

## A STUDY OF STUDENTS' PERCEPTION TOWARDS THE CORRECTIVE FEEDBACKS USED BY THE TEACHER INCORRECTING THE STUDENTS' WRITING PROBLEMS

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**Abstract:** *This research aimed to find out the students' perception towards the corrective feedbacks used by the teacher in correctinng the students' writing problems. The reseach employed descriptive method. The sample of this research was selected by using random sampling technique. The instruments of data collection was a students' checklist. The data of the students' perception towards the corrective feedback stated that 59,09% students said that direct corrective feedback help them to understand what to do to correct their errors. Next, the result shown that 54,55% of the students also mentioned that they can notice and understand their errors about punctuation, spelling, and capitalization through indirect corrective feedback easily. Furthermore, half of them or 50% of the sample students told that indirect corrective feedback encouraged them to write in a better topic and details. In conclusion, the corrective feedbacks improve student's ability in writing especially descriptive text and the students have positive perceptions about the corrective feedbacks.*

**Keywords:** *Perception, Corrective Feedback, Writing*

**Abstrak:** Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap umpan balik korektif yang digunakan oleh guru untuk mengoreksi kesalahan siswa dalam menulis. Penelitian ini menggunakan metode deskriptif dan sampel penelitian dipilih dengan menggunakan teknik random sampling. Instrumen pengumpulan data adalah pendapat siswa yang diberikan dalam bentuk survey checklist. Data persepsi siswa terhadap umpan balik korektif menunjukkan bahwa 59,09% siswa menyatakan bahwa umpan balik korektif yang langsung membantu mereka lebih memahami apa yang harus dilakukan untuk memperbaiki kesalahan mereka dalam menulis. Selanjutnya, hasil penelitian menunjukkan bahwa 54,55% siswa menyebutkan bahwa mereka dapat lebih mudah memahami kesalahan mereka tentang tanda baca, ejaan, dan kapitalisasi melalui umpan balik korektif tidak langsung. Selanjutnya, setengah dari siswa atau 50% dari sampel siswa mengatakan bahwa umpan balik korektif tidak langsung mendorong mereka untuk menulis dengan topik dan detail yang lebih baik. Kesimpulannya, umpan balik korektif meningkatkan kemampuan siswa dalam menulis terutama teks deskriptif dan siswa memiliki persepsi positif tentang umpan balik korektif.

**Kata kunci:** Persepsi, Umpan Balik korekstif, Menulis

### A. Introduction

Investigation on perception of the students to the correction given by teachers on writing has been mostly done by the reseachers. The result find out that the students' prefer some kinds of feedbacks more than the others. Their vary reactions to the forms of feedback given due to for some reasons. One of them, the focus of the students' intention. Some students focus on the form and others focus on the content.( Ferris, 2002). Moreover, students view on the usefulness of the feedback itseft. Most of them think feedback on errors more useful that feedback on content.Next, students perception on the feedback such as the comment of the teacher also contribute to the students' preferences. The students like teacher to comment both on form and content (Hedgcock & Lefkowitz, 1996). So, the teacher should pay attention to the need and the intention as well as the preference of the students to meet the learning outcomes

Commonly, students' perception is an important element in the learning process. The perception shown by the students have significant effect to their intention and engagement in

learning process. Besides that, students' interest to get involve in learning process is also depending on their perception, Kreitner and Kinicki (1992: 126) states the perception as a mental and cognitive process that enables people to understand, involve and interpret their surroundings. So, to catch the interest of the students, the teacher should be able to have a positive perception from them. Besides that, when the students have a positive perception about the teaching and learning process, they will have good interest in joining and being concerned with the teaching itseft. Through the positive perception, especially on the way of teacher correcting the students mistake and error, the teacher will help the students to overcome their problem and avoid the students to repeat the same mistake and error. One way of using that is by implementation of Corrective feedback. Corrective feebback can be defined as "any indication to the learners that their use of the target language is incorrect" (Schachter, J,1991).

Generally, in the learning process the students are always involved on some learning problems, especially in writing. Most of the sudents find out that writing is a very complex and difficult activities in learning English. Brown (2002:335) adds that writing is the result of thinking, drafting and revising. Writing involves long process of pre-writing, writing and revising, these process contributes to the complexity of writing so that it is not easy to be mastered by students. Futhermore, a good writing skill is important in this academic context as it helps students to achieve academic success in which their writings are used as evidence of learning like in notes and summaries (Richards,1992: 100). If the students have appropriate competence in writing, it will helps to improve their learning in general. Besides that, writing is an important skill used to support other skills in language learning. The students with good writing skill might find that speaking is more easily by making the script of their speaking assignments before performing it in front of the class.

