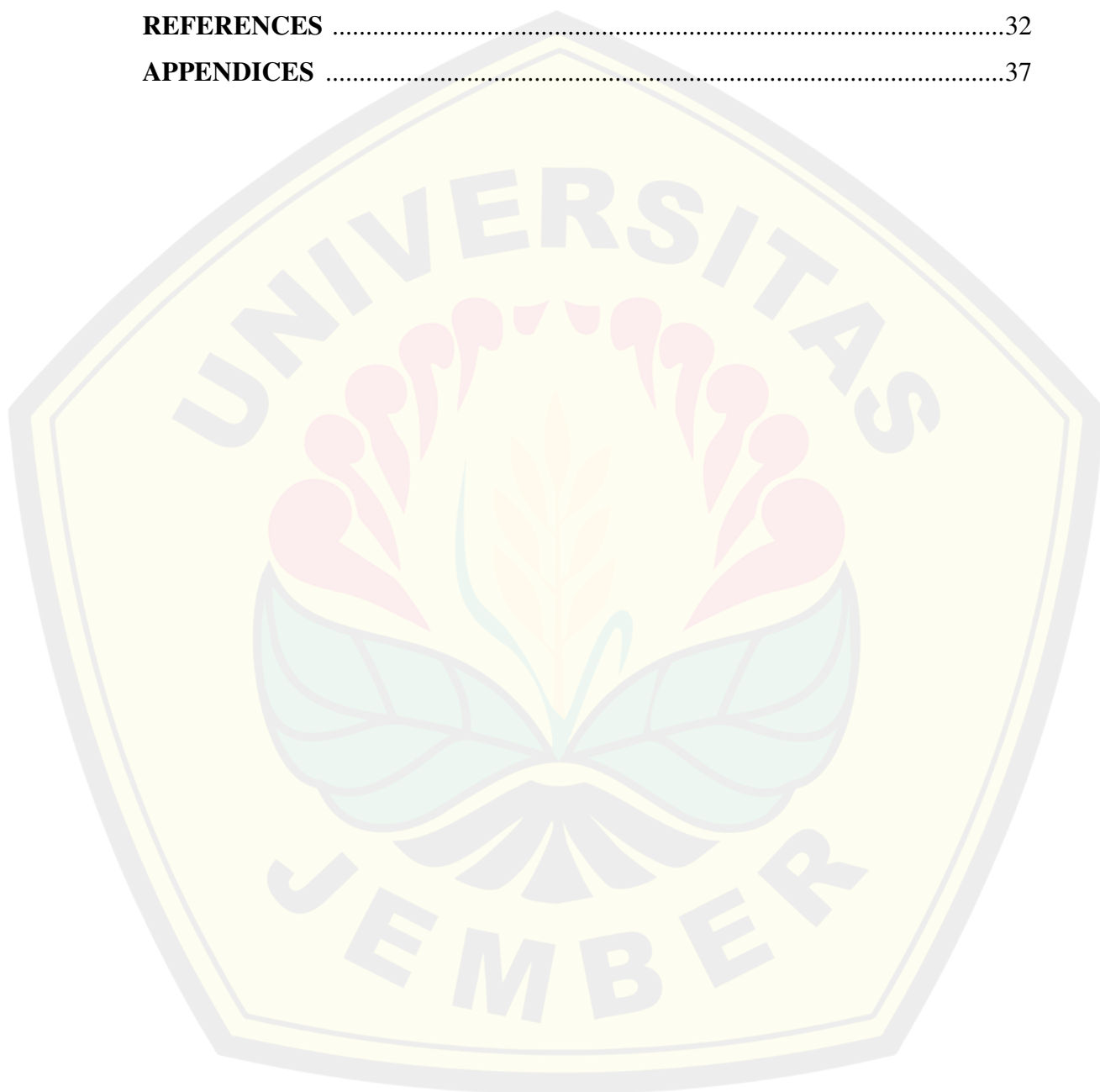
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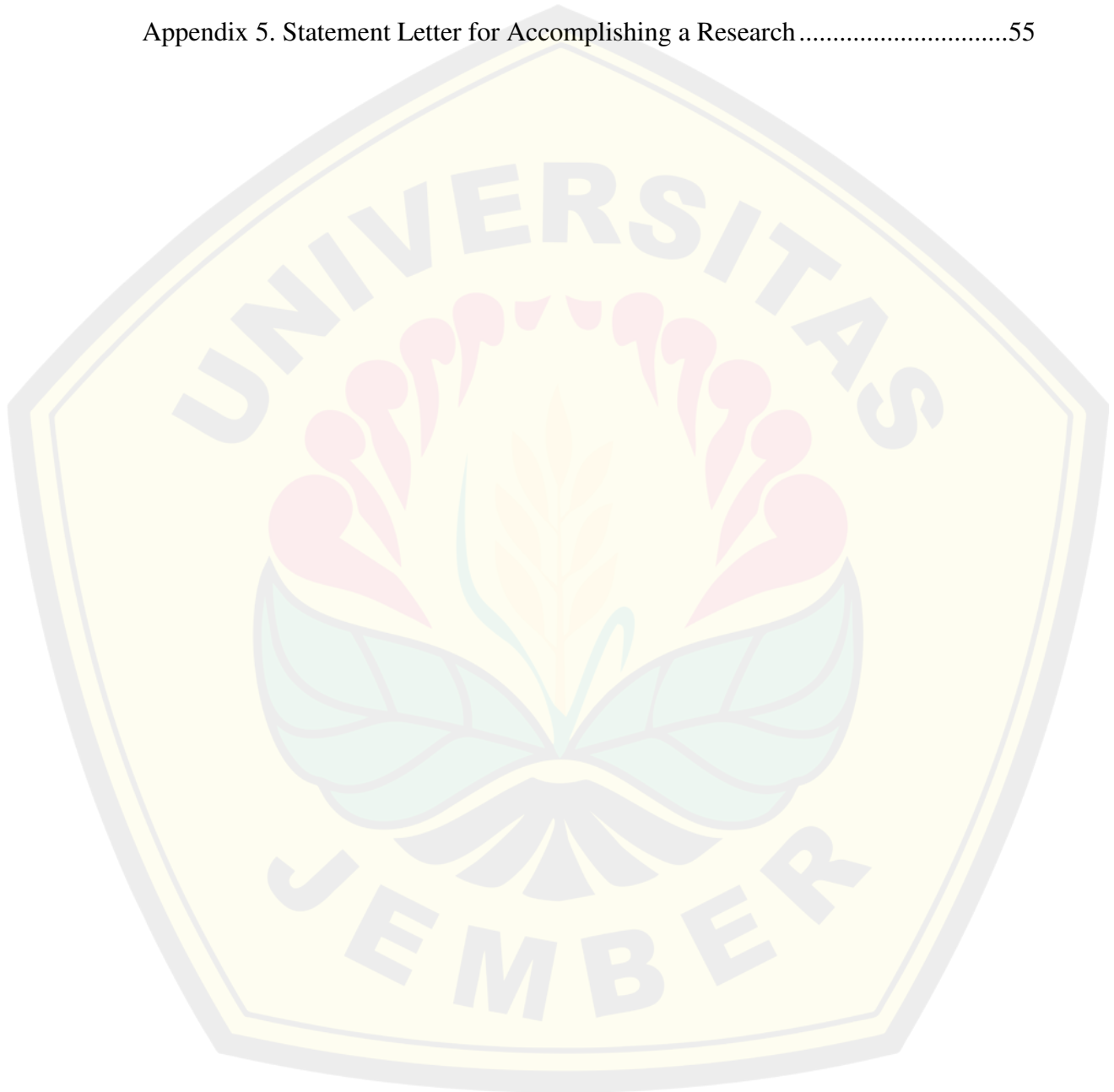
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**SUMMARY**

**The Vocational High School Students' Perceptions and Preferences on Teacher's Written Feedback;** Nadiah Amelia, 180210401028; 2023; 55 pages; English Education Program, Language and Arts Department, Faculty of teacher Training and Education, University of Jember.

Teaching English in vocational schools should be viewed as an English for Specific Purpose (ESP) program (Widodo, 2016). Sari and Wirza (2021) also mentioned that the industry needs vocational school graduates with specific knowledge and skills based on the job descriptions. In writing, there are some aspects that deal with the English language, such as MOUs, business letters, and other legal documents written in English. Writing itself has been known as one of the most difficult skills in the English language, posing challenges for students. Because of these difficulties, Indonesian students require assistance in their writing, and this kind of assistance or help can be obtained by the students in the form of a teacher's written feedback. Written feedback is claimed to be crucial for the students' growth as writers, and it is one of the most fundamental components in the ESL (English as a Second Language) or EFL (English as a Foreign Language) classroom (Mahfoodh and Pandian, 2011). However, the students can view and prefer the feedback given to them differently. The different perceptions and preferences of the students may affect whether the written feedback given to them is useful or not. Therefore, the researcher conducted this research with the objectives of investigating the students' perceptions on the teacher's written feedback and their preferences, as well as the reasons why they prefer that kind of feedback.

This research used qualitative research, which was an interview study. The interview study was conducted in order to have a better understanding on the perceptions and the preferences of the students. The interview was conducted with five students at one of the vocational high schools in Bondowoso that had been purposefully chosen by the researcher. Thematic analysis by Braun and Clarke

(2016) was used to analyze the data. There are six phases proposed, which are familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing a report.

The results of this research revealed that the students' perceptions of the teacher's written feedback varied. Almost all of the students had positive perceptions of the teacher's written feedback given to them. Students who perceived feedback as positive feedback stated that it motivated them and helped them improve their writing, implying that the written feedback provided by the teacher benefited the students. Regarding their preferences for the type of written feedback they preferred, the students' preference was direct feedback. It was revealed that all of the students preferred direct feedback because it helps them more since the feedback is clear. For the aspect of the feedback that the teacher needs to focus on, three of the five students preferred that the teacher focus more on the surface level of feedback, especially in the grammar area, since they considered it to be the most difficult aspect for them. Lastly, the findings on the feedback comments revealed that the majority of the students preferred the suggestion type of comment because the feedback could motivate them to improve their writing as it provided them with solutions on how they should improve.

