CHAPTER I

INTRODUCTION

A. Research Context

Writing is an activity in which people transfer their thought into some words in written form. Writing is one of skills in English beside reading, speaking, and listening. According to Merriam-Webster dictionary, writing is the act or process of one who writes. According to Peter Elbow, writing is a two-step process. First, you figure out your meaning, then you put it into language.[1] In writing, there are many components that we should notice before we start to write such as grammar, punctuation, capital letters, pronoun and verb agreement and others. Writing has a complex process. Thus, sometimes students feel that writing is difficullt to practice. They do not know how to begin to write down and how to seek the topic that will be written.

Since, some people propose that writing is difficult, they need to guided by others who has mastered writing skill. In a formal institution in which writing is becoming one of compulsory subject, writing will be guided absolutely by the lecturers. The lecturers should transfer their knowledge related with writing skill. Writing skill will be nothing if the lectures only transfer the theoretical aspect about writing without giving practice section. In writing skill, an aphorism who state "*practice makes perfect*" is important to be applied. The lecturers also have to guide the

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[1] H. Douglas Brown, *Teaching By Principles*, 2nd ed. (California: Longman, 2000), 336.

students' writing practice. When the students practise to write in English, they need some corrective feedback from the lecturers. In reality, the lectuturers have given some corrective feedback even in various ways, but we can not know the responses of students in receiving corrective feedback by the lecturers.

Nicol and McFarlane-Dick define feedback as information about how students' present state (of learning and performance) relates to their goals and standards. While Biber stated that feedback is a key aspect of classroom practice in both of first and second language learning environment.[2] Those previous researchers indicate that feedback is a crucial issue in classroom particularly in language classroom environment. Feedback plays an important role in many forms of learning, so it is not surprising more that feedback optimization has been the subject of investigation and research.[3] In the language classroom, it is normal that the students will make some errors particularly in writing subject. Here, the lecturer plays a main role to correct the students' error.

The phenomenon found by the researcher is that some of students are still confuse or even do not know what they should do when the lecturer has given corrective feedback to their writng assignments. Hence, by the preliminary research, the researcher wants to know how the students' responses toward the corrective feedback given by the lecturer. As the

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[2] Claire Philip, "Positive and Negative Written Corrective Feedback: A Mixed-Method Investigation of EAP Teachers' Word Choices," *British Council*, August 2017, 4.
[3] Freedberg Michael et al., "Comparing the Effects of Positive and Negative Feedback in Information-Integration Category Learning," *Memory & Cognition*, July 2016, https://doi.org/10.3758/s13421-016-0638-3.

researcher knows, the lecturers can use many kinds of corrective feedback for the students and the researcher want to know the way the students give responses toward the lecturer's corrective feedback and the response style made by the students toward some different corrective feedback. Harmer state that the way the lecturers give feedback on writing will depend on the kind of writing task the students have undertaken, and the effect we wish to create.[4] In addition, to establish successful feedback processes which are accurate, effective, and relevant for the lecturer and students, it is important to notice that different individual may have different feedback techniques.

The statement above indicates that the lecturers should give an appropriate corrective feedback to the students in order the students can comprehend what the lecturers' expectation or wish.

A previous research about corrective feedback has already done by Rod Ellis with the tittle "Corrective Feedback and Teacher Development." Her article examines a number of controversies relating to how corrective feedback has been viewed in SLA and language pedagogy. Those controversies address whether Corrective Feedback (CF) contibutes to L2 acquisition, which errors should be corrected, who should do the correcting (the teacher or the learner hi/herself), and others.[5] This research will be different with the Rod Ellis' because in the research environment, English plays a role as Foreign Language (FL) not the Second Language (SL). While

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[4] Jeremy Harmer, *The Practice of English Language Teaching*, 3rd ed. (Cambridge: Longman, 2007), 109.
[5] Rod Ellis, "Corrective Feedback and Teacher Development" 1, no. L2 Journal (2009).

the similarity is both of this research and Ellis' that the corrective feedback is given by the lecturers.

