STUDENTS’ PERCEPTIONS TOWARDS GRAMMATICAL ERROR CORRECTIONS IN WRITING

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Eveline Sylviani
112011029
ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
SALATIGA
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2015
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THESIS

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STUDENTS’ PERCEPTIONS TOWARDS GRAMMATICAL ERROR CORRECTIONS IN WRITING

(Eveline Sylviani)

ABSTRACT

In learning a foreign language, students may make errors because the grammatical rules of the first language are different from those of the foreign language. Therefore, most teachers will provide error corrections on the students’ writing to help them improve. However, teacher’s corrections have advantages or disadvantages. With this in mind, this study investigated students’ perceptions towards the advantages and disadvantages of grammatical error corrections in writing. It was important to help the students to know the value of grammatical corrections whether it gave them advantages or disadvantages. A total of 67 English Literature (EL) students in Integrated Course class participated in this study. The data collection instrumentation used was a four-point Likert scale questionnaire that consisted of 11 items in which the first seven items indicated the advantages and the rest of the items indicated the disadvantages, and two open questions were added in the questionnaires. The collected data was then analyzed descriptively. The findings show that the students see the advantages of grammatical feedback.

Key words: perceptions, feedback on grammatical errors, advantages and disadvantages

INTRODUCTION

“As learners of English as a foreign language, we are likely to make grammatical mistakes [errors]” (Langit-Dursin, 2008: n.p.). It means that making grammatical errors is a part of foreign language learning processes. Triana (2004) points out that over the past four decades the problem which has been faced by foreign language students is the uses of grammar. According to her, grammar becomes the main difficulty for second language students. Errors happen because “each language has grammatical rules that vary from one language to another” (Baker & Baker, 2009: n.p.). In other words, the grammatical rules in English are different from Indonesian. Therefore, Indonesian foreign language students tend to make grammatical errors.
Grammatical errors often happen in foreign language students’ writing. Here, teachers have a role to correct students’ errors. As in Lee’s (2005) opinion, giving responses to students’ errors is an important part of the teacher’s job. Teachers may have different correction styles from one another. According to Telceker & Akcan (2010, p. 32), corrections on grammatical errors can be done by “underline[ing] or circle[ing] the error or make[ing] checkmarks in the margin to show the location of the error”. This is one type of teacher’s corrections in which it should give a benefit for development of foreign language students’ writing.

However, after the foreign language students get corrections of their errors, they may have their own opinions, perceptions, and feelings towards teacher’s corrections, especially in the grammatical error corrections. As in some previous studies (Greenslade & Felix-Brasdefer, 2006; Lee, 2005; Semke, 1984; etc), they found that their participants thought that teacher’s corrections were not important or did not improve students’ writing accuracy. On the other hand, other studies (Ferris, 2004; Hartono, 2011; Kwun-Man, 2004; Mohammad, 2005; etc) showed their participants’ opinions that grammatical corrections were useful for them.

The previous studies on students’ perceptions about the importance of grammatical corrections encouraged the researcher to investigate on the perceptions of the Integrated Course students of the Faculty of Language and Literature, Satya Wacana Christian University towards grammatical error
corrections in writing. However, this study will only focus on the advantages and disadvantages of grammatical error corrections.

Investigating students’ opinions and feelings towards grammatical corrections is necessary. It is because it can help the students to think carefully about the advantages and disadvantages of grammatical corrections which the teacher provides. At the end, they can decide whether grammatical corrections give them benefits for improving their writing or not.

**LITERATURE REVIEW**

In this section, the writer will discuss the differences between perception and attitude, and the definitions of feedback and grammatical feedback. Besides, the advantages and disadvantages of grammatical corrections according to other researchers will also be explained.

