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### English Learners Perception on Lecturers' Corrective Feedback

**Titien Fatmawaty Mohammad<sup>1</sup>, Tryanti Abdul Rahman<sup>2</sup>**

#### **ABSTRACT**

The importance of written corrective feedback (CF) has been an issue of substantial debate in the literature and this controversial issue has led to a development in latest studies to draw on foreign language acquisition (FLA) research as a way to further comprehend the complexities of this issue particularly how students and teachers perceive the effectiveness of written corrective feedback. This research has largely focused on students' perception on Lecturers' corrective feedback, perceives the usefulness of different types of corrective feedback and the reasons they have for their preferences. Qualitative data was collected from 40 EFL students in 6th semester, by means of written questionnaires, interview and observation. Four feedback strategies were employed in this research and ranked each statement by using five-point Likert scale. Findings showed that almost all students 81.43 % want correction or feedback from lecturers for the mistakes on their writing. For the type of written corrective feedback, students prefer lecturers mark their mistakes and give comment on their work with the percentage as follows: 93% students found that giving clues or comment about how to fix errors can improve their writing ability, 76.69% of the students found that error identification is the most useful type of feedback, and 57.50% of students have a positive opinion for the provision of correction which is accompanied by comment. Those percentages of students perspective is supported by students' explanation in an open ended question of questionnaire. Pedagogical implications of the study are also discussed.

**Keywords:** Lecturers, students' perspective, written corrective feedback.

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<sup>1</sup> Lecturer, Department of English, State University of Gorontalo, Indonesia, Email: titien@ung.ac.id.

<sup>2</sup> Lecturer, As Syafi'iyah Islamic University, Indonesia, Email: tia\_nikirei85@yahoo.com.