CHAPTER I

INTRODUCTION

This chapter disscuses some aspect related to the topic of this study. They are background of the study, problem of the study, objective of the study, significances of the study, scope and limitations, and definition of key terms.

A. Background of study

Writing activity is a problem for most students. In writing, students are required to express their ideas and make connections between ideas in one paragraph to other paragraphs. In addition, students must also be accurate in diction, grammar and spelling. We know that it is not easy. Because of that student often make some errors, especially in grammar.

Lecturers usually give some method to make student easier to produce a good and coherent writing. There are four basic writing steps. Those are, planning, drafting (writing), revising (redrafting) and editing.[1] It explains that in writing process, there must be a revising stage, a stage of making changes or editing from the drafting stage, change that can make the draft congruent with the writer's intention. In revising stages, students need feedback from many sources, especially the lecturers. Feedback from lecturers have a main role to improve students' writing.

Corrective feedback is seen as one option for the teaching of grammar. An advantage of choosing this option is that it appropriates for the teaching of grammar to be integrated naturally into the methodology of composition pedagogy.[2] Another advantage is that there is increasing evidence that corrective feedback facilitates

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[1] H. Ramsey Fowler, Jane E. Aaron, Janice Okoomian*Instructor's Resource Manual to Accompany* The Little, Brown Handbook, *Tenth Edition,* United States,Pearson Education, Inc. 2007

[2] Ellis, R., Sheen, Y., Murakami, M., & Takashima, H. (2008). The effects of focused and unfocused written corrective feedback in an English as a foreign language context. *System, 36,* 353–371.

acquisition. So, giving feedback is one of the most appropriate ways of instruction in foreign language and second language writing.

There are many ways to give feedback to students' writing, one of them is written corrective feedback. Most lecturers believe that giving effective feedback make is an alternative way to train became better writers, because it help student to correct their own mistakes and errors independently, if students aware with their own mistakes and error their writing will increase quickly. Moreover, there is some finding that argues that corrective feedback can help students to revising their error grammar. So, it is relevant evidence of the effectiveness of corrective feedback to be applied in teaching.[3]

Ellis believed feedback can be positive or negative. Positive feedback asserts that a learner response to an activity is correct. positive feedback has received little attention, in part because discourse analytical studies of classroom interaction have shown that the teacher's positive feedback move is frequently ambiguous (e.g., "Good" or "Yes" do not always signal the learner is correct, for they may merely preface a subsequent correction or modification of the student's utterance). [4]

Corrective feedback constitutes one type of negative feedback. Corrective feedback takes the form of a response to a learner utterance containing a linguistic error. Both second language acquisition researchers and language educators have pay attention to corrective feedback , but they have frequently disagreed about whether to correct errors, what errors to correct, how to correct them, and when to correct them.[5]

However, there some research studies on effectiveness feedback on English Second Language seems have some problems, students' writing report a grim picture

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[3] J. Truscott The effect of error correction on learners' ability to write accurately, *Journal of Second Language Writing*.2007. 270.

[4] Rod Ellis, Corrective Feedback and Teacher Development. *L2 Journal,* 2009, 2-18

[5] Ibid, 3.

as lecturers' feedback does not seem helpful for students to improve their writing[6]. Giving written corrective feedback is very complex process for lecturers. Between a lecturers and another lecturers have their own style how to give and effective feedback by their own perspectives. And students' writing is influenced by lecturers' feedback, so the lecturer has to give feedback that support and encourage students writing. But, giving too much criticism can have a negative effect of students' writing. Lecturers should give an appropriate type of written feedback which will result in the students' successful development in writing. Therefore Ellis provides us with different types of written CF and their effect on students' accurate writing. The next departments will offer info on general writing in a strange language, responding to students' writing and different types of written corrective feedback will be given.[7] writing.

Moreover, very few studies have been done to find out lecturers' and students' preferences and feedback for feedback and error correction, although we know that this is very significant. Diab believes that "if teachers and students both understand the purpose of certain correction techniques and agree on their use, they are more likely to be productive."[8] So, it is very important to know lecturers' and students' perception to make avoid some misunderstanding between lecturer and students.