Another previous research about students' responses done by Solihin in his thesis entitled *Students' Responses Towards Teacher's Han-written Feedback on Students' Writing at MA Al-Jauharen Kota Jambi*. The result of his thesis shows that the students always got written feedback after they finished their writing . The students said that the feedback from their teacher was clear and objective because the correction that given was accurated.[6] By that previous research, the researcher attracts to do research about students' responses. But, the difference is in the feedback given by the lecturer. In this research, the researcher focus on corrective feedback, not specified on the kind of feedback given by the lecturer. In addition, the researcher takes focus on the students' responses and the style of students' responses.

From the previous research about students' responses, the reseacrher can conclude that the focus is about how the students respond to the lecturer's corrective feedback. In addition, the researcher can know the styles of students' responses made by the students toward lecturer's corrective feedback on writing 3 class.

After knowing the phenomenon happened in this writing class, the researcher will investigate the students' responses toward the corrective

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[6] Solihin, "STUDENTS' RESPONSES TOWARDS TEACHER'S HAND-WRITTEN FEEDBACK ON STUDENTS' WRITING AT MA AL-JAUHAREN KOTA JAMBI" (Jambi, THE STATE ISLAMIC UNIVERSITY SULTHAN THAHA SAIFUDDIN, 2020).

feedback given by the lecturers in Writing 3 subject. Moreover, this research also will investigate what the styles of students' responses toward the lecturer's corrective feedback on writing 3 at IAIN Madura.

B. Research Focuses

According to Creswell, research problems are the educational issues, controversies, or concerns that guide the need for conducting a study.[7] Research focuses are condition sourced by the relationship between two or more factors which result in confusing situation or cause a question, tentative, the situation based on the real phenomenon and need solution or effort to answer.[8]

Based on the research problem, the research focuses of this reserach are:

1. How do the students of 4th semester Academic year 2019-2020 of TBI respond toward lecturer's corrective feedback on writing 3 at IAIN Madura?

2. What are the styles of students' responses toward lecturer's corrective feedback on writing 3 at IAIN Madura?

C. Research Objectives

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[7] John W. Creswell, *Educational Research: Planning. Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012), 59.
[8] *Pedoman Penulisan Karya Ilmiah* (Pamekasan: STAIN Press, 2012), 18.

Research objectives are the statement or the intention of the researcher in which containing some goals or purpose that the researcher want to achieve in the research.[9] In this research, the research objectives are:

1. To know the students' response of 4th semester Academic year 2019-2020 of TBI toward lecturer's corrective feedback on writing 3 at IAIN Madura.

2. To know the styles of students' responses of 4th semester Academic year 2019-2020 of TBI toward lecturer's corrective feedback on writing 3 at IAIN Madura.

D. Significance of Study

Significance of study explain the advantageous or the importance of the research.[10] This research has two significance of study. Those are theoretical and practical significance.

1. Theoretical Significance

This research will provide information related with the lecturer's corrective feedback andwritng skill. This research also can be reference for the next researcher.

2. Practical Significance

a. For Students

The result of this research will help the students in knowing kinds of corrective feedback in writing subject.

b. For Lecturer

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[9] Creswell, *Educational Research: Planning. Conducting, and Evaluating Quantitative and Qualitative Research*, 111.
[10] *Pedoman Penulisan Karya Ilmiah*, 18.

The result of this research can help the lecturer in selecting the good and appropriate corrective feedback in writing subject based on the students' responses.

E. Scope and Limitation

Scope is range of that a subject organized.[11] While limitations, according to Creswell, are potential weakness or problems with the study identified by the researcher.[12]

In this research, the scope focus on the students' responses toward lecturer's corrective feedback on writing 3. Then the limitation of this research is students on the 4th semester Academic year 2019-2020 of TBI at IAIN Madura.

F. Definition of Keyterms

Definition of keyterms is required in order to avoid the different understanding or the unclear definition.[13] The definition of key terms in this research are as follow:

1. Students' response

   Students' response is the opinion, thought of the students toward something.

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[11] *Oxford Learners Pocket Dictionary* (New York: Oxford University Press, 2008), 383.
[12] Creswell, *Educational Research: Planning. Conducting, and Evaluating Quantitative and Qualitative Research*, 199.
[13] *Pedoman Penulisan Karya Ilmiah*, 12.

2. Lecturer's corrective feedback is the feedback given by the lecturer in order to give the correct answer toward the assignments given before.

3. Writing is one of the skills of the students in arranging the words into the sentence and into the larger structure correctly.