# TYPES OF TEACHER'S CORRECTIVE FEEDBACK ON EFL STUDENTS' DESCRIPTIVE WRITING: CASE STUDY AT MTS WAHID HASYIM PATI

## THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor in English Education



By:

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Finally, the researcher realized that this thesis was far from being perfect. Therefore, the researcher would happily accept constructive criticism in order to make it better. The researcher expected that this thesis might be helpful for all. Aamiiin.

> Semarang, 22 December 2020 The researcher,

Neli Ema Agustin NIM. 133411080

# ΜΟΤΤΟ

الَّذِيْ عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمُ

"Who taught by the pen - Taught humanity what they knew not." (Surah Al-'Alaq: 4-5)

Don't thinking too much, thinking without reading and writing is nothing.

# (The Writer)

"If you want something, don't wish it, work for it. Life is short to wait."

(Stephen Hines)

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#### ABSTRACT

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Corrective feedback has been studied by many language researchers. Previous study mostly investigated teacher's and students' perception toward corrective feedback. Finding out types of teacher's corrective feedback on students' writing is crucial but studies in this field particularly at junior high school level are limited. The researcher conducted this study to describe type of written corrective feedback used by the English teacher at Madrasah Tsanawiyah Wahid Hasyim Pati. This study was descriptive qualitative study. The source of data was students' descriptive writing task. The researcher analyzed the students' writing by using Rod Ellis theory. It was used to classify types of written corrective feedback on students' descriptive writing. The result of the study shows that there are three types of written corrective feedback in students' descriptive writing. They are direct corrective feedback, indirect corrective feedback, and reformulation. Indirect corrective feedback is type of feedback which is mostly applied by the teacher. Result of the study provides the description of corrective feedback types that can be used by educators to evaluate or consider their decision in applying corrective feedback.

Keywords: corrective feedback, types, descriptive writing

# CHAPTER I INTRODUCTION

This chapter consists of the background of the study, question of the research, objective of the research, significance of the research, scope and limitation.

#### A. Background of the Research

Corrective feedback is type of feedback that provides information about something error. There are some terms in calling this feedback type. As stated in Sermsook et al, Karim & Nassaji mentioned three terms namely corrective feedback, error correction, and negative evidence.<sup>1</sup> Nevertheless, their objective is equally informing error. Every teacher can give her/his students a corrective feedback in which it is done to correct all kinds of students' errors, including error in writing.

Writing is one of language skill and students should learn it for building or developing their written language ability. According to Fadlilah, writing skill is particular skill that allow writers to transform their thoughts into words in a meaningful way and to

<sup>&</sup>lt;sup>1</sup> Kanyakorn Sermsook, et al, "The Impact of Teacher Corrective Feedback on EFL Student Writers' Grammatical Improvement", *English Language Teaching*, Vol.10, No.10, (2017), p.44

communicate with the message mentally.<sup>2</sup> In writing, the students can practise to express their idea or mind in written language. It is important since writing can be said as another way to communicate with other people without facing each other. The urgency of writing is mentioned by Allah in the Holy Qur'an surah Al-Qalam: 1

نْ وَالْقَلَمِ وَمَا يَسْطُرُوْنَ ( القلم/68: 1-1)

"Nun. By the pen and by the (record) which (men) write,-"<sup>3</sup>

Learning English writing enables students to make any errors. Error in writing seems unavoidable. Ferris admits that "it is unrealistic to expect that EFL writers' production will be error free". <sup>4</sup> This

<sup>&</sup>lt;sup>2</sup> Sayyidatul Fadlillah, "Students' grammatical collocation errors and its implication in teaching writing", *Indonesian Journal of English* Teaching, Vol.5 No.2, (2016), Page 217

<sup>&</sup>lt;sup>3</sup> Abdullah Ali Yusuf, *The Holy Qur-an English Translation of The Meaning and Commentary* (Madina: King Fahd Holy Qur-an Printing Complex, 1990). p. 1792

<sup>&</sup>lt;sup>4</sup>Mengistie Shiferaw Kebede, "Students' Preferences for Error Correction in Writing Classes: The Case of Grade 9 Efl Learners of Azezo Secondary School", *International* 

approved since writing statement can be is categorized as difficult skill. Nunan stated "writing is a complex cognitive activity where the writer needs to control the content, format, sentence structure, punctuation. spelling, vocabulary, and letter formation".<sup>5</sup> The accuracy of each aspect should be considered by students when they write or create a text in order to produce good writing quality. The complicated aspects of writing enable students to get confusion or face difficulty then. In other word, there is possibility that several errors can occur or appear in students' writing production.

