# CHAPTER I

# INTRODUCTION

## A. Background of the problem

Writing is one of English skills that is important to be learnt by the students. By writing the students can express their ideas, their mind into written form. According to Nunan, writing is the way of thinking to create (invent) some ideas, express the sentences into a good writing, and arrange those ideas into statements and paragraph clearly. [1] It means by writing, the students can develop their own ideas into written if they cannot express in oral.

Writing is the most difficult skill from the others, because writing is a process that needs time to think about what will be written. According to Bryne said writing is believed as the most difficult skill to be learnt since it is a productive skill in language learning. [2]Mostly, students faced the difficulties in this skill. It is because they are lack of vocabulary and rarely practicing. Due to lack of vocabulary, they have the difficulties in writing even though they have much ideas in their mind. Besides, the students are lazy to write and it makes them seldom to use vocabulary in writing.

---

[1]Nunan, *No title practical English language teaching*,(McGraw Hill: Singapore, 2003)
[2]Bryne, D, *Teaching Writing Skill.* London: Longman Group Ltd. 2007

In addition, the students need feedback to know about their progress in writing. By giving feedback to the students writing. The students will know their mistake in writing.

Feedback is the most important factor in writing. Feedback must be provided by teacher to enhance students' writing. Through feedback the teacher can give comment or response and criticize on students work. Hyland states that responding students writing is an important element of the teacher role. [3]It means that the comment and response on students' works are the duty of teacher.

However, Feedback is an essential element of the learning process because through feedback the teacher can give comment or criticize to the students for example; if the student made a mistake, need the feedback to correct their mistake, and the last to know student's ability about a particular lesson. By giving explanation above Feedback, it can increase students' motivation and also to give suggestion to the students task to make their writing to be better.

According to Harmer, feedback is sensory information that a person receives as a result of a response. [4] There two type of giving feedback according to harmer, direct feedback and indirect feedback.

---

[3] Fiona Hyland and Ken Hyland. *Praise and Criticism in written work* ( hongkong university : hongkong,2001,p.207

[4] Harmer, *The practice of English language teaching*, (Pearson education limited: England, 2001), p.97

Direct feedback is a feedback that is given when the students are writing. For example, when the students made mistake while they are writing, the teacher should give feedback to them. By giving direct suggestion for example. It is called direct feedback. In otherwise, indirect feedback the feedback that is given by the teacher to the students in their written task.it can be.

Perception is the process to give meaning about their around environment. As Pangewa states perception is process of giving meaning to the environment by an individual. [5] Besides, the teacher need students perception about the feedback that is given whether it can make good changes to the students or not. By giving students perception the teacher is feedback know whether the teacher can his / her feedback has positive or negative perception from the students about teaching learning process in the class. If the students give positive perception, so the teacher give a motivation in learning to make or finishing their task with good writing and to help the students doesn't have mistaken and effective to improve students writing. Otherwise if the perception in negative, the students doesn't know their mistakes and they cannot to improve their writing skill.

Based on preliminary research by interviewing the teacher at the tenth grade of SMAN 3 Bukittinggi about students' perception toward

[5] MaharudinPangewa, *perilakukeorganisasian,*( department nasional,2004),p.54

teacher ways in giving feedback in writing task, researcher found some problems in teaching- learning writing activity. The first problem was the students have the difficulties in revising their work while the teacher was giving feedback in the classroom, the students forgot about the mistake that is corrected by the teacher in previous task. The second the students still made the same mistake that already corrected by the teacher. The third, the teacher only gave feedback in particularly lesson. In writing make the students are difficult in developing their writing. From the interview, the teacher said to the researcher that the students were difficult to write their written for example a paragraph of describing someone, things and others.

The first problem was identified by researcher after interviewing and preliminary observationing were the students were difficult in understanding the feedback that was given by the teacher in the classroom. The students still did not understanding how to correct their task after getting feedback from the teacher. In addition their vocabularies are lack so they were difficult in developing their ideas into written. Furthermore, the teacher usually give feedback when the students finished their task in the class and if the students have not finished their task so the teacher did not give feedback to their task. Particularly, the teacher more giving direct feedback rather than

indirect feedback to minimize the time. If the teacher has the more time in the class usually the teacher can give indirect feedback.

The second problem, the students forget about feedback that was given by teacher in the previous meeting. This problem make the students were difficult to continue the next lesson because the students still make the same mistakes in their work. Actually the students have not comprehended yet in making and improving their skill in writing.

The third problem, the teacher only gave feedback in the particularly lesson. For example the teacher give feedback while the students were writing. He / she gave suggestion about what were written by the students. When the students finished their task, the teacher did not give indirect feedback because the limited time. But sometimes, the teacher gave indirect feedback when the students only write sentences.According to the explanation above, this research is decidedto focus on **"students' perception on teacher ways in giving feedback in writing task at tenth grade of SMAN 3 Bukittinggi"**

## B. Identification of the Problem

Based on the background of the problem, researcher identifies the following problems , they are :

1. The students difficult in revising their work while the teacher gives feedback in the classroom.

2. Feedback that has given by teacher suddenly the students forget to next task.
3. The teacher gives feedback while the particularly lesson.

## C. Limitation of the problem

Based on the problem above, this research focussess on students' perception on teachers' ways in giving feedback on students writing task at the tenth grade of SMAN 3 Bukittinggi.

## D. Formulation of The Research

Based on the limitation of the problem above, this research formulates into "how is students perception on the teachers' ways in giving feedback on students' writing task at the tenth grade of SMAN 3 Bukittinggi.

## E. Purpose of The Research

Based on the formulation of the problem above, the purpose of this research is to know the students' perception on the teachers' ways in giving feedback on students' writing task at the tenth grade of SMAN 3 Bukittinggi.

## F. Significance of The Research

This study is expected to bring benefits and advantages:

1. For students, this research helps the students in improving their skill to be good writing and their understanding in make writing task.
2. For teacher, this research can be used to get information about students' perception toward the teacher ways in giving feedback on students' writing task. And also to reference and evaluation in teaching learning process in the future.
3. For researcher, this research give a useful experience and more knowledge for the researcher about students' perception and the teacher ways in giving feedback on their writing task. And then this research can be used as a reference for the next researcher who conduct a research about perception toward teacher ways in giving feedback. In addition that essential point is the researcher do this research as the requirement for getting bachelor degree of education in English section in IAIN Bukittinggi.

## G. Definition of key terms

The essential terms used in this research are defined as follow:

1. Writing

   Writing is the way to express the ideas into written form.

2. Feedback

   Feedback is an input, criticize, respond or information that was given by the teachers to the students toward learning process.

3. Students' perception

   The students' perception is the students' opinion or feeling about something, such as object, things, other people, in order to give meaning about the environment around them.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Review of the Related Theories

### 1. The Nature of writing

#### a. Definition of writing

Writing is include one or other skill of learning language in English. Writing is skill that need long time to learn because the students need understand the listening, speaking, reading skill before it. It means that the students able to write when they can understand of the skill above. Brown states that trends in the teaching of writing in ESL and other foreign language have, not surprisingly, coincided with those of the teaching of other skill, especially listening and speaking.[6] It means that the students have to able understanding in reading, listening and speaking skill to make students easily make writing task because by read, listen and speaking can develop the ideas and get more information to writing. Then, the others skill like listening, speaking and reading use to support the writing skill and this skill is the last stage in learning language.

Writing is an activity that students share the ideas or information and gather their ideas to be explain and expand in a writing form. Thus,

[6] Douglas Brown, *Teaching By Principles An Interactive Approach to language pedagogy, Second Edition,* England: Longman, 2001, P.334

the ideas will be develop from sentences and a paragraph is that sequence, easy to read and understandable. Like Harmer state writing is used as an aide – memoire or practice tool to help students practice and work with language have been studying.[7] It means that, writing is a skill that need always practicing with can help use an aide – memoire to practice their writing until they can to create a good writing. Through the writing the students can improve their skill and they can develop their own ideas in writing form which are readable and easy to understanding by reader. Writing is a skill which is the students can expand their knowledge and get more information. Furthermore, the students can make a creation like a story, essay, written letter, announcement, advice and other writing.

Based on explanation above, that can be conclude the writing is a tool used to express the ideas of students into writing form. In learning language this skill is the last stage because it use all of skill language to create a good writing.

**b. Purpose of writing**

Writing is used to express the ideas from students into writing text. The others people cannot to conduct their ideas as in speak performance because of that the writing skill used to conduct their ideas or

[7]Jeremy harmer, *how to teach English new edition,* England: Pearson Education Limited, 2007,P.112

information into writing text. In other hand, the writer has purpose in writing a text, for example; in writing a newspaper ,the writer has purpose to give information to people events in new early, Essay to give more knowledge for us. Story book to entertain the reader and others.

There are three points purposed by Halliday (1985b) in Nunan as follow as, primarily for action, primarily for information, and primarily for entertainment.[8]

1. Primarily for action

   The purpose of writing is primarily for action those are; the first is for public sign that writing is used as public sign commonly in the roads and stations. The second is used as product label like as food, tools or toys purchased, recipes, television, radio guides and others. The third is for social contact like as correspondence, letters, postcards, greeting card.

2. Primarily for information

   The purpose of writing is primarily for giving information like as newspaper, advertisement, announcement, include all of textbook various.

3. Primarily for entertainment

   The purposes is primarily for giving entertain to people like as poetry, storytelling, and fiction book, roman, games and so on.

[8] David Nunan, *language teaching methodology a book for teacher, prentice hall, p.84*

Furthermore, penny state that the purposes of writing is to expression of ideas and send the message for reader so the ideas themselves should arguably be seen most important aspect in writing.[9] By writing, the writer can share their ideas or information to reader. So the writer in create a writing text must be easy and understandable for reader.

Based on statements above, the researcher get conclusion that the main purposes of writing is to transfer and expand the ideas or information to reader. The writer create their written in easy to understand and the reader get the meaning after reading a text.

**c. Process of writing**

In writing we need the process also, by process in writing we can input the good writing. As harmer state that, in process of writing has four stage as follow as:

The first stage, planning takes as the first important role in writing. In this stage, the writer needs to collect certain points to elaborate as the whole ideas.

The second stage, Drafting is a process of producing the first rough of writing that a writer has been planned before. This stage forces the writer to write his/her ideas as what they have planned into a first piece of

[9] Penny Ur, *A Course in language teaching practice and theory,* United kingdom: Cambridge university press, 1999,p.70

writing, considering the purpose, audience or reader and the content structure before turning into the editing process. In this stage, a writer can improve the progress through reflecting and revising the draft by receiving feedback both from the teacher and his/her peers.

The third stage, the first draft reviewed to find the mistakes and errors in it. It then rewrite into a correct form.

The last stage in writing is called final version. It is a process in which a writer finishes adding or diminishing the plan and draft, and right after that he constructs the final version.

It can be conclude that process of writing is needed to guide the writer in writing a text. That includes in the process of writing are, planning, drafting, editing and final version.

**d. Writing task**

Task is important to measure how well their doing so far. According to Richards and Schmidt, task is an activity which is designed to help achieve a particular learning goal.[10] It means that, by task the students can knowing their ability so far their learning in writing. So that, the teacher get conclusion about the skill through the task that's give to their. In addition, with task can also engage their emotional in writing. As harmer state that, an engaging writing task is one that include the not

[10] Jack C. Richards and Richard Schmidt, *longman dictionary of language teaching & applied linguistics third edition,* London: Pearson Education limited, 2002,P. 539

intellectual one but as emotional one also. As well, it amuse them, it refresh their mind, and make them feel good.[11] In conclusion, writing task is most important to students in engage their mind and emotional also. It is useful for measuring their comprehensive about writing text.

