

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of Study

In increasing student understanding, teachers can provide more information to students about the results of work related to whether or not their answers are correct, this is very important in helping to increase student awareness in knowing the location of errors to deepen the understanding obtained. The provision of feedback corrections is necessary in the learning process.

When teachers provide feedback corrections, students can show a variety of attitudes. How feedback is delivered plays a crucial role in how students perceive and respond to it. Feedback that is constructive, specific, and empathetic is more likely to be positively received and acted upon (Hattie & Clarke, 2019). Students' responses and attitudes to corrective feedback are influenced by several factors, namely how teachers deliver feedback to students, students' personalities, the learning culture in the place, and the relationship between teachers and students in the classroom. Some examples of attitudes shown by students are as follows. 1) Acceptance. Students see feedback as an opportunity to correct the mistakes they made and use it as a guide not to repeat the same mistakes. (Winstone et al., 2017). 2. Motivation. Motivation is very important in helping students to direct them to be engaged during the learning process (Marlina & Sulastri, 2023). 3. Appreciation. A sense of appreciation and recognition can occur if the feedback given can recognize students' efforts and achievements, so as to build a positive teacher-student relationship (Lipnevich & Smith, 2018). 4. Confusion. Feedback given in a less

clear or complicated manner can cause confusion to students and hinder their ability to make improvements, preferably in delivering feedback clearly and simply. 5. Passivity. Some students who show a passive response to feedback occur due to a lack of perceived relevance and feel uninterested in the feedback (Nash & Winstone, 2017).

Feedback is also given in one of the Junior High Schools in Ciamis where the English Teacher provided corrective feedback on the assignments carried out by the students. On one occasion in a writing assignment, the teacher assigned students to write a sentence using simple present tense. After the students finished their work, the teacher checked the results of their assignment and provided feedback corrections to the writing assignment. Even though they accepted the feedback, they showed different responses. Some students showed enthusiasm for the opportunity to learn and improve, while others were less responsive. Those who accepted the feedback were able to correct their mistakes, learn from their mistakes, and improve their work. On the other hand, some students were resistant to the feedback and did not take the opportunity to learn from their mistakes, did not correct the error, did not listen when the teacher explained the error in their assignment and was unresponsive. Saputra et al., (2016) stated that the writing activity was much more interactive which made all students get involved in the teaching-learning process, such as giving feedback actively, activating their fellow students to ask, motivating their fellow students to study, and activating their self-esteem.

The research primarily explores student attitudes and the effectiveness of corrective feedback through quantitative methodologies, revealing a consistent positive correlation between feedback and student attitude (Astuti, 2018; Mayo & Labandibar, 2017; & Halim et al., 2021). To fill this gap, this study uses a qualitative approach to explore how students' responses to written corrective feedback in the classroom aim to understand various attitudes and responses of students when they receive written feedback from their teachers, observing students' reactions ranging from acceptance and motivation to confusion and passivity.

## **1.2 Formulation of the Problem**

Based on the background of the research above, the researcher concluded that the problems that occurred were; What are the attitudes of students towards written corrective feedback in class?

## **1.3 Operational Definitions**

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

### **1.3.1 Written Corrective Feedback**

Written corrective feedback refers to the process where teachers correct students' writing assignments by pointing out each incorrect word and providing written explanations for each writing error. This feedback focuses on aspects such as grammar, spelling, writing style, and sentence

structure, aiming to help junior high school students identify and correct their errors, thereby improving their overall writing skills.

### **1.3.2 Student Attitude**

Attitude is a response or behavior that a student makes about their thoughts about one of the learning methods written corrective feedback. Attitudes are analyzed through three components: cognitive, affective, and conative.

## **1.4 Aim of the Study**

According to the research question, this research aims to explore the students' attitude towards the corrective feedback given by the teachers that provides insight into how Junior High School students improve their written English language proficiency.

## **1.5 Significances of the Study**

### **1.5.1 Theoretical Significance**

This research will contribute to the theoretical understanding of students' attitudes towards written corrective feedback in English by examining the underlying factors influencing their perceptions and responses.

### **1.5.2 Practical Significance**

Practically, this study can be used as a reference and consideration for English teachers to know their students' attitudes when doing the assignment in the English class.

### **1.5.3 Empirical Significance**

This study will give insight into how the teacher corrects the students' assignments and how it is preferred to explore the students' attitudes while they are learning in the classroom.