STUDENTS’ AND TEACHERS’ ATTITUDES TOWARDS TEACHER’S CORRECTIVE FEEDBACK IN TEACHING WRITING OF ENGLISH AS A FOREIGN LANGUAGE

(A Case Study at Surabaya State University of the Fifth Semester Students in Academic Year 2014/2015)

Written as a Partial Fulfillment of the Requirements for the Graduate Degree of English Language Teaching

Written by:
RIZKI RAMADHAN
S891302038

ENGLISH EDUCATION DEPARTMENT OF GRADUATE SCHOOL
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2015
APPROVAL OF THE CONSULTANTS

Students’ and Teachers’ Attitudes towards Teacher’s Corrective Feedback in Teaching Writing of English as a Foreign Language
(A Case Study at Surabaya State University of the Fifth Semester Students in Academic Year 2014/2015)

By:
Rizki Ramadhan
S891302038

This thesis has been approved by the consultants of Education Department of Graduate Program of Teacher Training and Education Faculty of Sebelas Maret University Surakarta.

Consultant I
Dr. Diah Kristina, M.A, Ph.D
NIP. 19590505 198601 2 001

Consultant II
Dr. Hersulastuti, M.Hum
NIP. 19650421 198703 2 002

The Head of English Education Department of Graduate Program of Teacher Training and Education Faculty of Sebelas Maret University

Dr. Abdul Asib, M.Pd.
NIP. 19520307 198003 1 005
LEGITIMATION OF THE EXAMINERS

Students’ and Teachers’ Attitudes towards Teacher’s Corrective Feedback in Teaching Writing of English as a Foreign Language

(A Case Study at Surabaya State University of the Fifth Semester Students in Academic Year 2014/2015)

By:
Rizki Ramadhan
S891302038

This thesis has been approved by the Board of Thesis Examiners of English Education Department of Graduate Program of Teacher Training and Education Faculty of Sebelas Maret University Surakarta in March 2015.

Board of Examiners
Chairman : Dr. Abdul Asib, M.Pd
Secretary : Dr. Sumardi, M.Hum

Member of Examiners:
1. Dra. Diah Kristina, M.A, Ph.d
2. Dr. Hersulastuti, M.Hum

The Dean of Teacher Training and Education Faculty of Sebelas Maret University
Head of English Education Department of Graduate Program of Teacher Training and Education Faculty of Sebelas Maret University

Prof. Dr. M. Furqon Hidayatullah, M.Pd
NIP. 19600727 198702 1 001

Dr. Abdul Asib, M. Pd.
NIP. 19520307 198003 1 005
MOTTO

*Indeed, Allah will not change the condition of a people until they change what is in themselves*
DEDICATION

This thesis is proudly dedicated to:

- My beloved mother and father
- My beloved sister and brother
- My great friends of graduate program 2013
- All of my best friends that I cannot mention
ABSTRACT

Rizki Ramadhan. S891302038. 2015. Students’ and Teachers’ Attitudes toward the Teacher’s Corrective Feedback in Teaching Writing of English as a Foreign Language (A Case Study at Surabaya State University of the Fifth Semester Students in the Academic Year of 2014/2015). Consultant I: Dra. Diah Kristina, M.A, Ph.d., Consultant II: Dr. Hersualastuti, M.Hum,. Thesis. Surakarta: English Education Department, Graduate school, Teacher Training and Education Faculty, Sebelas Maret University Surakarta

Nowadays, corrective feedback in writing English is considered as the controversial issues being confronted among researchers and it has attracted a number of researches recently. However, most of the researches conducted recently concern more on the effectiveness of corrective feedback instead of the psychological aspect of attitude as their subject. Regarding with this, this research is conducted to discover more about the attitudes of the students and the teachers towards corrective feedback in writing English. The objectives of the research are to explore and describe: 1) the students’ attitudes towards the teachers’ corrective feedback; 2) the teachers’ attitudes towards the corrective feedback given; 3) the type of feedback that the students’ needs; 4) the consequences of the students’ attitudes towards their achievement in writing English.

