

CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Feedback is an important part of education and training programs which through feedback, the potential of students will be maximized at various stages of training. Feedback has a crucial position to accelerate students' learning progress because feedback is information that could enable students to increase their deeper understanding of learning development (Putri *et al.*, 2021). Feedback in the educational context is information provided by teachers to students to reduce the gap between current performance and desired goals. Feedback is an important component of an ideal teaching cycle, and is a consequence of teaching and responding to student performance (Asnawi *et al.*, 2022). Feedback is generally considered as information that students get from teachers or educators, but it is also possible that it can also be self-generated as a form of response to self-monitoring by students.

Feedback gives students some information and important thing about their actual performance, which they can compare against what they think they were required (Nicol, 2010). Besides that, feedback could help students identify and interpret the evidence about their abilities, and it could improve their abilities for the next performance. According to Black and Wiliam (2018) when a teacher provides students with feedback it will increase students' awareness of their skills (Black & Wiliam, 2018). Giving feedback is intended to provide information about student writing which include corrections that must be revised and suggestions that must be considered to improve the quality of writing on a given assignment (Muhayang & Ariyani, 2020). This implies that why corrective feedback is necessary say to maintain students' learning progress.

Lecturers' corrective feedback is also important for students' learning of foreign languages because it involves subject specific challenges for students related to language, grammar, and curriculum

(Vattoy, 2020). Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language is not English, and TEFL teachers can come from native or non-native speakers of English (Rohmah, 2013). The EFL can be sub divided into English for General Purposes (EGP), English for Academic Purposes (EAP) and English for Specific Purposes (ESP). Considering that EFL, it certainly creates its own impacts and difficulties for students. It is known that English consists of four skills, such as speaking, reading, listening and writing. Besides that, in English learning there is also grammar and structure, where from some of the skills and fields of study mentioned earlier, the lecturer will provide feedback after learning. Generally, some English skills that are often given feedback by lecturers are grammar, structure, speaking and writing. In this research, researcher will concern on writing.

Writing is one of the productive skills which proven by producing a product in the form of writing according to the correct writing systematics. In writing learning, corrective feedback of lecturer do not always given directly, but is given after learning or includes it in writing results which will be returned to each student. This statement is supported by the phenomenon that often occurs in EFL students. Based on the preliminary research done in interviews via WhatsApp application conducted on Monday, January 16th, 2023 there are several English students tell about opinion related to the feedback. Student 1 thought that “feedback was the same as comments on assignments that have been submitted so that we can improve what is lacking in our assignment. Providing lecturer feedback is very important in learning because from the feedback student can find out whether the assignments we have given are correct or incorrect.” Student 1 also said “that feedback was not given too often and only a few lecturers provided feedback”.

While, student 2 argued that “feedback was a reply (answer of questions) so the more you ask, the more often you get feedback. Feedback is important because through feedback we can find the answers to our wishes”. Thus, based on the opinions of the English students above,

it can be concluded that feedback is a comment or reply given by the lecturer after learning and assignments submission. That is why, it can be known whether the assignment still needs improvement or not. Corrective feedback is something important that must be given by every lecturer after class is over to students can understand the material in more detail. When the teacher actively provides feedback, it will foster students' abilities to manage their own learning, this can accelerate the pace of learning through reflection, self-regulation and improve performance results (Tan *et al.*, 2018). Therefore, all teachers are required to provide appropriate corrective feedback as a strategy to improve student learning outcomes.

There are several previous studies that examine in writing class. There are researcher had done by (Rofiqoh & Chakim, 2020), they investigated students perceptions on written and oral feedback in writing class. This research found that regardless of the form of feedback given by teacher students have improved in writing and it has not relation between feedback choice and the quality of revisions. Other research done by (Nurjanah, 2021) shows that students appreciate the feedback from their teacher and perceived feedback as positive but the feedback they receive is not enough to help them understand the complicated materials. These findings have pedagogical implications that teachers of academic writing can consider not only to the instructions but also to the content or the material.

There are other research that have been completed by (Mohammad & Rahman, 2016) about English learners perception on lecturer's corrective feedback, the usefulness of different types of corrective feedback and the reasons they have for their preferences. The research conducted on EFL students produce that almost all students want correction or feedback for lecturers for the mistakes on their writing. The research done by (Muhayyang & Ariyani, 2020). This research described the effects of lecturers' corrective feedback toward students' writing motivation. The result got that students have high motivation in writing and they feel joy and like receiving responses from lecturers since their

writing was read and corrected both in written or oral forms. There is one more research by Ismail (2011), it concerns on students' perception about an academic writing course and writing in general. The result of this research demonstrated that the students' positive views towards the Academic Writing Course (AWC) in particular and English as a Second Language writing (SLA) in general. Thus, it can be said that the research about lecturer corrective feedback in higher education especially in writing class is important and really needed.