1. Definitions of *Perception*

   It is important to differentiate ‘perception’ from ‘attitude’ because the concepts are very different. According to Smith and Ezeife (2010), attitude is related to behavior and a readiness to respond. It means that someone’s attitude can be indicated by his or her behaviour or how someone reacts to something. On the other hand, perception “includes senses, feelings, ideas, thoughts, [and] theories” (Romanov, 2011: n.p.). Still according to Romanov (2011: n.p.), perception is like “you perceive what you conceptualize”. Pickens (2005) adds that someone uses his or her previous experiences to interpret a situation into something meaningful. Thus, it can be concluded
that perception is a way to convey opinions and interpret what someone feels about something based on his or her experiences. Furthermore, Funch (1995) says that in the same situation, one person will perceive different things from the other. In other words, each person has his/her own perception. In short, attitude is concerned with someone’s behavior and reactions towards something, but perception refers to someone’s interpretation about something.

2. Feedback on Grammatical Errors

2a. Feedback

In English learning process especially in writing class, it is common if the students make errors in their writing. Because they make errors, teachers will likely provide feedback to the students’ writing in regard to the errors. Feedback itself is defined by Paiva (2003) as a way to increase the students’ performance of a learning task by giving information about their performance. It is supported by Paterson (2010, p. 1), who says that feedback can “support students’ writing development and nurture their confidence as writers”. From the definitions provided by Paiva and Paterson, people can find the advantage of feedback, namely the foreign language students get notes in their writing that will help them to improve their writing better. In the researcher’s opinion, one of the ways to see their improvement is from the number of errors. If the errors are decreased, it means that their writing improves. In addition, feedback also encourages the students to be a good writer.
On the contrary, Richards (2013) mentioned some disadvantages of feedback. For example, the quantity of corrections may make the students feel discouraged. This can also reduce the students’ confidence in writing using English. Another disadvantage is that if the teacher gives direct feedback, the students will not experience cognitive processing of errors by themselves, so the benefits will not last long. This means that they cannot practice to find the best correction because they only rely on the teacher’s corrections. As a result, they will easily forget the errors that they have made and at the end, they will make the same errors.

2b. Feedback on Grammatical Errors

According to Fathman & Whalley (1990, as cited in Kwun-man, 2004), teacher feedback is a teacher’s response which focuses on content (such as comments on organizations, ideas, and amount of detail) and on form (such as comments on grammar and mechanical errors). It is similar to Richards’ argument (2013: n.p.) that teacher feedback “may include comments on any aspects of piece of written work, including spelling, grammar, style and organization”. According to Jimena, Teedjaatmadja, & Tian (2013, p.2), grammatical error corrections “can help students improve their ability to write accurately”. It means that grammar is important for the foreign language students to make their writing accurate. Thus, they should really know the grammar rules exactly because “grammar provides you [the students] with the structure you [they] need in order to organize and put your [their] messages and ideas across” (Foppoli, 2008: n.p.). The researcher
agrees with this because without knowing grammar precisely, the students will not be able to arrange a sentence, use prepositions correctly, etc. So, this shows that grammar is important in EFL. Indeed, as Foppoli points out, “grammar is the backbone of a language” (2008: n.p.).

