

CHAPTER 1

INTRODUCTION

This chapter establishes the groundwork for an in-depth exploration into the intricate dynamics of students' perceptions regarding the corrective feedback they receive on their English writing assignments. The inquiry unfolds by examining the importance of writing skills in education, the evolving landscape of corrective feedback practices, and the specific context of the study – eighth-grade students at Karawang Junior High School in Indonesia. Through this investigation, the goal is to unveil the complex layers that constitute students' experiences with corrective feedback, contributing to a broader understanding of effective language pedagogy and educational practices.

1.1. Background

Writing skill is considered to be an important skill both in academic or professional field. Writing proficiency is a critical skill for students to excel in academic and professional domains (Graham, Kiuahara, & MacKay, 2020). In the context of English language learning, effective writing skills are essential for students to communicate ideas coherently and convey their thoughts with precision. One of the significant factors contributing to students' writing development is the feedback they receive from their teachers.

Corrective feedback, in particular, plays a crucial role in addressing students' errors and providing guidance for improvement. According to Carless and Winstone (2021), feedback is one of the most powerful influences on student achievement, with corrective feedback being a significant component of effective feedback practices. They emphasize that for feedback to be impactful, students must perceive it as relevant and actionable. Therefore, gaining insights into students' perceptions of teacher corrective feedback is essential in tailoring feedback strategies that align with their needs and preferences, fostering a positive and constructive

feedback environment (Li, 2020). By understanding how students interpret and respond to corrective feedback, educators can better support their writing development and enhance the overall effectiveness of feedback practices in English language education (Li, 2020). This thesis aims to explore the students' perception of the teacher's corrective feedback on English writing assignments in a junior high school in Karawang, to gain insights into students' feedback preferences, attitudes, and the perceived effectiveness of corrective feedback practices.

The significance of teacher corrective feedback in the context of English writing instruction has been widely acknowledged in the literature. Teacher feedback was instrumental in helping students set personal learning goals and self-assess their progress (Putri, et al., 2020). However, the effectiveness of feedback depends on students' reception and utilization of the feedback provided. Therefore, understanding how students perceive and interpret corrective feedback is crucial in enhancing feedback practices and fostering students' writing growth. By exploring the students' perception of corrective feedback through in-depth interviews, this thesis aims to contribute to the existing body of knowledge on effective feedback practices in English writing instruction.

Written corrective feedback is a pedagogical approach employed by teachers to enhance students' language accuracy and proficiency. Through this method, teachers provide annotations, corrections, or suggestions directly on students' written assignments, aiming to rectify grammatical, lexical, or structural errors. This technique is thought to facilitate students' language development by addressing their mistakes and promoting self-awareness. However, its effectiveness remains a subject of debate within the educational community, as research suggests varying degrees of impact on student learning. Therefore, the researcher conducted a preliminary interview with some students in a junior high school in Karawang to see the phenomenon and the efficacy of written corrective feedback on August 9, 2023. The interview revealed that teachers' corrective

feedback impacted students' writing. Students noted how teachers delivered feedback and the nature of classroom communication regarding English writing assignments. Consequently, the researcher initiated a study on this phenomenon.

While several studies have explored the role of teacher corrective feedback on students' writing development, there is a notable research gap regarding the specific focus on students' perceptions and attitudes towards corrective feedback. Existing research has predominantly emphasized the types and frequency of feedback provided by teachers, but there is limited research that delves into students' perspectives on the usefulness and impact of corrective feedback. Several researchers have highlighted the significance of corrective feedback in students' writing development. For instance, a study by Rohmah and Halim (2023) examined the use of oral corrective feedback. Their research provided insights into how beneficial the feedback to the students' writing improvement. Additionally, a study by Koltovskaia (2020) explored the student engagement with automated written corrective feedback, *Grammarly*, implementation in their writing drafts. Furthermore, a study by Li and Vuono (2019) focused the research on the use of oral and written corrective feedback in the past 25 years in *System* – a name of journal platform. Those previous studies are primarily concerned on the effectiveness of corrective feedbacks in order to improve students' writing skills.

In the realm of language education, the practice of providing corrective feedback in writing has garnered significant attention due to its pivotal role in fostering language proficiency and enhancing students' writing skills. Corrective feedback encompasses a spectrum of responses that aim to rectify errors and guide learners toward linguistic accuracy. Teachers play a crucial role in this process, as they navigate the delicate balance between pointing out mistakes and maintaining a positive and encouraging learning environment. The phenomena, that the researcher found, of surrounding corrective feedback reveal the complex interplay

between error correction strategies, student receptivity, and the overall impact on language acquisition.