In short, to find out the students' perception to any of correction forms or corrective feedbacks applied by the teacher in teaching writing as one way of helping them to improve their product of wrtings, the reseacher conducted a research on it. By conducting the research about the perception of the students, it is hoped that the teacher will be able to find out the best technique or method that suitable for their students. The research was done at MA Persada Ulakan, Padang Pariaman. The grade X of the students on academic year of 2019-2020 was choosen as the population of the research on title ' An Analysis of students' Perception Toward the Corrective Feedbacks used by the Teacher in Correcting the Students' Writing Problems".

## **B. Research Method**

This research was conducted by using descriptive design. Gay , (2000:11) states that descriptive research is used to report the way things are and collect the data in order to test the question of the research. A descriptive research also figures out each characteristic of some phenomenon. By conducting this kind of reserach, the writer wanted to investigate the students' perception on corrective feedbacks that is used by the teacher in correcting the students' writing problems. The population of this research was grade tenth of senior high school students in MA Persada Ulakan in academic year of 2019-2020. The total amount of population was 54 students. Gay (2000: 102) says that population is a group to which the researcher would like the results of the study to be generalizable and sampling is the processes of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they were selected. The sample of the reseach was one class from the grade X to classes in academic year of 2019-2020. According to Gay (2003:101), sampling is the process of selecting a number of individuals for a study in such way that the individual represent the large group which it is selected. He also state that a good sample is the one that representative of the population from which is selected. In this research, there are three classes of the grade X, all of them have the same teacher and learning materials, the researcher randomly chooses one class to be the sample. The result of the random chosen of the sample class was X IPA that consists of 22 students. The instruments that used in this research was a students check list in the form of closed-ended

questions. A students' checklist is the instrument to collect the data in order to identify the students' perception on the corrective feedback given to them. The checklist consists of ten closed ended questions to find out their perception about the types of the corrective feedback given to them. Jerald (2009) stated that checklist is an aid to direct observation which list items to be given attention. The data of the students' checklist was analyzed by descriptive analysis by using classification and percentage. The students' answer classified based on the type of the corrective feedback. There were three types tested in the checklist, namely direct corrective feedback, indirect corrective feedback and metacognitive feedback. Next, the data distributed based on the open ended questions given to the students. There were ten questions all together in the students' checklist. The students freely chosen the questions based on their own perceptions and opinions. The students' choice and opinions will be classified based on the type of corrective feedbacks in the terms of frequency and percentage. The formula used was developed from Arikunto (2002:276).

$$P = M/N \times 100\%$$

Where :

P = Percentage.

M = The numbers of the students who choose the statement. N = The total numbers of the students.

From the percentage and the frequency, the types of the corrective feedbacks were analyzed one by one based on the students' opinion or perceptions.

### C. Finding and Discussion

There were about 22 of students that were given the checklist about the type of corrective feedback given to them. There were three type of corrective feedback given to the students during the research, namely; Direct Corrective Feedback, Indirect Corrective Feedback and Metacognitive Feedback. The students' perception on the type of corrective feedbacks given to them was explained as the following:

#### 1. Students' Perception on Direct Corrective Feedback

Direct Corrective Feedback was the first type of corrective feedback that was given to the students during the research. In this kind of feedback the teacher directly corrected the student's mistake by giving the right choice or form of the target language. So that, the students directly got the right form of the words or tense from the mistake that they had made. The students' perception about direct corrective feedback is as follows:

Table 1: Students' Perception on Direct Corrective Feedback

No	Students' perception	Direct Corrective Feedback	
		F (N:22)	%
1.	I can understand what to do to correct my errors with this kind of feedback	13	59,09
2.	I think this kind of feedback encourage me to write a good topic and details in writing.	5	22,73
3.	I can use this type of feedback to give a better description in my writing.	8	36,36
4.	I think this kind of feedback is useful for me to learn about the connectives in writing.	5	22,73
5.	This kind of feedback helps me to develop my ability in choosing and using the words.	7	31,82
6.	This style of feedback improves my vocabulary accuracy in writing	9	40,91

7.	This type of feedback helps me to learn about English grammar.	7	31,82
8.	Because of this style of feedback, I can notice my error about punctuation, spelling and capitalization.	5	22,73
9.	This type of feedback encourages me to write better and develop my writing skill.	10	45,45
10.	I think I will remember my errors and avoid making them in the future with this kind of feedback.	6	27,27

From the table, the researcher calculated the students' response for direct corrective feedback based on the questions provided for them. The highest point about 13 students or 59,09 students that said they can understand what to do to correct their errors. The second position was about 10 (45.45%) students that chosen direct corrective feedback encourage them to write better and develop their writing skill. Next, about 9 students (40.91%) said that direct corrective feedback improve their accuracy in writing. Then, 8 students (36.36%) stated that direct corrective feedback can help them to give a better description in her writing. About 7 students (31.82%) noticed that direct corrective feedback help them to develop their ability in choosing and using words and help them to learn about grammar. In addition 6 students (27.27%) claimed that direct corrective feedback help them remember their error and help them to avoid the same error in the future. Lastly, 5 students (22.73%) said this kind of feedback encourage them to write a good topic and detail, help them to learn about the connectives, also help them to notice their error about punctuation, spelling and capitalization.

