

CHAPTER I

INTRODUCTION

This chapter discusses the background of study, the problem of the study, the objective of the study, the significance of the study, the scope and limitation, and the definition of the key terms. Those are very important to give a brief explanation about the intended study.

A. Background of the Study

Nowadays, writing is very important in education. The ability to write is the foundation that all learning requires, so everyone wants to know the best way to teach it. In addition, writing is extremely important in today's society. Because of the advanced of technology and the existence of internet, people can easy communicate each other through social media which the communications is transmitted more through writing than any other type of media.

Writing is a hard work to study. Writing activity needs a skill. It is a skill like swimming, singing, driving and soon; it can be learned. Because of different structure between Indonesian and English, when Indonesian write texts in English, they often make error. They failure to use the system correctly caused by the lack of the writers' competence. Errors are typically produced by people who do not yet fully command some institutionalized language system (Corder, 1974). To solve students' problem in making errors, giving feedback on students' writing becomes alternative solution.

Writing is one of the most important skills that students of English as a second language (ESL) or English as a Foreign Language (EFL) need to develop the purpose is to enhance their efforts to learn the target language and enhance their L2 proficiency (Alqurashi, 2015). Writing well entails the ability to convey ideas ¹ facts using clear, accurate and appropriate written language (Hashim, 2011). Teaching writing skills in ESL classrooms is not only a foundation for improving educational outcomes, but also plays a key role in preparing learners to cope

with the communicative demands of real life situations (Ismail, 2011). Therefore, ability to write well is essential. Little-wood (2014) emphasizes that writing is fundamental to effective communication in work places.

Feedback has long been considered as the suggestions and recommendations that are given in an attempt to improve the quality of the product being created. In the world of English teachers, it is the process of correcting grammatical errors, making stylistic improvements to better reach the intended audience, and a process in which students can reexamine the organization of their ideas. Feedback on writing tasks has long been recognized as the most important factor to improve students writing (Potts, 2014).

Feedback is an essential part of language learning and teaching that influences students' learning and achievement. Feedback helps both the teachers and their students achieve the goals and instructional means in learning and teaching (Petchprasert, 2012). In our mother tongue feedback is a natural process to which we normally do not give much thought. In a foreign language classroom, on the other hand, feedback is often given to correct what is being said or written to make it grammatically correct. The way teacher gives their students corrective feedback is very important, whether it is positive or negative, it is mean to encourage the students and also to help them develop their proficiency in the foreign language (Lange, 2009).

Giving effective feedback is a crucial concern for teacher. Feedback is what guides and develops a learner's thinking and it is therefore a very important part of the learning process. Providing constructive feedback, will have a positive effect on a students' learning (Iron, 2008). Inappropriate feedback, however, will not benefit the learning process. There are many different ways in which corrective feedback can be given. If students receive feedback immediately, then there is a higher chance that students will begin to internalize the information that is shared and it to future written assessments.

Learning to manage the process of providing timely feedback is a mark of a master teacher. Teachers, often times early in their career, struggle finding a balance between the amounts of comments that should be provided to students and the amount of time it takes to provide those comments. Students learn from their mistakes, extrapolate advice in shaping better process in future writing situations (Horvath,1984). Learners need to know not only if the work is correct, but when it is not, they must be helped to understand the source of their mistakes and how to avoid making them in the future (McVey, 2008).

Before conducting this research, the researcher learned some previous studies in order to get some ideas and also to ensure in doing this research. One of them is Mikiko Suzuki's research in 2004. It is about Corrective Feedback and Learner Uptake in Adult ESL Classrooms. Her research result that there is worth revealing the kinds of errors that induced teacher feedback. Furthermore, there is Beibei Zhao's research about Corrective Feedback and Learner Uptake in Primary School EFL Classrooms in China in 2009. The result of this research is all teacher feedback in response to learner errors. So, after the researcher learned the result of the two researchers above, the researcher is much sure in conducting the similar research, especially in writing skill entitle **“Corrective Feedback and the Students' Perception in Writing Classroom”**.

B. The Problem of the Study

Based on the background of the study above, the problems of the study are formulated as follows:

1. What is the type of corrective feedback dominantly used by the lecturers in writing classroom ?
2. To what extent are corrective feedback related to the students' perception ?

C. The Objective of the Study

The objectives of the study are:

1. To describe the type of corrective feedback dominantly used by the lecturers in writing classroom.
2. To describe the extent of corrective feedback related to the students' perception

D. The Significance of the Study

In this research, the result of the research is expected to be useful theoretically and practically. Theoretically, the result of this study is expected to contribute the development of English learning, especially in the writing subject. So, by describing corrective feedback from the lecturer, it is expected to improve the students' writing skill. In addition, the result of this study could be used as a reference to the next researcher who are interested in further research on different subject.

Practically, the result of this study is expected to be useful for students in general and English students in particular. Furthermore, the result of this study is expected to be able to enrich the students' knowledge in term of learning English that can be considered to apply in this case, to improve students' writing skill.

E. The Scope and Limitation

To make clear the problems in this study, the researcher gives the scope and limitation to get the relevant data as follows: the subjects are the students of second semester of English department IAIN Kediri. They are consist of five classes, the researcher chooses four classes as the subjects of the study. Because among five classes, there are four lecturers who teach in

writing classroom. The researcher wants to know what type of corrective feedback dominantly used by the each lecturer in teaching writing.

The objects of the research are the corrective feedback dominantly used by the lecturers in writing classroom and the extent of corrective feedback related to the students' perception. The result of this research is obtained from the observation and questionnaire.

F. The Definition of Key Term

In this case, the writer defines terms used in this research entitled **Corrective Feedback and the Students' Perception in writing Classroom** in order to avoid misinterpretation, besides intending to accomplish the research remains in its constellation.

1. Corrective feedback is teachers' responses to an error. Corrective feedback takes the form of teacher's responses to learners' work that contain an error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) metalinguistic information about the nature of the error, or any combination of these (Ellis, 2006). The importance of corrective feedback provided in interactions is central to the interactionist SLA perspective (Gass, 2003).
2. Students' perception is used to describe students' immediate responses to teachers' corrective feedback on learner errors in lessons. Students' comprehension is considered successful when it demonstrates that a student has understood the linguistic form or has corrected the error. On the other hand, perception is considered unsuccessful when a learner fails to demonstrate the command of the feature (Lyster & Ranta, 1997).
3. Writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated

to other people by the writer (Klein, 1985). Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing is not just about conveying content but also about the representation of self. Who we are affects how we write what we write (Ivanic, 1998).