

**WRITTEN CORRECTIVE FEEDBACK IN EFL WRITING:  
THE PERCEPTION OF THE ELEVENTH-GRADE STUDENTS  
OF SMA NEGERI 10 PALEMBANG**

**A Thesis by**

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**Student Number: 06011381722062**

**English Education Study Program  
Department of Language and Arts Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
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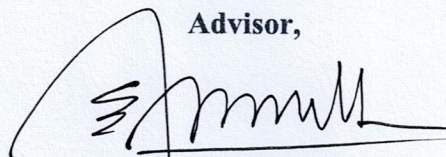
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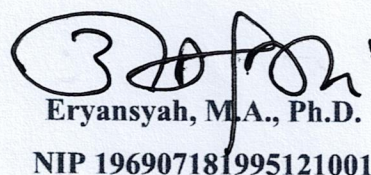
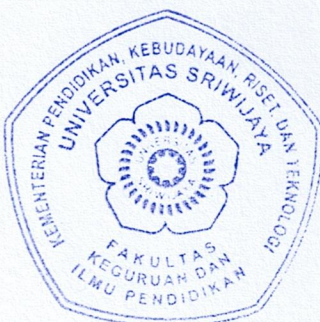


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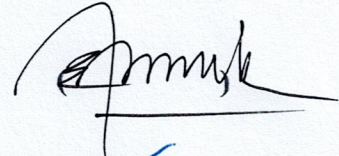
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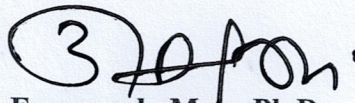
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## DECLARATION

I, the undersigned,

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Certify that thesis entitled "Written Corrective Feedback in EFL Writing: The Perception of the Eleventh-Grade Students of SMA Negeri 10 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation againsts the ethics and rules commended by Ministry of Education of Republic Indonesia Number 19, 2010 regarding plagiarism in higher Education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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The Undersigned



Rizky Rachmadinah

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## **DEDICATION**

This thesis is dedicated to my beloved parents who have given the outpouring of love, the spirit of prayer and support material and non-material unceasing.

## **MOTTOS**

“Just do your best, but let God do the rest”

-unknown

“Don't let their words sadden you”

Yunus 10:65

“ We suffer more in imagination than in reality”

-Seneca

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Palembang, July 18<sup>th</sup>, 2023

The Writer



Rizky Rachmadinah

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**ABSTRACT**

English is a universal language to communicate with people all around the world. In Indonesia, English is considered as a foreign language and becomes the compulsory subjects in every level of education. Based on the curriculum, for writing skills, students are required to learn different text types of writing. In studying English, writing is an essential part of communicating, thinking, and learning. This present study were aimed to find out the perceptions of the eleventh-grade students of SMA Negeri 10 Palembang of their teacher's written corrective feedback. This present study applied the quantitative research method. The number of population of this study was 603 from all eleventh-grade students of SMA Negeri 10 Palembang. The sample of this study was 85 students from 14 classes of 11<sup>th</sup> grade students, there were 6 students were drawn from 13 class and 7 students were drawn from one class. The instrument of this study were Questionnaire of Students' Perception of Written Corrective Feedback. The result showed that most of students had positive attitude toward written corrective feedback given by their teacher. All students agreed if their teacher shave to provide correction to their written error.

**Keywords :** *written corrective feedback, perception*

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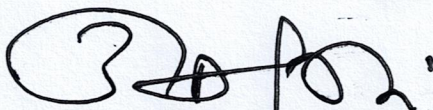
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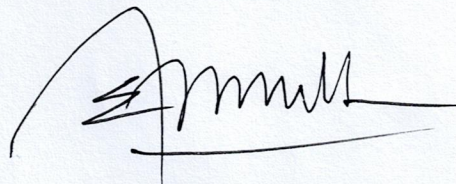


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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents (1) Background of the Study, (2) The Problem of the Study, (3) The Objective of the Study, and (4) The Significance of the Study.

#### **1.1 Background of the Study**

English is widely recognized as the global lingua franca, signifying its role as a universal language for communication among people from different countries (Reddy et al., 2016). The prevalence of English as a global language is supported by statistical data from Rao (2019), which reveals that approximately 375 million people speak English as their first language, while an even more significant number, around 750 million people, use it as a second language. Around 56% of people use English as the primary language for internet communication, making it a key medium for online interactions and global connectivity. Furthermore, English has attained official status in nearly 70 countries worldwide. As the universal language, English is not only used in communication, but also in such fields as international business, education, technology, and entertainment.

English is considered as a foreign language in Indonesia and it is taught as a compulsory at secondary school level (Indonesian Government Regulation Number 19 Year 2000). English becomes the compulsory subjects in every level of education, English is taught to the students for minimally six years junior and senior high school (Riswandi, 2016). According to the Curriculum 2013, the purposes of teaching English in Senior High School are to learn English as the international communication language and to achieve oral and written communicative competence to deal with science and technology in the face of competition in the era of globalization.

According to the Curriculum 2013 for Senior High School, there are several components of materials that students must learn in English subject: (1) reading, (2) speaking, (3) listening, (4) writing, (5) vocabulary, (6) grammar, and (7) pronunciation.

Based on the curriculum, for writing skills, students are required to learn various types of writing texts, such as narrative, recount, descriptive, report, procedure and analytical exposition texts. Learning to write across these different text types is essential as it serves as a fundamental skill for learning, thinking, and communicating in English. Writing plays a crucial role in enabling students to articulate their ideas, emotions, and experiences effectively. Through writing, students can express their creativity, share stories, and explore their imagination. According to Brown (2007), “Writing is a process which produces written products which can be said as the result of thinking, drafting, and revising”. Brown (2001) further states that writing is commonly judged as a challenging language skill for students to master among the four primary English language skills.

