

**EFL STUDENTS' PERCEPTIONS AND PREFERENCES
TOWARDS WRITTEN CORRECTIVE FEEDBACK
AT SINTUWU MAROSO UNIVERSITY**

UNDERGRADUATE THESIS

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ABSTRAK

Fellisia Danali. 2024. *Persepsi dan Preferensi Mahasiswa EFL Terhadap Umpan Balik Korektif Tertulis di Universitas Sintuwu Maroso*. Dibimbing oleh Vivin Krismawanti Modjaggo dan Sitti Fitriawati Mamudi.

Kata Kunci: Persepsi, Preferensi, Umpan Balik Korektif

Penelitian ini bertujuan untuk memberikan informasi mengenai persepsi dan preferensi mahasiswa terhadap umpan balik korektif tertulis yang diberikan dosen di kelas menulis. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei. Data dikumpulkan dari kuesioner. Sebanyak 61 mahasiswa EFL berpartisipasi dalam mengisi kuesioner. Hasil penelitian menunjukkan bahwa: 1) Persepsi siswa EFL terhadap umpan balik koreksi tertulis didasarkan pada pandangan atau harapan mereka terhadap umpan balik, siswa EFL setuju bahwa umpan balik dapat membantu mereka menulis lebih baik di lain waktu. Berdasarkan pengalaman dengan umpan balik, siswa EFL setuju bahwa umpan balik menjelaskan kesalahan mereka dalam menulis. Berdasarkan kegunaan atau nilai umpan balik, siswa EFL setuju bahwa umpan balik memberitahu mereka bagaimana membuat tulisan mereka lebih baik. Berdasarkan pengaruh atau emosi yang terkait dengan umpan balik, siswa EFL setuju bahwa umpan balik pada tulisan mereka membuat mereka merasa percaya diri. 2) Jenis umpan balik korektif tertulis yang paling disukai oleh siswa EFL adalah umpan balik tidak fokus, umpan balik terfokus, dan umpan balik langsung.

ABSTRACT



Fellisia Danali. 2024. *EFL Students' perceptions and Preferences Towards Written Corrective Feedback at Sintuwu Maroso University*. Supervised by Vivin Krismawanti Modjaggo and Sitti Fitriawati Mamudi.

Keywords: Perceptions, Preferences, Written Corrective Feedback

This research aims to provide information regarding students' perceptions and preferences towards written corrective feedback given by lecturers in writing classes. This research uses a quantitative approach with a survey design. The data is collected from questionnaires. 61 EFL students' participated in filling out the questionnaires. The research results show that: 1) EFL students' perceptions of written correction feedback are based on their views or expectations of feedback, EFL students agree that feedback can help them write better next time. Based on experience with feedback, EFL students agree that feedback explains their mistakes in writing. Based on the usefulness or value of feedback, EFL students agreed that feedback tells them how to make their writing better. Based on the affect or emotions associated with feedback, EFL students agreed that feedback on their writing makes them feel confident. 2) The types of written corrective feedback that most preferred by EFL students' are unfocused feedback, focused feedback, and direct feedback.

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is currently the most influential language globally, encompassing various domains including business, education, and casual communication. Reporting from dataindonesia.id in 2022 it is recorded that 1.45 billion people worldwide speak English, and this number continues to increase. Therefore, many countries prioritize developing English skills as a second language, one of which is Indonesia.

In this case, Indonesia requires English to be one of the subjects taught in schools and even universities that has educational faculties for English. One of the universities that has an English language education study program is Sintuwu Maroso University.

Sintuwu Maroso University is a private university located in Poso, Central Sulawesi, and was founded in 1986. Sintuwu Maroso University currently has 6 faculties, namely Faculty of Engineering, Faculty of Agriculture, Faculty of Education, Faculty of Law, Faculty of Economics, Faculty of Social Sciences and Political Science with 8 studies programs at the Strata-1 level i.e Civil Engineering, Agrotechnology, Animal Husbandry, Management, Public Administration Science, Biology and English Language Education study program.

Moreover, the English Language Education study program is one the only study program that has a writing course. In the course, the students are facilitated with courses in English Paragraph Writing, English Essay Writing, Academic Writing, Thesis Proposal Writing, and Undergraduate Thesis Writing. For English Language Education study program, the fifth course above is very important because it teaches how to write starting from making paragraphs, determining topics and titles, writing essays, writing proposals, etc. In the end, they have to write a research paper to graduate. In short, writing is a process for expressing ideas through words, letters, and symbols. These need to be arranged properly into coherent sentences or paragraphs because the purpose of writing is to convey messages to wide readers. No wonder, writing is considered one of the most important language skill.

In the writing process, students will be guided and taught by the lectures on correct writing techniques by providing feedback. Feedback can be provided in various ways, one of which is written corrective feedback. The primary objective of written corrective feedback is to assist students in enhancing their language competence and writing proficiency. Written corrective feedback refers to comments, corrections, or suggestions given by lecturers in written form to students' written work.

When lecturers identify errors or mistakes in student assignments, it is hoped that their writing will become better and correct after receiving feedback. Apart from that, the main challenge for students in the writing process is that they have difficulty interpreting written feedback from their lecturer. The process of

students understanding the lecturer's correction is called perception. Students' perceptions of lecturer corrections in writing classes are very important because it can influence their motivation, self-confidence, writing quality, lecturer-student relationships, and the development of their critical thinking skills. The perceptions of students and lecturers are certainly different.

Differences in perception between students and lecturers can occur. Students expect feedback that is more detailed and easy to understand, while lecturers think that students must have the ability to learn independently and revise their assignment as soon as possible correctly. In order to understand feedback from lecturers more effectively, students actually also have their own preferences for lecturers' corrective feedback.

The aim of this research is to identify the perceptions and preferences of EFL students' who have taken or currently learning English Paragraph Writing, English Essay Writing, Academic Writing, Thesis Proposal Writing, and Undergraduate Thesis Writing courses towards the corrective feedback they have received from the lecturers. Based on the background described above, the researcher is interested to conduct a research entitled **“EFL Students' Perceptions and Preferences Towards Written Corrective Feedback at Sintuwu Maroso University”**.

B. Problems Formulation

The problem statement in this research is formulated to address the following research questions:

1. What are the EFL students' perceptions towards written corrective feedback?
2. What are types of written corrective feedback preferred by EFL students'?

C. Objectives of the Research

In accordance with the problem formulation, the objectives of this research are as follows:

1. To identify EFL students' perceptions towards written corrective feedback.
2. To find out types of written corrective feedback preferred by EFL students'.

D. Significances of the Research

It is hoped that the findings of this research will be useful for lecturers and future researchers. The significances are as follows:

1. For lecturers

The results of this research can motivate lecturers to pay more attention to the types of correction that can improve EFL students' writing skills. In this way, students will understand feedback better and be enthusiastic when receiving feedback.

2. For future researchers

This research is expected to be utilized as a reference for future research, particularly for those interested in exploring students' perceptions and preferences towards written corrective feedback.

E. Scope of the Research

The researcher's primary goal in this research is to discover EFL students' perceptions and preferences towards written corrective feedback. The research subjects are EFL students' in the 2nd, 4th, 6th, and 8th, 10th, and 12th semester of the 2023/2024 academic year at Sintuwu Maroso University with the total of 61 participants. This research uses theory from Marris (2016) to identify students' perceptions and theory from Ellis (2009) to find out students' preferences. The questionnaire is adapted from Marris (2016) and (Rowe & Wood, 2008).

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