Consequently, this research could hopefully provide some valuable information for the English teacher and future researchers. The teacher should think about how they would provide written feedback more carefully. Meanwhile, future researchers who are interested in the same topic can conduct their study with a different focus.

## CHAPTER I INTRODUCTION

This study is about vocational high school students' perceptions and preferences on teacher's written feedback. This chapter presents the research background, research questions, research objectives, and research contributions of this study.

### 1.1 Research Background

Vocational school students should learn English for Specific Purpose (ESP), as it was stated by Widodo (2016) that teaching English in vocational school should be viewed as an English for Specific Purpose (ESP) program. Regarding this matter, teaching English in a vocational school should differ from general English (GE) teaching. However, it was revealed that the 2013 curriculum for general and vocational schools employed the same English materials. According to the Ministry of Education and Culture of the Republic of Indonesia, the industry needs employees with excellent skills that relate to the work field. Sari and Wirza (2021) also mentioned that the industry needs vocational school graduates with specific knowledge and skills based on the job desks. In writing, there are some aspects that deal with the English language, such as MOUs, business letters, and other legal documents written in English. Due to demands, the English teacher in the vocational school is the one who needs to adjust the materials to the students' needs.

Writing itself has been known as one of the most difficult skills in the English language, posing challenges for students. It was stated by Tehrani (2018) that writing is one of the problematic skills out of four skills in English Language Teaching classes. Based on Graham (2010) and Kurt and Atay (2007), writing is considered to be one of the most difficult skills for second language (L2) learners to master because it conveys problem solving and uses strategies to achieve communicative goals. For those reasons, writing becomes a rather difficult and complex skill for the students, and Indonesian students require assistance in their writing. This kind of assistance or help can be obtained by the students in the form of a teacher's written feedback.



Written feedback is claimed as a crucial thing for the students' growth as a writer and it is one of the most fundamental components in ESL (English as a Second Language)/EFL (English as a Foreign Language) classroom (Mahfoodh and Pandian, 2011). The feedback that the teacher gives to the students enable them to understand the problems and use it to improve their writing. It is hoped that the feedback will help the students in the future to produce written text which contains minimum errors and maximum clarity. However, the students can view the feedback given to them differently. They will also have a different preference on the feedback given to them. The different perceptions and preferences of the students may affect whether the written feedback given to them becomes useful or not.

Based on my initial observation, the school that was chosen as my research setting also implemented written feedback, which was done by the English teacher. Initially, the teacher hoped that the feedback would help the students with their writing ability, but whether it would be helpful or not remained unknown. In order to know whether it was helpful, the students' responses must be known, and unfortunately, the teacher seemed to ignore how the students perceive and how they want their written feedback to be. Each student may react differently to the written feedback given to them. The students may react either positively or negatively to the written feedback. Therefore, the result may or may not be helpful to the students. Hence, the teacher needs to know the students' responses to the written feedback.

There have been some researchers that already conducted their studies in the written feedback. Mahfoodh and Pandian (2011) conducted a case study about the students' perception of the written feedback. Tom, et al. (2013) conducted a case study on students' perceptions and preferences of the written feedback given by the teacher. Zhan (2016) also conducted a case study to investigate both teachers' and students' perceptions of written feedback. Bijami, Pandian, and Singh (2016) conducted a study to investigate the impact of teachers' written feedback on the students' writing performance using mixed method research design. Cinkara and Galaly (2018) conducted a quantitative study to investigate the attitudes of teachers and students towards the written feedback. Gredler (2018) conducted a mixed-

method study on postsecondary students about their preferences on the written feedback. Qutob and Madini (2020) also conducted a mixed-method study on the students' preferences on the written feedback. However, there is no research that conducted its study on vocational students and only a little research that study on both students' perceptions and preferences and it was conducted by Tom, et al. (2013).

Based on the above explanation and the studies that have already been conducted, no researcher has used an interview study as a research design. Therefore, the researcher used an interview study to explore both students' perceptions and preferences on the teacher's written feedback. Furthermore, the researcher conducted the study on vocational high school students. Thus, the writer came up with a research entitled "The Vocational High School Students' Perceptions and Preferences on Teacher's Written Feedback"

### **1.2 Research Questions**

This study attempted to answer the following research questions:

1. How do the vocational high school students perceive the teacher's written feedback on their writing?
2. What are the vocational high school students' preferences on the teacher's written feedback given to them?

### **1.3 Research Objectives**

Based on the problem formulation above, there were two objectives in this research. The present study was aimed at investigating:

1. The students' perceptions on the teacher's written feedback
2. The students' preferences on the teacher's written feedback and the reason why the students prefer that kind of written feedback



#### **1.4 Research Contributions**

The results of this research were expected to make some positive contributions to:

##### **1. Empirical Contribution**

The researcher expected that this research could give future researchers who are interested in this topic inspiration to conduct further research on the teacher's written feedback with a different focus. The future researchers could explore more about the teacher's written feedback or other types of feedback. they could conduct the research using a different research design. By focusing on the other aspects, it will enrich the existing study that has already been conducted.

##### **2. Practical Contribution**

The results of this research were expected to make some contribution to educational institutions. The research provided information to the teacher so the teacher could understand how the students view the written feedback and their preferences for the feedback that is given to them.

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses some issues and theories that are related to this study which is about the teacher's written feedback and the students' perceptions and preferences on the teacher's written feedback. It presents the Feedback in Writing, Perceptions on Written Feedback, Preferences on Written Feedback, and also previous study on Written Feedback.

#### 2.1 Feedback in Writing

Writing is one of the complex skills in the English language, and there is no doubt that students will face some difficulty in their writing (Richards and Renandya, 2002). There are a lot of rules or demands in writing, so some errors definitely will be found in the students' writing. Moreover, for the second language (L2) learners, they still need to translate their ideas from their first language (L1) to the targeted language. Because of that, students consider writing as a difficult skill to master, and based on this matter there is a need for feedback in their writing. According to Williams (2003), the goal of the feedback is to help the students improve their writing. Students will learn how to improve their writing by receiving feedback. Lewis (2002) also mentions that feedback has some purposes. The first purpose is to provide both teachers and students with information. The second is to provide advice on learning for the students. The third involves providing language input for the students. The next purpose is as a form of motivation. The last purpose is that it can guide the students toward autonomy.

In teaching writing, there are two main approaches that have been broadly recognized in second/foreign language learning: the product-based approach and the process-based approach. Selvaraj and Aziz (2019) explained that product-based approach indicates a writing process which aims to see the end of the product. In this approach students usually will imitate a model text to produce a new one. There are 4 steps in product approach according to Steele (2004); familiarization, controlled writing, guided writing, and free writing. Meanwhile, process-based approach according to Selvaraj and Aziz (2019) gives a greater importance to the

process of getting the end of the product. The stages in the process approach based on Hyland (2003) include selection of topic, prewriting, composing, response to draft, revising, response to revisions, proofreading and editing, evaluation, publication, and follow-up tasks. Kroll (2001) explained that drafting and receiving feedback on the drafts which followed by revision is one of the crucial steps in the process based approach. Thus the teacher feedback is considered as a necessity for the students to improve their writing as it was mentioned by Maarof, et al. (2011)

There are two forms of feedback, oral form and written form. Feedback in writing is the type of feedback that takes its form in a written form. This feedback is normally given to the students' work or their writing after a learning process has been completed. The feedback given in the writing will consist of either comments or corrections to the students' work. Because of this feedback, students will know about their strengths or weaknesses in their writing, so that the students will be able to improve or revise their writing. This feedback shows the students where they are making mistakes or have some errors, whether it is a simple mistake because of a lack of awareness of some inaccuracy or a mistake they don't know about.

According to Hyland and Hyland (2006), there are three kinds of feedback, which are peer feedback, oral and conference feedback, and teacher written feedback. Those feedbacks have their own strengths and weaknesses. However, this study used the third kind of feedback which is the teacher's written feedback, in which the teacher will be the source of the feedback. As it was said before, the written feedback that was given by the teacher will consist of comments or corrections that took various forms, including questions, suggestions, marks, etc. It was also mentioned further by Hyland (2003: 180-183) that the most common forms of teacher's written feedbacks that are given to the students, took forms such as "commentary, rubrics, minimal marking, taped commentary, and electronic feedback". Based on Noor et al. (2010), teacher's written feedback seems to be an instructive device to improve writing. Through the teacher's written feedback, students can also compare their writing with the ideal draft of writing that should be done as they already know where their strengths and weaknesses are in their writing, it was mentioned by Srichanyachon (2012).

Regarding the teacher's written feedback, it was concluded by Biber, Nekrasova, and Horn (2011) that there are two types of teacher written feedback, which are direct and indirect feedback. The direct feedback is where the teacher gives explicit corrections to the students' writing, such as providing the correct grammatical form, while the indirect feedback is where the teacher only indicates in which part the students are making the mistakes such as underlining the incorrect part. Based on the comments of the feedback, there are three types of written feedback according to Hyland and Hyland (2006), namely praise, criticism, and suggestion. Praise contains positive statements to encourage the students this usually beneficial for the students' self-esteem, motivation, and performance. Criticism is negative comments that comment directly on the errors, but it is still useful and has a good aim for the students. Suggestion is similar to criticism, but it is more positive because it contains advice on how to correct the mistakes.

According to Clare et al. (2000), the teacher's written feedback is split into two categories, those are feedback at the surface level and feedback at the content level. Both of the areas may be included in written feedback from teachers. The input that is given at the surface level will solely concentrate on the writing's surface, or format. Word choice, spelling, grammar, and punctuation are all covered at the surface level of feedback. The content level feedback, on the other hand, will concentrate on the writing's content and the text's overall ideas of organization. This type of feedback identifies the problematic area and offers advice to help the students write better writing (William, 2003).

