# **CHAPTER I**

# **INTRODUCTION**

* 1. **Background of the Problem**

There are four skills in learning English, they are listening, writing, speaking, reading. Ellis (2012:12) states that writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. Writing is not a novelty for students, but writing linguistically correct is novel to them. Especially for those who have majored in English, inevitably they must learn and focus on how they should write. To improve their ability in writing, corrective feedback holds a very crucial part in it, corrective feedback is any teacher behavior following an error that minimally attempts to inform the learner of the fact of error. This department means that there will be several outcomes and responses from the students whether a realization of self-correction or not. It is to find out either correcting the inaccurate application or giving information about where the error has occurred and how it may be corrected.

The freshman is in a phase of entering a new environment and in the process of adopting it. Produce errors in learning a new language, such as English, is inevitable. O’ Donnell (2016:34) states that producing some errors in language learning is a mandatory and natural process to acquire a second language. It means that all error that occurs is part of the learning process itself. It is unavoidable,furthermore, freshman students are not learning about how to avoid

the error that profound yet. During language learning, errors and mistakes are definitely exist all stages because learning the second language is a gradual process.

In the classroom, there are many ways to correct the students’ errors. One of the well-known research on Corrective Feedback is conducted by Ellis (2009:55). She classifies the type of Written Corrective feedback into six different types, such as direct CF, indirect CF, metalinguistic feedback, the focus of the feedback, electronic feedback, re-formulation feedback. These six types of correction should be known by teachers or lecturers in developing their ability to give a correction to their students. This research will identify the perception of corrective feedback from the students. It will only focus on just one kind of correction-the correction of linguistic errors.  This analysis is proscribed to solely the student that major English in Universitas Muslim Nusantara Al Washliyah.

Error is a linguistic form or combination of forms which, in the same context and under similar conditions of production, in all likelihood, not be produced by the speakers’ native speaker counterparts’. Despite the negative connotations of the word ‘error’, they are not in themselves something negative, indeed, errors are not evidence of a failure to learn. They are evidence of intention to learn, another expert states that errors are evidence of a learners approximate system or interlanguage.

The term interlanguage is also cited in and refers to the developing knowledge of the target language. The learner’s interlanguage might contain characteristics of the learners, elements of the target language (English), and also characteristics common to all learners.

Some researchers distinguish two types of errors: Interlingual errors and Intralingual errors. Interlingualerrors, because by ‘interference from the mother tongue.’ This interference may be positive or negative. It also stated that interlingual errors can be traced to the system somehow overlapping or influencing the production of the target language. This process is called language transfer and there maybe two features of interlingual errors: overextension of an analogy, and transfer of structure. Overextension happens when the student misuses vocabulary because the item shares features of the first language, and transfer of structure occurs when the student adopts first language structural forms onto their target language writing.

Writing is not a novelty for students, but writing linguistically correct is novel to them. Especially for those who have majored in English, inevitably they must learn and focus on how they should write. Writing is not a monolithic entity, writing can be used for many purposes, in many contexts, and what qualifies as quality writing can differ across those context, some scholars argued that writing in the absence of the social context is too vague a construct to ever be measured beyond basic technical skills such as grammatical construction and proper use of vocabulary (Oppenheimer, 2016:17). It means that the students need to understand that having a writing skill is not only for educational purpose but also for the social context. However, while different types of writing may require different forms of knowledge and skill, there may still be some overlap in writing ability across domains and contexts. Some approaches and methods to teaching English composition to ESL writers have continually evolved. However, throughout all of these years of changes, one aspect of composition instruction has remained consistent: the inclusion of teacher feedback. In fact, for many ESL composition instructors, teacher feedback is considered the largest investment of time and energy, eclipsing even the amount of time spent preparing and conducting lessons.

To improve their ability in writing corrective feedback holds a very crucial part in it. Corrective feedback is any teacher behavior following an error that minimally attempts to inform the learner of the fact of error. This department means that there will be several outcomes and responses from the students whether a realization of self-correction or not. It is to find out either correcting the inaccurate application or giving information about where the error has occurred and how it may be corrected.

The freshman student is in a phase of entering a new environment and in the process of adopting it. Produce errors in learning a new language, such as English, is inevitable. Some state that producing some errors in language learning is a mandatory and natural process to acquire a second language. It means that all error that occurs is part of the learning process itself. It is unavoidable, furthermore, freshman students are not learning about how to avoid the error that profound yet. During language learning, errors and mistakes are definitely exist in all stages because learning the second language is a gradual process.

Moreover, it is clear that the written corrective feedback is important for the student. Thus, from the explanation above the researcher will conduct a research to see the perception of written corrective feedback for the students.

* 1. **Identification of Problems**

From the background of problem above, some problems in writing are:

1. The lack of student in practice writing skill in English
2. The lack of using correct feedback in class.
	1. **Limitation of Problem**

 This research is limited to EFL learners’ perception of written corrective feedback for Freshman in Universitas Muslim Nusantara Al Washliyah. This research is implemented toward fourth semester students of Universitas Muslim Nusantara Al Washliyah and focus in WCF type 1.

* 1. **Formulation of Problem**

The formulation of the problem is “How is the EFL learners’ perception in Universitas Muslim Nusantara toward written corrective feedback in class?”.

* 1. **Objectives of Research**

The objectives of this research are to investigate the EFL learners’ perception in Universitas Muslim Nusantara toward written corrective feedback in class.

* 1. **Significances of Research**

The significances of this research are:

* 1. For the teacher, this research can be used to improve the students writing skill in the classroom.
	2. For the students, this research can be used to improve their writting skill practically because they need great effort to build the competence. In improving their writing skill they should practice it in classroom.