Writing is a challenging skill not only to the non-native speakers, but also to native speakers because a writer must balance various, including content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization (Rass, 2001). Byrne (1991) identifies three factors that are associated with writing difficulties. They are psychological, linguistic, and cognitive factors. First, it is psychological problem which is caused by lack of interaction and feedback between the reader and the writer. Second, it is linguistic problem, which arises because in writing one has to keep communication open through own efforts and to ensure the choice of sentences structure in order the text can be understood. Last, it is cognitive problem which requires writing must be taught through formal instruction.

Feedback on writing is so important so they can improve their writing skills. Feedback is needed in language learning especially in writing in English. Lumetta (2004) describes feedback is a process where teachers provide learners with valuable information about their performance, whether it is oral or written, with the intention of facilitating improvement. Similarly, Ur (1996) defines feedback as information given to learners regarding their task performance, with the objective of enhancing their overall proficiency. Feedback is crucial to the learning process; a right and effective feedback will be a powerful way to enhance students’ ability in leaning language (Mak, 2008). In other words, effective feedback can help them to improve their ability in

learning English. Hence, feedback has a positive effect for students to know students' progress in their learning and can help students to produce a good writing.

Feedback can be in the form of written feedback. Written feedback is an invaluable tool for encouraging the development of students' writing skills and plays a critical role in enhancing the overall learning process (Hyland, 2003). Srichanyachon (2012) describes written feedback as the written comment about students' writing related to their strengths and weaknesses in their writing. In writing process, the students must balance multiple issues such as punctuation, word choice, spelling, and grammar. Therefore, students need feedback to help them noticing errors they make to improve their writing. Teacher's feedback on their students' writing is very helpful to support their writing improvement and nurture their confidence. Teacher's feedback plays an important role in improving students' writing. The role of teacher's feedback in writing class is not only to correct students' mistake, but also to show how well they develop their writing (Nafisah, 2008). Thus, teacher's feedback is such a good action for the students to increase students' positive stance toward their learning and progress because they feel that the teachers really care of their performance and progress.

One of the types of feedback that teacher can do is corrective feedback. During the learning process, corrective feedback is frequently given by teachers, which is useful for responding to students' mistakes in their writing. According Russell and Spada (2006), corrective feedback is any feedback given to a learner from any source that includes indications of linguistic errors made by the learner. There are two different kinds of corrective feedback: direct corrective feedback and indirect corrective feedback. Ferris and Roberts (2001) define direct corrective feedback is described as feedback that is given when the lecturer corrects the mistakes in students' draft and asks them to revise it. While, indirect corrective feedback is feedback that the lecturer provides by pointing out mistakes that students have made in their drafts.

As stated previously, the provision of written corrective feedback is the technique commonly employed by teachers to improve students' writing ability. Written corrective feedback is a written response made by a teacher that aims to correct linguistic errors found in students' written work. The importance of corrective feedback has been documented in the literature. For example, Saragih et al. (2021) reported that the 387 students of two different universities in Yogyakarta, Indonesia,

showed positive perceptions about the implementation of written corrective feedback in their writing class. They informed that their writing skills are improved due to the written corrective feedback. In addition, through the provision of written corrective feedback, they were trained to be aware of mistakes and mistakes made, what to avoid, and improve to create good writing. The provision of feedback contributed to reducing their anxiety and increasing their motivation in learning writing. The finding of the study by (Saragih et al., 2021) showed that the written corrective feedback provided is practically useful.

This present study which was also focused on written feedback was conducted at a public senior high school in Palembang and got involved the eleventh-grade students. The information from the English teacher at SMA Negeri 10 Palembang revealed that she has conducted the writing activities in English subject. English writing activities usually conducted in the classroom. However, the English teacher admitted that the students had difficulties in writing in English such as lack of vocabulary, wrong spelling, grammatical errors, and lack of motivation in writing English. Therefore, teacher at SMA Negeri 10 Palembang provided corrective feedback on students' writing by providing written comments on students' writing errors and giving clues about how to correct them. Thus, written corrective feedback in correcting students' written mistakes is needed to improve students' writing. Students could know the mistakes they made and would not repeat mistakes in writing. It was important to know the students' perception of the written corrective feedback given by the teacher so that their writing skills could be improved. In relation to this, this present study investigated the eleventh-grade students' perception of written corrective feedback through a study entitled "Written Corrective Feedback in EFL Writing: The Perception of the Eleventh-grade Students of SMA Negeri 10 Palembang".



## **1.2 The Problem of the Study**

Based on the background, the problem of this present study was formulated in the following research question: What were the perceptions of the eleventh-grade students of SMA Negeri 10 Palembang of their teacher's written corrective feedback?

## **1.3 The Objective of the Study**

This present study aims to find out the perceptions of the eleventh-grade students of SMA Negeri 10 Palembang of their teacher's written corrective feedback.

## **1.4 The Significance of the Study**

Writing skill is one of the English language skills that the Indonesian secondary school students' study and master. It has been highlighted in the literature that English writing is a difficult skill not only to the non-native speakers, but also to native speakers since there are such thing as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization that students should know. Therefore, guidance from the teacher is very important. Giving feedback is one of the supports that a teacher can do to improve students' writing. As informed by the English teachers of the students who got involved in this present study, the written feedback in correcting the students' written error was necessary to improve the students' writing. In relation to this, it was important to know the students' perception of the written corrective feedback given by the teacher. The finding of this present study can provide more information about written corrective feedback as perceived by the students. This can help the teacher to determine the follow up actions that he/she can do in order to improve the teaching and learning process, especially in terms of the students' writing skill.

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