

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is considered as a skill that functions to support the development of oral language. Writing makes everyone communicate with other people. The content of our writing is also not only about thoughts, feelings, plans, and experiments but also describes ourselves (Skehan, 1998). Most Indonesian students have problems in using English in writing activities. Difficulty expressing ideas is one of the things that hinder students from writing (Hadiyanti, 2013).

To help produce good writing and minimize errors in writing, students need teacher feedback. It is one of the learning processes in teaching; that is why students need it. Siswanti (2013) believes that the ability of students who are given feedback by the teacher will increase compared to students who do not receive feedback because students who are given feedback will usually be easily encouraged to improve their writing. In conclusion, feedback plays a significant role in improving students' writing skills. Students learn a lot from the feedback they have received, and it motivates them to continue to correct errors in their writing.

Written Corrective feedback is divided into two types: direct feedback and indirect feedback. D. Ferris (2012) pointed out that direct feedback is a feedback strategy to help students fix the error by giving the correct linguistic form or structure target language. While indirect feedback is feedback given by the teacher by simply showing that there is an error without giving proper form, but let students identify and correct it by themselves.

This study took place at the English Education Department, Antasari State Islamic University Banjarmasin. In this department, students are required to take writing classes from the first semester to improve students' abilities and, of course, also aim to assist students in working on their proposals and thesis.

After conducting the proposal seminar, students start working on their thesis. A thesis is an academic research paper that has been critically written. The goal of the thesis is to give students the opportunity to demonstrate their knowledge and expertise in the field they have been studying as part of the degree. In the process of working on their thesis, some students get feedback in written form. This feedback is the object of this research. The researcher focused on the feedback that students receive on their thesis after consulting with their respective supervisors.

Based on the preceding context, the proposed study investigates how students feel about supervisor corrections in writing class. Prior to this, we must also be aware to the benefits of feedback on students' writing performance. Students need a guide in the learning process to locate information without getting disoriented. This is where the lecturer's role is required. The lecturer must not only be able to direct but must be able to understand where the weaknesses of his students. So that the lecturer can direct their students to the right path. If students deviate or make mistakes give them a warning because it will be beneficial to them.

Allah said on Q.S Az-Zariyat: 55:

وَذَكِّرْ فَإِنَّ الذِّكْرَى تَنْفَعُ الْمُؤْمِنِينَ

Syaikh Abdurrahman in Tafsir as-Sa'adi explained that giving warnings is divided into two types; a warning whose details are not known but in general can be known by nature and common sense, because God has formed the mind with a nature that likes and prioritizes good and forsakes evil. So all the commands and prohibitions of Sharia are reminders. A perfect reminder is a reminder in which goodness is mentioned. The second is a warning that is known to the believers, it is just neglected that it needs to be repeated for them to remember. Allah informs that the warning is useful for those who believe because of the faith they have.

Based on the verse above, it's never too late to learn. If we make a mistake, we should fix it immediately. In the process of developing ourselves, we need other people to warn us so that in the future, we don't make the same mistakes. Similarly, when a teacher or lecturer sees a student making a mistake, they will give a warning. If students do a good job, they will give praise. That is the feedback that students need during learning.

Some studies related to the corrective feedback showed various results. Study conducted by Prasatya (2018) revealed that the reactions of the students were satisfied with teachers' feedback and most of the students preferred written feedback to oral feedback. Another study conducted by Fatmah (2019), "The Teacher's Corrective Feedback in Writing Activities of 85th Grade at English UPB of UIN Antasari Banjarmasin" concluded that teacher applied the feedback directly

on students' error and there was found three types of corrective feedback; direct, indirect and metalinguistic feedback. On the other hand, Maslina (2016), who conducted her study under the title "Students' Responses on Teachers' Feedbacks on Academic Writing Class of The Sixth Semester at English Department of Antasari State Institute for Islamic Studies Banjarmasin", There were four forms of teacher feedback on student writing, namely praise, criticism, suggestion, and corrective feedback, according to the findings. Students are most interested in receiving suggestion and corrective feedback.

The purpose of this study was to determine which form of written corrective feedback students prefer in order to improve their abilities, based on the findings of previous research. The researcher believes that the findings of this study will assist lecturers in developing strategies that are better suited for use in the learning process so that students can achieve their maximum learning potential.

Writing is an important skill but often underestimated. This is where the researcher is interested in conducting research that can help increase students' abilities in this skill. Students' preference for giving feedback is also significant because it helps teachers in the future to find the right strategy for delivering feedback on students' writing.

B. Definition of Keyterms

1. Written Corrective Feedback

It refers to the feedback given by the lecturer in written form to improve students' writing. The written activity where the teacher only reads the final draft of

the student's writing then provides feedback in written form, with a tendency to a summative assessment approach that is used to justify grades or we are often familiar with the term corrective feedback (Knoblauch & Brannon, 1981). In this research, the researcher focused on what type of corrective feedback the lecturer use during the class.

2. Students' Preference

It refers to students' tendencies in the context of the type of feedback that they prefer more. In this research, it is more about students' preference for which feedback they find more helpful and easier for them to understand.

3. Thesis

In this research, it refers to a final project that students do as one of the graduation requirements from campus. A thesis basically a scientific paper whose content describes logically and systematically. Thesis is a series of idea which are the result of a study based on facts that are delivered accurately and can be accounted for.

C. Research Questions

This research conduct to answer questions as follows:

1. What types of feedback that lecturer give to the students in their thesis draft?
2. How do the students' preferences toward lecturer corrective feedback in their thesis draft?

D. Objective of Study

The aim of this research:

1. To investigate the types of feedback that lecturer give on students' thesis drafts.
2. To investigate the students' preference toward lecturer corrective feedback in writing.

E. Significance of Study

This research has several important meanings, both theoretically and practically. Theoretically, the findings of this study can increase knowledge about students' preferences in feedback and writing errors. Apart from that, hopefully, the results will inspire to conduct further research on student feedback after receiving feedback from teachers or other topics related to feedback to enrich existing research.

Practically, this research provides several benefits for students and lecturers. For lecturers, hopefully, after knowing this research, lecturers will develop their techniques for giving feedback. For students, hopefully after knowing about this research, students who study English are expected to understand the mistakes that often occur in their writing, and they will learn to improve their writing skills further.