

ABSTRACT

Simbolon, Marcella, Registration Number 2192421009, Students' Perceptions on Teachers' Written Corrective Feedback in English Classroom at SMP N 1 Percut Sei Tuan, A Thesis: Faculty of Languages and Arts, State University of Medan, 2023.

This research is aimed to find out the students' perceptions of teachers' written corrective feedback in English classroom. In this study, descriptive qualitative is used as the research design. In this research, the data were collected by analyzing students' text that had been reviewed by the teacher, and then determining students' perceptions of written corrective feedback conducted by the teacher. The data source in this study was the ninth-grade students of SMP N 1 Percut Sei Tuan. There were thirty students who participated in this study. The results showed that the majority of the students gave a positive perception. When the teachers gave the written feedback, the students preferred the teachers to use colored pens to underline, highlight, and circle their mistakes. It can make the teacher's written feedback easy to read and understand. The students agreed that they became more motivated to learn how to write better and could increase their knowledge and scores in writing. It was found that the teacher's feedback was important, helpful, and sufficient to improve students' writing, students perceived that the use of feedback significantly reduced the number of errors and increased the quality of their writing compositions.

Keywords: English Classroom, Students' Perception, Teacher's Written Corrective feedback.

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