In addition at SMA N 3 Bukittinggi at tenth grade writing task studying is recount text. It is written text that explain about events that happened in the past.[12] It means that recount text is written text relate to events that happened like our personal experience, a factual events and our historical events in the past.

## 2. The Nature of Feedback

### a. Definition of Feedback

Feedback is information or opinions about the implementation of the learning process that aims to improve the implementation of the learning process for the next. It means information relating to the ability of students and teachers in order to increase their capability owned by the two of them, and the impact of the result that has been obtained of students or teachers to use in the improvement or to an increase.

According to Arikunto, feedback is all of information either on output and transformation.[13] Feedback is very important in improving input and

---

[11] Jeremy Harmer, *How to teach writing,* England: Pearson Education limited ,2004,P.64

[12] Doyle, P.G.,Goh, C.C.M.,& Zhang, L.J, *Language education concepts: A guide for English language teachers.*Singapore: Pearson Education South Asia, 2004, P.57

[13]Arikunto in Hamid,*bab ii tinjauanpustaka*,(Unila.ac.id),2013,p6

transformation. Input here are defined as students who newly entered learning. Output defined students after through learning. Meanwhile transformation is processing itself or in this case the learning. Feedback is a technique or way of returning the work or test questions about students who are expected to provide motivation to students toward corrective and improvement of learning achievement.

Based on explanation above Feedback in learning activities is events that provide certainly to students that the learning have or have not reach a destination.

Feedback is important aspect to use in the learning process. According to Hattie and Timperley, define "feedback is information about performance outcomes and a person's understanding of the learning process obtained from an agency (e.g., teacher, peer, book, parent, self, experience)".[14] It means the implementation of feedback can obtained from agent as follow; a teacher can implement corrective information, a peer can implement an alternative strategy, a book can implement information to clarify ideas, a parent can implement encouragement, and the last from a learner can look up the answer to evaluate the correctness of a response. Relate to roles of agency above, feedback is very important factors to success implementation the learning

[14] Hattie and Timperley in Norlin," The important of feedback", *journal on best teaching practice, April 2014,p.11*

process. Furthermore, feedback can help students or teachers to know mistakes and can make improvements.

In other hand, Feedback thus is a "consequence" of performance (Hattie and Timperley,2007).[15] It means that feedback will be able acquired of learning outcome. Which is feedback has impact towards effectiveness achievement. The implementation of feedback is after learning process done. However, the existence of feedback to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood (Sadler, 1989)."Feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactic and strategies"( Winne and Butler, 1994).

Feedback for Teacher is "information about the students' learning progress and is a form of evaluation for their teaching." For students is "an ongoing process, highlighting their strengths and weaknesses as well as their learning progress. "Furthermore, Feedback uses by teacher to give a criticism of work, either positive or negative, that could then give student an idea of how to proceed in the future, and how to build upon student experience about

[15]Hattie and Timperley, "The power of feedback", *review of educational research, March 2007, Vol.77,No.1,p.81*

learning.[16]According to Richard, Feedback is comments or other information that learners receive concerning their success on learning tasks or tests, either from the teachers' or other persons.[17]

In conclusion, feedback is information or comments that given by teachers' or others persons to students after they do task and to improve and evaluate their learning in the future.

**b. The purpose of feedback**

In here the students need the feedback from the teachers'. The purpose of giving feedback is to help them learn. They need feedback on the task is whether right or wrong. According Catherine Haines, The purpose of the feedback as follow:[18]

1) To encourage
2) To correct errors to improve performance
3) To customize explanation for particular issues or students
4) To reward particular behaviors, for example, handing on time, or high standard of presentation
5) To penalize certain behavior, for example, lateness, careless presentation.

[16] Stuart Hepplestone and GladsonChikwa, Understanding student learning from feedback,*Quality Enhancement & Student Success*: Sheffield Hallam University.

[17]J Richard and Richard Schimdt, *Longman Dictionary of language Teaching and Applied Linguistics,* (New York:Longman,2010),p.217

[18] Catherine Haines, *Assessing students' written work marking essays and reports.* (London: Taylor & Francis E-Library, 2004),P.19

6) To demonstrate to students that tutors notice what they are doing and care enough to comment.

**c. The types of feedback in writing**

The written feedback is defined as comments, questions or error correction on students' writing. There are two types feedback in written work, the first is direct written feedback, the second is indirect written feedback.

**1) Direct written feedback**

Direct feedback is the feedback given by the teacher to provide the correct form of the error or mistakes that students' made.[19]In addition, the teacher given direct feedback to writing them through task or work that the students had made. The teacher give a response about the students work with direct feedback if the students make a mistakes and there are an error in their writing. Through the direct written feedback the students get the accurate revision in their work after the teacher give a response toward the students' mistakes in writing.

In addition to give a response or we can called responding is part of direct feedback that the more effective way to help the students in mastering the writing mistakes that their made. Harmer

[19]Harmer in diahnisfufaroha,"teacher's feedback on students' writing", research and English education, august 2016,p.36

states that in direct written correction the teacher give a responding toward the errors students made[20]. It means that responding is one of way in direct correction to students writing task in get the target that students reach in a lesson material that teacher teach. The way teachers reach to students' work depends not only on the kind of task the students are given, but also on what they want to achieve at any one point. The way in giving feedback by responding as follow as:

1.1) Responding

Here the teacher responds to the students' writing before correction them. In respond the students writing not concerned with content or designer or structure of writing but also the teacher responding by dialogue with students to entering effective correction and discussion about their writing to be right. In conclusion to responding is the teacher give a respond to students work can by the process, structure that use and how is design form in writing, those respond is important thing to correct the students writing to look the comprehensive of students in writing a text and how the students action after the teacher correction toward their

[20]Harmer in diahnisfufaroha,"teacher's feedback on students' writing", research and English education, august 2016,p.36

writing product. In this cases, there are three ways in give response to students' work.

a) Responding to work in progress

Specifically the teacher in correct their students with given advice toward the students work. Furthermore, the teacher look how the writing during process. If the students have mistaken in doing the task in the class, the teacher must to help and given respond to students about their error and mistakes. More of them, the teacher is monitor the task of students during writing, when they are write the teacher walk in the class to see the task that while finished by students.

According to (Harmer 2004:113) Students often get tremendous benefit from this kind of personal attention from teachers. For our part as teachers, we need to approach the task with great sensitivity, doing our best to draw decisions from the students themselves rather than telling them what to do.[21]

b) Individual/ group conferencing

Every teacher have various in correction the task from their students, but in here the ways of teacher use conference face to face with their students, how the students more understand about

[21]Harmer in in diahnisfufaroha,"teacher's feedback on students' writing", research and English education, august 2016,p.73

the teacher response toward students mistakes in writing task. The teacher use a conference form with the learner to evaluate how far the increase in writing skill. The teacher give a time to students for talk about their difficult and not understand about the learning. These ways are more efficient if the teacher give individual conference to students compared the group conference. The individual have good ways because there are not shy and lie feel of student. Meanwhile with the group conference less effective to use, because it make the students not comfortable in talk about their failure or weakness if in front of their friend.

As Carnicelli (1980) state that, the conference will be strength if the teacher and students have conversation each other.[22] It conclude that, the conference method is benefit for students in see their style in writing with the teacher support.

c) Responding by written comment

Sometimes the teacher give a response just to get value but in here will be explain that the teacher be accused in support like motivate to students writing. Usually the students need support toward their product in work. This case is more important to response the teacher in the final version of the students draft in

[22]Carnicelli in diahnisfufaroha,"teacher's feedback on students' writing", research and English education, august 2016,p.73

writing. According to Hedge that is the encouragement from teacher is extremely important and helpful rather than judgment.[23] The teacher might write comments such as these:

> I enjoyed your draft composition very much. I liked the description of your grandparents. They sound like interesting people. In some ways they are the most interesting part of your story.
> I have one or two suggestions to make:
> * How about starting the composition with that description of your grandparents' house? It would be a good way in to the topic.
> * I wouldn't include the bit about your sister and the dog.
> * Be careful with your use of past tense verbs.

It can explain that this way like advice to students can be use extremely useful and should help students to avoid mistakes in their final version.

**2) Indirect written feedback**

Indirect feedbacks are divided into two parts. First, coded indirect feedback means the teacher underlines the students' errors or mistakes, then the teacher writes the symbol above the targeted errors or mistakes and the teacher gives the composition for the student to think what error the student made as the symbol can

[23]Tricia Hedge.*Teaching and Learning in the Language Classroom*, Oxford University Press**,** 2000, P.77

helps the student to think.[24] It means that, indirect written feedback is correction the students' work that use the symbol correction and underline the word which is wrong in the text of students' writing. Here the teacher use more ways to correct the writing task and need much time to correct the students writing.

Those feedback is specific ways to identify the text that error and easily to find the mistakes was them made. By use the indirect written feedback for students' writing task make their correction by themselves until the students' to reach the correct writing. The way in giving feedback in written work as follow:

2.1) Correction

The ways of teacher correction on students work usually with underlining, crossing –out, question marks, and occasional tick. There are a number of more effective ways which make correction a positive and useful experience:

a) Selective correction

Selective correction is more effective way to apply in a good learning. As Harmer state that a way of avoiding the proliferation of red ink all over a student's work is through

[24]Elashri in diahnisfufaroha,"teacher's feedback on students' writing", research and English education, august 2016,p.37

selective correction.[25] It means that by using selective correction, the teacher can correction what the students needed. As the students make a mistakes only in verb tenses, punctuation, or on word order. In conclusion the teacher can only correction on mistakes that need correct and this way make the students focus toward their mistakes and they will concentrate on that aspect.

In addition by using selection correction, the teacher can easily in correct the students work with do not correct all of aspect in paragraph that students writing. It can avoid over- correction. Beforehand, by using selective correction the teacher tell to students what aspects that will be corrected. For example, the teacher will correct on students' punctuation and spelling so that the students will concentrate on that.

b) Using marking scales

It is essential for the teacher to use marking scales when correction students' writing. By using marking scales can helpful the students in which part of writing that they need to work at. For example, the teacher may give score 10 to each category, (e.g. grammar, vocabulary, coherent,

[25] Jeremy harmer , *How to teach writing*, England: Pearson Education Limited, 2004, p.110

and cohesion) on students' writing. So that the students will focus on that and will do it with good.

c) Using correction symbols(coded)

In order to avoid overabundance of red ink, the teacher use correction symbols to correct the students' writing. These ways have advantage and encouraging students' to think about what the mistakes is, so that they can correct it themselves. However, the following symbols are frequently used:

| Symbol | Meaning | Example of Error |
|---|---|---|
| S | A spelling error | The answer is obvius |
| WO | A mistake in word order | I like very much it |
| G | A grammar mistake | Iam going to buy many furniture. |
| T | Wrong verb tense | I have seen him yesterday. |
| C | Concord mistake | People is angry. |
| A | Something has been left out | He told λ that he was sorry. |
| WW | Wrong word | Iam interested on Jazz music. |
| { } | Something is not necessary | He was not{too }strong enough. |
| ?M | The meaning is unclear | That is a very excited photograph. |
| P | A punctuation mistake | Do you like London, |
| F/I | Too formal or informal | Hi,Mr Franklin, Thank you for your letter. |

*Source: how to teach writing by Jeremy harmer*

d) Tick chart

These can be designed in a variety of ways. Here is a sample:

| | Excellent | Good | Adequate | Inadequate |
|---|---|---|---|---|
| Interest and general force of content | | √ | | |
| Organization, development and coherence of ideas | | | √ | |
| A clear sense of audience and purpose | √ | | | |
| Overall task achievement | √ | | | |
| Appropriacy of style and register of language used | | √ | | |
| Range and complexity of grammatical structures | √ | | | |
| Range of vocabulary | | √ | | |
| Accuracy of grammatical structures | √ | | | |
| Accuracy of vocabulary | | | | |
| Use of cohesive devices | | | √ | |
| Spelling | | √ | | |
| Punctuation | √ | | | |
| Effective and appropriate layout, general presentation and handwriting | | √ | | |

*Source: tick chart by Jeremy harmer*

e) Reformulation

Reformulation is a way of showing students how they could write something more correctly. Instead of asking them to find the mistake and correct it, the teacher shows how he or she would write the incorrect sentence. The students then learns by comparing correct and incorrect versions. Reformulation is extremely useful during drafting and re-drafting.

f) Referring students to a dictionary or a grammar book

Here the teacher give instruction to students to go and look to a dictionary or grammar book to correct the mistake that students made. By using here the students can know

their mistakes and also can correct it by themselves. In addition the students also can always remember about the word that they find in dictionary by themselves.

g) Remedial teaching

Remedial teaching is necessary to help students to correct their mistake. When the more of students make same mistakes in writing. The teacher will be explain again about their students are not understand yet. The teacher give ways in correct it by themselves. After that the teacher ask to them to correct it by themselves.