## 2. Students' Perception on Indirect Corrective Feedback

Indirect Corrective Feedback was the second type of corrective feedback that was given to the students during the research. This kind of corrective feedback was in the form of marks such as a line, a circle, a square of others form of signs that the teacher used to give a sign to the student's mistake and no right choice or form of the target language was given and the students should find the correct one by themselves. The students' perception about indirect corrective feedback is as follows:

Table 2: Students' Perception on Indirect Corrective Feedback

No	Students' perception	Indirect Corrective Feedback	
		F (N:22)	%
1.	I can understand what to do to correct my errors with this kind of feedback.	3	13,64
2.	I think this kind of feedback encourage me to write a good topic and details in writing.	11	50
3.	I can use this type of feedback to give a better description in my writing.	8	36,36
4.	I think this kind of feedback is useful for me to learn about the connectives in writing.	10	45,45
5.	This kind of feedback helps me to develop my ability in choosing and using the words.	10	45,45
6.	This style of feedback improves my vocabulary accuracy in writing	10	45,45

7.	This type of feedback helps me to learn about English grammar.	8	36,36
8.	Because of this style of feedback, I can notice my error about punctuation, spelling and capitalization.	12	54,55
9.	This type of feedback encourages me to write better and develop my writing skill.	9	40,91
10.	I think I will remember my errors and avoid making them in the future with this kind of feedback.	9	40,91

As seen from the table, 12 students (54,55%) said that indirect corrective feedback help them to notice their error about punctuation, spelling and capitalization. Next, 11 students (50%) thought that this kind of feedback encouraged them to write a good topic and details. About 10 students (45,45%) stated that this kind of feedback is useful for them to learn about the connectives in writing, improves their vocabulary accuracy and helps them to develop their ability in choosing and using the words. In addition, 9 students (40.91%) told that this kind of feedback help them to write better and develop their writing skill, remember their errors and avoid making them again in the future. Furthermore, 8 students (36.36%) stated that they can use this type of feedback to give a better description in their writing and this type of feedback helps them to learn about English grammar. Lastly, 3 students (13.64%) said that they can understand what to do to correct their errors with this kind of feedback.

### 3. Students' Perception on Metacognitive Corrective Feedback

Metacognitive Corrective Feedback was the third type of corrective feedback that was given to the students during the research. In this kind of corrective feedback the teacher gave a sign or symbol such as (x), (-) or (x—x) as a clue to linguistic explanation about the students mistake or error. Based on the clues given, the student will revise and find the right answer for their mistakes and as the same as the indirect corrective feedback, no right choice or form of the target language was given and the students should find the correct one by themselves. The students' perception about metacognitive corrective feedback is as follows:

Table 3: Students' Perception on Metacognitive Corrective Feedback

No	Students' perception	Metacognitive Corrective Feedback	
		F (N:22)	%
1.	I can understand what to do to correct my errors with this kind of feedback.	4	18,18
2.	I think this kind of feedback encourage me to write a good topic and details in writing.	3	13,64
3.	I can use this type of feedback to give a better description in my writing.	7	31,82
4.	I think this kind of feedback is useful for me to learn about the connectives in writing.	7	31,82
5.	This kind of feedback helps me to develop my ability in choosing and using the words.	3	13,64
6.	This style of feedback improves my vocabulary accuracy in writing	3	13,64

7.	This type of feedback helps me to learn about English grammar.	4	18,18
8.	Because of this style of feedback, I can notice my error about punctuation, spelling and capitalization.	5	22,73
9.	This type of feedback encourages me to write better and develop my writing skill.	2	10,91
10.	I think I will remember my errors and avoid making them in the future with this kind of feedback.	10	45,45

From the data above, 10 students (45.45%) thought that metacognitive feedbacks help them to remember their error and avoid making the same error in the future. About 7 students (31.82%) said that they can use this type of feedback to give a better description in their writing; this type of corrective feedback was also useful for them to learn about the connectives in writing. Next, 5 students (22.73%) said that this type of feedback help them to notice their error about punctuation, spelling and capitalization.

Next, 4 students (18.18%) stated that they can understand what to do to correct their errors with this kind of feedback and learn about English grammar. In addition, 3 students (13.64%) told that this kind of feedback encourage them to write a good topic and details in writing, helps them to develop their ability in choosing and using the words and also improves their vocabulary accuracy in writing. Finally, 2 students (10.91%) said that this type of feedback encourages them to write better and develop their writing skill.

