

## CHAPTER I

### INTRODUCTION

This chapter describes some points including the background of the study, statements of the problem, objective of the study, significances of the study, the scope and limitation, assumption, and operational definition.

#### 1.1 Background Of The Study

English is a language that is already spoken widely in many countries. English is a common foreign language for Indonesians. English has been studied since elementary school and we are still learning it until now. English is a foreign language for students in Indonesia so writing is difficult for students. English is still a foreign language for students in Indonesia, which until now the learning process is still ongoing (Sari, 2019). Students are taught various skills throughout their academic life. The four basic skills include speaking, writing, listening and reading. These four language skills must also be achieved in every educational process. English education also covers the four language skills.

Writing has an important role in context of English teaching as a foreign language in Indonesia. Writing is a means of communication is demanded. For English Department student, writing is still considered difficult. Writing fluency is one of the difficult writing skills faces by low and average proficiency students (Hiew, 2010). Writing is still a scourge. Mastery of material is the basic goal of the teaching and learning process. In fact, in a class with students

who have different levels of proficiency in English, it will create difficulties in measuring whether students are at the same intensity in their understanding.

To solve the problem of students having difficulty finding mistakes on their assignments, and to improve students' writing skills, corrective feedback strategies were given. Giving corrective feedback is considered to be able to provide special assistance to students. In recent years much research has been conducted regarding the effectiveness of written corrective feedback, yet practitioner and researchers are still left without definitive answers regarding implementation (Truscott & Hsu, 2008; Ellis, 2009; Hartshorn, et al., 2010). The feedback given by the instructor varies depending on the function and media used (Hidayati, 2016). In addition, the feedback given also depends on the level of student proficiency and their needs in the learning process.

In providing corrections for mistakes made by students in their writing, lecturers have various techniques. These techniques usually consist of various symbols, can be a cross, or underline, and the like. This model is less effective because it is more dominant in lecturers or teacher-centered and fails to prevent students' grammatical errors from recurring in different writings. But this strategy can be a stimulus for students to make self-corrections that can trigger students to explore what is wrong in their writing.

Based on the problems in the writing above, this study aims to use of corrective feedback and students perception toward corrective feedback in paragraph writing class to the English education department students.

## **1.2 Statement of The Problem**

Based on the background of the study above, the statement of the problem can be formulated as follow:

1. How is the use of corrective feedback in paragraph writing?
2. How are the students' perception toward corrective feedback in paragraph writing?

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

According to the problem above, the objective of the study would be as follow :

1. To describe the use of corrective feedback in paragraph writing.
2. To describe the students' perception toward corrective feedback in paragraph writing.

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

Through the result of this research, the researcher expect to give a contribute to the teacher/lecturer, to students, and to other researcher.

#### **For lecturer**

For teacher/lecturer can be apply the suitable corrective feedback based on their student in correcting their student's mistake in writing, such as showing error directly/indirectly, with comments, sign, explanation, or other. The lecturer can motivate the students to involve them in using their thought and creativity.

#### **For students**

For students, the method will be interesting method because Corrective feedback can can help you to find out your error. The researcher hope it will

help u to improve their ability, especially in writing skill, through the feedback from their teacher/lecturer.

### **For further researcher**

For other researcher, the researcher hope that the result of this study are able to give more information to who want to know more. The reader will have a new acknowledgement about how to improve writing skill.

### **1.5 Scope and Limitation**

This study focused on to describe the use toward corrective feedback on paragraph writing and the students' perception toward corrective feedback on paragraph writing. The researcher limits the research to the students of first semester in paragraph writing at English Education Department of STKIP PGRI Sidoarjo academic years 2021/2022 because it is suitable for the study conducted by the researcher.

### **1.6 Assumption of The Study**

The assumption of the study is the lecturer provides corrective feedback in teaching paragraph writing and student give response to the teacher corrective feedback.

### **1.7 Definition of Key Term**

#### **1. Teaching writing**

Teaching Writing is one of the important aspects in teaching the application of language. Writing is an activity to channel ideas or ideas in written form (Ijal, 2012)

#### **2. Paragraph Writing**

Paragraph writing is one of the obligatory subjects offered in the first semester by English Education Department of STKIP PGRI Sidoarjo. Paragraph writing gives students theories and practice on how to write good paragraphs.

### 3. Corrective feedback

Corrective feedback is an important technique to correct the students' works in teaching and learning process (Handayani, 2018).