## **2.2 Perceptions on Written Feedback**

Perceptions is a belief or an opinion on how things seem, that has been held by people. Based on Carless (2006) students may not always consider the feedback they receive to be helping, they are often dissatisfied with the feedback they received for a variety of reasons. This is because they are no suggestions or room for improvement, it is difficult to interpret, and it is likely to affect students' perceptions and self-confidence. Emotions take a big part in influencing how the students receive and process the feedback given to them. It is already known that

the purpose of the feedback that was given is to improve the students' writing. It is also supposed that the students will have positive reactions or perceptions of the teacher's written feedback. However, as was previously noted, students may not always view the feedback as helpful. This is because each student may interpret the written feedback from the teacher differently, with some students perceiving it as good and others as negative. In a study on students' perceptions of feedback in the classroom, Gamlem and Smith (2013) noted that both positive and negative feedback was noticed by students. It is important for teachers to understand how their students feel about their feedback.

If the students' perception of the teacher's written feedback is positive, then the purpose of giving feedback is reached. Meanwhile, a negative perception may affect students emotionally. According to Robinson, Pope, and Holyoak (2013), the students' negative emotional reaction may actually lower their drive to write, undermining the goal of the feedback itself. Furthermore, according to Barret and Junio (2017), students tend to have a negative response towards the written feedback as they assume it as a punishment for them. They certainly neglected the fact that the errors or mistakes they made are the processes of learning, which from the errors or mistakes they made could prevent and minimize future errors or mistakes, and how they can be better at their writing.

On the other hand, those students who have a positive reaction to the teacher's written feedback given to them assume that it gives them power and support. In that way, they become more motivated in writing. Zacharias (2007) reports that the students believe that their feedback they received made them more aware of their errors. When students catch the error, they will be able to determine which part of their writing needs revision or improvement.

### **2.3 Preferences on Written Feedback**

As already defined by Aydin and Ayranci (2018), preference is when a person chooses one thing over another thing because they favor it more. Giving feedback that tends to be the students' preference is supposed to be a good thing for the students. Since there are differences in students' perceptions on the teacher's



written feedback, there will also be a difference in the students' preferences. As mentioned in Eyres, Hatch, Turner, and West (2001) and Ferguson (2009), some students may prefer positive feedback and may respond favorably to it due to the supporting, encouraging, and pleasant tone in the written evaluation. While according to Crossouard and Pryor (2009), some other students may prefer more direct written feedback that is more straightforward and has detailed, specific comments on the errors they're making, which may seem or be considered as a negative tone of feedback by the others. Students also prefer that these comments come from teachers rather than their peers because they see teachers as being a more trustworthy source than their peers. Moreover, according to Yang, Badger, and Yu (2006), students view teachers' written evaluation as being more qualified, experienced, and reliable.

The other important thing according to Chung (2015), Diab (2015), and Han (2015) is that the teachers need to distinguish or differentiate about the students' preferences and their preferences of feedback. Teachers may have their own preferences of the type of feedback they use, but it may not be very helpful for the students. Therefore, the teacher must be aware of the students' preferences in order for the feedback that the teacher gives to the students to become useful for them to improve their writing.

#### **2.4 Previous Studies on Written Feedback**

There are several researchers who have conducted their studies regarding teachers' written feedback. Bijami (2016) conducted a study to investigate the impact of teachers' written feedback on the students' writing performance. Using a mixed-method research study, the result of this study showed a significant relationship between teachers' written feedback and students' writing. A study conducted by Cinkara and Galaly (2018) was done to investigate the attitudes of Iraqi high school teachers and students towards the written feedback. The method used was a quantitative study and the results showed that teachers' written feedback generally plays a significant role to improve students' writing and students were encouraged by the feedback given.

Mahfoodh (2011) used semi-structured interviews to conduct a qualitative case study to examine EFL students' affective reactions and perceptions to teachers' written feedback. The findings revealed some variation in the students' affective reactions and revealed that they view the teacher's written feedback as important and useful for their writing abilities. Zhan (2016) also did a case study to look into how teachers and students viewed written comments. The findings of this study, which was carried out in a college in China, indicated that the students benefited from the feedback provided.

Gredler (2018) conducted a mixed-method study on postsecondary students about their preferences on the written feedback. The study result showed that students preferred on detailed, supportive feedback that enhanced their writing. Qutob and Madini (2020) also studied about the students' preferences on the written feedback given to them. Through a mixed-method study, the result of this study showed that Saudi EFL learners preferred having constructive feedback on how to correct their mistakes.

For students' perceptions and preferences, a case study conducted by Tom, et al. (2013) to investigate ESL students' perceptions and preferences in the written feedback. This study revealed that students considered feedback as important and necessary for them in their writing and it also showed that they preferred the feedback given to them in the form of grammar correction and suggestions on how they should improve.

Based on those studies that have already been conducted, the previous study that was done for teachers' written feedback varied. The studies varied from the relationship of the teachers' written feedback, EFL learners', the attitudes to the teachers' written feedback given, and their preferences or perceptions to the written feedback. Furthermore, regarding the students' perceptions and preferences, it is only limited either by the perceptions only or the preferences only. The participants also vary either the teachers or the learners from various levels of learners. The method used by the previous studies are different, from case study, mixed-method study and quantitative study and only a little work has been done to investigate both the students' perceptions and preferences on the teacher's written feedback.

Therefore, this research implemented an interview study to investigate the students' perceptions and preferences on the teacher's written feedback. Furthermore, the research was conducted on vocational high school students.





## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the methodology that the researcher used in this study. This chapter covered a number of important points. Those are research design, research context, research participants, data collection, and data analysis.

#### **3.1 Research Design**

The researcher used qualitative research for this study. According to Creswell (2012), qualitative research is a tool for the researcher to explore and understand the meaning individual or groups attach to social human problems. The research focused more in describing in detail of what goes on with particular individual or groups in particular situation. It was mentioned by Fraenkel and Wallen (2009) that qualitative researchers assume that the world is made up of multiple realities, socially constructed by different individual views of the same situation. It is in line with this research in which the researcher wanted to figure out how the students perceive and prefer the written feedback given to them.

Besides, this research employed an interview study in which the data of the students' perceptions and preferences were obtained by interview. The interview study was conducted in order to have a better understanding on the perceptions and the preferences of the students. According to Turner (2010), interview provide in-depth information from the participants' experiences and viewpoints of particular topic. Thus, the current study was expected to provide a description and interpretation of the data studied, as well as a deeper understanding of the previously stated issue.

#### **3.2 Research Context**

The present research was conducted at one of the vocational high schools in Bondowoso. There are a few reasons why the researcher had chosen this school, mostly due to the fact that the researcher found out the teacher used written feedback to correct the students' assignments. As one of the vocational high schools in Bondowoso, the school has met the standard criteria for a school based on the

Ministry of Education and Culture with an "A" accreditation. Following the government rule, this school used the 2013 Curriculum, or "K-13." There are a total of six majors, which are Motorcycle Engineering and Business, Automotive Light Vehicle Engineering, Automotive Body Engineering, Construction and Property Engineering, Modeling Design Engineering and Building Information, and the last is Industrial Electronic Engineering. Each major consist of three classes that has between 20 and 36 students.

### **3.3 Research Participants**

For this study, the participants were the students of the vocational high school. The participants were taken from one of the classes in tenth grade. The researcher purposefully chose 5 participants. In qualitative research, purposive sampling was utilized to collect samples. Creswell (2012) defines purposeful sampling as the deliberate selection of subjects and settings by a researcher in order to learn or grasp the main phenomena. Those who can best contribute to the research questions and deepen understanding of the topic being studied are chosen as subjects. Those participants were chosen based on the criteria that the researcher needed and deemed relevant for this research. The researcher had already set up 2 criteria for potential participants in this research. Firstly, the participants who have ever received written feedback from the teacher. Secondly, the participants who have received more than one type of written feedback.

### **3.4 Data Collection Method**

The data collection method is the way that the researcher collects the data for the study. The data for this research was obtained from a semi-structured interview. The interview was conducted in order to know the students' responses regarding the topic matter. This interview was intended to get information on the students' perceptions and preferences regarding the written feedback. The interview was in the form of a semi-structured interview. A semi-structured interview means that in the interview process, although the researcher already knew the questions that needed to be asked, there might be other possible and unpredictable questions for the students that can be asked during the process of the interview. Through this

interview, which had 8 questions, the participants provided more useful information on their opinions and also gave the researcher reliable qualitative data. The interview was conducted in Indonesian and then translated into English. The interview questions (see Appendix 2) were constructed using the guidance given by Pratiwi (2013) and Chen, et al. (2016). The specification of the interview is shown in the following table:

Table 3. 1 **The Specification of the Interview**

No	Feature	Number
1	Students' perceptions on teacher's written feedback	1-4
2	Students' preferences on the teacher's written feedback	5-8

### 3.5 Data Analysis Method

Data analysis technique is the process where the data is arranged and categorized (Patton, 2014). There is a process in analyzing the data in every research. In this research, the data analysis used thematic analysis. Thematic analysis can describe the data in a research in detail. The data that was collected from the interview was transcribed into a written data and then processed into the following steps of thematic analysis by Braun and Clarke (2016). The researcher followed the six phases of thematic analysis that proposed by Braun and Clarke (2016) which consist of:

1. Familiarizing oneself with the data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes and
6. Producing report

In phase one, the students' transcripts were read for several times in order for the researcher to become familiar with the data. For the second phase the researcher used several theories to generate the codes. Using Graham and Smith's (2013) theme, this study analyzed the students' perception. This theme namely feedback valence in which it refers to positive feedback and negative feedback. The

codes for analyzing the data were positive feedback (PF) or negative feedback (NF). Regarding the preference on the feedback the researcher used three themes that comes from different experts. The first one is Biber, Nekrasova, and Horn's (2011) theme, on the type of the written feedback; Clare et al.'s (2000) theme for the focus of the written feedback; and Hyland and Hyland's (2006) theme for the comments on the written feedback. The codes for the type of written feedback is direct feedback or indirect feedback. Based on the focus of the feedback the code is surface level or content level. For the comments on the written feedback, the codes for analyzing the data is praise, criticism, or suggestion. In phase three, the researcher collated the codes with the initial themes proposed in the theories. In phase four, the theme was reviewed. In phase five, the researcher defined the themes and subthemes to clear the relationship between them. In phase six, the researcher generated the final analysis and balancing the ideas of the analysis with the research questions.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter covers the study findings, which the researcher has separated into two parts. Research conclusions and discussion are the two sections. The two research questions posed in the first chapter are the main topics of this chapter.

