# CHAPTER I

# INTRODUCTION

This chapter consist of background of the study, research question, and purpose of the study, significance of the study, scope and limitation, and definition of key terms.

## Background of the study

Students are always having an error in their way of their study, and it has tempting topics to investigate not only for those who are interested in how second language learners acquire the language but also how students learn and used it in daily. Although there are two different approaches related to the error, whether they are necessary to be avoided or not. Errors that the learners commit can be used for students to become better in learning English as its second language. Not only do students learning and preference on corrective feedback that has huge impact one role in their learning, but also studies on students’ perception to explore about the subject. Based on the research conducted by Kagimoto and Rodgers was aim at how the student’s perception on corrective feedback in term of the preferred and useful. The research found that study can be considered metalinguistic feedbacks and explicit correction as their two preferred and useful corrective feedback. The research reveals and tells how students’ errors are preferable for the student conversely (Kagimoto, 2008).

The teachers usually use corrective feedback in informal and verbal. Thus, the feedback is commonly used even in high grades. Teachers provide the written corrections to a student’s assignment or in a separate feedback rubric as students’ progress through the grade. This sentences correction from the teacher is called anecdotal feedback eexplains the strengths and weaknesses of in this case. The teacher used anecdotal feedback to identify strengths. Also, “next steps" for

future improvement. Written feedback may include "marking" the students’ work, with errors underlined, circled, corrected or noted in the margin.

Feedback can also be recorded as a score in terms of studying. As a percentage, a letter grade, or an achievement level defined by a specific standard for the students itself. Grading can be based on the teacher's overall impression of the work, but grading using explicit criteria is becoming more common. An example of corrective feedback in daily assessment typically use scoring, a rubric chart that lists multiple tables like, performance indicators (grading E to A or 0 points to 100), and performance levels (in term of spoken or written language). An essay might include "grammar" as one of its criteria. The performance indicator for grammar proficiency level 'B' is 'the essay contains a few minor grammatical errors' and for grammar proficiency level 'A' the performance metric is 'the essay contains few grammatical errors'. It does not contain the above error. Such rubrics allow students to see their own strengths and weaknesses against various criteria.

In student perspective, Feedback is a behavioural description of a person's intended behaviour or outcome. It does not judge behaviour. Help students assess their own ratings by providing feedback Act, recognize where they are right, and offer tips on what they can do better in the future. Kirgoz (2015) found benefits in providing feedback to students. Feedback, whether verbal or written, or both, helps students improve their performance in the future (Kirgoz, 2015). The research stated that feedback can be used to improve language learning and to make students aware of errors in the way they express themselves in the target language. This means that students will be given feedback on their mistakes in using the target language. Which mean, that indicates what the student uttered in the target language was somehow making errors, whether implicitly or explicitly. maybe a correction It could be a pronunciation or grammar, or a lexical or collocation error, or even a structural error. do not have a summary at the end of their speech.

On other hand according to Rahimi, those who believe feedback is a good improvement for students, she claims that feedback (especially corrective feedback) can cause setback in students learning. In addition, corrective feedback should be avoided because it might be harmful and time consuming (Rahimi, 2010). Moreover, Krashen is agree that corrective feedback is useless and harmful because of its overcorrection of errors will damage the student’s self-confidence and cause student to be embarrassed when teacher give the feedback in front of others (Krashen, 1982).

A Non-native English student will often produce errors in the process. However, the errors should be corrected wisely by the teacher. This part is challenging because some students could possibly think that the feedback given by the teacher is too critical and cannot handle when the situation happens, they sometimes deny the feedback given by the teacher and put themselves in “defensive” or “Passive” mode

Those research on student perception in corrective feedback showed that sometimes corrective feedback can be constructive and destructive at the same time. Student has its own different capability to learn English as its second language its mean some are good in study, and some are not or even forced to learn. This study is to research how student perception in teacher’s corrective feedback and how the student reacts based on their grading system.

## Research Question

The research conducted is to answer this following question.

*What is the impact of Corrective Feedback in students’ perceptions?*

## Purpose of the Study

Based on the problems mentioned, the researcher defines for an aim of the study is to investigate student perception on Corrective feedbacks.

## Significance of Study

This Research has both theoretical and practical significance concerning the perception between teachers and learns of spoken corrective feedback in in level of College Students Theoretically, this study is useful in providing the students as learner in perception to enhance their ability in English study as their second language. The result of this study is expected to be significance due provide deep analysis whether students have its own perception to corrective feedback.

Practically, result of this study is hoped to be guidelines for the teacher or student in using or having corrective feedback, particularly after considering the perception between teacher and learner.

## Scope and Limitation

There are a lot of ways to research, in this research author will be researching in scope of **University Student** because based on what is author researching this grade is vital for student perception in corrective feedback. While investigation about corrective feedback in student perception, this study is focused on student capability and how they react or adapting in way of learning English as its own second language.

## Definition of Key Terms

To avoid misunderstanding the terminologies, which are used on this research with other topic subject, it is necessary to explain the key terminologies for his study:

* + 1. **Error:** Error is defined as noticeable deviation which reflects the competence of the learner (Brown, 2000).
    2. **Corrective Feedback:** Pointed out that the term contains corrective feedback Different Levels of Meaning. From Chaudron's point of view, the term "handling error" can simply refer to it. "A teacher's behaviour after an error that at least tries to inform the learner about the error Error facts”. Treatment may not be obvious to students in terms of response

It can take, or provoke, considerable effort to "evoke an overworked student reaction." (Chaudron, 1988)

**Perception:** Perception is defined as an understanding, belief or opinion about someone that constructed from information and obtained by mean of the senses (Lewis, 2001)