Source of some errors on students' writing pieces are various. In a study, Karim et.al stated that "errors can arise from grammar, omission, misinformation, and disordering, which, in what follows, the article has elaborated on".<sup>6</sup> As claimed by

Journal of Development in Social Sciences and Humanities, Vol. No.8, (2019), p. 65

<sup>&</sup>lt;sup>5</sup>Dian Ayu Titisari, "The Effectiveness of Guided Writing for Teaching Writing Recount Text (A Quasi-Experimental Study at The Eight Grade Students of SMP N 1 Tulis in The Academic Year of 2014/2015)", Unpublished Thesis, (Semarang: Semarang State University, 2015), p.24

<sup>&</sup>lt;sup>6</sup>Abdul Karim, et.al, "Error Analysis in EFL Writing Classroom", *International Journal of English Linguistic*, Vol.8, No.4, (Maret 2018), P.3

Mustafa et.al, Megaiab revealed that "from 140 compositions by students, 1654 grammatical errors were found in spelling, plurals, verb tenses, articles. capitalization prepositions. and punctuation".<sup>7</sup> The researcher has tried to observe a few students' writing pieces which are obtained from the English teacher of MTs Wahid Hasyim, Pati. The related case is also found in students' descriptive writing pieces of MTs Wahid Hasyim, Pati. On their descriptive writing pieces contain of several error such as spelling, subject-verb agreement, vocabulary diction, plurals, and punctuation.

Due to errors made by students in writing, Brown and Rodgers suggest that it is important to correct mistakes made by students while using the target language.<sup>8</sup> Correcting error may seem like a challenging task. As reported by Amara, it is one of the difficult tasks for teachers to correct the error of

<sup>&</sup>lt;sup>7</sup> Faisal Mustafa, et.al, "Errors in EFL Writing by Junior High Students in Indonesia", *International Journal of Research Studies in Language Learning*, Vol.6, No.1, (Januari 2017), P.3

<sup>&</sup>lt;sup>8</sup>Chindi Ayu Kusuma Ningrum, "Analysis of Oral Corrective Feedback on Students' Speaking Performance in EFL Classes (A Case Study of Eleventh Graders of SMA Negeri 1 Bawang in the Academic Year of 2019/2020)", A Final Project, (Semarang: Semarang State University, 2019)

students either speaking or writing in second language acquisition activity.<sup>9</sup> Correcting students' error is still be the part of the teacher's duty, even though it is a hard mission. Every teacher usually has different view on error correction and different way of correcting their students' error.

As mentioned previously, error correction is the other name of corrective feedback. Corrective feedback is a pedagogical tool which acts as an input to the learners.<sup>10</sup> Guennette claims that corrective feedback is provided to help students eliminate the errors in writing and it also helps students anticipate their selves from repeating the same error.<sup>11</sup> There are many types of corrective feedback. So, the teacher is expected to be able to provide appropriate corrective feedback in students' writing. For students, corrective

<sup>&</sup>lt;sup>9</sup> Naimi Amara, "Correcting Students' Errors: Theory and Practice", *Current Educational Researc*), Vol. 1, No. 5, (May 2018), p. 45

<sup>&</sup>lt;sup>10</sup> Kesavan Vadakalur Elumalai, "Teacher Constructed Corrective Feedback Enhancing Students Writing Skills in EFL Classroom", *Advances in Language and Literary Study*, Vol. 10, No. 5, (2019)

<sup>&</sup>lt;sup>11</sup> Baiq Ayu Ida Kholida& Adi Yusuf, "Teacher's Corrective Feedback in Students' Narrative Writing: A Case of an EFL Teacher in MAN TambakBerasJombang", (*Journal of Research in Foreign Language Teaching*), Vol. 1, No. 1 (2018)

feedback can be said as an input that has impact toward students' writing improvement.

Commonly, in English writing class. corrective feedback on students' writing worksheets is provided in written form. Then, it's known as written corrective feedback. Written corrective feedback is defined as "a feedback which specifically indicates errors of language, such as in grammar, vocabulary, and mechanics".<sup>12</sup> A great number of studies reported the effectiveness of teacher written feedback. Among those studies, in Sermsook et al., Ellis et al. indicate that written feedback helps improve students' use of past tense with -ed ending. Sarvestani and Pishkar point out that written feedback type assists students to accurately use English articles.<sup>13</sup> Apart from that, Ellis classified types of corrective feedback into six types namely direct corrective feedback, indirect