#### 4.1 Findings

Interviews were used to gather information regarding how the students perceived and preferred the teacher's written feedback, which was then analyzed using thematic analysis. The research data analysis yields some findings that were divided into two parts by the researcher. The two parts are students' perceptions on the teacher's written feedback and students' preferences on the teacher's written feedback. Further explanations of the findings are presented as follows.

##### 4.1.1 Students' Perceptions on Teacher's Written Feedback

Based on the interview that had been conducted, the researcher presents the results of the interview regarding the students' perceptions. Through thematic analysis, the data regarding on the students' perceptions were analyzed. The researcher found one theme with two sub-themes from the data. Utilizing deductive coding guided by Gamlem and Smith (2013), the theme can be seen in the following table.

**Table 4.1 Students' Perceptions Theme**

Theme	Sub-theme
Feedback valence	<ol style="list-style-type: none"> <li>1. Positive Feedback</li> <li>2. Negative Feedback</li> </ol>

#### Feedback Valence

In this part of the study, the students' perceptions were analyzed by using Gamlem and Smith's (2013) theme, namely feedback valence. Feedback valence refers to the positive feedback and negative feedback received by the students. Positive feedback could encourage the students so they are engaged in learning.

Meanwhile, students could perceive the teacher written feedback as negative feedback when the feedback triggers students to be more unmotivated in learning. The students' perceptions of the written feedback that can be seen in the interview transcription (see appendix 3) is explained as follows.

#### a. Positive Feedback

The result showed that almost all the participants were happy with the written feedback given to them by their teacher. Participants who were asked how they felt after receiving comments gave the following answers:

*“I felt happy because in that way I knew where my mistakes were.” (P1)*

*“I am pleased because we knew the teacher would pay attention to our writing assignments as a result.” (P2)*

One of them felt uncertain about the feedback, but the participant was not opposed to it.

*“I actually felt indifferent about it, I neither felt happy nor sad, but I appreciated the feedback given to me.” (P4)*

Here is what the other participant remarked after feeling a little bit burdened by the feedback but overall still pleased with it.

*“I am a little bit burdened by it, but I am happy with the feedback that the teacher has given to me. I felt burdened by the feedback since it subtly implied that I needed to do better in the next writing assignment” (P5)*

Regarding the participants' opinions about the function of the feedback that the teacher had given to them, they all agreed that the purpose of the feedback was to make them realize that they were making mistakes in their writing. The participants' answers are stated as follows.

*“To correct the mistake I created” (P1)*

*“It was to point out to me where I made mistakes” (P2)*



*“To show the errors I made” (P3)*

*“I believe the function was to notify us if we had any remaining writing errors.” (P4)*

*“To make me realize that I wrote my assignment incorrectly.” (P5)*

Nearly all of the participants also benefited from the teacher's written comments, which was provided to them. The participants provided a range of responses when the researcher questioned how helpful the written feedback was to them, from the feedback may lessen the errors they are making, making them aware that they are still making mistakes, to their belief that the feedback could enhance their writing.

*“It was very beneficial for me because it will reduce the mistakes I make in future writing assignments.” (P1)*

*“For me, it was incredibly helpful because it not only pointed out where I was making mistakes but also helped me improve my writing for the assignments.” (P2)*

*“It was greatly beneficial for me since the feedback provided me with some kind of correction.” (P4)*

*“Regardless of how much it burdened me, the feedback was indeed beneficial, and as a result, I knew that I still made mistakes.” (P5)*

When they were asked what they would do after they were given feedback, almost all of them felt motivated to correct their mistakes. They also give a little bit of an explanation of why they feel motivated by it.

*“I felt motivated, so when I was given feedback, I would write the correct answer.” (P1)*

*“Yes, I felt motivated to correct my writing. Because if I correct the mistake I made, I will remember in which area I made mistakes, and in the future I will not repeat the same mistake again.” (P2)*

*“Sometimes I felt motivated, sometimes I did not. If my teacher has already given me the correct answer, I will most likely only read it, however, if they have only given me specific instructions on what I should do, I will follow the instruction and correct it myself.” (P4)*

*“Of course, I need to correct my writing if I made any mistakes. I believe that is why my teacher provided me the feedback, so I could correct it.” (P5)*

From the results above, the students’ positive perception on the teacher’s written feedback could be concluded that they all agree that the function of the written feedback is to show them in which area they are making mistakes. The four participants (P1, P2, P4, and P5) actually felt happy with the feedback because in a way the feedback was beneficial for them. There were various answers on how the feedback benefited them. Furthermore, the four participants were motivated to correct their writing because of their own reasons.

#### **b. Negative Feedback**

The results of the interview showed that the students’ negative perception on the teacher written feedback only appeared in one student or participant. It could be identified as students’ negative perception since the statements of this participant indicated that the student was not happy with the feedback, in which the student did not see the feedback as a beneficial thing, and the student is clearly not motivated by it. The statements of the participant can be shown as follow.

*“I was actually extremely troubled by it. Because it is showing all the errors I made.” (P3)*

*“I do not think that is beneficial for me since it burdened me.” (P3)*

*“No, I did not feel motivated, so I simply read the feedback that the teacher gave me. Since my teacher sometimes already gave the correction, I did not need to write the correct answer.” (P3)*

Due to the student’ perception of the teacher’s written feedback was not beneficial for the student, it influenced the student’ learning outcomes. The student who had a negative perception also explained that the teacher had already given them correction, so the student is not motivated to correct the answer as the student sees it as not necessary to correct it. Although it was only one student who perceived



the written feedback as negative feedback, it would still have had an impact on their writing development.

The results above indicate that the students' perceptions of teacher's written feedback become positive and negative because the students have different perceptions. As previously said, every student acknowledged that the feedback's purpose was to improve their writing, and practically every one of them had a positive view. One student, nevertheless, had a negative impression of it since it burdened the student.

#### 4.1.2 Students' Preferences on Teacher's Written Feedback

The preferences of the students for the teacher's written feedback were then thematically analyzed based on the findings of the conducted interview. The researcher found three themes and seven sub-themes from the data. The revealed theme used deductive coding guided by Biber, Nekrasova, and Horn (2011), Clare et al. (2000), and Hyland and Hyland (2006). The themes can be seen in the table follows.

**Table 4.2 Preferences Theme**

<b>Theme</b>	<b>Sub-theme</b>
<b>Types of teacher's written feedback</b>	1. Direct Feedback 2. Indirect Feedback
<b>Focus of written feedback</b>	1. Surface level 2. Content level
<b>Comments on written feedback</b>	1. Praise 2. Criticism 3. Suggestion

##### 4.1.2.1 Types of Teacher's Written Feedback

Based on the interview results, for this section of students' preferences the researcher employed the topic that was established by Biber, Nekrasova, and Horn (2011), which is kind of teacher written feedback. The two types of written feedback from teachers are direct and indirect. For the students' writing tasks, the

teacher offered both of these types of written comments. Here is an explanation of the type of feedback that students preferred.

#### a. Direct Feedback

The result of the interview showed that all the participants preferred more the direct feedback rather than indirect feedback. They saw that the direct feedback is more helpful to them as it is provided with more information of the errors they are making in their writing. The statements of the participants are stated bellows.

*“I prefer that the teacher give me specific comments rather than only marking my errors. If we were provided with specific comments, then we would know how to fix them.” (P1)*

*“I would prefer specific comments in written feedback because I am unsure how the correct answer should be if it merely contains some underlining or marking where my errors are.” (P2)*

*“Specific with some comments, because then the teacher would give the right correction.” (P3)*

*“Be specific with some comments, because if it is just marking some errors, it is unclear what the mistake is, and sometimes we did not know what our mistakes were.” (P5)*

One of the participants also explained that the direct feedback should not contain the correct answer because the participant wanted to find out with their own self on how the correct answer would be. In that way, with the feedback given, the student could improve their writing. Here is what the student has said in the interview.

*“I would prefer more specific corrections with some comments, but without providing an explicit answer. In that way, I can figure out for myself what the correct answer should be.” (P4)*

From the results above, the students preferred on the direct feedback because it is clear to them. The direct feedback that the teacher provided contains some comments or corrections on how the correct answer would be. The students

are directed with the comments which later could improve their writing in the future.

#### **b. Indirect Feedback**

The results showed that none of the participants actually prefer indirect feedback as it is not clear and only contains some markings. It was explained as follows by the two participants why they did not prefer the indirect feedback.

*“...because I am unsure how the correct answer should be if it merely contains some underlining or marking where my errors are.” (P2)*

*“...because if it is just marking some errors, it is unclear what the mistake is, and sometimes we did not know what our mistakes were.” (P5)*

As it can be seen in the above, the indirect feedback was not helping the students because then they would not know how to correct the mistake since it was not clear enough. None of the students preferred the indirect feedback because it confused them even more.

#### **4.1.2.2 Focus of Written Feedback**

The focus of written feedback is the theme that addressed by Clare et al. (2000). According to Clare et al. (2000), divided into two categories surface level and content level of feedback. The surface level of feedback deals such as the word choice, spelling, grammar, and punctuation. Meanwhile, the content level feedback deals with the content of the writing and the organization of the text ideas. The students' preferences on the focus of written feedback are explained in bellows.

