

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

In English learning, there are four skills that should be mastered those are listening, speaking, reading, and writing. Speaking and writing are active or productive skills while reading and listening are passive or receptive skills. All skills have a correlation between each other, but in this research the writer only focus to describes one skill that is related to the writer's topic namely writing. Writing is a way of producing language an idea, a feeling, and an opinion. Semi (2007:14) defined writing as a creative activity that transforms ideas into symbols of writing. Symbols in this sense, are essentially means for encoding ideas into transferable work as a result, writing represents what we think.

According to Brown (2001: 336) writing is a process of thinking. These ideas supported by Nuan (2003:88) explain that writing is the process of thinking invent ideas, thinking about how to express ideas into statement and paragraph clearly. Creativity becomes the primary source of writing, as writing requires people to be creative to offer a variety of ideas in a composition of deserving genres. They must be creative in terms of what they feel is appropriate and engaging to share with readers. Communicating ideas in a piece of writing seems to be very challenging for junior high school. Writing makes the students experience some processes that lead them to experience errors and correct the errors.

Writing is one of the language skills which students can use to express their ideas in written form. Harmer (2004:3) states that writing is considered as a crucial skill to be learned especially for English as a Foreign Language Learner. It is generally assumed that writing is difficult and complex. But as students writing is a part of daily academic activities. In writing there is a term called genre. Dirgeyasa (2016) states that genre writing as a new approach to teaching and learning truly combines two things, the product of the writing and the way, technique, or strategy of how the product is produced.

The challenge that students face in learning in the demands of the independent curriculum now is students are asked to be more active in the process of learning. This new curriculum had a students centered approach and in the learning process of an independent curriculum, students should develop their skills. However, it is common that English learners usually make mistakes and errors in writing. Mistakes mean the students make a mistake in their writing accidentally for example the students write a sentence in a recount text using the simple present tense, in fact the recount text is used simple past tense. Errors mean the students make a mistake in their writing intentionally because a lack of knowledge, for example sometimes the students know what they will write in Bahasa, but in English, they did not. They cannot arrange their ideas into a good sentence to make the readers understand what they have written. The mistakes and errors can be fixed by the students with feedback from the teacher. Because that feedback is not always to criticize and assess students' work, but it can help the students to make a good sentences or paragraph and good feedback can motivate

and encourage students in their writing. Lewis (2002) stated from teachers' point of view, feedback gives the information of what learning process students are going through and feedback is the evaluation of their teaching. He states that one of feedback's goals is to motivate the students.

Providing feedback in class can encourage students to improve their skills. Hyland and Hyland (2006:83) stated that feedback is the process of responding to students' work, and it has been long regarded as core for the development of second and foreign language skills, both for its potential for learning and for students' motivation. It can be concluded that with the feedback provided by the teacher, increasing student understanding in learning is the main goal that must be achieved when this feedback is given in the classroom. Like the definition of feedback itself, feedback given by the teacher is a form of response to student behavior which will then affect student behavior in the future. For this reason, the teachers must pay attention to what feedback they give in the classroom so that the purpose of giving feedback can be achieved.

Based on the researcher's experience during internship at SMPN 1 Percut Sei Tuan, the researcher found some factors that influence students' perceptions toward their teacher feedback. The first factor came from the students. In the researcher's opinion, that perception was based on experience. When they have something bad or good, they always remember it in their life. The second factor was how the teacher gave feedback. The teacher should choose the way of giving corrective that is the most appropriate and most effective for each student because every student has different brain power. In the researcher's experience, when the

teacher gives corrective feedback, it can be positive or negative were like to receive praise, criticism, and comments in their feedback. Every student has different perceptions after receiving feedback, some students just look at their marks, other students read the feedback carefully and then ask the teacher if anything is not clear. It can be concluded that the ways of teacher in giving corrective feedback will have a major effect on students' perceptions.

Hyland and Hyland (2006) stated that feedback can be positive and negative. Positive feedback insists on the learners' linguistic correctness of the utterance. It was viewed as essential since it provides effective support to develop learners' motivation to continue the learning process. However, ambiguity occurs in such feedback since it does not merely provide learners with a subsequent correction or modification of the student's utterance.

At last, taking a look at the explanation above, the researcher is interested in conducting research with the title "Students' perceptions on teachers written corrective feedback on students writing recount text at junior high school". When the students received feedback from their teachers, sometimes students think good and bad in their minds whether it is useful for them or not. It is considered to be analyzed because through their perceptions, the main thing they will do is express their perceptions of English lessons, which this will affect their desire to participate in the learning process. Through students' perception, it can be found out how students perceive the teacher giving corrective feedback. A positive perception of giving corrective feedback will facilitate the achievement of maximum goals, so this perception must be supported by the interest and

motivation of students who take part in learning. Interest is a desire that arises from a series of students to follow something that they are sure to like because interest will arise if students are happy with a particular object.

1.2. Problem of the Study

Based on the background of the study, the writer formulates the problem as “How are the students’ perceptions on teacher’s written corrective feedback in their recount text writing?”

1.3. The objective of this study

Based on the background of the study, the objective of this study was to find out the students’ perceptions on teachers’ written corrective feedback in their recount text writing.

1.4. The scope of the study

This research focused on analyzing students’ perceptions on teachers’ written corrective feedback at ninth year class of SMP Negeri 1 Percut Sei Tuan. The indication of students’ attitudinal responses is the students’ inclination to respond positively or negatively to corrective feedback from teachers in English learning.

1.5. Significance of the Study

The researcher expected that the results of this study can give some valuable contributions theoretically and practically as follow:

1. Theoretically

The result of the study can used as input in English teaching practices, especially regarding the teacher's role in English teaching. The findings of this study can used as a reference for those who want to research the English teaching and learning process.

2. Practically:

a. For students

The findings of this study could help students learn to write better their writing by having a clearer understanding of the teacher's written corrective feedback. They can accept both negative and positive feedback perceptions. It is also expected that a preference will show for increasing students' motivation to learn in the classroom.

b. For the teacher

This study provided English teachers with a detailed description of writing feedback, including how students perceive and interpret the feedback they receive. Hopefully, now that they are aware of the findings of this study, their input will be more successful in improving the students' writing.

c. For the other researcher

The researcher hopes that this study can inspire them to conduct further research about the teacher's written corrective feedback or other topics related to feedback to enrich the existing study.