

CHAPTER I

INTRODUCTION

This chapter deals with a brief overview of the topic of the study. It consists of the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problems, the Objectives of the Study, the Limitation of the Study, the Significance of the Study, and the Organization of the Study.

1.1 Background of the Study

It is undeniable that the advancement of Information Technology (IT) today brings an enormous impact in the lives of people in the world. No exception, the use of a foreign language as the language of instruction as well as the main language in everyday life. One of the languages is English. It is an international language used by many countries in the world. English course appearance can be said as the impact of globalization.

Indonesia is now entering the ASEAN economic community (AEC) era, which is using English as the language of instruction in communicating both spoken and written. Although English is used as a foreign language in Indonesia today, it is possible English will be used as the second language later. Therefore, Indonesian society inevitably has to learn English to be able to communicate with the foreign community in this AEC era. The ability to communicate is the ability to produce spoken and written texts are realized in the four language skills, i.e. listening, speaking, reading and writing. These four language skills are used in

teaching subjects in English either at the junior/senior high school and university graduates to be able to communicate in English at a certain level.

Writing is an important skill. Through writing, people can express and share their thoughts, ideas, and opinions. Writing also plays a major role in helping learners learn. It helps them to remember new items of language or to strengthen the learning of new sentence structures. However, some students still cannot express themselves in a clear, correct, and comprehensible manner in writing. In this context, the most common problems that students have in writing especially in English are grammatical errors, sentence structure problems, and diction or word choice problems (Alfaki, 2015). Although students can share their ideas or thoughts through writing, they still have problems in terms of standard writing.

Many methods and techniques have been used by the teacher to overcome those writing problems. One of them is using feedback. It is considered to be a key part of the learning and assessment activity for the reflective construction of knowledge and lies in a transformed role for students in feedback and in communicating and engaging with it (Hounsell, 2007). Among the different types of feedback, teacher's corrective feedback is chosen as beneficial for students' learning. By providing an intermediate check of the performance against the criteria, accompanied by feedback on strengths, weaknesses, and suggestion for improvement, teacher's corrective feedback supports the learning process.

Ghazal et al. (2014) claims that teacher's corrective feedback helps students in their critical thinking and improves their academic writing skills. It informs the students about the quality of their work. Moreover, he also adds that teacher's

corrective feedback is an effective lifelong learning resource and saves all their marked assignments for future reference and practice. More importantly, teacher's corrective feedback helps students improve the quality of their content, especially when it is focused on conceptual clarity and coherence. In addition, Ravichandran (2003) finds that giving facilitative comments on content resulted in the students' writing longer essays with improvement in organization and development in content. Teacher's corrective feedbacks are very helpful and useful for students' writing improvement, both in the quality of the content and the organization.

Starting from this background, this research aims to investigate the students' perceptions of the teacher's corrective feedback practices in writing class of the fourth semester students of English Literature of Faculty of Languages and Communication Science in the academic year of 2016/2017.

1.2 Reasons for Choosing the Topic

This topic, students' perceptions of the teacher's corrective feedback practices in writing class, is selected based on the following reasons:

1. Based on literature reviews, teacher's corrective feedback helps students improve their writing ability.
2. The teacher needs to utilize his/her knowledge about English.
3. Based on the researcher experience, students believe that corrective feedback from the teacher is more reliable than their peers' feedback.

1.3 Statements of the Problem

Based on the background of the study above, the statements of the problem are stated as follow:

1. What types of feedback are most favored by the fourth semester students of English Literature of Faculty of Languages and Communication Science?
2. How do students perceive the teacher's corrective feedback practices in writing class?

1.4 Objectives of the Study

The objectives of the study are:

1. To describe types of feedback are most favored by the fourth semester students of English Literature of Faculty of Languages and Communication Science,
2. To investigate the students' perceptions of the teacher's corrective feedback practices in writing class.

1.5 Limitation of the Study

In this research, the researcher only focuses on the teacher's corrective feedback practices in writing class of the fourth semester students of English Literature of Faculty of Languages and Communication Science of Sultan Agung Islamic University in the academic year of 2016/2017. The data which are analyzed are essay writing.

1.6 Significance of the Study

The significance of this study highlights on the pedagogical and practical significance.

1. Pedagogical Significance

- a. The study may be useful for students to develop their writing ability by getting error correction or comments from the teacher.
- b. The result of this study will give a hint that teachers must pay attention to the students about their writing problems.
- c. The students can improve their knowledge about English as well as their writing ability.

2. Practical Significance

- a. This research is expected to be able to give some benefits for the teacher to pay attention to the students' writing problems in English.
- b. The result of this study is suggested to motivate the students to learn more about English deeply.
- c. The teacher can know the students' favorite types of teacher's corrective feedback on their essay writing so that the teacher focuses to use those types when the teacher is giving feedback.
- d. The result of the study can be useful for the next researchers who are interested in the teacher's corrective feedback practices in writing.

1.7 Definition of Key Terms

The definitions of key terms are very important to the reader in order to avoid misinterpretation of the meaning of the topic. The key terms of the study are defined as follows:

1. Students' Perception

Student perception is the process of incorporating information into the students' minds so that students can connect with the environment through the senses (Slameto, 2010). While Wargito (2003) states that students' perception is a process of the student preceded by the sensing process to interpret and understand the environment.

2. Essay Writing

An essay defines as a short piece of writing that often written from an author's personal point of view or opinion on a particular topic (Baker et al., 2017). Components of an essay include an introduction, thesis statement, body, and conclusion (Whitaker, 2010).

3. Teacher's Corrective Feedback

Teacher's corrective feedback is defined as an indication to learners from the teacher that the use of the target language is wrong (Lightbown and Spada, 1999). In this study, teacher's corrective feedback means giving error correction to the students about whether their writing, along with additional information such as fault location explanation or incentive in writing, is correct or not.

4. Error Correction

Error correction defines as the correction of writing itself to improve students' ability so that they can write accurately. It is included lexical errors, word choice, word form, and collocation, and mechanical errors such as spelling, punctuation, capitalization, and typing conventions (Ferris, 2003:42).

1.8 Organization of the Study

This study is divided into several chapters. The first chapter presents the Introduction. It consists of Background of the Study, Reasons for Choosing the Topic, Statements of the Problem, Objectives of the Study, Limitation of the Study, Significance of the Study, and Organization of the Study.

The second chapter presents the Review of Related Literature. It discusses Feedback in Foreign Language Writing, Corrective Feedback, Essay Writing, and Review of the Previous Studies.

The third chapter presents Research Method. It consists of Research Design, Subjects of the Study, Instruments of the Study, Validity and Reliability, Data Collection Techniques, Procedures of the Study, and Data Analysis.

The fourth chapter presents Research Findings and Discussions. It deals with Research Findings and Discussions.

The fifth chapter presents Conclusion and Suggestion.