

## **PREFACE**

It is with utmost reverence and a profound sense of purpose that I undertake the exploration the students' perceptions concerning on the teacher's corrective feedback to English writing assignments. This thesis delves into the domain of language learning and pedagogy, with a particular focus on nurturing writing proficiency among students in a junior high school in Karawang, Indonesia. Driven by an ardent desire to make a meaningful contribution to the field of English education, this research endeavors to illuminate students' feedback preferences, attitudes, and appraisals of the efficacy of corrective feedback practices. This thesis bears witness to an exhaustive review of existing literature, drawing on insights from eminent language experts, both on the national and international front, who have delved into the intricacies of feedback, motivation, and writing pedagogy. The invaluable guidance of my esteemed thesis advisor and unwavering support from my university faculty have been instrumental throughout this research endeavor.

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The writer