#### **a. Surface Level**

Based on the interview that had been conducted, the result showed that 3 participants prefer the focus of the written feedback from the teacher should focus on the surface level. They all have their own reasons regarding their own matters of preference. One of them said the teacher should focus on spelling, as it stated bellows.

*“I think spelling, because for me spelling is hard.” (P3)*

Meanwhile the two other insisted that the teacher should focus more on the grammar since they consider grammar is the most difficult one rather than the other aspects. The two participants explained as follows.

*“In my opinion, all the aspects are important and crucial, but I believe my teacher should focus on the grammar. Because there are so many rules and formulas in grammar that are different in every situation, I think this is the most important aspect the teacher should focus on and place the most emphasis on.” (P2)*

*“Grammar, because I consider it to be the most difficult and complicated one, so my teacher should probably focus on it.” (P4)*

From the above results, the surface level is considered a difficult thing for them and the teacher should focus the written feedback on this aspect. The two of participants had chosen that grammar from the surface level of feedback is the most difficult aspect in learning, when one of those two also mentioned that all the aspects actually are important for their writing.

#### **b. Content Level**

For the content level, the results revealed that two of the participants had chosen the content level as the thing that the teacher should focus on more. They mainly had chosen the content level as the focus as they had a hard time conducting and pouring out their ideas in their writing. It is explained as follows.

*“I believe the teacher should focus on the organization of content. I struggled to organize the content/ideas in my writing.” (P1)*

*“For me, I prefer the content/ideas because they are representative of what we want to say in our writing. It was hard for me because sometimes I was not sure whether my writing already related to the topic or not.” (P5)*

As it already stated from the above explanation the students seem to think that the content level of the written feedback is complex and that they had a hard

time to organizing their ideas in their writing. It gets more confusing as the students did not know whether the writing would relate to the topic given or not.

#### 4.1.2.3 Comments on Written Feedback

The students' preferences on teacher's written feedback on the comments were analyzed by the theme that delivered by Hyland and Hyland (2006). The comments on written feedback are divided into three categories, those are praise, criticism, and suggestion. All types of comments that the students prefer are explained as follows.

##### a. Praise

The results of the interview revealed that one of the participants preferred praise because the student likes to be given a compliment by the teacher. Here is what the student stated in the interview.

*“I like praise more because the teacher gives me compliments, I like it when my teacher gives me compliments.” (P3)*

From the statement of the student, it can be said that the student chose praise as the student preference on the feedback. The student felt appreciated by the given feedback which could lead to motivating the student for the future writing.

##### b. Criticism

Based on the interview results, there was one participant who selected criticism as the student's preference for the comments on the written feedback. The student claimed that criticism made the student more motivated. This statement below is what the student had said regarding this matter.

*“I prefer the criticism, even though it may sound negative or harsh, because, rather than a suggestion, it is more clear and straight to the point. I am more motivated by it because it makes me eager to improve my writing.” (P4)*

So although criticism sounded negative, according to the participant, criticism was more motivating for the student to improve the student writing.



### c. Suggestion

From the interviews that have been conducted, three of the participants preferred suggestions. The three participants' statements on their preferences in the comments on the written feedback could be seen as follows.

*“I prefer that my teacher give me some sort of suggestion on what I should do in my writing. Praise will only offer me certain kinds of compliments, and criticism will make me feel unmotivated.” (P1)*

*“Out of the three, I would much prefer suggestions because, rather than praise or criticism, suggestions provide solutions to my mistakes.” (P2)*

*“I like suggestions because they help me correct my mistakes, and I am motivated by them.” (P5)*

So based on the results presented above, suggestions became the number 1 highest selected by the students as their preferred preferences of the comments on the written feedback given by the teacher. The above reasons that were stated by the students simply explained why suggestions were selected.

## 4.2 Discussion

In this section, the researcher answers and discusses each question of the problem formulations. This section presents the results of the data analysis and discusses the finding with the review of related theory to clarify the findings. This section covers two main discussions since there are two problems formulated in chapter I.

### 4.2.1 Students' Perceptions on Teacher's Written Feedback

Based on the results of the interview and as discussed in the finding section, it was revealed that the students' perceptions of the teacher's written feedback varied. Those perceptions are divided into two parts according to the theme proposed by Gamlem and Smith (2013), namely, positive perception and negative perception. Positive perception takes place when students perceive or see that the written feedback from the teacher is motivating and helps them learn or do better in

their studies. On the contrary, when the students fail to regard the teacher's written feedback as motivating and assisting them in studying or learning, it creates a negative perception. The results showed that almost all of the students had positive perceptions of the teacher's written feedback given to them. Zacharias (2017) claimed that due to the positive perception, the feedback given to the students is helping them to notice their mistakes. It is in line with the present results that the feedback helped the students realize their mistakes, as they all see it as the function of the feedback.

The students benefited from the feedback given (Zhan, 2016). Students who perceived feedback as positive feedback stated that it motivated them and helped them improve their writing, implying that the written feedback provided by the teacher benefited the students. From the feedback, the students can improve their writing because they see the feedback as a positive thing that encourages them to keep doing and trying their best. It was said that the teacher's written feedback enhances the students' current performance (Vattoy and Smith, 2019), helps the students identify what things should be fixed (Xiao and Yang, 2019), and improves their English language (Burner, 2015). The given feedback contains some corrections on how they should correct their mistakes, and consequently, in the future, they will reduce those mistakes. They will remember and keep in mind the mistakes they have made before, so they will refrain from making the same mistakes again. As a result, the students' writing skills and, of course, their English have already improved. Those mistakes they made help them get better, and when they see it positively, it will increase their motivation as well.

Meanwhile, for the student who perceives the feedback as negative, the present study showed that the student was not motivated by the feedback given as the feedback had burdened the student. The student was clearly not motivated by the feedback because they see it as a negative thing that did not give them any advantages for them. According to the student, the feedback had no effect on their writing abilities. The finding is consistent with Gamlem and Smith's (2013) and Robinson et al.'s (2013) findings that a negative perception of feedback can reduce students' motivation to write; they may feel stressed because they believe it is a

punishment for them (Barrett and Junio, 2017). When the students did not see the feedback as a beneficial thing for them, then all of the feedback given to them would be useless. Furthermore, when they perceive the feedback negatively, they perceive it as punishment, so they will undoubtedly feel embarrassed and stressed when the teacher gives them that feedback. These are the kinds of feelings they felt when they perceived the feedback as a negative thing, and it certainly will not give them any motivation to learn. If the teacher can persuade the students that the feedback will help them and motivate them to do better, perhaps the outcomes will be different; there will be no negative perceptions. Moreover, even if it is just a small improvement in the students' writing, it is still progress.

Therefore, the teacher needs to consider the feedback they want to give to the students and whether it is appropriate or not to deliver. The teacher must also provide as much positive feedback as possible in order to avoid negative perceptions from the students. A teacher's written feedback that is clear and objective would make a positive perception on the students, so other than the fact that it can be motivating and helpful, the feedback needs to be clear and objective too.

#### **4.2.2 Students' Preferences on Teacher's Written Feedback**

Based on the findings regarding the preferences, for the type of written feedback they preferred, the students' preference was direct feedback. It was revealed that all of the students preferred direct feedback because it helps them more since the feedback is clear. In the study conducted by Gredler (2018), the students also preferred detailed feedback that enhanced their writing. EFL learners also preferred having constructive feedback on how to correct their mistakes (Qutob and Madini, 2020). Thus, we can say that the direct type of written feedback could enhance the students' writing since it provides them with information on how to fix their mistakes. The direct feedback does not have to correct the students' mistakes explicitly; just providing some sort of direction to correct the mistake would help the students in their learning process. Meanwhile, the indirect feedback could not give the same outcomes to the students' writing since it only allowed them to notice



where they were making mistakes. The indirect type of feedback was considered to be unclear and ambiguous to the students because it did not provide any more information to the students in their writing regarding the mistakes they made as it only marked or underlined the errors that the students had made.

Regarding the aspect of the feedback that the teacher needs to focus on, three of the five students preferred that the teacher focus more on the surface level of feedback, especially in the grammar area, since they considered it to be the most difficult aspect for them. It is in line with the study conducted by Tom, et al. (2013) that the students preferred the feedback given to them in the form of grammar correction. As we know, grammar is a system of rules that need to be followed so we can arrange a correct sentence in writing. Even though the grammar taught in vocational high school is only basic, they must still do it correctly in order to write a proper sentence. There is a certain rule for each type of situation, so naturally, the students have to write based on the rule that is suitable for the situation given, which is indeed a difficult task for them.

Other than grammar, the surface level also includes other matters such as spelling, word choice, and punctuation. The other student preferred to focus on the surface-level feedback. To form a correct word, we need to insert the correct letters in the right order. If we write with incorrect spelling, it will make the reader confused since it has no meaning and makes no sense at all. A precise word or term in a sentence will make that sentence hit differently when the reader reads it because it will deliver the information not only functionally but also enlighten the reader. Whereas punctuation is the use of symbols such as commas, periods, quotation marks, and others in the sentence so that the reader can read it as it should be read and easily. Regarding the content level of feedback, the focus of its content and the organization of ideas for the most part will include comments to rearrange, add, or remove information from the student's writing. Although the students' thinking is required here, it is likely that it had no more significant impact on their writing than the surface level did. This is because content-level feedback focuses solely on whether the content of the writing is adequate, whereas surface-level feedback revises the students' writing to not only clarify but also improve it.