3. The Advantages and Disadvantages of Grammatical Feedback

In the previous study, some researchers found the advantages of grammatical error corrections. First, Hartono (2011) who observed Sultan Agung Islamic University students’ perceptions of the effectiveness of grammatical feedback found that the students learned from the feedback. His findings showed that the majority of his participants always checked their teacher’s grammatical feedback and they believed that their grammar improved after getting grammatical feedback. By these findings, he assumed that giving grammatical feedback was worth doing, and it gave benefits to the students. Next, in the research on foreign language Yeditepe University learners’ beliefs about grammar instruction and error correction, Incecay and Dollar (2011) also found the advantage of grammatical corrections. Their participants believed that grammatical feedback increased their grammatical awareness. According to them, grammatical awareness was helpful and useful in the language learning process. Then, related to types of grammatical feedback, in Lee’s research in four Hong Kong universities, the finding showed the students’ preference for the use of error codes (2004). They believed that the codes helped the students to identify the errors.
On the other hand, Truscott (1996) argued that there was no advantage of grammatical error corrections in writing. Therefore, he claimed that grammatical error corrections were not needed in writing classes. In his opinion, grammatical error corrections were ineffective because any corrections which were given by the teacher did not influence the improvement of students’ writing ability. Besides that, grammatical error corrections gave harmful influences to second language students. He assumed that students would not be confident when getting corrections, and they would neither like having comments using red ink on their writing. Because of this, they felt discouraged to write using English. Otherwise, he thought that students who did not get corrections would have positive attitude towards writing, so they would write more than the students who got corrections. In short, Truscott revealed the grammatical error corrections might discourage students in their writing. Then, in Jimena, Teedjaatmadja, & Tian’s research (2013), they also found that the disadvantage of grammatical corrections, namely there would be resistance of the students towards corrections which they got if they felt that they were right. It was because each student had different level of proficiency and background knowledge. Therefore, students’ level and background knowledge must be recognized by the teacher. Meanwhile, Kim (2014) examined how focus on form affected the revising processes of ESL writers. She found that teacher’s grammatical corrections did not make the students focus on formal aspects in writing, such as the content of their writing which was not rich in ideas.
THE STUDY

1. Research Question

This study tried to answer a question: *What are students’ perceptions towards the advantages and disadvantages of grammatical error corrections in writing?*

2. Context of the Study

This study was conducted in the Faculty of Language and Literature, Satya Wacana Christian University, Salatiga. Integrated Course students became the subject of this research. In the course, students learned basic language skills in English, one of which was writing. In writing, they need to concern not only the content but also the grammar accuracy. Because they are freshmen and come from different schools, they have different levels of grammar proficiency and background knowledge in English. Therefore, when the teacher provides grammatical error corrections, the students may have their own opinions and feelings towards it. So, to know about the students’ perceptions, opinions, and feelings towards teacher’s corrections, they were asked to respond to a set of questionnaire.

3. Participants

The participants of this study were 60 English Literature (EL) students. They were from batch 2014 and were around 18-20 years old when the study was conducted. English is their foreign language and they have been learning
English for about 9-14 years. They took Integrated Course when they were in the first semester.

4. Instrument of Data Collection

A four-point Likert scale questionnaire was addressed to the participants. According to McLeod (2008), Likert scale is a method to measure attitudes or opinions by asking participants to respond a series of statements related to a topic to show to what extent they agree with those statements. To know levels of agreement or disagreement, it uses ordinal scales. So, in a four-point Likert scale questionnaire, the participants were offered a choice of four responses to convey their agreement or disagreement for each statement. The four choice responses were strongly agree, agree, disagree, and strongly disagree. The researcher used four-point Likert scale in which the neutral choice was unavailable because it had some advantages. According to Kistler (2012), the students will be more careful in considering of choices that they choose. Also, the omission of neutral choice can avoid possible misinterpretation of the choice. The researcher agrees with that because it is difficult to measure their feeling or thought when the students choose the neutral choice. In addition, the researcher also agrees that four-point Likert scale can make the students more responsive that they will choose one choice to show their opinions and feelings. Then, in the questionnaire, there were two parts (see Appendix). The first part consisted of eleven statements in which the participants had to determine whether or not they strongly agree, agree, disagree, or strongly disagree. The first seven items asked about the advantages and the other five
were about the disadvantages of grammatical error corrections in writing. Those items were adapted from Al-Shammari’s study (2011). While in the next part, there were two questions but the participants were required to answer one of them only. Below the open questions, there was a part that asked about the participants’ demographic information, such as student’s number, age and length of time learning English, and a consent form which asked the participants’ phone number and email address. A consent form was used if the researcher needed further information about their responses. However, the researcher did not need it, so the interview was not done. There were only several personal conversations in this study.

