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Certifies this thesis entitled: "Student Self-Evaluative Judgment of Teacher and Peer Written Corrective Feedback" is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation expect those which have been quoted and mentioned at bibliography. If this thessis is proven as a form of PLAGIARISM in this thesis. I am willing to accept the consequences and undergoing any procedures required by the prevailing law.

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The researcher



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CHAPTER I INTRODUCTION 1.1 Background of the Research Zhang, & Hyland (2018) stated that corrective feedback in second language writing has become a crucial issue to be researched (e.g. Tom, Morni, Metom, & Joe, 2013; Molloy, & Boud, 2013; Akter, 2016; Bo Wang, Timothy Teo & Shulin Yu, 2016).

It included to a form of negative feedback that could be oral and written. Balachandran (2017) explained the differences between oral and written corrective feedback is that oral corrective feedback provides instruction in the classroom. While written corrective feedback (WCF) gives written responses after reviewing student writings task.

A common reviewer to review student writing task is their own teacher, so it called teacher WCF. While giving teacher WCF, a teachers notice a number of errors that consisted of structure, content, overall argument, and lexical or grammatical mistakes by using different methods and strategies.

By doing this, teachers help learners to be more capable writers by minimizing mistakes in and maximizing the intelligibility of their writing (Alhosani, 2008), it also develop the ability to self-edit among students (Ferris & Roberts, 2001). However, Iriarte, & Alastuey (2017) stated that most of teacher WCF consists of requirement sentences that burden student.

Besides that, teacher need a lot of time to do teacher WCF. The time for learning process in the class is wasted only to do it. Furthermore, this teacher WCF still does not influence students' revisions in their writing. By showing the weakness of teacher WCF, Ferris (1999) offered the practice of peer WCF to improve students writing ability.