**3. The Nature of Perception**

**a. Definition of Perception**

Perception is the ability of someone to see, hear or become aware of something through the senses. As Wibowo states perception is a cognitive- process that allow us to interpret and understand around us.[26]It means that the students will interpret and comprehend their around environment. Thus, the function of perception is the process to give meaning about their around environment. As Pangewa states perception is process of giving meaning to the environment by an individual.[27] In other

[26]Wibowo, *prilakudalamorganisasi,*(Jakarta,PT Raja Grafindo Persada,2013),p.59
[27]MaharudinPangewa, *perilakukeorganisasian,*( department nasional,2004),p.54

hand, perception as stimulus by the sense, selection and organizing stimuli.

Based on definition above that perception is an instrument to get information toward the around world. So that the students will give perception about something based on their own definition.

**b. The factors influencing perception**

In fact, people will give their own opinion allow their feeling and we can observe the same thing but they have difference feel in meaning something that they are look it. According to Wibowo, there are three factors that influencing perception.[28]

1) Perceiver

Perceiver is people who give perception. By perceiver can influence the perception of people, because the people have difference opinion each other. There are some components in perceiver factor:

a) Attitudes

Attitude is behavior in interaction or communication with other human.

b) Motives

Motives is the meaning of giving perception.

[28]Wibowo, *prilakudalamorganisasi,*(Jakarta,PT Raja Grafindo Persada,2013),p.60-61

c) Interest

Interest is the most important thing needed by someone in giving perception.

d) Experience

Experience is mastery and knowledge of an event or subject gained through involvement in or exposure to it.

e) Expectation

Expectation is something that hoped by people who giving perception.

2) Target

Target is people or object to be objectives perception. Target factors has components:

a) Novelty

Here the perceiver share experience of subjective perception of an individual.

b) Motion

People give more attention to move object than the stationary objects.

c) Sounds

Sounds is meaningful sound that serve as target perception.

d) Size

In size, the biggest object is more likely to be noticed than a smaller object.

e) Background

Background is the prior knowledge about the target.

3) Situation

In situation is the condition of people in giving perception. There are three components as follow as:

a) Time

While the people give perception done

b) Work setting

Occupation influences perceiver to give their perception toward the target of perception.

c) Social setting

Relation of setting social also give influences toward their perception

Based on some factors influencing of perception. It can conclusion that these factors will influence toward someone perception in interpretation the event or the object happens in their environment.

**c. Measuring Perception**

As Shafaruddin states that measuring perception same with measuring behavior. There are two methods in measuring perception:

1) Self-report

   A method where respondent give answer that can be used to indicate students' perception. Furthermore, the teacher give some option to easy the respondent in choose the answer that has provided.

2) Involuntary

   This method can only be done if there is a willing from respondent in doing it.

## B. Review Of Related Studies

There are some relevant studies which are found by researcher. One of related study to conducted by Harisubagyo, under the title:*A Study of teacher's feedback to give correction on students' errors in writing at the 11$^{th}$ grade of language class in SMA Negeri 1 kotaMojokerto*. A thesis English education department, faculty of tarbiyah, SunanAmpel State Islamic University.The previous related study gave some information but different variable with writer of this thesis. The research was focused to analyze Students errors in writing through teacher's feedback.This research is different with the research above, because this research is focused onthe perception from students toward the teacher ways in giving feedback on students writing task at tenth grade of SMAN 3 Bukittinggi.

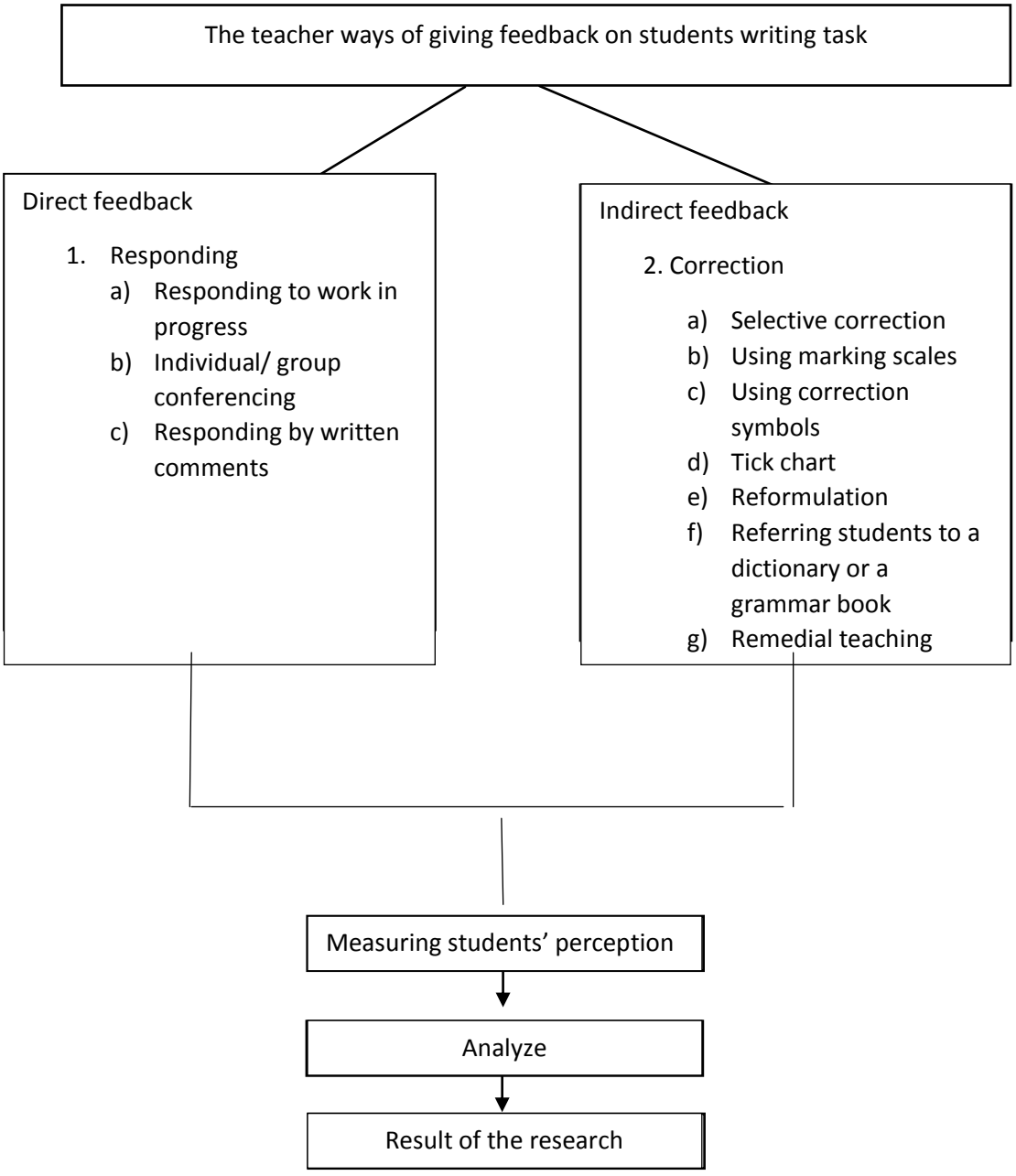
The Second research that related to this reseach is by Kasmiwati, under the title : *Students' perceptions towards lecturers' ways in giving feedback in speaking performance at the fourth semester English education department on academic years 2014/2015.* That research is different with the this research because that reseach focused to analyze Speaking performance students.Meanwhile, this research focused onthe perception from students toward the teacher ways in giving feedback on students writing task at tenth grade of SMAN 3 Bukittinggi.

The third research that related to this research by Yuvita, Her research entitled "*the effect of peer feedback and teacher feedback to improve students*' *writing achievement*". This studies explores how the effect of students to improve writing achievement with peer feedback and teacher feedback. The result of the study is that peer feedback and teacher feedback are effective to improve students' writing achievement to the higher and lower achievers.

Based on the related literature above, the researcher conduct a research entitled:"students' perception towards teacher ways in giving feedback in writing task at tenth grade of SMAN 3 Bukittinggi"

## C. Conceptual Framework

Conceptually, the research framework is illustrated at the following figure:



## D. Hyphotesis

The schema above explains the related theory to the research. There are two ways in giving feedback on students writing task, direct feedback ( responding to work in progress, individual/ group conferencing, responding by written comment) and indirect feedback( selective correction, using marking scales, using correcting symbols, tick chart, reformulation, referring students to a dictionary or a grammar book. Remedial teaching. In this research, the researcher tries to find how exactly the students' perception toward teacher ways in giving feedback that used by English teacher in correction students' writing task at the tenth grade of SMA N 3 Bukittinggi.

# CHAPTER III

# RESEARCH METHOD

## A. Design of The Research

The design of this research is descriptive quantitative. Descriptive research can be used to identify and classify the elements or characteristics of the subject. Meanwhile, Punaji Setyosari explained that the descriptive is research that aims to explain or describe a situation, event, object, or whether everything that is associated with a variable-variable that could be explained either by the numbers or words.[29] According to Wina Sanjaya, the descriptive research is a kind of the research that used to describe the facts and the characteristics object and subject of the research systematically.[30] Descriptive research involves collecting data in order to answer the question that already arranged to get some information.

It means that descriptive research should have informative and knowledgeable subject. The research wouldddescribe which the ways of feedback were given by teacher on students writing task and how the students' response of it.

[29]Punaji setyosari. Metode penelitian pendidikan dan pengembangan. (Jakarta: kencana.2010)
[30]Wina Sanjaya. Penelitian Pendidikan:jenis, Metode dan Prosedur Edisi Pertama, (Jakarta: Kencana Prenada Media, 2013) p.59

Moreover, quantitative research is a research which is the data are presented in the numeral and analyzed in statistic. According to Arikunto, a quantitative research is a process to get knowledge or information by using numeral data as a tool to get what information that intended to be known.[31] In other words, descriptive research may be defined as a purposive process of gathering, analyzing, classifying and tabulating data. Because of that, this research would get information to analyze Students' Perception toward Teacher Ways in giving Feedback on Students Writing Task at Tenth Grade of SMAN 3 Bukittinggi.