Lastly, the findings on the feedback comments revealed that the majority of the students preferred the suggestion type of comment. It is also corresponding with Tom, et al. 2013) study that the students preferred having the feedback comments in the form of suggestions on how they should improve. The suggestion used by the teacher when the students still have some problems or errors in their writing. Suggestions provided them with solutions for improvement by not directly saying or making any negative comments about the students' work. This type of comment is slightly different from criticism, because it is delivered in a more positive way and is relatively clear in fixing the mistakes. This is probably the reason why most of the students had chosen the suggestion type of comment rather than criticism. In comparison, criticism comments would have a negative connotation, and with this negative connotation, the students often did not enjoy receiving this type of comment in their feedback. Although it sounds negative, the comments are still useful and have good intentions for the students. The criticism is used by the teacher to show the students that there is something wrong with their writing or work. As much as they detest it, some of the students might find this type of comment helps them more as it has a clear goal. The last type of comment, which is praise. The teacher used praise to indicate that the teacher feels satisfied with the students' work. It can be seen as some kind of reward for the students after they have done their work. This type of comment would clearly make the students happy. However, we must realize that being happy is not enough to make some improvement in their writing, as this type of comment would only contain some compliments or praise. This type of comment would not offer the students any solutions, so the students would have difficulty fixing their mistakes and would be prevented from enhancing their writing skills.

Although the teacher was undoubtedly unable to grant every student's want, the teacher would have known what the vast majority of them want. The feedback that the teacher gives to the students may assist them more in encouraging their learning and enhancing their writing abilities if the teacher took the students' preferences into consideration while contemplating what sort of feedback to deliver to the students.

## CHAPTER V

### CONCLUSION

Based on the findings and discussion, this chapter provides conclusion and suggestion from the researcher. Conclusion is formulated from the problem, while the suggestions offer recommendations for the EFL teacher or other researcher. The results of the findings and discussion can be concluded as the following representation.

#### 5.1 Conclusion

Based on the discussion in the previous chapter, the current study revealed that vocational school students had mixed perceptions of teacher's written feedback. However, the majority of them perceived teacher's written feedback as positive feedback. The students agreed that the purpose of the written feedback given was to make them realize the mistakes in their writing or in other words, to help them identify the errors in their writing. The majority of the students also agreed that the feedback was beneficial for them and motivated them to write better in the next assignments. Regarding the preferences, the data obtained in the finding revealed that all the students preferred direct feedback rather than the other type of feedback. They also preferred that the comments in the form of suggestions and the teacher would be more focused on the grammar aspects. The provided written feedback based on the students' preferences made them more motivated to learn from their mistakes so they could improve their writing.

#### 5.2 Suggestion

After conducting this research, the researcher would like to propose some suggestions regarding this present study. The suggestions are given to teachers and future researchers.

##### 5.2.1 Suggestion for the teacher

I suggested the teacher to give written feedback serious consideration. The teacher needs to think more thoroughly about how they deliver written feedback on

the students' work or writing. Due to the different individuals, the students certainly have different perceptions and preferences. In order for the students to see the feedback favorably or positively, the teacher must make sure they are aware of its significance. Additionally, the teacher suggested giving more direct feedback with detailed or specific comments on how they should improve their work. The feedback can be in the form of grammar correction and suggestions since that one is the most preferred by the students. However, they could still give other kind of feedback but with one condition that the teacher must ensure the students understand the significance of the provided comments.

### **5.2.2 Suggestion for the future researcher**

For the following researchers who are interested in the same topic, they can conduct their study but with a different research design or focus. For instance, they can conduct a comparison study or an experimental study. They could even shift their focusses on the oral feedback.

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## APPENDICES

## APPENDIX 1 Research Matrix

Title	Research Question	Variable	Data Resources	Research Method
The Vocational High School Students' Perceptions and Preferences on Teacher's Written Feedback	<ol style="list-style-type: none"> <li>How do the vocational high school students perceive the teacher's written feedback on their writing?</li> <li>What are the vocational high school students' preferences on the teacher's written feedback given to them?</li> </ol>	Students' perceptions on teacher's written feedback, and students' preferences on teacher's written feedback	<b>The Participants:</b> Five students from 10 <sup>th</sup> grade students in one of the Vocational School in Bondowoso	<ol style="list-style-type: none"> <li><b>Research Design:</b> Interview study</li> <li><b>Data Collection Method:</b> Interview</li> <li><b>Data Analysis Method:</b> Thematic Analysis</li> </ol>

**APPENDIX 2 Interview****Interview Guideline**

No	Question	Answer
1.	How do you feel after you are given written feedback by your teacher?	
2.	Based on your opinion what is the function of the feedback	
3.	How beneficial do you think the feedback is for your writing?	
4.	After you are given feedback what do you always do? Do you feel motivated to correct your mistake or not? Why?	
5.	Do you prefer your teacher give you specific correction on your feedback or only marking some errors? Why?	
6.	In which aspect(s) in the feedback would you prefer your teacher to focus? Why?	
7.	If there are many errors in your writing, what do you prefer your teacher to do? (correcting all errors/major errors only/focus on the content only) Why?	
8.	In what way you want your teacher give you the written feedback? the feedback that contain praise, criticism, or, suggestions? Why?	

*Adopted from Pratiwi, 2013 and Chen, et al (2016)*

**APPENDIX 3 Interview Transcription (Thematic Analysis)**

Participant 1:

No	Question	Answer	Codes
1.	How do you feel after you are given written feedback by your teacher?	<i>(Saya cukup senang karena dengan gitu saya tau letak kesalahan saya)</i>  I felt happy because in that way I knew where my mistakes were	PF
2.	Based on your opinion what is the function of the feedback	<i>(Buat ngebenerin kesalahan saya)</i>  To correct the mistake I created	PF
3.	How beneficial do you think the feedback is for your writing?	<i>(Sangat berguna kak buat saya, karena dengan itu saya nantinya bisa mengurangi kesalahan saya)</i>  It was very beneficial for me because it will reduce the mistakes I make in future writing assignments.	PF
4.	After you are given feedback what do you always do? Do you feel motivated to correct your mistake or not? Why?	<i>(Iya ngerasa termotivasi kak, jadi habis dikasih feedback saya akan nulis pembenarannya)</i>  I felt motivated, so when I was given feedback, I would write the correct answer	PF



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5.	Do you prefer your teacher give you specific correction on your feedback or only marking some errors? Why?	<p><i>(saya sih lebih suka gurunya ngasih komen secara spesifik daripada cuma nandain dimana kesalahan saya. Kalo dikasih komen kita bakalan tau cara ngebenerinnya)</i></p> <p>I prefer that the teacher give me specific comments rather than only marking my errors. If we were provided with specific comments, then we would know how to fix them</p>	Direct Feedback
6.	In which aspect(s) in the feedback would you prefer your teacher to focus? Why?	<p><i>(Menurut saya, guru saya harusnya fokus ke organisasi dari kontennya. Soalnya saya kesulitan pas ngeorganisasi konten dari tulisan saya)</i></p> <p>I believe the teacher should focus on the organization of content. I struggled to organize the content/ideas in my writing</p>	Content level
7.	If there are many errors in your writing, what do you prefer your teacher to do? (correcting all errors/major errors only/focus on the content only) Why?	<p><i>(Saya ingin guru saya ngasih koreksi ke semua kesalahan di penulisan saya soalnya saya harus tau dimana letak kesalahan saya)</i></p> <p>I want the teacher to give correction to all the errors in my writing because I need to know where the mistakes are</p>	
8.	In what way you want your teacher give you the written feedback? the feedback that contain praise, criticism, or suggestions? Why?	<p><i>(Saya lebih suka guru saya ngasih semacam saran gitu kayak gimana yang harusnya dilakuin di pekerjaan saya. Kalo yang pujian itu cuma ngasih pujian kak dan yang kritikan malah bikin saya ga termotivasi buat ngerjain)</i></p> <p>I prefer that my teacher give me some sort of suggestion on what I should do in my writing. Praise will only offer me certain kinds of compliments, and criticism will make me feel unmotivated</p>	Suggestion

Participant 2:

No	Question	Answer	Codes
1.	How do you feel after you are given written feedback by your teacher?	<p><i>(Saya sangat senang kak, karena dengan itu kita tau kalau gurunya tu memang peduli sama pekerjaannya kita)</i></p> <p>I am pleased because we knew the teacher would pay attention to our writing assignments as a result</p>	PF
2.	Based on your opinion what is the function of the feedback	<p><i>(Buat ngasih tau saya dimana saya bikin kesalahan)</i></p> <p>It was to point out to me where I made mistakes</p>	PF
3.	How beneficial do you think the feedback is for your writing?	<p><i>(Kalau buat saya itu cukup menguntungkan ya kak, soalnya bukan cuma nunjukkin dimana kesalahan saya, dengan itu juga saya bisa memperbaiki biar jadi lebih baik di pekerjaan saya)</i></p> <p>For me, it was incredibly helpful because it not only pointed out where I was making mistakes but also helped me improve my writing for the assignments</p>	PF
4.	After you are given feedback what do you always do? Do you feel motivated to correct your mistake or not? Why?	<p><i>(Iya saya merasa termotivasi buat memperbaiki kesalahan saya. Karena saat saya memperbaiki kesalahan saya, saya bakalan ingat dimana saya bikin kesalahan jadi nantinya saya ga akan bikin kesalahan yang sama lagi)</i></p> <p>Yes, I felt motivated to correct my writing. Because if I correct the mistake I made, I will remember in which area I made mistakes, and in the future I will not repeat the same mistake again.</p>	PF

