STUDENTS' PERCEPTIONS TOWARD TEACHER'S WRITTEN CORRECTIVE FEEDBACK

A PAPER

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BY

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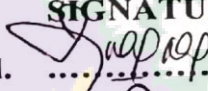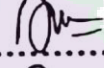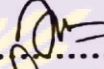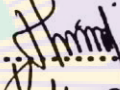**THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA**

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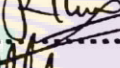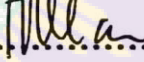
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ABSTRACT

Fininda Rahma Zakiyah. 1501055043. *Students' Perceptions Toward Teacher's Written Corrective Feedback*. A paper, Jakarta: The University of Muhammadiyah Prof. Dr. HAMKA, 2020

Understanding the students' perceptions of the teacher's written corrective feedback is important in learning writing. The objectives of this research are; (1) to find out the types of written corrective feedback that is given by the teacher to the students' writings, and (2) to find out the perceptions given by students of teacher's written corrective feedback.

This research is a descriptive qualitative analysis. The data source was taken from the XII MIPA 3 of SMAN 9 Tangerang in 2019/2020. The data collecting procedures were the document analysis, questionnaire, and interview. The researcher used document analysis to identify types of written corrective feedback based on the theory of Rod Ellis. Then, to determine the students' perceptions of the students' written corrective feedback, the researcher distributed an open-ended questionnaire and interviewed the students.

The findings showed that four types of written corrective feedback applied by the teacher. The teacher mostly applied direct corrective feedback. The questionnaire result showed that the teacher's written feedback is; (1) comprehensible, (2) not clear enough, (3) assisting, (4) encouraging, and (5) proportional. The interview result showed that students' positive responses and students' negative responses to the teacher's written corrective feedback.

Keyword: *Students' Perceptions, Written Corrective Feedback, Students' Writings*

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CHAPTER I

INTRODUCTION

This study is about the students' perceptions toward the teacher's written corrective feedback. In brief, chapter one is divided into six parts, namely the background of the study, the question of the study, the problem of the study, the objectives of the study, and the significance of the study.

A. Background of The Study

Nowadays, writing becomes a necessary skill in the education field. It could be beneficial for students because it assists them to convey their messages from their minds. It is a technique to reveal the idea and opinion through language use (Harmer, 2004). Therefore, students have to be aware that writing is the medium of communication they are in dire need for various purposes, both in class or outside the classroom.

Moreover, English writing is still a problem for most Indonesian students (Anggraini, 2018). EFL students may also face difficulties. The difficulties are finding the right words, using the correct grammar, and even finding and expressing their ideas in English (Raimes, 1983). Furthermore, to express thoughts and feelings in writing requires mastery of writing skills (Listiani, 2017). However, when Indonesian students are writing in English, they do not use the right English grammar, but they translate their ideas in their first language to the English language (Raimes, 1983). For this reason, EFL students' writings may be far from the right English composition.

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Related to the difficulties above, many students feel frustrated when they learn to write in English (Richards, 1990). They do not feel confident enough to write and share their ideas in the written form. They are also lacking in knowledge on how to make good writing, especially in terms of grammar accuracy, organization of ideas, and even probably, diction. Students may feel afraid to make mistakes, whether an organization or grammar, while writing and feel embarrassed if their mistakes may lead to their readers' confusion.

Since many students feel unconfident enough to write, and they lack knowledge on how to make good writing, the teachers must provide feedback on the students' writing. Moreover, feedback is essential to help them access new knowledge (Hyland & Hyland, 2006). By giving feedback, the teachers may help students to improve their writings.

However, Leki found that although the teacher has given feedback on students' writings, students sometimes do not utilize it optimally because they do not know what to do with the feedback (Leki, 1990 in Williams, 2003). It may happen because they do not understand grammar rules. Moreover, they lack understanding of corrections feedback from the teacher, and they may be confused by a large number of correction codes in their writing (Chiang, 2004). Consequently, they often respond to feedback by simply copying all the teacher's corrections and suggestions or deleting some sentences that contain errors in their revision.

In November 2019, the writer interviewed an English teacher at SMAN 9 Tangerang to find out the problem that was faced by the students when learning English writing skills. The teacher conveys the students' problems when learning English writing skills, the students sometimes do not know what they should do with the feedback provided by their teacher. They usually only copy the corrections or delete the error words. Concerning this situation, it is interesting to observe their responses to the written feedback provided by their teacher. This research intended to examine the students' responses after receiving written corrective feedback from their teacher.

B. Identification of The Problem

Based on the background above, the researchers recognized the problem of students' responses to the teacher's written corrective feedback on their writings. Students' perceptions are a valuable part of the learning process. Students' perceptions can vary; there are positive and negative. Students' positive perceptions can create an interest in the process of learning to write in English. With positive perceptions, students can avoid mistakes in their writing and improve their writing skills. Furthermore, if students' perceptions are negative, it will interfere with receiving the teacher's written corrective feedback, and students would repeat their mistakes.

Besides, the teacher must know what the students want to practice in the writing class. The teacher has many different ways to teach their students.

Sometimes, teaching writing in the class that is taught by a teacher is difficult to understand by students. It can make a response from students; there is a positive or negative response. The teacher must create it easier for students to understand all of the rules in writing. The teacher can do it by giving motivation based on students' response toward teachers' feedback and improving the learning process in other that get good outcomes from students. In brief, to know how students respond depends on how the teacher teaches by giving feedback in the learning process.

C. Limitation of The Problem

The researcher limits the problem area of this study on the students' perceptions of the teacher's written corrective feedback. First, there are two forms of corrective feedback; oral corrective feedback and written corrective feedback. However, based on information obtained from an English teacher, the teacher only provided written corrective feedback at the time of assignment in this material. So, the researcher focuses on the types of written corrective feedback that is given by the teacher on the students' writings. Second, it only concerns the perceptions that students give to the written feedback from their teacher.

D. The Question of the Study

Based on the discussions above, the writer would like to seek the answers to the following problems:

1. What types of written corrective feedback are provided by the teacher?

2. What are EFL students' perceptions toward teacher's written corrective feedback?

E. The Objectives of The Study

Related to the research questions stated above, there are two objectives in this research:

1. To find out the types of written corrective feedback that is given by the teacher to the students' writings.

2. To find out the perceptions given by students toward their teacher's written corrective feedback.

F. The Significance of The Study

Hopefully, the findings of this research may give a positive contribution to the improvement of the teaching method and strategy for teaching writing, especially on providing useful written feedback for students' writings.

For the students, it is hoped that by knowing the results of this study, they will be able to improve their writings and writing skills by implementing various strategies in responding to the teacher's written corrective feedback. Finally, the results of this study can stimulate the other researchers who are interested in the topic and give a contribution as references for far the research.

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