## B. Population and Sample

### 1. Population

Population is the total subject of the research. Margono states that population refers to entire research object consist of human, thing, phenomena, event and many others.[32]Moreover According to Sugiono, population is the generalized areas that consist of object or the subject that has certain quality and characteristic that set by the researcher to learn and take the conclusion.[33] The population can be defined as totality of the presumable all grade, result for counting and measuring the research about the certain features from the whole group which is wanted to find out its features. In

[31]Sukardi. *Metodologi penelitian pendidikan*. (Jakarta: Bumi Aksara.2014.)p.157
[32]Margono. *Methodology penelitian pendidikan.*(Jakarta: Rhineka Cipta. 2007). P.118
[33]Sugiono. *MetodePenelitianKuantitatifKualitatifdan R&D*. (Alfabeta. 2011), p.215

short, the population of this research was the students at tenth grade of SMA N 3 Bukittinggi which consists of 350 students.

**Table 3.1 the students at tenth grade of SMAN 3 Bukittinggi**

| Class | Students' totally |
|---|---|
| MIPA 1 | 35 |
| MIPA 2 | 35 |
| MIPA 3 | 35 |
| MIPA 4 | 35 |
| MIPA 5 | 35 |
| MIPA 6 | 35 |
| IPS 1 | 35 |
| IPS 2 | 35 |
| IPS 3 | 35 |
| BAHASA | 35 |
| Total | 350 |

*Source: administration office at SMA N 3 Bukittinggi*

The table showed that formulate of students at tenth grade of SMAN 3 Bukittinggi. It consist of 350 students. So the total of population were 350 students

### 2. Sample

Sample is a part of population which is supposed to represent the characteristic of the population. Gay says that, sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected.[34] According to Margono, the sample is a part of the population that taken by using in certain ways.[35] Thus, the sample is the part of population that is used in the research to find the data by selecting a number of individuals.

In this research, the researcher used purposive sampling to collect the data. Purposive sampling is collects the specific sample from all participants in the population[36]. So that, the researcher used purposive sampling to collect the data from specific respondents that represent of the population. The researcher took MIPA 5 for being the respondents of this research because the teacher gave feedback to MIPA 5. It is because MIPA 5 understand when the teacher gave feedback for them.

## C. Instrumentation

The instrumentation is one of important part and as a tool in the research. Sugiyono states that the instrument research is the tool that can use

[34]L.R Gay. *Educational Research*: competencies for analysis anapplication 6th editioan, new jersey: prentice Hall.2000. p.101

[35]Margono, *Metodelogi penelitian Pendidikan*. Jakarta: Rhineka Ciota. 2005. P.121

[36]Sugiyono.*MetodePenelitianKuantitatifKualitatifdan R&D.* Bandung: Alfabeta.2010 p.124

to measure the phenomenon and social either that capable of control.[37]In this research the researcher used questionnaire in collecting the data from the teacher as instrument for the research.

Questionnaire is a technique of collecting the data gave which consist of with alternative answers for respondent. Sugiyono says that, the questionnaire is a technique of data collection by giving some written questions for respondent to answer.[38]There were two kinds of questionnaire: close and open questionnaire. In this research, the researcher used close questionnaire. As stated by Hadeli, close questionnaire is a questionnaire that has an alternative answer for the respondent.[39]The researcher used close questionnaire because the teacher would easy to answer the questionnaire. Thus, it was a type of questionnaire technique that makes the data clearer and easier to be analyzed. Then, made checklist for the available respond on the questionnaire.

This research used five - points Likert-type scale to measure opinion or perception of teacher. Sugiyono stated that "Likert scale to measure attitude, opinion, and individual or group perception one about social phenomenon.[40] It means likert scale aimed to measure attitude toward others.

---

[37]Sugiyono, *Metode Penelitian Kuantitatif kualitatif dan R&D*, edisi ke-11, Bandung: Alfabeta.2010.p 102

[38]Sugiono. *MetodePenelitianKuantitatifKualitatifdan R&D* (2010) p.142

[39]Hadeli.*Metodepenelitiankependidikan*…….p.78

[40]Sugiyono. Metodepenelitianpendidikan.*Pendekatankuantitatif,kualitatifdan R&D.* (Bandung: Alfabeta 2016).p.134

These scale showed the option of the respondents and the respondents should gave one checklist for one answer of the statements as “always”, “often”, ”sometimes”, “seldom”, “never”, to avoid the misunderstanding and to make it clearly for them, The researcher has considered creating the questionnaire in Indonesia. The students as respondents were expected to give more spontaneous, accurate answer and easy for researcher when analyzing the data. Moreover, a good instrument should have to be valid. This research considered about the validity of the instrument, because it was important in the research. Without validity, an instrument would not become valid and was not able to be used in this research.

The validity was used to measure the instrument of the research whether the instrument is accurate and valid or not.

**D. Technique of Data Collection**

The technique of data collection from this research was closed-questionnaire. Before conducting this research, the researcher informed about the research to the teacher and asked permission to conduct the research. The researcher explained to the students the goal of the research and demand extra emphasis in persuading them to take the study seriously and respond frankly.

The steps were done by researcher to collect the data as followed:

1. The researcher distributed the questionnaire to the students as sample of this research

2. The researcher asked the students to choose the optional answer that has provided in questionnaire
3. The researcher gave time to the students to answer the statement
4. The researcher collected the questionnaire.

## E. Technique of Data Analysis

The researcher used descriptive quantitative analysis for the technique of data analysis that gave an overview of the results by using the table of frequencies. The researcher would analyze the data by using the formula to get the point of the research. According to Arikunto, data analysis is meant by processing data obtained that use the formulator rules that are applicable to research or design approach taken[41].

The researcher would analyze the data through the questionnaire. It needed some steps to analyze the data:

1. Collecting the questionnaire from the respondents
2. Collecting of percentage of data. The technique of analyzing the data in this research was percentage technique by using formula that suggested by Sudijono as follow[42]:

   P = $\frac{F}{N}$ X 100 %

   P = the percentage

[41]Suharsimi, Arikunto. *ProsedurPenelitian. (*Jakarta:RinekaCipta) p.236
[42]Sudijono, Anas. *PengantarStatistikPendidikan.* (Jakarta: PT Raja Grafindo Persada,2008), p.43

F = the frequency of each item

N = the total sample

3. Then finding mean of the data by using formula that suggested by Subana as follow[43]:

$M\chi = \frac{\Sigma x}{N}$

Where:

Mx = Mean

$\Sigma\chi$ = Total of percentage

N = Amount of items

4. To categorized the level of the usage of students' perception of teachers' ways in giving feedback on students' writing task, the researcher use the table in below.

| **The range of category** | **Interpretation** |
|---|---|
| 76% -100% | Very good |
| 56% - 75% | Good |
| 40% - 55% | Moderate |
| 29% - 39% | Poor |
| < 29% | Bad |

[43]SubanaSudrajat,*dasar-dasarpenelitianilmiah*.....p.188

5. Drawing the conclusion

The researcher made conclusion based on the mean percentage or each sub variable. If the students made “always” for their so it would be “very good” in the interpretation of the usage level. But if “often “it would be “good” in the interpretation of the usage level. If “sometimes” it would be “moderate” in the interpretation of the usage level. If “seldom” it would be “poor” in the interpretation of the usage level. If “never” it would be “bad” in the interpretation of the usage.

# CHAPTER IV

# FINDING AND DISCUSSION

## A. Findings

This research used descriptive quantitative method. The data was collected from students of tenth grade at SMAN 3 Bukittinggi. There are 35 students of English education department as the sample. The data was in focus in using close questionnaire. In distributing the questionnaire, the researcher gave explanation and the time to the students for answering the questionnaire honestly. So, these students' answer on questionnaire were analyzed by the researcher in order to answer the research questions. It was about what were students' perception about teacher ways in giving feedback toward writing task. In conclusion, the data from questionnaire was analyzed to answer research question.

As stated in the technique of the data analysis in chapter III, the procedures that were used by the researcher after collecting the data through questionnaire were calculating percentage of data and finding mean of the percentage then made explanation and conclusion.

After collecting the data from questionnaire, the researcher identified and classified the questionnaire. From the identifying the students' answers,

the researcher found that most of the students had good perception about teachers ways toward writing task with high mean percentage.

Thus, the researcher found students' perception about teacher ways toward writing task of tenth grade at SMAN 3 Bukittinggi.

1. Description of the data

   In describing and interpreting the data, the researcher classified the criteria of usage level to find percentage and mean of every item by calculating the students' answer. The description of the data about students' perception about teacher ways toward writing task of SMAN 3 Bukittinggi are as follow:

   **1. Responding**

   The Questionnaire of responding consisted of fifteen items.

**Table 1:**
**The description of data calculation of frequency and percentage of the students' answer**

| No | Question | Answer | Frequency | Percentage |
|---|---|---|---|---|
| 1 | The teacher gives input to the students writing if there is an error on the students task sheet | always | 12 | 27% |
| | | often | 11 | 24% |
| | | occasionally | 11 | 24% |
| | | rarely | 1 | 2.2% |
| | | never | 0 | 0% |

| | | | | |
|---|---|---|---|---|
| 2 | The teacher approaches the students while working on the assignment | always<br>often<br>occasionally<br>rarely<br>never | 2<br>9<br>16<br>7<br>1 | 4.4%<br>20%<br>36%<br>16%<br>2.2% |
| 3 | The teacher helps students who have difficulty in doing the assignments given | always<br>often<br>occasionally<br>rarely<br>never | 2<br>15<br>14<br>4<br>0 | 4.4%<br>33%<br>31%<br>9%<br>0% |
| 4 | The teacher checks directly on the writing of students who quickly finish it | always<br>often<br>occasionally<br>rarely<br>never | 7<br>14<br>14<br>0<br>0 | 16%<br>31%<br>31%<br>0%<br>0% |
| 5 | The teacher corrects the essay I wrote in a circle, the wrong words in my essay | always<br>often<br>occasionally<br>rarely<br>never | 9<br>10<br>8<br>4<br>4 | 20%<br>22%<br>18%<br>9%<br>9% |

| | | | | |
|---|---|---|---|---|
| 6 | When the sentence I wrote was wrong the teacher just underlined and crossed out the sentence without mentioning the correct answer | always<br>often<br>occasionally<br>rarely<br>never | 0<br>3<br>4<br>17<br>11 | 0%<br>7%<br>9%<br>38%<br>24% |
| 7 | The teacher provides guidance directly with students who still have a lot of mistakes in writing assignments | always<br>often<br>occasionally<br>rarely<br>never | 0<br>5<br>8<br>17<br>5 | 0%<br>11%<br>18%<br>38%<br>11% |
| 8 | The teacher makes time for students to ask questions about learning that they do not understand | always<br>often<br>occasionally<br>rarely<br>never | 8<br>20<br>5<br>0<br>2 | 18%<br>44%<br>11%<br>0%<br>4.4% |
| 9 | The teacher make a team of students so that they know the strengths and weaknesses of each of them to be improved and | always<br>often<br>occasionally<br>rarely<br>never | 0<br>1<br>6<br>12<br>15 | 0%<br>2.2%<br>13%<br>27%<br>33% |

| | | | | |
|---|---|---|---|---|
| | improved in the future | | | |
| 10 | The teacher instructs students to sit in groups and exchange opinions in writing texts that are being studied | always<br>often<br>occasionally<br>rarely<br>never | 0<br>6<br>8<br>12<br>9 | 0%<br>13%<br>18%<br>27%<br>20% |
| 11 | The teacher gives the group assignment to write an essay with a free topic | always<br>often<br>occasionally<br>rarely<br>never | 1<br>6<br>12<br>6<br>10 | 2.2%<br>13%<br>27%<br>13%<br>22% |
| 12 | The teacher instructed us to read the finished essays in front of the class | always<br>often<br>occasionally<br>rarely<br>never | 2<br>5<br>9<br>11<br>8 | 4.4%<br>11%<br>20%<br>24%<br>18% |
| 13 | The teacher provides motivation for the results of student work | always<br>often<br>occasionally<br>rarely<br>never | 4<br>4<br>14<br>9<br>4 | 9%<br>9%<br>31%<br>20%<br>9% |

| | | | | |
|---|---|---|---|---|
| 14 | The teacher comments on the student's writing to avoid mistakes in writing the final results | always<br>often<br>occasionally<br>rarely<br>never | 0<br>19<br>10<br>6<br>0 | 0%<br>42%<br>22%<br>13%<br>0% |
| 15 | The teacher marked errors in punctuation, tenses, word order, and spelling with a red pen | always<br>often<br>occasionally<br>rarely<br>never | 10<br>16<br>4<br>2<br>3 | 22%<br>36%<br>9%<br>4.4%<br>7% |