5. Data Collection Procedures

The present study administered the questionnaire adapted from Al-Shammari’s study (2011) to collect data. It was done in the semester II/2014-2015. To do this, there were some steps. First, the researcher did piloting to five persons of English Literature students who were from batch 2014 randomly to ensure that the questions were easy to understand by the participants. Then, since there was no revision on the questionnaire, the researcher immediately distributed it to other students who became the participants in this study. However, because the Integrated Course class had been over, the spreading of the questionnaire was done outside class and in one Basic Creative Writing class. After getting the questionnaire back, the researcher began to count the number of responses of each item.
6. Data Analysis Procedures

To analyze the data from the questionnaire, firstly, the frequencies of each statement were calculated and those were changed into percentage numbers. The data was displayed in tables. Afterwards, the results were analyzed descriptively by determining each statement based on categories. There were two categories, namely the advantages and disadvantages of grammatical corrections in writing according to Integrated Course students, and each category consisted of their beliefs and feelings. Finally, the results were summarized to answer the research question in this study.

DISCUSSION

1. Students’ Perceptions towards the Advantages of Grammatical Error Corrections in Writing

In this part, the researcher will demonstrate the students’ thoughts and feelings towards the advantages of grammatical error corrections they received in their writing. First, the participants were asked about their general opinion whether or not they liked it when their teacher provided grammatical error corrections on their writing. The results can be seen in the following table.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
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<th>DA</th>
<th>SD</th>
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<tr>
<td>1. I like it when my lecturer always provides grammatical error correction on my writing.</td>
<td>45%</td>
<td>52%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The data shows that 97% students strongly agreed or agreed, but only 3% students disagreed. In other words, almost all of the students favored feedback
on grammatical error corrections. Indeed, based on their responses to the open question ‘If I make a grammatical error or mistake, I like to be corrected because...’, they found grammatical corrections useful. The responses varied. 45% students said that they wanted to know their grammatical errors they had made. Besides that, they could learn from their mistakes in order not to do the same mistakes again. Another response was because they could learn more about grammar in English, so that it could add their grammar knowledge (36%). Furthermore, grammatical error corrections helped them to be able to write in a correct grammar and at the end it could improve their writing. Then, about 3 students (5%) answered that grammatical corrections made them to be more careful to write something in English. Perhaps, ‘careful’ here means that they need to pay attention to the grammar when they write using English. Finally, there were 5% students interestingly pointed out that grammatical corrections encouraged them to be a good writer. From all the responses above, the researcher can conclude that the grammatical error corrections they received gave benefits for most Integrated Course students.

1a. Students’ Beliefs towards the Advantages of Grammatical Error Corrections

To find out more about the advantages of grammatical error corrections, item 2-4 and 7 were designed for that purpose. The results are shown in the table below.
In the item 2, the data shows that high majority of the students approved the statement with Strongly Agree (45%) and Agree (53%). They believed that the grammatical error corrections did not only help them to pay more attention to linguistic errors, but also improved their grammar knowledge. As foreign language learners, they made linguistic errors especially in the language form and meaning and getting teacher’s grammatical error corrections could add their grammar knowledge. This result is in line with Hartono’s finding (2011) that 95% of his participants said that grammatical corrections improved their grammar.

Next, in the item 3, the finding shows a fairly strong tendency that more than half of the students (85%) strongly agreed or agreed that grammatical error corrections made them realize their grammar weaknesses and mistakes, so according to them, grammatical error corrections were important in their writing. In this case, as foreign language students, they may still learn to apply the grammar rules in English properly and during
learning sometimes they get a difficulty to find their weaknesses and even mistakes in their writing. Furthermore, this result is in line with Incecay & Dollar’s finding (2011) that the most student respondents believed that grammatical corrections were necessary to raise their grammatical awareness. It means that by having the grammatical awareness, they could find their weaknesses in grammar. However, there were 15% students who disagreed or strongly disagreed with the item 3. It means that they did not think that grammatical error corrections could make them aware of their weaknesses and mistakes. This might be because the feedback was not clear enough for them, but more research need to be done in order to find out about this.