This research was conducted at Surabaya State University of the fifth semester students from October 2014 to January 2015 through a qualitative case study approach. The researcher used purposive sampling in selecting the participants of this research. Twelve students who are considered as high and low proficiency level of writing participated in answering the questionnaire. In order to have a deep understanding of the students’ attitudes towards corrective feedback, all of them were selected as the interviewees. Additionally, the English teacher was also interviewed to discover how they perceive the corrective feedback. In this study, questionnaires, interviews, classroom observations, and document collection were applied as instruments. Finally, the interactive model of data analysis proposed by Miles M.B and Huberman A.M (1984) was used in order to analyze the data.

The findings demonstrate that: (1) Most of the informants have positive attitudes towards the teachers’ corrective feedback and the different levels of proficiency does not affect their attitudes; (2) All of the teachers also have positive attitudes towards the corrective feedback given; (3) There is a mismatch occurred between the implementation of corrective feedback given by the teachers and the students’ needs; (4) Attitudes significantly affect the students’ achievement in writing English.

However, the findings of this research cannot be generalized. Thus, the findings of this research can be used to address how the difference belief of students and teachers can be met accordingly in order to build better pedagogy.

Keywords: students’ and teachers’ attitudes, corrective feedback, teaching writing
PRONOUNCEMENT

I the undersigned:
Name : Rizki Ramadhan
Student No : S891302038

a student of the English Education program of the Graduate School of Sebelas Maret University Surakarta, hereby declare that the thesis entitled: Students’ and Teachers’ Attitudes toward the Teacher’s Corrective Feedback in Teaching Writing of English as a Foreign Language (A Case Study at Surabaya State University of the Fifth Semester Students in the Academic Year of 2014/2015) submitted by me in partial fulfillment of the requirement for Master degree in English Education is my original work, and has not been submitted or published previously in its entirety or in part at any university for a degree. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

That works cited in this thesis were properly documented and the sources listed in the bibliography.

Surakarta, March 2015

Rizki Ramadhan
ACKNOWLEDGEMENT

Alhamdulillahirabbil’alamin. Praise to Allah SWT who has given His blessing to the researcher so that the researcher can complete the process of writing this thesis. The researcher would like to express gratitude to the following persons for their guidance, help, and support in the completion of this thesis.

1. The Dean of Teacher Training and Education Faculty Sebelas Maret University.
2. The Head of English Department Program of the Magister Program of English Department Teacher Training and Education Faculty of Sebelas Maret University of Surakarta for his support and permission to conduct this research.
4. Dr. Hersulastuti, M.Hum., second consultant for her advice, guidance and patience.
5. The Head of English Education Department Program of Language and Art Faculty of Surabaya State University for his permission in carrying out a research to the students in his university.
6. The English lecturers of Surabaya State University for their participation in collecting the data.
7. The fifth semester students at Surabaya State University for their active participation during the data collection and the teaching learning activities.

The researcher believes that this research still has some weaknesses due to some reasons. The researcher welcomes suggestions and critics to make this research better. Hopefully, this thesis can provide a contribution to the teaching and learning English as a foreign language.