**Table 1.1**

**The teacher gives input to the students writing if there is an error on the Students task sheet**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 12 | 34.29% |
| Often | 11 | 31.43% |
| Occasionally | 11 | 31.43% |
| Rarely | 1 | 2.86% |
| Never | 0 | 0% |
| Total | **35** | **100%** |

The table 1.1 showed that the teacher gave feedback to the students writing if there was an error on the Students task sheet. It showed 12 respondents answered always (34.29%). 11 respondents answered often (31.43%). 11 respondents answered occasionally (31.43%). 1 respondent answered rarely (2.86%). 0 respondent answered never(0%).So, in this item about Students perception answered always with high percentage (34.29%)

**Table 1.2**

**The teacher approaches the students while they doing the task**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 2 | 5.72% |
| Often | 9 | 25.72% |
| Occasionally | 16 | 45.72% |
| Rarely | 7 | 20.00% |
| Never | 1 | 2.86% |
| Total | **35** | **100%** |

The table 1.2 was about the teacher approaches the students while working on the assignment. It showed 2 respondents answered always (5.72%). 9 respondents answered often (25.72%). 16 respondents answered occasionally (45.72%). 7 respondents answered rarely (20.00%). 1 respondent answered never (2.86%). So, in this item about Students perception with high percentage at occasionally (45.72%)

**Table 1.3**

**The teacher helps students who have difficulty in doing the assignments that are given**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 2 | 5.72% |
| Often | 15 | 42.86% |
| Occasionally | 14 | 40.00% |
| Rarely | 4 | 11.43% |
| Never | 0 | 0% |
| Total | **35** | **100%** |

The table 1.3 was about the teacher helps students who have difficulty in doing the assignments given. It showed 2 respondents answered always(5.72%). 15 respondents answered often (42.86%). 14 respondents answered occasionally (40.00%). 4 respondents answered rarely (11.43%). 0 respondent answered never (0%). So, Students perception in this item answered often with high percentage (42.86%)

**Table 1.4**

**The teacher will checks directly the task to the students who can finish it quickly**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 7 | 20.00% |
| Often | 14 | 40.00% |
| Occasionally | 14 | 40.00% |
| Rarely | 0 | 0% |
| Never | 0 | 0% |
| Total | **35** | **100%** |

The table 1.4 was about the teacher check directly on the writing of students who quickly finish it. It showed 7 respondents answered always (20.00%). 14 respondents answered often (40.00%). 14 respondents answered occasionally (40.00%). 0 respondent answered rarely (0%). 0 respondent answered never (0%). So, this item answered by students with high percentage (40.00%) were often and occasionally.

**Table 1.5**

**The teacher corrects students' essay by circling the wrong sentences on student's essay**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 9 | 25.71% |
| Often | 10 | 28.57% |
| Occasionally | 8 | 22.86% |
| Rarely | 4 | 11.43% |
| Never | 4 | 11.43% |
| Total | **35** | **100%** |

The table 1.5 was about the teacher corrects the essay I wrote in a circle, the wrong words in my essay. It showed 9 respondents answered always (25.71%). 10 respondents answered often (28.57%). 8 respondents answered occasionally (22.86%). 4 respondents answered rarely (11.43%). 4 respondents answered never (11.43%). So, in this item about students' perception a half answered often with percentage (28.57%).

**Table 1.6**

**When the students' made mistake in writing, the teacher only giving underline and cross out the sentence without mentioning the correct sentence**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 3 | 8.58% |
| Occasionally | 4 | 11.43% |
| Rarely | 17 | 48.58% |
| Never | 11 | 31.43% |
| Total | **35** | **100%** |

Table 1.6 was about when the sentence I wrote was wrong the teacher just underlined and crossed out the sentence without mentioning the correct answer. It showed 0 respondent answered always (0%). 3 respondents answered often (8.58%). 4 respondents answered occasionally (11.43%). 17 respondents answered rarely (48.58%). 11 respondents answered never (31.43%). So, this item the students answered rarely with high percentage (48.58%).

**Table 1.7**

**The teacher give guidance directly to the students who still have a lot of mistakes in writing assignments**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 5 | 14.29% |
| Occasionally | 8 | 22.86% |
| Rarely | 17 | 48.58% |
| Never | 5 | 14.29% |
| Total | **35** | **100%** |

Table 1.7 was about the teacher provides guidance directly with students who still have a lot of mistakes in writing assignments. It showed 0 respondent answered always (0%). 5 respondents answered often (14.29%). 8 respondents answered occasionally (22.86%). 17 respondents answered rarely (48.58%). 5 respondents answered never (14.29%). So, this item the students most answered rarely with percentage (48.58%).

**Table 1.8**

**The teacher give time for the students who still do not understand about the lesson**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 8 | 22.86% |
| Often | 20 | 57.14% |
| Occasionally | 5 | 14.29% |
| Rarely | 0 | 0% |
| Never | 2 | 5.71% |
| Total | **35** | **100%** |

Table 1.8 was about the teacher makes time for students to ask questions about learning that they do not understand. It showed 8 respondents answered always (22.86%). 20 respondents answered often (57.14%). 5 respondents answered occasionally (14.29%). 0 respondent answered rarely( 0%). 2 respondents answered never ( 5.71%). So this item too much answered often with high percentage (57.24%).

**Table. 1.9**

**The teacher put the students into groups to make the students know their strengthens and weakness in their writing task in order they can correct and improve it in the future**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 1 | 2.94% |
| Occasionally | 6 | 17.65% |
| Rarely | 12 | 35.29% |
| Never | 15 | 44.12% |
| Total | **34** | **100%** |

Table 1.9 was about the teacher make a team of students so that they know the strengths and weaknesses of each of them to be improved and improved in the future. It showed o respondent answered always (0%). 1 respondent answered often (2.94%). 6 respondents answered occasionally (17.65%). 12 respondents answered rarely (35.29%). 15 respondents answered never (44.12%). So in this item the students answered never with high percentage (44.12%).

**Table 1.10**
**The teacher ask the students to sit in groups and share the opinions in writing the texts that are being learnt**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 6 | 17.14% |
| Occasionally | 8 | 22.86% |
| Rarely | 12 | 34.28% |
| Never | 9 | 25.72% |
| Total | **35** | **100%** |

The table 1.10 was about the teacher instructs students to sit in groups and exchange opinions in writing texts that are being studied. It showed 6 respondents answered often (17.14%). 8 respondents answered occasionally (22.86%). 12 respondents answered rarely (34.28%). 9 respondents answered never (25.72%). This item the students not answered always with percentage (0%). Meanwhile few of students answered rarely (34.28%).

**Table 1.11**
**The teacher gives the group assignment to write an essay with a free topic**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 1 | **2.86%** |
| Often | 6 | **17.14%** |
| Occasionally | 12 | **34.28%** |
| Rarely | 6 | **17.14%** |
| Never | 10 | **28.57%** |
| Total | **35** | **100%** |

The table 1.11 was showed about the teacher gives the group assignment to write an essay with a free topic. It 1 respondent answered always (2.86%). 6 respondents answered often (17.14%). 12 respondents answered occasionally (34.28%). 6 respondents answered rarely (17.14). 10 respondents answered never (28.57%). So, this item a half of students answered occasionally (34.28%).

**Table 1.12**

**The teacher ask the students to read the essay in front of the class**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 2 | 5.71% |
| Often | 5 | 14.28% |
| Occasionally | 9 | 25.71% |
| Rarely | 11 | 31.43% |
| Never | 8 | 22.86% |
| Total | **35** | **100%** |

The table 1.12 was about the teacher instructed us to read the finished essays in front of the class. It showed 2 respondents answered always (5.71%). 5 respondents answered often (14.28%). 9 respondents answered occasionally (25.71%). 11 respondents answered rarely (31.43%). 8 respondents answered never (22.86%). So this item a few of students answered rarely with high percentage (31.43%).

**Table 1.13**

**The teacher comments on the student's writing task to avoid students' mistakes in writing the final results**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 4 | 11.43% |
| Often | 4 | 11.43% |
| Occasionally | 14 | 40% |
| Rarely | 9 | 25.71% |
| Never | 4 | 11.43% |
| Total | **35** | **100%** |

The table 1.13 was about the teacher comments on the student's writing to avoid mistakes in writing the final results. It showed 4 respondents answered always (11.43%). 4 respondents answered often (11.43%). 14 respondents answered occasionally (40%). 9 respondents answered rarely (25.71%). 4 respondents answered never (11.43%). So this item the students more answered occasionally with percentage (40%).

**Table 1.14**

**The teacher comments on the student's writing to avoid students' mistakes in writing the final results**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 19 | 54.28% |
| Occasionally | 10 | 28.57% |
| Rarely | 6 | 17.14% |
| Never | 0 | 0% |
| Total | **35** | **100%** |

The table 1.14 was about the teacher comments on the student's writing to avoid mistakes in writing the final results. It showed 0 respondent answered always (0%). 19 respondents answered often (54.28%). 10 respondents answered occasionally (28.57%). 6 respondents answered rarely (17.14%). 0 respondent answered never (0%). So, this item more answered often with percentage (54.28%).

**Table 1.15**

**The teacher marked errors in punctuation, tenses, word order, and spelling with a red pen**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 10 | 28.57% |
| Often | 16 | 45.71% |
| Occasionally | 4 | 11.43% |
| Rarely | 2 | 5.71% |
| Never | 3 | 8.57% |
| Total | **35** | **100%** |

The table 1.15 was about the teacher marked errors in punctuation, tenses, word order, and spelling with a red pen. It showed 10 respondents answered always (28.57%). 16 respondents answered often (45.71%). 4 respondents answered occasionally (11.43%). 2 respondents answered rarely (5.71%). 3 respondents answered never (8.57%). So in this item the students more answered often with high percentage (45.71%).

**Table 1.16**
**The result of Students perception on responding**

| No. | Statement Number | Always | Often | Occasionally | Rarely | Never |
|---|---|---|---|---|---|---|
| 1 | Statement 1 | 34.29% | 31.43% | 31.43% | 2.86% | 0% |
| 2 | Statement 2 | 5.72% | 25.72% | 45.72% | 20.00% | 2.86% |
| 3 | Statement 3 | 5.72% | 42.86% | 40.00% | 11.43% | 0% |
| 4 | Statement 4 | 20.00% | 40.00% | 40.00% | 0% | 0% |
| 5 | Statement 5 | 25.71% | 28.57% | 22.86% | 11.43% | 11.43% |
| 6 | Statement 6 | 0% | 8.58% | 11.43% | 48.58% | 31.43% |
| 7 | Statement 7 | 0% | 14.29% | 22.86% | 48.58% | 14.29% |
| 8 | Statement 8 | 22.86% | 57.14% | 14.29% | 0% | 5.71% |
| 9 | Statement 9 | 0% | 2.94% | 17.65% | 35.29% | 44.12% |
| 10 | Statement 10 | 0% | 17.14% | 22.86% | 34.28% | 25.72% |
| 11 | Statement 11 | 2.86% | 17.14% | 34.28% | 17.14% | 28.57% |
| 12 | Statement 12 | 5.71% | 14.28% | 25.71% | 31.43% | 22.86% |
| 13 | Statement 13 | 11.43% | 11.43% | 40% | 25.71% | 11.43% |
| 14 | Statement 14 | 0% | 54.28% | 28.57% | 17.14% | 0% |
| 15 | Statement 15 | 28.57% | 45.71% | 11.43% | 5.71% | 8.57% |
| | **TOTAL (∑F)** | 162.87% | 411.51% | 409.09% | 309.58% | 207% |
| | **MEAN (Mx)** | 10.86% | 27.43% | 27.27% | 20.64% | 14% |

The table .1.16 showed the mean percentage of responding. It could be conclude that cluster of Students perception of this aspect. There were 10.86% respondents assumed that the teacher always respond to students' work. 27.43% respondents assumed that the teacher often respond to students' work. 27.27% respondents assumed that the teacher occasionally respond to students' work. 20.64% respondents assumed that the teacher rarely respond to students' work. 14% respondents assumed that the teacher never respond to students' work.

