

CHAPTER I

INTRODUCTION

A. Background

Understanding how teachers view written corrective feedback is essential in improving writing instruction. This research investigates teachers' perceptions on written corrective feedback. Teachers' perceptions are critical because the quality of feedback depends on how it is implemented in the classroom (Mahmood et al., 2022). Writing is an essential skill that functions as a means of communication between students, teachers, and peers. According to Hammadi and Sidek (2015), writing allows students to interact with classmates and participate in learning activities. Beyond communication, writing skills are also required for academic and professional purposes in higher education and writing-related fields.

In the learning process, writing is one of the complex aspects for students to master. Students often feel burdened when teachers give writing assignments, especially because the language is foreign to them. In line with Karki (2019) demonstrates that student pressure to turn in assignments on time, huge class sizes to handle, and low-ability in processing how to write, provide the most obstacles to teaching writing. Another study also explained about students' difficulties in writing, especially in writing descriptive texts. Syifa et al (2022) informed that the students find it hard for them to think of something to write about and indicated that spelling, grammar, and general structure were the main areas where students struggled when producing descriptive texts meanwhile the reasons included a lack of motivation in studying English, a lack of subject-related knowledge, and a lack of text creation abilities. Since writing is a long material to teach and requires a long process of revising, teachers must also pay attention and monitor how students process their academic writing, since students will likely face stuck in the middle of the writing process.

Based on limited observation by the researcher while teaching practicum at one of Junior High School in Bandung, it was found that the students seem to

have difficulty in understanding the subject delivered in class since teachers not given them enough feedback. Whereas feedback is very important in learning process, especially in the context of writing and developing ideas. Meanwhile feedback plays a very important role in the ongoing learning process, as cited by Hattie and Timperley (2007) feedback is a strong component for successful teaching, and is very important to improve students in learning. Writing requires a long process in making the draft it requires two-way communication between students and teachers. Boud & Molloy (2012) also argue that feedback is a method used in language teaching as an attempt to improve performance through observation, attention, and suggestions in written or oral performance. Since Boud and Molloy mentioned that feedback can improve writing skills through several things, including written performance, on this paper author will focus on written corrective feedback. Cohen (1991) stated that in written feedback, comments, corrections and or marks are given to students' written work. So basically, written feedback is very commonly used by teachers in teaching learning process. The learning process will not take place without the role of the teacher who teaches in general and the details of the writing process to students. Therefore, the obligation to give feedback to students is basically given by teachers to students in the teaching and learning process. These statements are reinforced by Kisnanto (2016) that feedback allows students to develop their learning goals and it is the teacher's obligation to give feedback to students to make them know and realize what errors they have made.

Since it is the teacher obligation to give feedback to the student, it makes the teacher perception on giving feedback to student important to explore. Thus, in order to determine how well teachers understand the importance of providing feedback to students and how they themselves identify about the feedback they have provided during in-class instruction. Researchers will look into how teachers perceive providing feedback on student descriptive text in the classroom. This in line with several researches that have same purpose about teacher perception on providing written corrective feedback. The first

study from Raihany (2014) revealed that the goals of the study is to find out the strength and weakness of teachers written feedback in the writing process, in order to help student enhance their writing skills also the result of student writing and the teacher can provide written feedback in effective way. This study informed that teacher should provide clear and specific feedback, combining marginal and terminal comments and balancing positive and negative responses in order to improve student writing process. Similarly study from Hamid and Romly (2021). This study investigates teacher perceptions towards giving feedback to online writing assignments, teachers view on the difficulties and opportunities faced while teaching writing skills online. The results of this study have implications for future online writing skills class in ensuring the teachers to master online teaching for the students to get optimum benefits even when learning is implemented online. The last study from Firmansyah et al (2023) The study aims to determine EFL students' and teachers' perceptions on written corrective feedback during blended learning. This study informed that the implementation of written corrective feedback was perceived positively and negatively by the EFL students. The students who had favourable opinions reported that the implementation of written corrective feedback was motivating, interesting, and useful. Meanwhile, the students with negative perceptions confirmed that they were demotivated because they had to clarify the written corrective feedback provided by the teachers. Further, the EFL teachers argued that written corrective feedback was important, motivating, and helpful for students to recognize their errors.