From the explanation above, the highest point was gotten by direct corrective feedback, about 13 students or 59,09 students said that the understand what to do to correct their errors. The second position is indirect corrective feedback. Next, about 12 said that the indirect feedback help them to notice and their error about punctuation, spelling and capitalization. About 11 students or 50 % said that this kind of feedback encourage them to write a good topic and details in writing.

Next, the fourth position was metacognitive and indirect corrective feedback; about 10 students stated that the indirect corrective feedback gave benefits as follows; they think this kind of feedback was useful for them to learn about the connectives in writing, it also helped them to develop their ability in choosing and using the words, and this kind of feedback also improved their vocabulary accuracy in writing. While for the metacognitive feedback, the students said that this kind of corrective feedback help them remember their errors and avoid making them in the future. That was forth top positions of the students perceptions, for the rest of them has been explained on the previously.

The students' perception about the corrective feedback, direct corrective feedback gives three main benefits to the students. Firstly, Direct Corrective Feedback makes them understand what to do to correct their errors. Secondly, this style of feedback improves their vocabulary accuracy in writing. Lastly, they can use this type of feedback to give a better description in their writing. Next, Indirect Corrective Feedback gives three main benefits to the students. Firstly, Indirect Corrective Feedback can help them to notice their error about punctuation, spelling and capitalization. Next, encourage them to write a good topic and details in writing

Next, this kind of feedback is useful for them to learn about the connectives in writing. It also helps them to develop their ability in choosing and using the words. Besides that, students believed that this style of feedback improves their vocabulary accuracy in writing. Moreover, Metacognitive Corrective Feedback In short gives three main benefits to the students. Firstly, Metacognitive Corrective Feedback can help them to remember their errors and avoid making them in the future. Next, students can use this type of feedback to give a better description in their writing and this kind of feedback is also

useful for them to learn about the connectives in writing. Lastly, this can of feedback help them to notice their error about punctuation, spelling and capitalization.

The calculation of the students' response for each type of corrective feedback based on the questions provided for them. The following were the explanations for each type of the corrective feedback. The highest point was direct corrective feedback, about 13 students or 59,09 students said that they understand what to do to correct their errors. The second position is indirect corrective feedback. Next, about 12 said that the indirect feedback help them to notice their error about punctuation, spelling and capitalization. About 11 students or 50 % said that this kind of feedback encourage them to write a good topic and details in writing.

In brief, direct corrective feedback gives three main benefits to the students. Firstly, Direct Corrective Feedback makes them understand what to do to correct their errors. Secondly, this style of feedback improves their vocabulary accuracy in writing. Lastly, they can use this type of feedback to give a better description in their writing. Next, Indirect Corrective Feedback gives three main benefits to the students. Firstly, Indirect Corrective Feedback can help them to notice their error about punctuation, spelling and capitalization. Next, encourage them to write a good topic and details in writing. Finally, this kind of feedback is useful for them to learn about the connectives in writing. It also helps them to develop their ability in choosing and using the words. Besides that, students believed that this style of feedback improves their vocabulary accuracy in writing.

Futhermore, metacognitive Corrective Feedback gives three main benefits to the students. Firstly, Metacognitive Corrective Feedback can help them to remember their errors and avoid making them in the future. Next, students can use this type of feedback to give a better description in their writing and this kind of feedback is also useful for them to learn about the connectives in writing. Lastly, this can of feedback help them to notice their error about punctuation, spelling and capitalization.

#### **D. Conclusion**

The research shown that the students mostly have positive perceptions towards the corrective feedback given to them. If the students have positive perception, their writing achievements can be improved as they expect their writing was given feedback by their teacher. The students never have negative effect of the corrective feedback. It indicates that the feedback was not make them feel insulted or ashamed. The students realize that the corrective feedback will help them to improve their ability. Teachers' corrective feedback did not disturb the process of writing. The teacher just corrected the inaccurate parts without changing the main idea of their writing. It can be seen that many students feels that corrective feedback help them to increase their skill in write a good composition of writing besides that they also have a positive perception towards that corrective feedbacks. They got better understanding about the generic structure, the language features and the organization of the text. The implementation of different types of corrective feedback used by the teacher gave them motivation and wider knowledge about writing descriptive text. In line with the conclusion, this research implies the use of corrective feedback can encourage the students to improve their writing skill. At last, the students need to study English harder and try to use the knowledge that they have got through the corrective feedback their writing activities and to solve their problems in writing. Next, the researcher hopes that the students will be active in composing writing such as send their writing to school magazine as training media to improve their writing ability and self- confidence. For other researchers, the result of this study can be used as additional reference for further research conducted in the future to create a better teaching and learning process about corrective feedback. It can be applied to improve students' writing ability. Besides that, the researcher hoped that other studies can improve the weaknesses of found in this research and identified the better technique in applying this corrective feedback.

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