**2. Correction**

The questionnaire of correction consists of thirty items.

**Table 2:**
**The description of data calculation of frequency and percentage of the students' answer**

| No | Question | Answer | frequency | Percentage |
|---|---|---|---|---|
| 1 | The teacher circled the punctuation that was not right in my writing | always | 0 | 0% |
| | | often | 4 | 9% |
| | | occasionally | 9 | 20% |
| | | rarely | 9 | 20% |
| | | never | 12 | 27% |

| | | | | |
|---|---|---|---|---|
| 2 | The teacher gives scores on each category in writing such as (grammar, vocabulary, coherent, cohesion) | always<br>often<br>occasionally<br>rarely<br>never | 3<br>5<br>11<br>6<br>10 | 7%<br>11%<br>24%<br>13%<br>22% |
| 3 | The teacher gives a value to the essay that I wrote (such as : in spelling, paragraph organization, and verb tense, grammar) | always<br>often<br>occasionally<br>rarely<br>never | 12<br>12<br>4<br>3<br>4 | 27%<br>27%<br>9%<br>7%<br>9% |
| 4 | If the paragraph I wrote is not interconnected, the teacher comments on the paragraph | always<br>often<br>occasionally<br>rarely<br>never | 3<br>11<br>8<br>10<br>3 | 7%<br>24%<br>18%<br>22%<br>7% |
| 5 | The teacher gives a written comment if the paragraph arrangement that I wrote is not clear | always<br>often<br>occasionally<br>rarely<br>never | 0<br>3<br>9<br>15<br>8 | 0%<br>7%<br>20%<br>33%<br>18% |

| | | | | |
|---|---|---|---|---|
| 6 | The teacher gives a written response (such as " are you sure you can support your paragraph?) if the paragraph I wrote is not related | always<br>often<br>occasionally<br>rarely<br>never | 1<br>1<br>3<br>9<br>21 | 2.2%<br>2.2%<br>7%<br>20%<br>47% |
| 7 | The teacher gives a sign (?) in the essay that I wrote if the sentence I wrote is confusing or incorrect | always<br>often<br>occasionally<br>rarely<br>never | 8<br>6<br>9<br>5<br>7 | 18%<br>13%<br>20%<br>11%<br>16% |
| 8 | The teacher introduces a correction symbol like : S=*Spelling errors, WO= a mistakes in word order,G= A grammar mistake* | always<br>often<br>occasionally<br>rarely<br>never | 0<br>0<br>2<br>2<br>31 | 0%<br>0%<br>4.4%<br>4.4%<br>69% |
| 9 | The teacher gave the code( G= Grammar) to the grammatical errors in the essay I wrote | always<br>often<br>occasionally<br>rarely<br>never | 0<br>0<br>1<br>4<br>30 | 0%<br>0%<br>2.2%<br>9%<br>67% |

| | | | | |
|---|---|---|---|---|
| 10 | The teacher writes written comments if the main ideas and supporting ideas in the essay that I wrote are not clear | always<br>often<br>occasionally<br>rarely<br>never | 1<br>3<br>5<br>11<br>15 | 2.2%<br>7%<br>11%<br>24%<br>33% |
| 11 | The teacher gives suggestions and comments on the essay that I wrote if the argument I wrote in the essay does not reinforce the main ideas and supporting ideas | always<br>often<br>occasionally<br>rarely<br>never | 2<br>9<br>12<br>6<br>6 | 4.4%<br>20%<br>27%<br>13%<br>13% |
| 12 | The teacher corrects the essay that I wrote by giving a checklist (√) if what I wrote is correct | always<br>often<br>occasionally<br>rarely<br>never | 9<br>16<br>3<br>3<br>4 | 20%<br>36%<br>7%<br>7%<br>9% |

| | | | | |
|---|---|---|---|---|
| 13 | The teacher explained the important points that must be corrected at the end of my essay | always<br>often<br>occasionally<br>rarely<br>never | 2<br>8<br>8<br>3<br>14 | 4.4%<br>18%<br>18%<br>7%<br>42% |
| 14 | The teacher writers several sentences, in the form of correct and incorrect sentences. Then I determine which sentence is correct and which sentence is wrong | always<br>often<br>occasionally<br>rarely<br>never | 0<br>2<br>9<br>11<br>13 | 0%<br>4.4%<br>20%<br>24%<br>29% |
| 15 | The teacher teaches the correct sentence pattern and tells me to correct the mistakes in the sentence that I made | always<br>often<br>occasionally<br>rarely<br>never | 9<br>14<br>10<br>2<br>0 | 20%<br>31%<br>22%<br>4.4%<br>0% |

| | | | | |
|---|---|---|---|---|
| 16 | The teacher writes the wrong sentence on the broad then I am told to underline the wrong word from the sentence | always<br>often<br>occasionally<br>rarely<br>never | 0<br>5<br>5<br>8<br>17 | 0%<br>11%<br>11%<br>18%<br>38% |
| 17 | The teacher instructed us to correct the exercises that were made with the help of a dictionary/ grammar book | always<br>often<br>occasionally<br>rarely<br>never | 0<br>6<br>7<br>7<br>15 | 0%<br>13%<br>16%<br>16%<br>33% |
| 18 | The teacher discusses exercises that have been corrected together in the classroom | always<br>often<br>occasionally<br>rarely<br>never | 4<br>19<br>8<br>3<br>0 | 9%<br>42%<br>18%<br>7%<br>0% |
| 19 | The teacher gave me the opportunity to make corrections to the essays I wrote with classmates | always<br>often<br>occasionally<br>rarely<br>never | 0<br>19<br>12<br>8<br>1 | 0%<br>42%<br>27%<br>18%<br>2.2% |

| | | | | |
|---|---|---|---|---|
| 20 | The teacher checks the essays we have corrected | always | 10 | 22% |
| | | often | 12 | 27% |
| | | occasionally | 9 | 20% |
| | | rarely | 1 | 2.2% |
| | | never | 3 | 7% |
| 21 | The teacher gives comments and suggestions on the results of correction that have been done with classmates | always | 4 | 9% |
| | | often | 7 | 16% |
| | | occasionally | 11 | 24% |
| | | rarely | 8 | 18% |
| | | never | 5 | 11% |
| 22 | The teacher gave back the essay he had examined me | always | 22 | 49% |
| | | often | 12 | 27% |
| | | occasionally | 1 | 2.2% |
| | | rarely | 0 | 0% |
| | | never | 0 | 0% |
| 23 | The teacher told us several points in the assessment of writing assignments | always | 8 | 18% |
| | | often | 12 | 27% |
| | | occasionally | 8 | 18% |
| | | rarely | 4 | 9% |
| | | never | 3 | 7% |

| | | | | |
|---|---|---|---|---|
| 24 | The teacher only checks several essays to be used as examples in the class | always<br>often<br>occasionally<br>rarely<br>never | 0<br>1<br>9<br>9<br>16 | 0%<br>2.2%<br>20%<br>20%<br>36% |
| 25 | The teacher writes one example of the wrong essay on the board to be corrected together | always<br>often<br>occasionally<br>rarely<br>never | 1<br>1<br>6<br>9<br>18 | 2.2%<br>2.2%<br>13%<br>20%<br>40% |
| 26 | The teacher teaches how to correct the writing correctly | always<br>often<br>occasionally<br>rarely<br>never | 0<br>7<br>6<br>8<br>14 | 0%<br>16%<br>13%<br>18%<br>31% |
| 27 | The teacher gives input to students who are difficult in writing | always<br>often<br>occasionally<br>rarely<br>never | 3<br>11<br>8<br>4<br>9 | 7%<br>24%<br>18%<br>9%<br>20% |

| | | | | |
|---|---|---|---|---|
| 28 | The teacher helped us when putting forth ideas that were thought to be written according to the procedure | always<br>often<br>occasionally<br>rarely<br>never | 4<br>12<br>13<br>6<br>0 | 9%<br>27%<br>29%<br>13%<br>0% |
| 29 | The teacher gives motivation to us to be able to improve writing skills to work on the next task | always<br>often<br>occasionally<br>rarely<br>never | 6<br>17<br>10<br>0<br>2 | 13%<br>40%<br>22%<br>0%<br>4.4% |
| 30 | The teacher provides the results of the corrections written on the student's assignment sheet as a reference for the next essay so that they can improve if there is a similar error made | always<br>often<br>occasionally<br>rarely<br>never | 14<br>7<br>7<br>4<br>3 | 31%<br>16%<br>16%<br>9%<br>7% |

**Table 2.1**
**The teacher circled the punctuation that was not right in my writing**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 4 | 11.76% |
| Occasionally | 9 | 26.47% |
| Rarely | 9 | 26.47% |
| Never | 12 | 35.29% |
| Total | **34** | **100%** |

The table 2.1 was about the teacher circled the punctuation that was not right in my writing. It showed 0 respondent answered always (0%). 4 respondents answered often (11.76%). 9 respondents answered occasionally (26.47%). 9 respondents answered rarely (26.47%). 12 respondents answered never (35.29%). So in this item a few of students answered never with high percentage (35.29%).

**Table 2.2**
**The teacher gives scores on each category in writing such as (grammar, vocabulary, coherent, cohesion)**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 3 | 8.57% |
| Often | 5 | 14.28% |
| Occasionally | 11 | 31.43% |
| Rarely | 6 | 17.14% |
| Never | 10 | 28.57% |
| Total | **35** | **100%** |

The table 2.2 was about the teacher gives scores on each category in writing such as (grammar, vocabulary, coherent, cohesion). It showed 3 respondents answered always (8.57%). 5 respondents answered often (14.28%). 11 respondents answered occasionally (31.43%). 6 respondents answered rarely (17.14%). 10 respondents answered never (28.57%). So in this item a few of students answered occasionally with percentage (31.43%).

**Table 2.3**

**The teacher gives a grade to the essay that student wrote (such as: in spelling, paragraph organization, and verb tense, grammar)**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 12 | 34.28% |
| Often | 12 | 34.28% |
| Occasionally | 4 | 11.43% |
| Rarely | 3 | 8.57% |
| Never | 4 | 11.43% |
| Total | **35** | **100%** |

The table 2.3 was about the teacher gives a value to the essay that I wrote (such as: in spelling, paragraph organization, and verb tense, grammar). It showed 12 respondents answered always (34.28%). 12 respondents answered often (34.28%). 4 respondents answered occasionally (11.43%). 3 respondents answered rarely (8.57%). 4 respondents answered never (11.43%). So in this item a few of students more answered always and often with same percentage (34.28%).