A brief overview of this research is provided by the study above. Prior studies concentrated on teacher strength and weakness while giving written feedback in university level, teacher perception towards giving feedback in online writing assignment, teacher and student perception on written corrective feedback during blended learning. Meanwhile, this study will concentrate on how teachers' perception on written corrective feedback in descriptive text and also discovering challenges face by teacher while giving written corrective feedback. However, this study's participant will be a junior high school teacher,

therefore the conclusions and justifications will differ from those of earlier research.

This study intentionally relies on a single theoretical perspective in developing the research instrument. The decision is based on the need to maintain construct focus, as the research investigates only one phenomenon: teachers' attribution toward students' responses to written corrective feedback. Employing more than one theory might introduce unrelated variables such as feedback techniques or motivational orientations, which are beyond the scope of this study. Therefore, Kelley's Attribution Theory is considered sufficient and appropriate to represent the conceptual domain of the research.

B. Research Questions

Based on the description of the research background, the researcher identified the main problems as follows:

1. What are the teachers' perceptions of the effectiveness of written corrective feedback in improving student writing?
2. What challenges do teachers face in providing written corrective feedback?

C. Research Purposes

Based on the research questions above, the purposes of this research are:

1. To investigate teachers' perception of the effectiveness of written corrective feedback in improving student writing.
2. To find out the challenges teachers face in providing written corrective feedback.

D. Research Significances

1. For Students

The results of this study are expected to contribute to the improvement of students' abilities and understanding, particularly when learning is supported by consistent and regular feedback from teachers.

2. For Teachers

This study may assist teachers in enhancing the quality of the feedback they provide, thereby enabling students to gain broader and deeper knowledge through effective instructional guidance.

3. For other researchers

The findings of this study may serve as a reference or evaluative basis for future researchers, supporting the development of more effective and well-designed studies related to written corrective feedback.

E. Conceptual Framework

This study analyses teachers' perceptions regarding the provision of written corrective feedback in Junior Highschool level. Robbins and Judge (2012) define perception as the process by which people arrange and make sense of their sensory experiences to provide meaning for their surroundings. Since people see the same item but interpret it differently, this study will use attribution theory to explain why people see things a certain way. The goal of attribution theory is to explore how people ascertain the causes of an event or behaviour, as well as the impact that this attribution has on their following actions (Schmitt 2015). It suggests that when someone observe an individual's behaviour, attempt to determine whether it was internally or externally caused. Internally caused behaviours are those who believe to be under the personal control of the individual. Externally caused behaviour is what someone imagine the situation forced the individual to do (Robbins and Judge 2012)

This study is guided by Kelley's Attribution Theory, particularly the Covariation Model (Kelley 1967), and Ellis's Written Corrective Feedback (WCF) framework (Ellis, 2009, 2010). The conceptual framework positions teachers' perceptions of written corrective feedback as the central construct influencing how WCF is implemented in junior high school English classrooms, especially in teaching descriptive texts.

Based on Kelley's Covariation Model, individuals explain behaviour by considering three sources of information: consensus, distinctiveness, and consistency. In the context of this study, teachers evaluate the effectiveness and

challenges of written corrective feedback by observing whether similar outcomes occur across different students (consensus), whether the outcomes are specific to writing tasks or feedback situations (distinctiveness), and whether similar results appear consistently over time (consistency). These attributional judgments shape whether teachers attribute the success or failure of WCF to internal factors (such as their instructional strategies, feedback clarity, and teaching competence) or external factors (such as student ability, time constraints, workload, and classroom conditions).

Ellis's framework conceptualizes written corrective feedback as teachers' written responses to students' errors in areas such as grammar, vocabulary, content, and organization. Teachers' perceptions formed through Kelley's attributional processes directly influence their judgments about the effectiveness of WCF and the challenges involved in providing it. These perceptions subsequently affect how teachers design, prioritize, and deliver written corrective feedback to students' descriptive texts.

