

Chapter 1: Introduction

Background

Developing writing skills in English for English department students is one of the main objectives of learning which is formulated by the educators of each institution. In order to achieve the objective, students learn and improve their writing ability by working on several academic writing projects and assignments given by lecturers such as writing an article review, essay, research paper, and some other papers from different subjects. As these assignments are aimed to help students understand and develop their proficiency in writing, lecturers provide corrective feedback on aspects that correlate with certain types of writing project. The main reason for this strategy to be applied is because students need to know their strengths and weaknesses in order to further their cognitive development and skills in a language learning. Ellis (2009) states that in pedagogical theory feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning. This seems to imply that feedback contributes more than just improvements on students comprehension and ability related to the subject. It enhanced students overall performances in terms of creating a better learning atmosphere in the classroom. Furthermore it helps lecturers to expand the experiment on the implementation of corrective feedback strategy in any other projects that students are working on.

In English department State University of Gorontalo, poetry is one of the subjects for the first year students who have passed the previous subject called Introduction to Literature. This makes poetry the very first form of literary work that is to be introduced to students. During the semester, the lecturers who teach this subject puts forward variety of approaches into practice in order to help students achieve the learning objectives that has been formulated. The final stage of

these learning activities is to observe students' comprehension of the subject through their ability in composing their own poem as their final project. After working on their poem in a couple of weeks, students are engaged to present their original works in a creative way instead of a casual classroom presentation. In this case, students' of poetry class in cooperation with the lecturers and students' union of english department organize an annual event called Poetry Out Loud where all students who enrolled poetry subject take turns to perform their original poem in front of large audience (lecturers and fellow students).

Students of class E of English Department class of 2012 after completing the final project of poetry subject in Poetry Out Loud 2014 realize that the study of composing poetry is one of the studies that develop students' writing skills in English in form of a literary work. Afterwards, came along the awareness on observing the issue in a larger area in order to discover more information on the implementation of feedback on students' literary work, such as poetry.

The following sample is a poem written by one of the student of English department class of 2014 entitled "Who am I":

*Who am I?
I'm just the weak person
I'm just the flawed person
I'm just the naïve person
That don't know my self
Seek the right..
The right that hide in spread out area
O... discovera
Is there anyone really know me so? If that is you
I believe you are my close heart
The close heart that lightened my self.*

The poem "Who am I" was written as students' final project of poetry subject and already assessed by the lecturer of Poetry subject. The writer states that during the process of composing this poem there was no feedback applied by lecturer. Students wrote their poem and presented it in Poetry Out Loud without knowing the strength and weaknesses of their original poem.

Consequently, this research puts forward the claim that students in English Department State University of Gorontalo must have corrective feedback from the lecturer toward their works as an alternative way to understand about to what extend are their knowledge and skills and what are their strength and weaknesses in composing English literary work.

In 2017, the written corrective feedback strategy has applied to the final project of poetry class. One of the lecturers helped students to compose their poems by correcting students first drafts then giving them early feedbacks before they present it in Poetry Out Loud event. This first feedback then returned to the students to be revised correspond to certain elements of poetry where the corrections were given. As the lecturer finally applied the corrective feedback strategies for the poetry class, this case then becomes the main focus of the research as students have experienced the implementation of this learning strategy in the process of composing their own poem as a final project.

Problem Statement

The explanation above point out that in this research, the problem statement will be: "How is students' perception in the implementation of written corrective feedback in students' final project of poetry class?".

Objective of Research

The research is conducted to know students' perceptions on the implementation of corrective feedback strategy in students' final project of poetry subject. The description will be used as a

reference to understand the effectiveness of lecturer's feedback in writing a literary work such as poetry through students' perception. Furthermore, lecturers are expected to consider the importance of assessing students work by providing corrective feedback strategy for students' projects in the future.

Scope of Study

The discussion focuses on describing various perception among students in the implementation of corrective feedback strategy that was applied in 2018's poetry class. The description will also contain the supporting data on how the feedback was implemented, along with the feedback's various targets on students' poem.

Research Significant

Corrective feedback is the way teachers tells their students the aspects that they should fix to avoid errors or mistakes in producing or creating a good poem. So it is important for the teachers to have more attention for students, especially the point's feedback. As a result, this research will be referable to the teachers in applying corrective feedback that is cast for poetry subject in English department. This research also provided as a medium for the researcher in collecting data that can be useful in the future, so that the researcher can be a promoter to all students in English department in any consultative activity with the teacher that might be in the classroom or in a one on one discussion. For the reader, it can be a judgment to see the problems which are sometimes invisible for fellow educators. As a result, this research open a new way for another researcher to have a new start in developing corrective feedback strategies in both implementation and related research in the future.