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5.	Do you prefer your teacher give you specific correction on your feedback or only marking some errors? Why?	<p><i>(Saya lebih suka saat feedbacknya ada komentar secara spesifiknya kak, karena saya ga bakalan tau gimana cara ngebenerin kesalahan saya kalo gurunya cuma ngasih tanda kayak ngegaris bawahin kesalahan saya)</i></p> <p>I would prefer specific comments in written feedback because I am unsure how the correct answer should be if it merely contains some underlining or marking where my errors are</p>	Direct Feedback
6.	In which aspect(s) in the feedback would you prefer your teacher to focus? Why?	<p><i>(Saya pikir semua aspeknya itu penting, tapi menurut saya, guru saya seharusnya lebih fokus ke grammar. Soalnya di grammar itu banyak aturannya sama formulanya, apalagi di tiap situasi itu beda, jadi ya saya mikir grammar tu aspek yang paling penting yang harus difokuskan sama guru)</i></p> <p>In my opinion, all the aspects are important and crucial, but I believe my teacher should focus on the grammar. Because there are so many rules and formulas in grammar that are different in every situation, I think this is the most important aspect the teacher should focus on and place the most emphasis on</p>	Surface level
7.	If there are many errors in your writing, what do you prefer your teacher to do? (correcting all errors/major errors only/focus on the content only) Why?	<p><i>(Saya lebih suka guru saya buat ngoreksi semua kesalahan saya kak, soalnya buat saya semua kesalahan itu penting jadi kalau guru saya cuma ngoreksi beberapa kesalahan doang nanti waktu ada pekerjaan</i></p>	

		<p><i>lagi beliau bakalan ngasih koreksi di bagian yang ngga dia koreksi kemaren. Kalau gitu kan saya harus ngerjain ulang kak)</i></p> <p>I prefer my teacher to correct all my mistakes, because I think all the mistakes are important in my writing and if my teacher only correcting some errors later in the next writing she will give the correction in the part where they did not correct it. So, I will have to re-do my work again.</p>	
8.	<p>In what way you want your teacher give you the written feedback? the feedback that contain praise, criticism, or suggestions? Why?</p>	<p><i>(Dari ketiga itu saya lebih suka yang suggestions sih kak, karena daripada praise atau kritikan itu yang suggestions ngasih solusi dari kesalahan saya)</i></p> <p>Out of the three, I would much prefer suggestions because, rather than praise or criticism, suggestions provide solutions to my mistakes</p>	Suggestion

Participant 3:

No	Question	Answer	Codes
1.	How do you feel after you are given written feedback by your teacher?	<p><i>(Sebenarnya cukup ngebebani gitu kak ke saya. Karena kan itu nujukkin semua kesalahan saya)</i></p> <p>I was actually extremely troubled by it. Because it is showing all the errors I made.</p>	NF
2.	Based on your opinion what is the function of the feedback	<p><i>(Buat nunjukkin semua kesalahan saya)</i></p> <p>To show the errors I made</p>	PF
3.	How beneficial do you think the feedback is for your writing?	<p><i>(Karena itu ngebebani saya, jadi menurut saya itu ga menguntungkan bagi saya kak)</i></p> <p>I do not think that is beneficial for me since it burdened me.</p>	NF
4.	After you are given feedback what do you always do? Do you feel motivated to correct your mistake or not? Why?	<p><i>(Ngga kak, saya ga ngerasa termotivasi, jadi ya saya cuman baca feedback yang dikasih. Kadang guru saya sudah ngasih koreksiannya jadi ya saya ngerasa ga perlu buat ngebenerin jawaban saya)</i></p> <p>No, I did not feel motivated, so I simply read the feedback that the teacher gave me. Since my teacher sometimes already gave the correction, I did not need to write the correct answer.</p>	NF
5.	Do you prefer your teacher give you specific correction on your feedback or only marking some errors? Why?	<p><i>(Spesifik dengan beberapa komentar, karena dengan gitu guru saya bakal ngasih pembenarannya)</i></p>	Direct Feedback

		Specific with some comments, because then the teacher would give the right correction	
6.	In which aspect(s) in the feedback would you prefer your teacher to focus? Why?	<i>(Menurut saya spelling, karena bagi saya spelling tu sulit kak)</i> I think spelling, because for me spelling is hard.	Surface Level
7.	If there are many errors in your writing, what do you prefer your teacher to do? (correcting all errors/major errors only/focus on the content only) Why?	<i>(Saya ingin guru saya ngasih koreksian ke semua kesalahan saya. Itu akan lebih jelas gitu kak ke saya dimana kesalahan saya)</i> I want my teacher to give correction to all my mistake. It will be totally clear for me where are the errors are	
8.	In what way you want your teacher give you the written feedback? the feedback that contain praise, criticism, or, suggestions? Why?	<i>(Saya lebih suka yang praise soalnya gurunya ngasih saya pujian, saya lebih suka kalo guru saya ngasih saya pujian)</i> I like praise more because the teacher gives me compliments, I like it when my teacher gives me compliments.	Praise



Participant 4:

No	Question	Answer	Codes
1.	How do you feel after you are given written feedback by your teacher?	<p><i>(Sebenarnya saya biasa aja kak, ga seneng ya ga sedih juga, tapi ya saya menerima feedback yang diberikan ke saya)</i></p> <p>I actually felt indifferent about it, I neither felt happy nor sad, but I appreciated the feedback given to me.</p>	PF
2.	Based on your opinion what is the function of the feedback	<p><i>(Saya rasa fungsinya ya untuk ngasih tau ke kita kalo kita ngebuat kesalahan di pekerjaannya kita)</i></p> <p>I believe the function was to notify us if we had any remaining writing errors.</p>	PF
3.	How beneficial do you think the feedback is for your writing?	<p><i>(Sangat menguntungkan kak buat saya karna feedbacknya ngasih semacam pembenaran gitu lo)</i></p> <p>It was greatly beneficial for me since the feedback provided me with some kind of correction</p>	PF
4.	After you are given feedback what do you always do? Do you feel motivated to correct your mistake or not? Why?	<p><i>(Kadang-kadang saya termotivasi, tapi kadang juga ngga. Kalo guru saya sudah ngasih jawaban yang bener ya saya palingan cuma dibaca doang kak, tapi kalo ngasih kayak arahan gitu seharusnya gimana ya saya bakalan ngikutin petunjuknya dan bakal dibenerin sama saya)</i></p> <p>Sometimes I felt motivated, sometimes I did not. If my teacher has already given me the correct answer, I will most likely only read it, however, if they have only given me specific instructions on what I should do, I will follow the instruction and correct it myself.</p>	PF

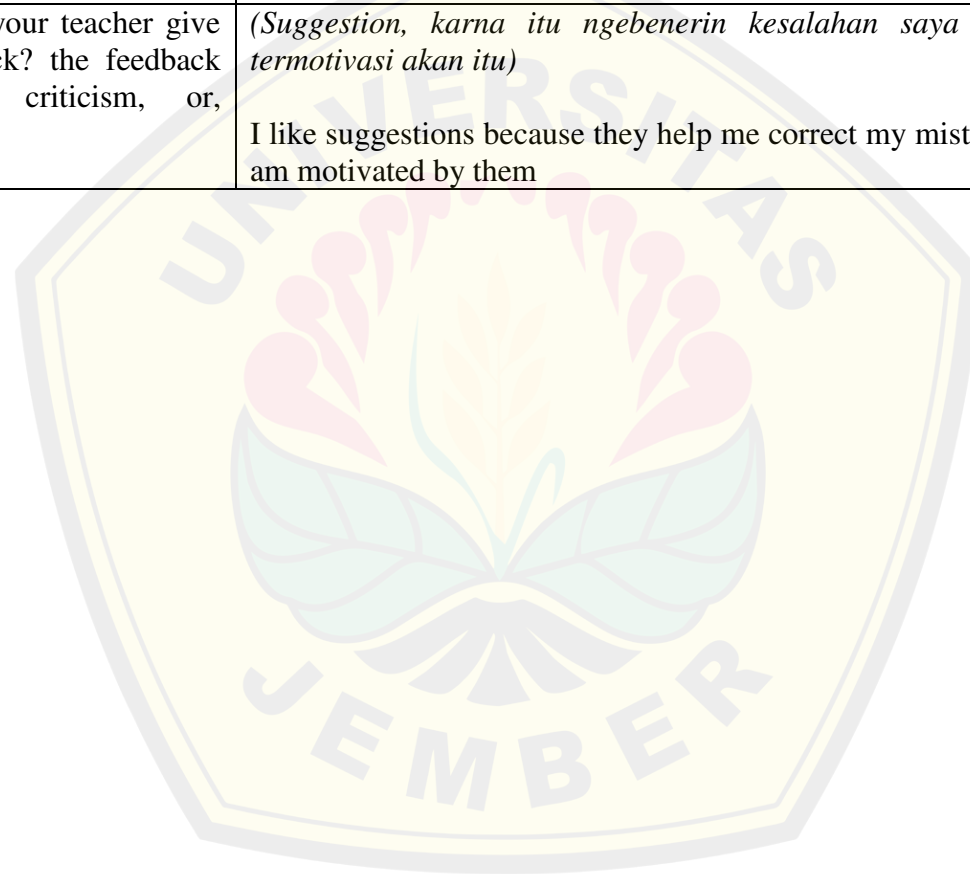
5.	Do you prefer your teacher give you specific correction on your feedback or only marking some errors? Why?	<p><i>(Saya lebih suka yang dibenerin secara spesifik tapi ga usah ngasih jawabannya secara terang-terangan gitu. Karna dengan gitu saya bisa nyari tau sendiri gimana harusnya jawaban yang benarnya)</i></p> <p>I would prefer more specific corrections with some comments, but without providing an explicit answer. In that way, I can figure out for myself what the correct answer should be</p>	Direct Feedback
6.	In which aspect(s) in the feedback would you prefer your teacher to focus? Why?	<p><i>(Grammar kak, karna saya mikir grammar itu yang paling susah dari semuanya jadi seharusnya guru saya lebih fokus ke grammar)</i></p> <p>Grammar, because I consider it to be the most difficult and complicated one, so my teacher should probably focus on it</p>	Surface level
7.	If there are many errors in your writing, what do you prefer your teacher to do? (correcting all errors/major errors only/focus on the content only) Why?	<p><i>(Saya rasa guru saya harusnya lebih fokus ke ngoreksi kesalahan yang besar aja. Karna bagi saya kesalahan kecil kaya spelling gitu ga begitu penting sih kak)</i></p> <p>I think my teacher should probably focus on correcting major errors only. For me, minor errors like spelling mistakes and something like that it is not that important.</p>	
8.	In what way you want your teacher give you the written feedback? the feedback that contain praise, criticism, or, suggestions? Why?	<p><i>(Saya suka yang kritikan, walaupun kedengarannya memang negatif tapi daripada suggestion ini ga bertele-tele gitu dan lebih langsung ke intinya. Saya lebih termotivasi karna buat lebih ingin merbaiki jadi lebih baik di pekerjaan saya)</i></p> <p>I prefer the criticism, even though it may sound negative or harsh, because, rather than a suggestion, it is more clear and straight to the point. I am more motivated by it because it makes me eager to improve my writing</p>	Criticism

