

CHAPTER I

INTRODUCTION

A. Background

Writing skill is one of important English skills for the students. There are some reasons why writing is considered as an important skill. Firstly, writing is one of the ways to communicate. When the students are not able to deliver the idea or information directly or in spoken way, they can write it in the written form. Secondly, the students often get the assignment in written form. The ability of writing will help the students to do the assignment. Then, writing skill ability also helps the students in improving the other skill in English. By mastering language skill they can state their purpose, idea, feeling, and thought effectively. In conclusion, writing skill is very important and the students have to master it.

Role of teacher in teaching learning process on writing is very important. When students have mistake in their writing the teacher should give correction. Teacher usually give feedback orally or written. When teacher give feedback to the students it can make them know their mistakes especially in writing.

One way commonly employed to help students explore their writing is the provision of corrective feedback. Corrective feedback is seen as essential to improve students writing (Leki, 2007). It means that, teacher corrective feedback can cover all aspects of writing, including content,

organization and language use. Corrective feedback comments which specifically focus on language use (grammar, vocabulary, mechanics) are referred to as written corrective feedback.

While this research on written corrective feedback has mostly focused on students' perception on teacher's corrective feedback, there is other research that investigate the source of feedback. The types of feedback are described by Ellis "as falling along a continuum between implicit and explicit feedback" (Russell & Spada, 2006, p. 137, Najmadin; 2010). The types that are more implicit (direct) corrective feedback may give the correct answer or also explain the error. On the other hand, explicit (indirect) types of corrective feedback may mark the error (e.g. underline) or only indicate in the margins that an error has been made (Russel & Spada, 2006; Najmadin, 2010). So, giving written corrective feedback is one of the appropriate ways of instruction in second language writing.

Despite the efficacy of corrective feedback, sometimes students keep on repeating the same mistake in their writing. This may because they do not prefer the feedback that they are receiving. Teachers' corrective feedback is also important because if they prefer the feedback that they are using, they can exploit it more efficiently. Students' perceptions on teacher's corrective feedback that they receive are essential as their perceptions decide the extent to which they incorporate feedback into their writing skill.

According to the explanation above, the writer chooses the title” Students’ Perception on Teacher’s Corrective Feedback in Their Writing at Eleventh grade students at SMA N Jatilawang in academic year 2015/2016”.

Contributions from this research are giving the clear description about the students’ perception on teacher’s corrective feedback in their writing. By knowing the students’ perception on teacher’s corrective feedback, the researcher, or the teacher will be able to know the students perception of corrective feedback that can make students get the benefit and they set more motivating on their writing competence.

B. Reason for choosing topic

The reason for choosing topic are:

1. Writing competence is one of the important skills that must be acquired in language learning.
2. Students mistakes in writing should be corrected by the teacher.

C. Problem of The Research

The problem of this research: what is the students’ perception on teacher’s corrective feedback in their writing?

D. The Aims of the Research

The aim of the research is to know the students’ perception on teacher’s corrective feedback in their writing.

E. The Limitation of The Research

The limitation of the research is only focused on written corrective feedback. There are two types of corrective feedback, direct written corrective feedback and indirect written corrective feedback.

F. Clarification of The Terms

1. Perception

Perception is the experience of the object, incident or the relations which comes from conclusion of information and interpretation of the meaning (Rahmat, 2001:51).

2. Feedback

Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self experience) regarding aspects of one's performance or understanding (Hattie & Timperly, 2007).

3. Corrective Feedback

Corrective feedback is an indication to the learners that his or her use of the target language is incorrect (Lightbrown & Spada, 1999: 171).

4. Writing

Writing is a system of recording language by means of visible or tactile mark (Coulmas, 1:2004).