Rizki Ramadhan
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL OF THE CONSULTANT</td>
<td>ii</td>
</tr>
<tr>
<td>LEGITIMATION OF THE EXAMINERS</td>
<td>iii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iv</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>PRONOUNCEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>THE LIST OF TABLES</td>
<td>xi</td>
</tr>
<tr>
<td>THE LIST OF DIAGRAMS</td>
<td>xii</td>
</tr>
<tr>
<td>THE LIST OF APPENDICES</td>
<td>xiii</td>
</tr>
<tr>
<td>CHAPTER I INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem Statements</td>
<td>5</td>
</tr>
<tr>
<td>C. Objectives of the Study</td>
<td>6</td>
</tr>
<tr>
<td>D. Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td>CHAPTER II REVIEW OF LITERATURE</td>
<td>8</td>
</tr>
<tr>
<td>A. Writing</td>
<td>8</td>
</tr>
<tr>
<td>1. The Nature of Writing</td>
<td>8</td>
</tr>
<tr>
<td>2. The Purpose of Writing</td>
<td>10</td>
</tr>
<tr>
<td>3. Writing and its Positions on EFL Classroom</td>
<td>12</td>
</tr>
<tr>
<td>4. The Indicators of Writing</td>
<td>14</td>
</tr>
<tr>
<td>B. The Nature of Feedback</td>
<td>16</td>
</tr>
<tr>
<td>1. The Role of Feedback</td>
<td>17</td>
</tr>
<tr>
<td>2. Types of Corrective Feedback</td>
<td>19</td>
</tr>
<tr>
<td>3. How to Deliver Corrective Feedback</td>
<td>22</td>
</tr>
</tbody>
</table>
C. Attitude .................................................................................................................................... 24
   1. Definition of Attitude ................................................................. 24
   2. Characteristics of Attitude .......................................................... 26
   3. The Indicators of Attitude .......................................................... 28
D. Review of Previous Study ........................................................................... 30

CHAPTER III RESEARCH METHODOLOGY ........................................................ 33
A. Research Method ...................................................................................... 33
B. Time and Location of the Research ........................................................... 37
C. Data and Source of the Data ................................................................. 37
   1. Informant ......................................................................................... 38
   2. Event .............................................................................................. 38
   3. Document ..................................................................................... 39
D. Techniques of Collecting Data ................................................................. 39
   1. Questionnaire .............................................................................. 40
   2. Interview .................................................................................... 41
   3. Observation ............................................................................... 44
   4. Documentation .......................................................................... 46
E. Trustworthiness ..................................................................................... 47
F. Technique of Analyzing the Data ............................................................ 48

CHAPTER IV RESEARCH FINDING AND DISCUSSION ................................. 50
A. Research Findings ................................................................................ 51
B. Discussion ......................................................................................... 88
C. The Weaknesses of the Research ......................................................... 99

CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION ............ 101
A. Conclusion ......................................................................................... 101
B. Implication ....................................................................................... 103
C. Suggestion ....................................................................................... 105

REFERENCES ............................................................................................ 108
APPENDICES ............................................................................................. 114
LIST OF TABLES

Table 2.1 Micro and Macro Skill of Writing ................................................... 14
Table 2.2 Scoring Rubric of Writing skill ....................................................... 16
Table 2.3 Types of Correctives Feedback ....................................................... 21
Table 3.1 Schedule of Research ..................................................................... 37
Table 3.2 Likert’s Scoring Table adapted from Aiken (1997) ...................... 41
Table 3.3 Summary of Data Collection ........................................................... 46
Table 4.1 Summary of the Research Questions ............................................. 50
Table 4.2 Summary of Research Findings of Students’ Attitudes ................. 70
Table 4.3 Summary of Teachers’ Attitudes towards Corrective Feedback ..... 81
Table 4.4 Students’ Writing Score .................................................................. 86
LIST OF DIAGRAMS

Diagram 3.1 Flow Model by Miles and Huberman........................................... 48
Diagram 4.1 The Importance of Corrective Feedback ........................................ 52
Diagram 4.2 The Result of Students’ Belief of the Effectiveness of the Teacher’s
    Corrective Feedback ........................................................................... 54
Diagram 4.4 The Result of Students’ Satisfaction............................................. 59
Diagram 4.5 The Result of Students’ Feeling.................................................... 62
THE LIST OF APPENDICES

Appendix 01 Blueprint of Questionnaire .......................................................... 114
Appendix 02 Teachers’ Questionnaire .............................................................. 117
Appendix 03 The Percentage of Students’ Questionnaire ............................... 119
Appendix 04 The Result of Teachers’ Questionnaire ...................................... 121
Appendix 05 Transcript Interview with Student .............................................. 123
Appendix 06 Transcript Interview with Teacher ............................................. 131
Appendix 07 Field Note ................................................................................... 135
Appendix 08 Pictures ....................................................................................... 138