Participant 5:

No	Question	Answer	Codes
1.	How do you feel after you are given written feedback by your teacher?	<p><i>(Saya sedikit merasa terbebani, tapi senang kok dengan feedback yang dikasih guru saya.</i>  <i>Ngerasa terbebani soalnya secara ga langsung ngebuat saya ngerasa saya harus ngelakuin yang lebih baik lagi di pekerjaan selanjutnya)</i></p> <p>I am a little bit burdened by it, but I am happy with the feedback that the teacher has given to me.</p> <p>I felt burdened by the feedback since it subtly implied that I needed to do better in the next writing assignment</p>	PF
2.	Based on your opinion what is the function of the feedback	<p><i>(Untuk buat saya sadar kalau saya ngebuat kesalahan di pekerjaan saya)</i></p> <p>To make me realize that I wrote my assignment incorrectly</p>	PF
3.	How beneficial do you think the feedback is for your writing?	<p><i>(Gimanapun itu membebani saya feedbacknya tetap menguntungkan, karna dari feedback itu saya tau kalau saya masih membuat kesalahan)</i></p> <p>Regardless of how much it burdened me, the feedback was indeed beneficial, and as a result, I knew that I still made mistakes</p>	PF
4.	After you are given feedback what do you always do? Do you feel motivated to correct your mistake or not? Why?	<p><i>(Iya pasti kak, saya perlu mengoreksi tulisan saya kalau saya membuat kesalahan. Saya pikir itu alasan guru saya buat ngasih feedback, ya buat saya untuk ngebenerin kesalahan saya)</i></p>	PF

		Of course, I need to correct my writing if I made any mistakes. I believe that is why my teacher provided me the feedback, so I could correct it	
5.	Do you prefer your teacher give you specific correction on your feedback or only marking some errors? Why?	<p><i>(Spesifik dengan dengan beberapa komentar, karna kalau hanya nandain kesalahannya itu ga jelas apa kesalahannya, kadang kita kan ga tau apa kesalahannya)</i></p> <p>Be specific with some comments, because if it is just marking some errors, it is unclear what the mistake is, and sometimes we did not know what our mistakes were</p>	Direct Feedback
6.	In which aspect(s) in the feedback would you prefer your teacher to focus? Why?	<p><i>(Kalau saya ya fokus ke konten atau idenya itu, karna kan itu isinya tentang apa yang mau kita sampaiin di tulisan kita. Bagi saya itu sulit karna kadang-kadang saya ga tau apa pekerjaan saya tu sudah nyambung apa ngga sama topiknya)</i></p> <p>For me, I prefer the content/ideas because they are representative of what we want to say in our writing. It was hard for me because sometimes I was not sure whether my writing already related to the topic or not.</p>	Content level
7.	If there are many errors in your writing, what do you prefer your teacher to do? (correcting all errors/major errors only/focus on the content only) Why?	<i>(Ngoreksi semua kesalahannya, karna kalau gurunya hanya ngoreksi beberapa kesalahannya aja, kita ga bakalan tau dimana kesalahan yang lain yang dibuat, jadi guru saya perlu ngoreksi semua kesalahannya)</i>	

		Correcting all the errors, because if the teacher only correcting some errors, we do not know where are the other errors we are making, so she need to corrects all the errors	
8.	In what way you want your teacher give you the written feedback? the feedback that contain praise, criticism, or, suggestions? Why?	<p><i>(Suggestion, karna itu ngebenerin kesalahan saya dan saya termotivasi akan itu)</i></p> <p>I like suggestions because they help me correct my mistakes, and I am motivated by them</p>	Suggestion



**THEME**

Initial Theme

<b>Theme</b>	<b>Sub-theme</b>
Feedback valence	<ol style="list-style-type: none"> <li>1. Positive Feedback</li> <li>2. Negative Feedback</li> </ol>
Types of teacher's written feedback	<ol style="list-style-type: none"> <li>1. Direct Feedback</li> <li>2. Indirect Feedback</li> </ol>
Focus of written feedback	<ol style="list-style-type: none"> <li>1. Surface level</li> <li>2. Content level</li> </ol>
Surface level focus	<ol style="list-style-type: none"> <li>1. Grammar</li> <li>2. Word choice</li> <li>3. Spelling</li> <li>4. Punctuation</li> </ol>
Content level focus	<ol style="list-style-type: none"> <li>1. Content</li> <li>2. Organization</li> </ol>
Comments on written feedback	<ol style="list-style-type: none"> <li>1. Praise</li> <li>2. Criticism</li> <li>3. Suggestion</li> </ol>

**REVIEWING THEME**

Narrowing theme

<b>Theme</b>	<b>Sub-theme</b>
Feedback valence	<ol style="list-style-type: none"> <li>1. Positive Feedback</li> <li>2. Negative Feedback</li> </ol>
Types of teacher's written feedback	<ol style="list-style-type: none"> <li>1. Direct Feedback</li> <li>2. Indirect Feedback</li> </ol>
Focus of written feedback	<ol style="list-style-type: none"> <li>1. Surface level</li> <li>2. Content level</li> </ol>



Comments on written feedback	<ol style="list-style-type: none"> <li>1. Praise</li> <li>2. Criticism</li> <li>3. Suggestion</li> </ol>
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**DEFINING THEME**

<b>Theme</b>	<b>Definition</b>
Feedback valence	Feedback valence is one of the most fundamental dimensions of feedback, and it refers to both positive and negative feedback. From this, the students have two kinds of perceptions which are positive and negative, which affect the students' motivation and performance in learning. Positive feedback indicates that the students perceive the feedback positively, which leads the students' performance to be better and more motivated in learning. Meanwhile, negative feedback will affect students in a bad way, such as a lack of motivation in learning.
Types of teacher's written feedback	The types of teacher's written feedback are divided into two, direct feedback and indirect feedback. A certain type of feedback could affect the effectiveness of the students to improve their performance in writing. The teacher may use different types of written feedback in which the students' preferences will be different too. The direct feedback provides correction while the indirect feedback only provides some markings.
Focus of written feedback	The teacher could focus on different aspects in their feedback. The focus can be on the surface level or the content level, or maybe on both levels.

	<p>However, the students could want the teacher to focus on certain priorities in which it leads to their performance in writing. The surface level, where the teacher focuses on the form of the writing such as grammar, word choice, punctuation, and spelling, or the content level where the teacher focuses more on the organization or the content of the writing.</p>
<p>Comments on written feedback</p>	<p>The comments on written feedback are various. There are 3 kinds of forms which are praise, criticism, and suggestion. The teacher may use those 3 forms of comments or only 1 or 2 of them only. The students may also prefer a certain type of comments. The comments may affect the students on their performance in writing.</p>

**APPENDIX 4 Permission Letter to Conduct a Research**



**KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET, DAN TEKNOLOGI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kallimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: (0331)- 330224, 334267, 337422, 333147 \* Faximile: 0331-339029  
Laman: [www.fkip.unej.ac.id](http://www.fkip.unej.ac.id)

Nomor : 13151/UN25.1.5/SP/2022  
Lampiran : -  
Hal : Permohonan Izin Penelitian

7 6 AUG 2022

Yth. Kepala Sekolah  
SMK Negeri 3 Bondowoso  
Di Bondowoso

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Nadiah Amelia  
NIM : 180210401028  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris  
Jangka Waktu Penelitian: Agustus - September 2022

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMK Negeri 3 Bondowoso dengan judul "Vocational High School Students' Perceptions and Preferences on Teacher's Written Feedback". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.


Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.


a.n. Dekan



*h* NIP. 196506011993021001

**APPENDIX 5 Statement Letter for Accomplishing a Research**

 PEMERINTAH PROVINSI JAWA TIMUR  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH KEJURUAN NEGERI 3 BONDOWOSO  
Jalan Santawi No. 96-A ☎ (0332) 432641 Fax (0332) 424675  
Website: [www.smkn3bondowoso.sch.id](http://www.smkn3bondowoso.sch.id) email: [smkn3bws@gmail.com](mailto:smkn3bws@gmail.com)  
BONDOWOSO

 Kode Pos : 68216

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**SURAT KETERANGAN**  
Nomor : 421.5 / 1370 / 101.6.4.13/2022

Yang bertanda tangan di bawah ini :

Nama : Drs. Imam Soenarto  
NIP : 19621007 198903 1 010  
Pangkat, Gol. : Pembina Tk.I, IV/b  
Jabatan : Plt. Kepala Sekolah  
Unit Kerja : SMK Negeri 3 Bondowoso


Menerangkan bahwa :

Nama : Nadiyah Amelia  
NIM : 180210401028  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan kegiatan penelitian di SMK Negeri 3 Bondowoso dengan judul;  
"Vocational High School Students' Perceptions and Preferences on Teacher's Written  
Feedback" pada tanggal 30 Agustus s.d 5 September 2022.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai kelengkapan skripsi.

Bondowoso, 6 September 2022  
Plt. KEPALA SMK NEGERI 3 BONDOWOSO  
KABUPATEN BONDOWOSO

  
**Drs. IMAM SOENARTO**  
Pembina Tk.I, IV/b  
NIP 19621007 198903 1 010