

Abstract

Masrochaten, Kuny (2018), *Corrective Feedback and the Students' Perception in Writing Classroom*. Thesis, Tarbiyah, English Departement, State Islamic Institute of Kediri, 2018. Advisor (1) Dr. Fathor Rasyid, M.Pd. (2) Dr. Sri Wahyuni, M.Pd

Keywords: Perception, Errors, Feedback, Written Corrective Feedback

Some students still have problem with writing assignment. The common problem is some errors and different rules in writing system. To solve that problem, usually the lecturer gives some feedback. Many research studies on writing debated the effectiveness of written corrective feedback. An area that has attracted considerable attention recently is what type of corrective feedback dominantly used by lecturers in writing classroom and how students perception toward lecturer's corrective feedback. So, this study was aimed to investigate corrective feedback and the students' perception in writing classroom, conducted in IAIN Kediri.

This research uses qualitative research as the method. Observation sheet was used to collect the data of corrective feedback dominantly used by the lecturers in writing classroom and questionnaire was used to collect the data of students' perception toward lecturer's corrective feedback. There are six types of corrective feedback base on Rod Ellis's theory, but the researcher only focuses on four types, those are, direct CF, indirect CF, focused CF, unfocused CF. The participants of this research are second semester students of English department of IAIN Kediri.

The finding revealed that corrective feedback dominantly used by the lecturers in writing classroom are combining between direct and unfocused feedback, students' perception related to the lecturers' corrective feedback is unfocused feedback, students give high level of agreement on unfocused feedback.