In the item 4, 60% students strongly agreed or agreed that when their teacher did not give a complete grammatical correction, it let them find the best correction and helped them to remember their mistakes better. ‘Not a complete grammatical correction’ here can be referred to one of feedback types which is indirect corrective feedback in which the teacher only provides an indication of an error, such as by underlining the error or using error codes (van Beuningen, de Jong, & Kuiken, 2008). The data gathered is similar to Lee’s finding (2004) that there were 76% student respondents who said that they wanted their teacher to use error codes. Nevertheless, in the present study, nearly half of the students (40%) stated that they strongly disagreed or disagreed on this. In other words, they seemed to get a difficulty to find the best correction if their teacher gave corrections only
using symbols to mark errors. It might be because they were still unclear about the grammar rules in English, so they needed their teacher’s guidance by giving a complete or very explicit grammatical correction.

As many as 80% students strongly agreed or agreed with item 7. It means that they believed that their writing became smoother if they followed the grammatical corrections they received. This is supported with the researcher’s personal conversation with two students who agreed with this point. One student said that when she changed her grammatical errors into the correct ones like her teacher’s corrections, she realized that her writing became easier to understand. Another student added that she believed that her teacher mastered English grammar, so she would follow her teacher’s grammatical corrections to improve her writing. By this, the students might find the importance of grammatical error corrections in improving their writing.

1b. Students’ Feelings towards the Advantages of Grammatical Error Corrections

Concerning students’ feelings towards the benefits of grammatical feedback, the answers can be obtained from the students’ responses on item 5 and 6.
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<th>A</th>
<th>DA</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Grammatical error corrections which I get in my writing encourage me to write better in other assignments.</td>
<td>43%</td>
<td>47%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>6. I feel that my lecturer wants to help me when she/he provides grammatical error correction.</td>
<td>35%</td>
<td>62%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The result shows that a total of 90% of the participants answered Strongly Agree or Agree (43% and 47% respectively) to item 5. It means that the greater number of the students had positive feeling towards grammatical error corrections that they increased their enthusiasm to write better in other assignments. This item is considered as concerning a student’s feeling because it is related to students’ affect, in this case motivation. Although few students (10%) did not feel the grammatical error corrections as an encouragement to write better, the result tended to contradict Truscott’s study (1996) that grammatical corrections made students lose their confidence so that it discouraged them to write using English.

Then, still in a high percentage, 97% students expressed their agreement to item 6. They sensed the willingness of their teacher to assist them by providing feedback on their grammatical errors. In other words, they seemed to accept the grammatical corrections as a help from their teacher to improve their writing better. On the other hand, only 3% disagreed with the statement. This means that they did not feel that their
teacher’s grammatical error corrections were a form of help from their teacher.

2. Students’ Perceptions towards Disadvantages of Grammatical Error Corrections in Writing

Besides the advantages, the students were also asked of their opinions and feelings towards disadvantages of feedback on grammatical errors.

2a. Students’ Feelings towards the Disadvantages of Grammatical Error Corrections

The gathered data of the item 9 and 10 will show what students feel towards the disadvantages of grammatical feedback.

<table>
<thead>
<tr>
<th>Table 4</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. I feel less confident to write using English after receiving many grammatical error corrections.</td>
<td>5%</td>
<td>30%</td>
<td>53%</td>
<td>12%</td>
</tr>
<tr>
<td>10. Grammatical error corrections discourage me from working hard on my revision.</td>
<td>13%</td>
<td>28%</td>
<td>47%</td>
<td>12%</td>
</tr>
</tbody>
</table>

For the item 9, under half of the students (35%) pointed out that many grammatical error corrections caused them less confident to write using English. While the figure is relatively low, it demonstrates that a significant number of the students had a negative feeling towards grammatical error corrections. Thus, more research studies need to be done to know whether or not there is any other contributing factor which causes them to feel discouraged as the students were freshmen. However, 65% students demonstrated their disagreement. They seemed to have a different
opinion that getting many grammatical corrections did not make them lose
their confidence to write using English.