**Table 2.4**

**If the paragraph I wrote is unrelated, the teacher comments on the paragraph**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 3 | 8.57% |
| Often | 11 | 31.43% |
| Occasionally | 8 | 22.86% |
| Rarely | 10 | 28.57% |
| Never | 3 | 8.57% |
| Total | **35** | **100%** |

The table 2.4 was about if the paragraph I wrote is not interconnected, the teacher comments on the paragraph. It showed 3 respondents answered always (8.57%). 11 respondents answered often (31.43%). 8 respondents answered occasionally (22.86%). 10 respondents answered rarely (28.57%). 3 respondents answered never (8.57%). So in this item answered often with high percentage (31.43%).

**Table 2.5**
**The teacher gives a written comment if the paragraph that students wrote were not clear**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 3 | 8.57% |
| Occasionally | 9 | 25.72% |
| Rarely | 15 | 42.86% |
| Never | 8 | 22.86% |
| Total | **35** | **100%** |

The table 2.5 was about the teacher gives a written comment if the paragraph arrangement that I wrote is not clear. It showed 0 respondent always (0%). 3 respondents answered often (8.57%). 9 respondents answered occasionally (25.72%). 15 respondents answered rarely (42.86%). 8 respondents answered never (22.86%). So in this item more students answered rarely with high percentage (42.86%).

**Table 2.6**

**The teacher gives a written response (such as "are you sure you can support your paragraph?) If the paragraph the students wrote unrelated**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 1 | 2.86% |
| Often | 1 | 2.86% |
| Occasionally | 3 | 8.57% |
| Rarely | 9 | 25.72% |
| Never | 21 | 60% |
| Total | **35** | **100%** |

The table 2.6 was about the teacher gives a written response (such as "are you sure you can support your paragraph?) If the paragraph I wrote is not related. It showed 1 respondent answered always (2.86%). 1 respondent answered often (2.86%). 3 respondents answered occasionally (8.57%). 9 respondents answered rarely (25.72%). 21 respondents answered never (60%). So in this item more students answered never with high percentage (60%).

**Table 2.7**
**The teacher gives a sign (?) in the essay that I wrote if the sentence was incorrect**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 8 | 22.86% |
| Often | 6 | 17.14% |
| Occasionally | 9 | 25.71% |
| Rarely | 5 | 14.28% |
| Never | 7 | 20% |
| Total | **35** | **100%** |

The table 2.7 was about the teacher gives a sign (?) in the essay that I wrote if the sentence I wrote is confusing or incorrect. It showed 8 respondents answered always (22.86%). 6 respondents answered often (17.14%). 9 respondents answered occasionally (25.71%). 5 respondents answered rarely (14.28%). 7 respondents answered never (20%). So in this item a few of students answered occasionally with percentage (25.72%).

**Table 2.8**

**The teacher introduces a correction symbol to the students such as: S=*Spelling errors, WO= a mistakes in word order,G= A grammar mistake***

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 0 | 0% |
| Occasionally | 2 | 5.71% |
| Rarely | 2 | 5.71% |
| Never | 31 | 88.57% |
| Total | **35** | **100%** |

The table 2.8 was about the teacher introduces a correction symbol like :S=*Spelling errors, WO= a mistakes in word order,G= A grammar mistake*. it showed o respondent answered always (0%). O respondents answered often (0%). 2 respondents answered occasionally (5.71%). 2 respondents answered rarely (5.71%). 31 respondents answered never (88.57%). So, in this item more students answered never with high percentage (88.57%).

**Table 2.9**

**The teacher gave the code(G for Grammar) to the grammatical errors in the essay that students wrote**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 0 | 0% |
| Occasionally | 1 | 2.86% |
| Rarely | 4 | 11.43% |
| Never | 30 | 85.71% |
| Total | **35** | **100%** |

The table 2.9 was about the teacher gave the code (G for Grammar) to the grammatical errors in the essay I wrote. It showed o respondent answered always (0%). 0 respondent answered often (0%). 1 respondent answered occasionally (2.86%). 4 respondents answered rarely (11.43%). 30 respondents answered never (85.71%). So in this item answered never with high percentage (85.71%).

**Table 2.10**

**The teacher writes written comments if the main ideas and supporting ideas in the essay that student wrote were not clear**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 1 | 2.86% |
| Often | 3 | 8.57% |
| Occasionally | 5 | 14.28% |
| Rarely | 11 | 31.43% |
| Never | 15 | 42.86% |
| Total | **35** | **100%** |

The table 2.10 was about the teacher writes written comments if the main ideas and supporting ideas in the essay that I wrote are not clear. It showed 1 respondent answered always (2.86%). 3 respondents answered often (8.57%). 5 respondents answered occasionally (14.28%). 11 respondents answered rarely (31.43%). 15 respondents answered never (42.86%). So in this item a half of students answered never with percentage (42.86%).

**Table 2.11**

**The teacher gives suggestions and comments on the essay that I wrote if the argument of students' essay does not reinforce the main ideas and supporting ideas**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 2 | 5.71% |
| Often | 9 | 25.71% |
| Occasionally | 12 | 34.28% |
| Rarely | 6 | 17.14% |
| Never | 6 | 17.14% |
| Total | **35** | **100%** |

The table 2.11 was about The teacher gives suggestions and comments on the essay that I wrote if the argument I wrote in the essay does not reinforce the main ideas and supporting ideas. It showed 2 respondents answered always (5.71%). 9 respondents answered often (25.71%). 12 respondents answered occasionally (34.28%). 6 respondents answered rarely (17.14%). 6 respondents answered never (17.14%). So, in this item a few of students answered occasionally with high percentage (34.28%).

**Table 2.12**

**The teacher corrects the essay that students' wrote by giving a checklist (√) if what it was correct**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 9 | 25.71% |
| Often | 16 | 45.71% |
| Occasionally | 3 | 8.57% |
| Rarely | 3 | 8.57% |
| Never | 4 | 11.43% |
| Total | **35** | **100%** |

The table 2.12 was about the teacher corrects the essay that I wrote by giving a checklist (√) if what I wrote is correct. It showed 9 respondents answered always (25.71%). 16 respondents answered often (45.71%). 3 respondents answered occasionally (8.57%). 3 respondents answered rarely (8.57%). 4 respondents answered never (11.43%). So, in this item a half of students answered often with high percentage (45.71%)

**Table 2.13**

**The teacher explained the important points that must be corrected at the end of students' essay**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 2 | 5.71% |
| Often | 8 | 22.86% |
| Occasionally | 8 | 22.86% |
| Rarely | 3 | 8.57% |
| Never | 14 | 40% |
| Total | **35** | **100%** |

The table 2.13 was about the teacher explained the important points that must be corrected at the end of my essay. It showed 2 respondents answered always (5.71%). 8 respondents answered often (22.86%). 8 respondents answered occasionally (22.86%). 3 respondents answered rarely (8.57%). 14 respondents answered never (40%). So in this item the mosf of students answered never with percentage (40%).

**Table 2.14**

**The teacher writers several sentences that consist of correct and incorrect sentence, so the student can determine which of the sentence corrector incorrect is**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 2 | 5.71% |
| Occasionally | 9 | 25.71% |
| Rarely | 11 | 31.43% |
| Never | 13 | 37.14% |
| Total | **35** | **100%** |

The table 2.14 was about the teacher writers several sentences, in the form of correct and incorrect sentences. Then I determine which sentence is correct and which sentence is wrong. It showed 0 respondent answered always (0%). 2 respondents answered often (5.71%). 9 respondents answered occasionally (25.71%). 11 respondents answered rarely (31.43%). 13 respondents answered never (37.14%). so in this item a few of students answered never with percentage (37.14%).

**Table 2.15**
**The teacher teaches the correct sentence pattern and tells students to correct the mistakes in the sentence that I made**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 9 | 25.71% |
| Often | 14 | 40% |
| Occasionally | 10 | 28.57% |
| Rarely | 2 | 5.71% |
| Never | 0 | 0% |
| Total | **35** | **100%** |

The table 2.15 was about the teacher teaches the correct sentence pattern and tells me to correct the mistakes in the sentence that I made. It showed 9 respondents answered always (25.71%). 14 respondents answered often (40%). 10 respondents answered occasionally (28.57%). 2 respondents answered rarely (5.71%). 0 respondent answered never (0%). So in this item the students answered often with high percentage (40%).

**Table 2.16**

**The teacher writes the wrong sentence on the broad then the students were asked to underline the wrong word from the sentence**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 5 | 14.28% |
| Occasionally | 5 | 14.28% |
| Rarely | 8 | 22.86% |
| Never | 17 | 48.57% |
| Total | **35** | **100%** |

The table 2.16 was about the teacher writes the wrong sentence on the broad then I am told to underline the wrong word from the sentence. It showed 0 respondent answered always (0%). 5 respondents answered often (14.28%). 5 respondents answered occasionally (14.28%). 8 respondents answered rarely (22.86%). 17 respondents answered never (48.57%). So in this item the a half of students answered never with percentage (48.57%).

**Table 2.17**

**The teacher ask the student to correct their exercises that they made by using dictionary/ grammar book**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 6 | 17.14% |
| Occasionally | 7 | 20% |
| Rarely | 7 | 20% |
| Never | 15 | 42.86% |
| Total | **35** | **100%** |

The table 2.17 was about the teacher instructed us to correct the exercises that were made with the help of a dictionary/ grammar book. It showed 0 respondent answered always (0%). 6 respondents answered often (17.14%). 7 respondents answered occasionally (20%). 7 respondents answered rarely (20%). 15 respondents answered never (42.86%). So in this item the most students answered never with high percentage (42.86%).

**Table 2.18**

**The teacher and the students discuss the exercises that already corrected together in the classroom**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 4 | 11.43% |
| Often | 19 | 54.28% |
| Occasionally | 8 | 22.86% |
| Rarely | 3 | 8.57% |
| Never | 0 | 0% |
| Total | **35** | **100%** |

The table 2.18 was about the teacher discusses exercises that have been corrected together in the classroom. It showed 4 respondents answered always (11.43%). 19 respondents answered often (54.28%). 8 respondents answered occasionally (22.86%). 3 respondents answered rarely (8.57%). 0 respondent answered never (0%). So in this item a half of students answered often with percentage (54.28%).

**Table 2.19**

**The teacher gave students the opportunity to correct my essay or task with my classmate**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 19 | 54.28% |
| Occasionally | 12 | 34.28% |
| Rarely | 8 | 22.86% |
| Never | 1 | 2.85% |
| Total | **35** | **100%** |

The table 2.19 was about the teacher gave me the opportunity to make corrections to the essays I wrote with classmates. It showed 0 respondent answered always (0%). 19 respondents answered often (54.28%). 12 respondents answered occasionally (34.28%). 8 respondents answered rarely (22.86%). 1 respondent answered never (2.85%). So in this item the most of students answered often with percentage (54.28%).

**Table 2.20**
**The teacher checks the essays that already corrected by the students**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 10 | 28.57% |
| Often | 12 | 34.28% |
| Occasionally | 9 | 25.71% |
| Rarely | 1 | 2.85% |
| Never | 3 | 8.57% |
| Total | **35** | **100%** |

The table 2.20 was about the teacher checks the essays we have corrected. It showed 10 respondents answered always (28.57%). 12 respondents answered often (34.28%). 9 respondents answered occasionally (25.71%). 1 respondent answered rarely (2.85%). 3 respondents answered never (8.57%). So in this item a few of students answered often with percentage (34.28%).