After seeing, reading and understanding previous research above, it can be concluded that corrective feedback from lecturers is very desired by students. However, the research have not discussed about perceptions and impacts of student from providing positive and negative feedback in the writing class. Therefore, to fill this gap, this research aims to explore the English students' perceptions of lecturer's corrective feedback in writing class and to know and analyze the impact of lecturer's corrective feedback on English students' motivation in writing. Is it still positive or negative when the feedback given by lecturers is in the form of negative correction?. In this research, researcher will use questionnaire sheet that will accommodate student thoughts, opinions and experiences. In addition, the statement also support by interview guideline. It is very important to know how students view about corrective feedback. Because corrective feedback can help improve student performance through responses to work results, it expected do not make students feel confused.

1.2 Research Question

1. What are the English students' perceptions of lecturers' corrective feedback in writing class?
2. What are the impacts of lecturer's corrective feedback on English students' motivation in writing?

1.3 The Purpose of the Research

1. To explore how the English students' perceptions of lecturers' corrective feedback in writing class.

2. To know and analyze the impact of lecturer's corrective feedback on English students' motivation in writing.

1.4 Significance of the Research

The result from this research is expected to be use theoretical and practically:

1. Theoretically

It is expected that the findings of this research can support and complement previous theories related to English students perception provided by lecturer corrective feedback and the researcher hopes that the result of this research can be consideration for lecturers to always provide feedback after learning.

2. Practically

The research expects that the finding of the research of the research can be useful for:

a. English Students

This researcher is expected to provide a positive contribution to the students of English education department. Giving feedback by lecturers should make students better understand the material and means of measuring their abilities. Well, by looking at the feedback given whether there is more positive or negative it is hoped that it will be able to help students reflect on themselves.

b. For the English Lecturer

The result of this research is expected to motivate the lecturers to be more creative when give corrective feedback after class. Thus, the students will be more understand the material. Also the lecturers are expected to know and care about their students' perception toward lecturer corrective feedback in writing class.

c. For the Researcher

The result of this research can develop researcher experience related to knowledge in research on education and English teaching, especially for lecturer corrective feedback in writing class.

1.5 Scope and Limitation of the Research

Learning English is not difficult but not easy either. English language has four skills that must be mastered by the students of English Education Department, especially writing. Therefore, writing creates difficulties for students. Therefore, giving corrective feedback by lecturers is very necessary. In addition to appreciating what students have achieved, it is also a means of providing an assessment as a benchmark for the level of students understanding of the material that has been taught.

Besides that, lecturers must also know student perceptions regarding the feedback they have given. The aim to making lecturers know what is needed by their students so they can decide steps should be taken. That way, there is reciprocal relationship between lecturers and students. If this continues to be done, the learning objectives can be achieved properly.

In this research, the researcher limited the problem mainly to “Exploring English Students’ Perception of Lecturer’s Corrective Feedback in Writing Class”. The subjects of this research will be the students of Faculty of Teacher Training and Education in English Education Department, Nahdlatul Ulama Sunan Giri University Academic Year 2022/2023.

1.6 Definition of Key Terms

1. Perception

Perception is a process carried out by individuals to interpret sensory responses or acceptance to give meaning to their environment. Thus, people can think of perception as the process which they take sensory information and turn it into something meaningful that is used to interact with the surrounding environment.

2. Corrective Feedback

Feedback is direct response as a result of something that has been done. Corrective feedback is information provided to students through task performance with the aim of improving and providing student performance. Corrective feedback is an important part of teaching and learning because it can help students understand learning objectives and diagnose student learning difficulties through the assignments given. Corrective feedback is a something positive because it gave the benefit impact for the language development in learning language especially for learning English as a foreign language. It can be concluded that corrective feedback is any important and useful information given to students to improve their performance in the future.

3. Writing

Writing is the process of expressing ideas, thoughts and feelings using words on paper. In the process, writing requires enough ideas to mix and match them so well that what is presented can be conveyed to the reader. From the explanation above, it can be concluded that writing is a process complex to provided ideas and thoughts, so as to produce sentences until paragraph on piece of paper.

UNUGIRI