Responding to the item 10, there were 13% of students responded
Strongly Agree and 28% responded Agree. One student who disliked
grammatical corrections (2%) responded in an open question, “[It] make[s]
[me] desperate when there are many mistakes and corrections.”
Meanwhile, over half of the students did not view it this way; 47%
students disagreed and 12% students strongly disagreed with the statement.
Consequently, the result showed the tendency that grammatical corrections
did not make them discouraged from working hard on their revision.

2b. Students’ Beliefs towards the Disadvantages of Grammatical Error
Corrections

Finally, in the last item, item 11, the data will show the students’
belief towards the disadvantages of grammatical error corrections.

<table>
<thead>
<tr>
<th>11. I think grammatical error correction may distract attention from more important issues, such as the content of the writing.</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
<td>52%</td>
<td>38%</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>

When the students were required to respond to the item 11, it was
found that 55% chose Strongly Agree or Agree. The rest 45% responded
Disagree (38%) and Strongly Disagree (7%). It means that most of them
believed that grammatical corrections diverted attention away from more
important issues, such as the content of the writing. This result is in line with Kim’s study (2014) that corrections which focused on grammar did not make the students think more about formal aspects of writing.

In addition, the researcher also found another disadvantage from one student (2%) in her/his response to an open question. Fortunately, however, there is not a significant number of students who had the view in this study. The student said that when she/he made a grammatical error, she/he did not like to be corrected because “sometimes teacher corrected [sic] the already correct grammar”. It was clear that she/he thought that her/his grammar was correct, and might not need the correction. This response echoes the finding of Jimena, Teedjaatmadja, & Tian’s study (2013) that the students would attempt to refuse the corrections if they felt that they were right.

The questionnaire also asked the respondents on the clarity of their teacher feedback. While this is not specifically related to the disadvantage of feedback, it may be considered as one issue in the process.

<table>
<thead>
<tr>
<th>8. I do not often really understand what my lecturer means by her/his grammatical error correction because I can’t read the correction.</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>35%</td>
<td>50%</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

Based on their responses to item 8, there were 35% students who stated that they often got difficulties to understand the corrections since
they could not read them. On the other hand, 65% students strongly disagreed or disagreed that they did not often really understand. This is a rather high percentage and can be said as a positive tendency because they were able to understand the grammatical corrections which they received.

**CONCLUSION**

Based on the findings, some conclusions can be drawn to achieve the aim of the study that is to research students’ perceptions towards the advantages and disadvantages of grammatical error corrections in writing. First, the study has demonstrated that almost all of the students liked grammatical error corrections. In the open question, they claimed that grammatical corrections helped them to know their mistakes, to learn more about grammatical rules in English, to be careful to write using English, and to be a good writer. Through this, they found that grammatical corrections are useful.

Next, another finding is still about the advantages of grammatical corrections. The majority of the students saw the importance of grammatical corrections. In their opinion, grammatical corrections made them take notice of their linguistic errors and increased their grammar knowledge. Also, they believed that they became aware of their weaknesses and mistakes by getting grammatical corrections. Moreover, they stated that incomplete grammatical feedback let them discover the best correction, and they believed that their writing became smoother, so they received support to write better in other assignments. Then, related to the students’ feelings, they felt encouraged when they received feedback
on grammatical errors. Besides that, they felt that their teacher wanted to help them by providing grammatical feedback.

With regard to the disadvantages of grammatical corrections, the finding showed almost half of the students had negative feelings to it. They felt that grammatical corrections decreased their confidence to write using English and their enthusiasm for working hard on their revision. Responding to an open question, one student said that she/he felt desperate when she/he found many mistakes and corrections in their writing. Not only having negative feelings, but they also believed that grammatical corrections caused harm to them. Slightly over half of students believed that focusing on grammatical corrections distracted their attention from important issues.