**Table 2.21**

**The teacher gives comments and suggestions on the results of correction that was been done with classmates**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 4 | 11.43% |
| Often | 7 | 20% |
| Occasionally | 11 | 31.43% |
| Rarely | 8 | 22.86% |
| Never | 5 | 14.28% |
| Total | **35** | **100%** |

The table 2.21 was about the teacher gives comments and suggestions on the results of correction that have been done with classmates. It showed 4 respondents answered always (11.43%). 7 respondents answered often (20%). 11 respondents answered occasionally (31.43%). 8 respondents (22.86%). 5 respondents answered never (14.28%). So in this item a few of students answered occasionally (31.43%).

**Table 2.22**
**The teacher gave back the essay back to the student**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 22 | 62.86% |
| Often | 12 | 34.28% |
| Occasionally | 1 | 2.86% |
| Rarely | 0 | 0% |
| Never | 0 | 0% |
| Total | **35** | **100%** |

The table 2.22 was about the teacher gave back the essay he had examined. It showed 22 respondents answered always (62.86%). 12 respondents answered often (34.28%). 1 respondents answered occasionally (2.86%). 0 respondent answered rarely (0%). 0 respondent answered never (0%). So in this item the students answered always with high percentage (62.86%).

**Table 2.23**

**The teacher told us several points in the assessment of writing assignments**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 8 | 22.86% |
| Often | 12 | 34.28% |
| Occasionally | 8 | 22.86% |
| Rarely | 4 | 11.43% |
| Never | 3 | 8.57% |
| Total | **35** | **100%** |

The table 2.23 was about the teacher told us several points in the assessment of writing assignments. It showed 8 respondents answered always (22.86%). 12 respondents answered often (34.28%). 8 respondents answered occasionally (22.86%). 4 respondents answered rarely (11.43%). 3 respondents answered never (8.57%). So , in this item the most students answered often with percentage (34.28%).

**Table 2.24**

**The teacher only checks several essays to be used as examples in the class**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 1 | 2.86% |
| Occasionally | 9 | 25.71% |
| Rarely | 9 | 25.71% |
| Never | 16 | 45.71% |
| Total | **35** | **100%** |

The table 2.24 was about the teacher only checks several essays to be used as examples in the class. It showed 0 respondent answered always (0%). 1 respondent answered often (2.86%). 9 respondents answered occasionally (25.71%). 9 respondents answered rarely (25.71%). 16 respondents answered never (45.71%). So in this item the students answered never with high percentage (45.71%).

**Table 2.25**
**The teacher writes one example of the wrong essay on the board to be corrected together**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 1 | 2.86% |
| Often | 1 | 2.86% |
| Occasionally | 6 | 17.14% |
| Rarely | 9 | 25.71% |
| Never | 18 | 51.43% |
| Total | **35** | **100%** |

The table 2.25 was about the teacher writes one example of the wrong essay on the board to be corrected together. It showed 1 respondent answered always (2.86%). 1 respondent answered often (2.86%). 6 respondents answered occasionally (17.14%).9 respondents answered rarely (25.71%). 18 respondents answered never (51.43%). So in this item a few of students answered never (51.43%).

**Table 2.26**
**The teacher teaches how to correct the writing correctly**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 0 | 0% |
| Often | 7 | 20% |
| Occasionally | 6 | 17.14% |
| Rarely | 8 | 22.86% |
| Never | 14 | 40% |
| Total | **35** | **100%** |

The table 2.26 was about the teacher teaches how to correct the writing correctly. It showed 0 respondent answered always (0%). 7 respondents answered often (20%). 6 respondents answered occasionally (17.14%). 8 respondents answered rarely (22.86%). 14 respondents answered never (40%). So in this item a few of students answered never with percentage (40%).

**Table 2.27**

**The teacher gives input to students who are difficult in writing**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 3 | 8.57% |
| Often | 11 | 31.43% |
| Occasionally | 8 | 22.86% |
| Rarely | 4 | 11.43% |
| Never | 9 | 25.71% |
| Total | **35** | **100%** |

The table 2.27 was about the teacher gives input to students who are difficult in writing. it showed 3 respondents answered always (8.57%). 11 respondents answered often (31.43%). 8 respondents answered occasionally (22.86%). 4 respondents answered rarely (11.43%). 9 respondents answered never (25.71). so in this item a few of students answered often with percentage (31.43%).

**Table 2.28**
**The teacher helped us when putting forth ideas that were thought to be written according to the procedure**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 4 | 11.43% |
| Often | 12 | 34.28% |
| Occasionally | 13 | 37.14% |
| Rarely | 6 | 17.14% |
| Never | 0 | 0% |
| Total | **35** | **100%** |

The table 2.28 was about the teacher helped us when putting forth ideas that were thought to be written according to the procedure. It showed 4 respondents answered always (11.43%). 12 respondents answered often (34.28%). 13 respondents answered occasionally (37.14%). 6 respondents answered rarely (17.14%). 0 respondent answered never (0%). So in this item a few students answered occasionally with percentage (37.14%)

**Table 2.29**
**The teacher gives motivation to us to be able to improve writing skills to work on the next task**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 6 | 17.14% |
| Often | 17 | 48.57% |
| Occasionally | 10 | 28.57% |
| Rarely | 0 | 0% |
| Never | 2 | 5.71% |
| Total | **35** | **100%** |

The table 2.29 was about the teacher gives motivation to us to be able to improve writing skills to work on the next task. It showed 6 respondents answered always (17.14%). 17 respondents answered often (48.57%). 10 respondents answered occasionally (28.57%). 0 respondent answered rarely (0%). 2 respondents answered never (5.71%). So in this item the students answered often with high percentage (48.57%).

**Table 2.30**

**The teacher provides the results of the corrections written on the student's assignment sheet as a reference for the next essay so that they can improve their writing if there is a similar error made**

| Option | Frequency | Percentage |
|---|---|---|
| Always | 14 | 40% |
| Often | 7 | 20% |
| Occasionally | 7 | 20% |
| Rarely | 4 | 11.43% |
| Never | 3 | 8.57% |
| Total | **35** | **100%** |

The table 2.30 was about the teacher provides the results of the corrections written on the student's assignment sheet as a reference for the next essay so that they can improve if there is a similar error made. It showed 14 respondents answered always (40%). 7 respondents answered often (20%). 7 respondents answered occasionally (20%). 4 respondents answered rarely (11.43%). 3 respondents answered never (8.57%). So in this item the most students answered always with high percentage (40%).

**Table 2.31**
**The result of Students perception on correction.**

| No. | Statement Number | Always | Often | Occasionally | Rarely | Never |
|---|---|---|---|---|---|---|
| 1 | Statement 16 | 0% | 11.76% | 26.47% | 26.47% | 35.29% |
| 2 | Statement 17 | 8.57% | 14.28% | 31.43% | 17.14% | 28.57% |
| 3 | Statement 18 | 34.28% | 34.28% | 11.43% | 8.57% | 11.43% |
| 4 | Statement 19 | 8.57% | 31.43% | 22.86% | 28.57% | 8.57% |
| 5 | Statement 20 | 0% | 8.57% | 25.72% | 42.86% | 22.86% |
| 6 | Statement 21 | 2.86% | 2.86% | 8.57% | 25.72% | 60% |
| 7 | Statement 22 | 22.86% | 17.14% | 25.71% | 14.28% | 20% |
| 8 | Statement 23 | 0% | 0% | 5.71% | 5.71% | 88.57% |
| 9 | Statement 24 | 0% | 0% | 2.86% | 11.43% | 85.71% |
| 10 | Statement 25 | 2.86% | 8.57% | 14.28% | 31.43% | 42.86% |
| 11 | Statement 26 | 5.71% | 25.71% | 34.28% | 17.14% | 17.14% |
| 12 | Statement 27 | 25.71% | 45.71% | 8.57% | 8.57% | 11.43% |
| 13 | Statement 28 | 5.71% | 22.86% | 22.86% | 8.57% | 40% |
| 14 | Statement 29 | 0% | 5.71% | 25.71% | 31.43% | 37.14% |
| 15 | Statement 30 | 25.71% | 40% | 28.57% | 5.71% | 0% |
| 16 | Statement 31 | 0% | 14.28% | 14.28% | 22.86% | 48.57% |
| 17 | Statement 32 | 0% | 17.14% | 20% | 20% | 42.86% |
| 18 | Statement 33 | 11.43% | 54.28% | 22.86% | 8.57% | 0% |
| 19 | Statement 34 | 0% | 54.28% | 34.28% | 22.86% | 2.85% |
| 20 | Statement 35 | 28.57% | 34.28% | 25.71% | 2.85% | 8.57% |
| 21 | Statement 36 | 11.43% | 20% | 31.43% | 22.86% | 14.28% |
| 22 | Statement 37 | 62.86% | 34.28% | 2.86% | 0% | 0% |
| 23 | Statement 38 | 22.86% | 34.28% | 22.86% | 11.43% | 8.57% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 24 | Statement 39 | 0% | 2.86% | 25.71% | 25.71% | 45.71% |
| 25 | Statement 40 | 2.86% | 2.86% | 17.14% | 25.71% | 51.43% |
| 26 | Statement 41 | 0% | 20% | 17.14% | 22.86% | 40% |
| 27 | Statement 42 | 8.57% | 31.43% | 22.86% | 11.43% | 25.71% |
| 28 | Statement 43 | 11.43% | 34.28% | 37.14% | 17.14% | 0% |
| 29 | Statement 44 | 17.14% | 48.57% | 28.57% | 0% | 5.71% |
| 30 | Statement 45 | 40% | 20% | 20% | 11.43% | 8.57% |
| | **TOTAL (∑F)** | 360% | 691.70% | 637.87% | 509.31% | 812.40% |
| | **MEAN (Mx)** | 12% | 23.06% | 21.26% | 32.86% | 27.08% |

The table 2.31 showed the mean percentage of correction. It can be conclude cluster of Students perception of this aspect. There were 12% respondents assumed that the teacher always correction to students' work. 23.06% respondents assumed that the teacher often correction to students' work. 21.26% respondents assumed that the teacher occasionally correction to students' work. 32.86% respondents assumed that the teacher rarely correction to students' work. 27.08% respondents assumed that the teacher never correction to students' work.

**B. Discussion**

Based on the analysis of the data above, it was found that some group of students' perception on teacher ways in giving feedback in the students' writing task that focused on responding to students' work and correction to students' work.

**1. Responding**

In this aspect, students have some perception toward teacher in giving feedback on students writing task: few of students answered that the teacher often respond students writing work with highest mean score (27.43%). Few of students answered occasionally (27.27%). Few students answered rarely (20.64%). Almost none of students answered never (14%). And almost none of students answered always (10.86%). In Conclusion, few of students say that the teacher often respond their writing.

**2. Correcting**

Based on analysis about correcting on students' writing. The students have some perception toward teacher in giving feedback on students writing task. Some of students answered that the teacher rarely correction students writing work with highest mean score (32.86%). Few of students answered never (27.08%). And some students answered often (23.06%). Some students answered occasionally (21.26%). And almost none the students answered always (12%). So the conclude of the correction toward writing task, few of students say that the teacher rarely to correction their writing.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the finding and discussion that have presented in the previous chapter, the researcher conclude that this research focuses on the students' perception toward teachers' ways in giving feedback on students writing task. It is related two aspect: responding and correction ways in writing task. The tenth grade students at SMAN 3 Bukittinggi have some perception about teachers' ways in giving feedback on writing task that was concluded by mean score of each aspect. First, some of students said that the high score in teachers' ways is the teacher often using respond feedback on students writing. Second, a half of students said that the teacher rarely in correction feedback on students writing.

## B. Suggestion

The suggestion mostly addressed to all of students at Senior high school that during learn about writing. They should give more information and practice how to write correctly and they can improve writing skill. The teacher can apply more ways in giving feedback toward students writing for the future. Next, the students are given attention, motivation by the teacher in learning process.