**CHAPTER I**

**INTRODUCTION**

This chapter consists of five topics, they are background of the study, research questions, aims of the study, the significant of the study and the definition of terms.

## **Background of the Study**

Corrective Feedback is significant to indicate student’s mistake, especially in writing class. Bitchener (2008) declared that writing corrective feedback can enhance aspects of L2 writing accuracy. In addition, it establishes some knowledge and it helps the learners to inspect incorrect information and then to assure the mistakes would not happen again automatically (Polio, 2012). Corrective Feedback (CF) helps students improve the accuracy of their writing (Hartshorn et al., 2010). Additionally, Chandler (2003) also claims that providing corrective feedback could develop students’ writing originality. Thus, corrective feedback is very important for lecturers to equip their students with better linguistic knowledge to improve them in the writing text.

There are two types of feedback that lecturers often use in providing corrective feedback; that is, focused and unfocused feedback. Focused corrective feedback will deal with only one type of error. In line with Ellis (2009), the lecturers select a specific error types for correction. For example, the lecturers could have chosen to correct just article errors. The focused corrective feedback makes the learners be able to examine multiple corrections of a single error that the lecturers have corrected which lead students to find out the evidence both understanding of why their essay writing was error and they may acquire how to correct them. On the other hand, unfocused feedback indicates that the lecturers corrects all of the students’ errors (Ellis, 2009). In this case, the unfocused feedback will treat more than one error. This type of corrective feedback might not be as effective as focused corrective feedback in helping the students acquire specific features. It indicates that both focused and unfocused corrective feedback are not deals with providing the incorrect form or not, instead of what the targeted linguistic features will be focused on.

These two types of corrective feedback have been extensively researched, especially in the college area which focused on one grade level. As an example, Colpitts & Howard (2018), they conducted the focused and unfocused corrective feedback in two classes of high-proficiency. In their research, they compared focused and unfocused peer corrective feedback and teacher corrective feedback on Japanese EFL students. The results show that unfocused peer CF is more effective in reducing students’ writing errors. Likewise with Frear & Chiu (2015), they examined these two types of corrective feedback in three English classes at a Taiwan university. In their study, they investigated the effectiveness of focused and unfocused indirect corrective feedback on weak verb accuracy and total accuracy. The results show that there is no significant difference between focused indirect CF and unfocused indirect CF in either the analysis of weak verbs or the investigation of total accuracy. In another study, Kim (2019) investigated the focused and unfocused feedback in six intermediate freshmen English classes at a university in Korea. Aims of this study is to determine the effects of focused and unfocused feedback on the accuracy development of two language forms; conditionals and articles (a/an) in the L2 classroom. The results revealed that no difference in contribution focused and unfocused CF made for the accuracy improvement of the hypothetical conditional but focused feedback was more effective than unfocused feedback for article development.

Although, many studies have conducted these two types of corrective feedback, other researchers have not seen the context of using type at various grades of writing ability. Thus, it is assumed that each grade of writing has a different purpose for writing, for example freshman seen from the grammar structure. Then, junior students seen from various linguistic aspects because it has started at a complex stage. Therefore, this study aims to determine the dominant types of focused or unfocused corrective feedback used by the lecturers in student texts in different grades at college.

## **Research Question**

Based on the background above, this research raises a problem formulation that needs to be followed up; that is, ‘What type of corrective feedback is dominantly used by the lecturers in student texts; focused or unfocused feedback in different grades at college?’

## **The Aims of the Study**

Based on the research question above, this study aims to investigate the dominant type of focused or unfocused corrective feedback that lecturers used in student texts in different grades at college.

## **The Significance of the Study**

The research results are expected to give significant contribution on theoretical and practical benefits which are described in the following section:

1. Theoretically

The results of this study are expected to support the theories related to the corrective feedback provided by lecturers to students to improve student’s writing skills.

1. Practically

The finding of the study are expected to provide information to lecturers to know about the characteristics of giving the corrective feedback in student texts. In this case, the lecturers can find appropriate corrective feedback strategies to give feedback on students’ text. Thus, they can improve students' level of writing skills.

## **Definition of Terms**

This subsection provides the clarification of some related used in this study; they are corrective feedback and types of corrective feedback.

1. Corrective feedback

The related terms used in this study is corrective feedback, the term corrective feedback in this study refers to how corrective feedback can play a crucial role in enhancing written linguistic accuracy (Ellis, 2009).

1. Types of Corrective Feedback

Using the frame wok from Ellis (2009), this study used two types of corrective focused and unfocused feedback to discuss the use of types of corrective feedback that lecturers used in student texts.