In spite of the above, the findings of the study overall showed the tendency that grammatical corrections gives more advantages for EL students who took Integrated Course in semester I/2014-2015. Drawing on these findings, it is important for teachers to give grammatical error corrections in writing. However, it is crucial that the feedback is made clear, stimulating, and not overwhelming. If the teachers use indirect feedback, they should make sure that students understand the symbols by explaining the meaning of the symbols used and giving examples of appropriate language uses. Besides that, if the feedback focuses on grammar only, it can make them ignore the content. Therefore, teachers can give few notes or comments about the organization of the ideas offered in the students’ writing, so that the feedback focuses not only on grammar, but also on the content of the writing. Nevertheless, further research is necessary since the study is limited only
to a small number of participants. Based on the results of this study, it would be
helpful to research on teacher’s feedback techniques.
ACKNOWLEDGEMENT

Without His help, I cannot finish my thesis. I really thank God because He always blesses me during my study. Besides, there are many people who have contributed their help in completing my thesis.

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3. Gita Hastuti, S.Pd., M.A. as my examiner. Thank you for your corrections and suggestions.

4. All Basic Creative Writing teachers who allowed me to spread questionnaires before the class, and EL students from batch 2014 who participated in my thesis. Thank you.

5. My best friends, Lily, Meilsa, Widya, and Devia who always encourage me from far. Thank you so much.

6. My friends, Chintya and Wenda who helped me to check my grammar. Thank you.
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Al-Shammari, S. R. (2011). *The attitude of male and female teachers and students towards teacher’s feedback on the writings of secondary school students in Rafha City, Saudi Arabia.* (Thesis, University of King Saud). Retrieved from http://repository.ksu.edu.sa/jspui/bitstream/123456789/19334/1/%D8%A7%D9%84%D8%B1%D8%B3%D8%A7%D9%84%D8%A9.pdf


APPENDIX

QUESTIONNAIRE

Dear friends,

I am a student from English Teacher Education, Faculty of Language and Literature, Satya Wacana Christian, Salatiga who is doing a research about students’ perceptions toward grammatical error correction. The aim of this research is to investigate perceptions of English Language Literature students who took Integrated Course in class year 2014/2015 toward grammatical error correction. Please be kindly to fill in the questionnaire below honestly. Your answer would not affect your grade. Thank you.

Part 1:

Please put a checkmark (✓) in the appropriate box.

SA: Strongly Agree DA: Disagree
A: Agree SD: Strongly Disagree

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I like it when my lecturer always provides grammatical error correction on my writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I think grammatical error correction does not only draw my attention to linguistic errors, but also improves my grammar knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I think grammatical error correction is necessary because it makes me aware of my weaknesses and mistakes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I think when my lecturer does not give a complete grammatical correction, I have a chance to find the best correction and it is more memorable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Grammatical error corrections which I get in my writing encourage me to write better in other assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I feel that my lecturer wants to help me when she/he provides grammatical error correction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>If I follow my lecturer’s grammatical error corrections, my writing becomes smoother.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I do not often really understand what my lecturer means by her/his grammatical error correction because I can’t read the correction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. I feel less confident to write using English after receiving many grammatical error corrections.

10. Grammatical error corrections discourage me from working hard on my revision.

11. I think grammatical error correction may distract attention from more important issues, such as the content of the writing.

<table>
<thead>
<tr>
<th>Part 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please respond to one of the following questions in your own words.</td>
</tr>
<tr>
<td>If I make a grammatical error or mistake, I like to be corrected because....</td>
</tr>
<tr>
<td>If I make a grammatical error or mistake, I don’t like to be corrected because....</td>
</tr>
</tbody>
</table>

**Demographic information**

**NIM:**

**Age:**

**Length of time learning English:**

**Consent form**

If you would like to be interviewed further, please kindly to fill in your contact below:

**Phone number:**

**Email:**

**Thank You**