

# CHAPTER I

## INTRODUCTION

This chapter deals with the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, the assumption, the theoretical framework, and the definition of the key terms.

### 1.1 Background of The Study

Learning to write is a challenge for non-native students, mastering grammar, having a rich vocabulary, and getting used to text organization are essential to produce acceptable writing. Besides that, another aspect that must be taken is ideas that need to be paid more attention to be accepted by readers. As described by Nik et al. (2010) wrote not only about putting text into papers but also how ideas are presented effectively. In addition, according to Dehkordi & Allami (2012), writing is a process of utilizing people's ideas. This is important because writers need to demonstrate that they have understood the material they have studied and that they can use the ideas and findings of other authors or speakers in their own way.

As second-language errors began to be perceived as a necessary and natural process of language learning, learners' errors and feedback to errors have been of great interest to language teachers and researchers (Diab, 2005, Wang, 2010 : Katayama : 2007). Teachers' feedback is the most traditional and widely utilized way for responding to students' writing. Teachers are always viewed as the exclusive source of information, even when providing feedback and correction.

Jalaluddin, (2015) said that giving feedback is more helpful to correct students' language errors and to make them understand what kinds of errors are. Wijayanti, Bharati & Mujiyanto (2015) found that students often did grammatical errors. Giving feedback also can be employed by students through peer feedback. This technique showed that students were more active, showed positive behavior, emotional and cognitive engagement to learning activities (Astrid, Rukmini, Sofwan, & Fitriati, 2017; Burksaitiene, 2011).

Teachers and students both have distinct perspectives on errors and error corrective feedback. Pit Corder stated that teachers are more concerned with how to cope with faults than with what causes them. In the learning process, learners' attitudes can affect the success of the learning process including learning practice and learning method. Attitude is defined as a psychological inclination exhibited by appraising a certain entity with some degree of favor or disfavor. According to the notion of planned behavior, attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. The attitude concept has three components i.e., behavioral, cognitive and affective, Eagly & Chaiken (2013).

According to Mobini & Khisravi (2016), written corrective feedback is a teacher's input to a writer's composition in the form of information to be used for revision. According to Ellis (2009), direct corrective feedback is the way to inform students about the location and the correct forms of the errors. He also generally illustrates direct correction on students' works. It takes a number of

different ways, crossing out an unnecessary word, morpheme, inserting a missing word or morpheme and writing the correct form above or near the erroneous form.

## **1.2 The Statement of the Problem**

To explain the problems that is going to be analyzed. The statements of the problem are:

- 1.1.1 How are the implementations of corrective feedback on writing errors made by students?
- 1.1.2 How are the students' writing achievements after having corrective feedback?

## **1.3 The Objective of The Study**

The study's objectives based on the problem description above are:

- 1.3.1 To describe implementations of corrective feedback on writing errors made by students.
- 1.3.2 To explain students' writing achievements after having corrective feedback

## **1.4 The Significance of The Study**

The benefits of this study are:

### **For students**

Students will benefit from this research as they work to improve their writing skills. They can prevent making mistakes in their writing by receiving error corrective feedback from their lecturer. They can also adopt a positive attitude toward lecturer discipline.

### **For lecturers**

In order to teach paragraph writing, the lecturers can choose the appropriate strategy. This research will assist lecturers in providing appropriate corrective feedback to students.

### **For other researchers**

This study might be utilized as a resource and inspiration for other researchers who are interested in examining students' views about error corrective feedback in students' writing.

## **1.5 The Scope and Limitation**

From all of the concerns listed above, the researcher wants to concentrate on students' writing achievements after having corrective feedback because the success of writing growth may be dependent on students' responses toward error corrective feedback. The researcher will collect data from 25 students of third semester in paragraph writing class at STKIP PGRI Sidoarjo.

## **1.6 Assumption of The Study**

The assumption of this study is Lecturer and English education students' give written corrective feedback using different method.

## **1.7 Definition of Key Terms**

### **1.7.1 Writing**

Writing is a form of expression that requires logical reasoning to shape thoughts and ideas in text. According to Nunan writing is a 'complex, cognitive process that requires sustained intellectual effort over a considerable period of

time'. Writing is a technique that allows people to communicate in both official and casual settings.

### **1.7.2 Writing Errors**

Error in writing occurs whenever we write something. Identifying the error is not important but essential (Karim et al, 2018). In relation to errors in writing, Lewis (2002:9) gives some types of error. Those type of errors are omission, overuse, meaning, and errors related to forms. The omission is an error in omitting the article or word in writing by people who learning written language. Meanwhile, overuse is an overuse of writing in a language. The third, meaning, is the errors of writing conveying the meaning of a written language. The last one is errors related to forms which include errors of the using of verbs, spelling, pronunciation, and sentence patterns (Mantasiah et al, 2019)

### **1.7.3 Error corrective feedback**

Error corrective feedback is an activity that is carried out to acquire information about common issues encountered by him or her in speaking or writing English. It is carried out to detect, classify, interpret, or characterize the errors made by a person in speaking or writing English. Corrective feedback has been one of the most significant parts of English language teaching. It is “seen as a form of feedback given to learners on their language use” Amara (2015).