

ABSTRACT

Lumban Gaol, Kristina, Registration Number 2191121006, Students' Perceptions of Teacher's Written Feedback in Writing Descriptive Text at Junior high school, A Thesis, Faculty of Languages and Arts, State university of Medan, 2023.

This study aimed to describe the students' perceptions of teacher's written feedback in writing descriptive text at junior high school and to find out the reasons why the students come to have a perception the way they do. This research used a descriptive qualitative design. Data are collected using questionnaire sheets and interviews. Moreover, the data sources were 29-year seven students of SMP Negeri 1 Percut Sei Tuan. The analysis found that the majority of the students gave a positive perception. When the teachers gave the written feedback, the students preferred the teachers to use colored pens to underline, highlight, and circle their mistakes. It can make the teacher's written feedback easy to read and understand. The students agreed that they became more motivated to learn how to write better and could increase their knowledge and scores in writing. The reason why the students had a positive perception is because the teacher's written feedback was an essential aspect of the learning process. Then teacher's written feedback enabled the students to identify their errors, could increase their self-awareness, and motivate them to write better in the future. The students also believed that the teacher's written feedback could increase their grades in writing. That indicates teacher's written feedback was important during the teaching and learning process, especially in writing descriptive text.

Keywords: *Students' Perception, Teacher's Written Feedback, Writing Descriptive Text.*

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