The implementation of corrective feedback by teachers involves various methodologies, ranging from direct error correction to more indirect, facilitative approaches. Teachers must grapple with decisions regarding when to intervene, the types of errors to prioritize, and the most effective modes of delivering feedback. The phenomena observed in this process highlight the dynamic nature of feedback, where personalized, timely, and constructive responses prove essential. Furthermore, the cultural and individual differences among students add an additional layer of complexity to the practice, necessitating a nuanced understanding of diverse learning styles. As the educational landscape evolves, exploring innovative feedback mechanisms and considering the socio-emotional aspects of corrective feedback becomes imperative in refining the effectiveness of this pedagogical practice.

In addition, little attention is addressed to the investigation of students' perceptions on teacher's corrective feedback to students' writing assignments, especially in an Indonesian junior high school context. Therefore, it makes a distinction of the study that the researcher is going to conduct on this thesis which aims at researching the students' perceptions of corrective feedback given by the teacher to their writing assignments.

1.2. Formulation of the Problem

The question of the research is, what are the students' perceptions on the teacher's written corrective feedback to their English writing assignments?

1.3. Operational Definitions

To avoid misunderstanding the terms set out in this study, the researcher provides two definitions related to this study as follows:

1.3.1. Corrective Feedback : Corrective feedback refers to the

information or guidance provided by teachers to students to address and correct errors or mistakes in their language production, particularly in written or spoken language tasks. The purpose of corrective feedback is to help students identify and rectify language inaccuracies, promoting language development and improvement. This feedback may involve explicit corrections, hints, or suggestions to assist students in refining their language usage and fostering their language learning process.

1.3.2. Written Corrective Feedback : Written Corrective Feedback (WCF) is a pedagogical strategy used by teachers to respond to and guide students in improving the linguistic accuracy of their written work. In this context, WCF encompasses direct interventions by the teachers to address grammatical, lexical, and syntactical errors present in the student's writing. These interventions may take the form of explicit corrections, comments, or annotations that highlight specific language inaccuracies and provide guidance on the correct forms. In this research, corrective feedback is given by the teacher of one of the junior high schools to the student's writing assignments.

1.3.3. English Writing Assignment : A writing assignment in this research is a task or project given to a person, typically a student, that requires the creation of written content based on specific instructions, guidelines, or prompts. In this research, the task is an English writing assignment for students in grade 9.

1.3.4. Students' Perceptions : In this research, students' perceptions refer to the subjective understanding, interpretation, and awareness that junior high school students hold regarding how students perceive feedback, students' feedback preferences, the influence of feedback on their writing skill, and writing challenges and teacher's support.

1.4. The Aim of the Research

This study aims to investigate students' perceptions on the teacher's written corrective feedback to their English writing assignments.

1.5. Significance of The Research

1.5.1. Theoretical Contributions

Theoretically, it contributes by providing a comprehensive understanding of students' perceptions of teacher's corrective feedback on their writing assignments. This study will contribute to the existing theory regarding corrective feedback in EFL writing instruction. It provides insights into the factors that shape

students' perceptions, the nature of effective feedback, writing motivation, engagement, and skill development.

1.5.2. Practical Contributions

Practically, this research offers valuable implications for educational practitioners, including teachers, curriculum designers, and administrators. By investigating the actual students' perceptions of teacher's corrective feedback on their writing assignments, it provides practical insights into the challenges and opportunities associated with providing effective feedback in the English writing classroom. The findings shed light on best practices for designing and delivering feedback that enhances students' writing performance and fosters their autonomy and metacognitive development. This knowledge can inform the development of evidence-based strategies and instructional resources that can be utilized to improve writing instruction and enhance students' writing skills across educational settings.

1.5.3. Empirical Contributions

Empirically, this research contributes in providing valuable insights for the existing research in terms of how students perceive corrective feedback in the context of English writing assignments. By analyzing students' perspectives, we shed light on the effectiveness and impact of different feedback approaches on their learning experiences. This research serves to bridge the gap between pedagogical theory and students' actual experiences, offering practical implications for educators to refine their feedback strategies and enhance the quality of English writing instruction.