Some misunderstanding in corrective feedback also happens in STAIN Kediri, some students that conduct thesis, sometimes they were confused with written corrective feedback that the lectures given It also to make advisor realize what kind of corrective feedback that students prefer and students also know why they advisor choose that kind of written corrective feedback. It was one of the factors that make

[6] Chiang Kwun-Man, Ken, An Investigation into Students' Preferences for and Responses to Lecturers Feedback and Its Implications for Writing Lecturers, *Hong Kong Lecturerss' Centre Journal,* 2004, 98.
[7] Rod Ellis, Corrective Feedback and Teacher Development, L2 Journal, UC Consortium for Language Learning & Teaching, UC Davis, 2009.
[8] Sisilia S. Halimi, Indonesian Teachers' And Students' Preferences, Wacana, 2008 50-71.

obstruct students to continue to carry on their thesis. If student know lecturer perception, it make easy to understand corrective feedback that mention in their thesis writing. And if lecturer knows students perception, hope fully lecturer can improve the way the giving feedback in student thesis writing. Established along with the explanation above, researcher interested in carrying on a research about **Students' and Lecturers' Perception Toward Written Corrective Feedback at STAIN Kediri.**

B. **Problem of study**

Base on the background of study, the problem of this research are formulated as follow:

1. What is students' perception toward written corrective feedback?
2. What is lecturers' perception toward written corrective feedback?
3. What types of written corrective feedback do students and lecturers think are most useful?

C. **Objective of the study**

Based on the problem stated above, the general purpose of this study is:

1. To know students' perception toward written corrective.
2. To know lecturers' perception toward written corrective.
3. To know types of written corrective feedback do students and lecturers think are most useful.

D. **Significant of Study**

The findings are expected to give contribution to:

1. English Lecturers

   This research will provide english lecturers a clear description of feedback especially in written corrective feeback and how students

interpert the feedback that lecturerss given. And hopefully, after knowing the result of this research lecturers will improve their techniques in giving feedback. So, feedback that given by lecturers can more effectively improve students' writing.

2. Students

The students' perception towards teacher's written feedback may be different from one to another, it can be positive or negative. The students who learn writing will improve they writing by having clearer perseption about the lecturers feedback. The students are supposed to have positive perception toward teacher's written feedback so that they will keep learning in writing. As a result, they can accept some feedback from the lecturers and students can use that advises to improving their writing.

3. The other researchers

The researcher hopes that this study can inspire other people to conduct furthermore and deeper about lecturers and students' perception toward written corrective feedback. And this research is expected to be significant as additional reference in conducting a related research and for lecturer this research can be used as an additional source of written corrective feedback.

E. Scope and Limitation

The researcher focused the study on perception of students and lecturers about written corrective feedback in thesis writing. The limitation of this research are students who conduct thesis and also the lecturer who now as an advisor. In this study

also discuss about what kind of written corrective feedback that used by students and lecturers. In this case, the researcher used Rod Ellis's theory. Rod Ellis stated that there were six types of written corrective feedback, but in this research only focuses on three kinds of written corrective feedback that is, direct, indirect, and metalinguistic written corrective feedback.

F. Definition of Key Term

To avoid misunderstanding and gain same perception between researcher and the readers, it is important to be mentioned the meaning of some key terms that are used in this research, they are:

1. Perception

    A belief or opinion, often held by many people and based on how things seem. [9]It is also meant the way someone thinks about or understand something or someone. It is also meant the way someone thinks about or understand something or someone.

2. Errors

    Noticeable deviation from adult grammar of a native speaker, referring the inter language competence of learner.[10]

3. Feedback

    Feedback generally refers to the listeners' and readers' response given to the learners' speech or writing.[11]

4. Written corrective feedback

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[9] http://dictionary.cambridge.org/dictionary/english/perception

[10] J,D., Brown . *Principles In Language Learning And Teaching*. New York: Pearson Education, 2007

[11] Dulay, H. Burt, M. Krashen, S.. *Language Two*. New York , Oxford : Oxford University Press.1982. 34.

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