Although various theories discuss written corrective feedback, this study deliberately adopts Kelley's Attribution Theory as the primary and sole framework for constructing the questionnaire. The main objective of this research is to explore how teachers interpret the causes of students' responses to written corrective feedback. Therefore, the focus lies on teachers' cognitive reasoning when they judge whether students' success or failure is caused by internal factors (e.g., motivation, effort, ability) or external factors (e.g., clarity of feedback, task difficulty). Other theories such as Ellis's feedback typology or motivational theories were not employed in the instrument because they represent different constructs. Integrating multiple theories could lead to overlapping indicators and reduce construct clarity. Kelley's model already provides comprehensive dimensions consensus, consistency, and distinctiveness which are directly aligned with the research questions. Thus, the use of a single theory ensures conceptual coherence between the research objectives, instrument design, and data interpretation.

Furthermore, teachers' perceptions of WCF effectiveness and the challenges they experience are interrelated. Difficulties such as limited instructional time, large class sizes, and varying student proficiency may reinforce teachers' external attributions, while observable student improvement may strengthen internal attributions toward the value of WCF. Therefore, understanding teachers' perceptions through Kelley's model enables deeper insight into how written corrective feedback is practiced in offline junior high school classrooms.

In summary, this conceptual framework assumes that teachers' perceptions shaped by consensus, distinctiveness, and consistency play a crucial role in determining how written corrective feedback is implemented. By examining these perceptions, this study seeks to explain how attributional reasoning influences teachers' feedback practices and contributes to students' learning in descriptive writing.

F. Previous Studies

Several previous studies have investigated teachers' perspectives and practices regarding written corrective feedback, particularly in relation to how feedback is provided and implemented in classroom contexts.

The First study was conducted by Gul et al., (2016). It uses a mixed method approach, a questionnaire, and focus group discussions to discover teachers' perspectives and feedback practices. Researcher chose 150 teachers to be a participant and formed a non-probability sample. This study found that most teachers consider written feedback an important tool for guiding and helping students improve their work. They consider written feedback as important as verbal feedback. Teachers also recognized the importance of discussing the written feedback with the students but they rarely did so because of time constraints. They also identified several environmental and personal factors that had an impact on their feedback practices including time, the relationship between the teacher and individual students, and, most importantly, the policies and culture of the institutes.

The next study related to this research is a study by Mahmood et al., (2022). This study uses a semi-structured interview protocol and the targeted population of this research consisted of 30 teachers from 30 different secondary schools in Selangor. The findings imply that written feedback is frequently used in writing classrooms and that teacher perceptions have an impact on these practices. It was shown that most educators believe that giving written feedback to students is an unproductive way to assist them in becoming better writers. Teachers realized that students' attitudes and time limits affected how beneficial written feedback was for the learning process. It was discovered that some variables significantly impacted both the amount and the quality of written feedback. The most essential component that affected teachers' practices in the classroom was training to change their perception about the value of written feedback.

The last study was conducted by Harnin et.al (2022). This study used a descriptive qualitative method, and an online questionnaire was used to collect the data. The result of this study found that the teacher had a positive perception of giving feedback. Most of the teachers revealed that feedback was given to communicate the performance gaps, and teachers' expectations, affirming the marks, and providing chances for self-assessment. Moreover, for correcting errors, there were 80% of teachers corrected the errors and highlighted them, and 90% of them used word feedback positively. Time management was the biggest challenge found by the teachers in giving individual feedback. Hence, it needs to be considered to use an effective and efficient technique or tool to aid teachers in giving feedback during online learning.

Based on the previous study above, it can be concluded that investigating teacher perceptions of giving feedback to students has varying impacts on the learning process. There is some gap that differentiates this study from previous research. The first study used a mixed method approach and questionnaires and Focus Group Discussion to collect data, the second study used a population of many teachers and several schools as participants, the last study analysed data only using questionnaires, and the research objective focused on online

learning. Meanwhile, unlike previous studies that focused on online learning or university-level contexts, this study explores junior high school teachers' perceptions during offline learning with a focus on descriptive texts. This study uses descriptive qualitative as an approach for research, while data analysis uses questionnaires for the first research question, meanwhile observation and interviews are used in second research questions and this study will focus on offline learning. Participants in this research will be three Junior High School teachers in one school located in Pangandaran, West Java. These studies above also have similarities. Previous studies and the present study have the same purpose to investigate teacher perception on providing written feedback to students on learning process.

