

PREFACE

By the grace and mercy of Allah SWT, and with deep gratitude, the author has been able to complete this thesis, entitled “Students’ Perceptions of Teacher’s Written Feedback in English Learning: A Case Study at a Junior High School in Tasikmalaya“. This thesis was submitted to fulfil the requirements for the *Sarjana Pendidikan* degree at the English Department of the Faculty of Educational Sciences and Teachers’ Training, Siliwangi University. This thesis examines students’ perceptions of written feedback in English language learning, focusing on how students interpret feedback provided when it is detailed and written in a casual style. Understanding these perceptions is important for educators and policymakers to enhance the effectiveness of feedback and improve English language learning outcomes, particularly amongst young learners.

This thesis outlines the background information, the literature review, the research procedures employed, the findings and discussions, and the conclusions. The first chapter presents the background, the issues that arise, the formulation of the problem, the relevance of the research, and the objectives of the study. The second chapter provides a brief overview of the literature review on students’ perceptions of the teacher’s written feedback in English learning. The third chapter describes the research design, location, and participants, as well as data collection and analysis. The research design used in this study is a case study. Data were collected through semi-structured interviews and analysed using thematic analysis by Braun and Clarke (2019). The fourth chapter presents the research findings and discussion. And the last, the final chapter, presents conclusions based on the findings and recommendations for future researchers regarding teachers’ written feedback in English language learning. Furthermore, the author hopes that this thesis will be beneficial to both the author and the readers.