<sup>&</sup>lt;sup>12</sup> Abdul Aziz Al Shahrani & Neomy Storch, "Investigating Teachers' Written Corrective Feedback Practices in a Saudi EFL Context: How do They Align with Their Beliefs' Institutional Guidelines, and Students' Preferences?", *Australian Review of Applied Linguistics Journal*, 37 (2), (January 2014)

<sup>&</sup>lt;sup>13</sup> Kanyakorn Sermsook, et al., "The Impact of Teacher Corrective Feedback on EFL Student Writers' Grammatical Improvement", *English Language Teaching*, *Vol. 10, No10, (2017)* 

corrective feedback, metalinguistic corrective feedback, the focused and unfocused corrective feedback, electronic corrective feedback, and reformulation.<sup>14</sup> Each of the type certainly has their own benefit and teacher can choose any type of corrective feedback that appropriate with their students' necessity. Giving attention to feedback from teachers is seen as effective treatment because it often offers valuable suggestions. Furthermore, this research is entitled **Types of Teacher's Corrective Feedback on EFL Students' Descriptive Writing: Case Study at MTs Wahid Hasyim Pati.** 

## **B.** Research Question

The study is conducted to answer the following question: What types of teacher's corrective feedbacks are used by EFL teacher at MTs Wahid Hasyim Pati in the academic year of 2020/2021?

# C. Objective of the Research

From the formulation of the research question, this study has aim to find out the types of

<sup>&</sup>lt;sup>14</sup> Baiq Ayu Ida Kholida& Adi Yusuf, "Teacher's Corrective Feedback in Students' Narrative Writing: A Case of an EFL Teacher in MAN TambakBerasJombang", (*Journal* of Research in Foreign Language Teaching), Vol. 1, No. 1, (2018)

teacher's corrective feedback that are used by EFL teacher at MTs Wahid Hasyim Pati in the academic year of 2020/2021.

#### **D.** Significances of the Research

The researcher expects that the results of this research could give a contribution for:

1) The researcher

This research is expected to be able to give additional knowledge for the researcher about corrective feedback.

2) The teachers

This research tried to provide clear explanation or description about the example of each type of corrective feedback contained on students' descriptive writing. Thus, the result of this research is expected to be an input to encourage the teachers makes suitable changes in responding students' error. In other word, the teachers can choose appropriate way in correcting student's writing error.

3) The next researcher

The researcher expects that this research can be reference for next researcher that will conduct similar research.

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### E. Scope and Limitation

This study focused on finding the types of teacher's corrective feedback on students' writing specifically descriptive writing. The researcher limits the research to the students of the seventh grade at MTs Wahid Hasyim Pati. There are two classes of the seventh grade at MTs Wahid Hasyim Pati. Based on information from English teacher of the school, students' writing performance of this class contained of many errors. Then, the researcher involved A class as the sample.

# CHAPTER II REVIEW OF RELATED LITERATURE

In this chapter describe theory building used as a basis for research. This chapter contains literatures review and previous studies.

### A. Literatures Review

This sub-chapter contains some theories of feedback, corrective feedback, writing, and types of corrective feedback in writing.

#### 1. Definition of Feedback

The term of teacher's feedback consists of two words namely "teacher" and "feedback". teacher can be called as facilitator in a teaching and learning process. He or she has responsibility guiding or leading students to achieve better competence. In other word, students need input from their teacher and one way to solve it is providing feedback. Carvalho et.al quoted Hattie and Timperley's statement, feedback is information provided by teacher of any aspects related to students' knowledge.<sup>15</sup> Keh clarified this information can be provided in several ways such as comments, questions, and suggestion.<sup>16</sup> As cited in Efrando et al, Voerman et al. stated similar definition that feedback is information provided by the teacher concerning the performance or understanding of the student, with reference to a goal which is aimed at improving learning.<sup>17</sup> In conclusion, teacher's feedback means a response that teacher gives to students regarding their performance. It can be understood as guidance information in form of comment, question, and suggestion to assist students achieving better performance.

## 2. Forms of Feedback

<sup>&</sup>lt;sup>15</sup> Carolina Carvalho et al, "Teacher Feedback: Educational Guidance in Different School Contexts", *Procedia-Social and Behavioral Sciences*, (2014), p.220

<sup>&</sup>lt;sup>16</sup>Claudia Keh,"Feedback in the Writing Process: A Model and Methods for Implementation", *ELT Journal*, (October,1990)

<sup>&</sup>lt;sup>17</sup>Herminus Efrando Pabur, Nihta V. F. Liando, "A Perspective on Written Corrective Feedback", *Proceeding*, Universitas Negeri Manado, (2018)

Feedback provides students information regarding their performance. It can refer to either oral or written types provide by peers or teachers. It is supported by Cohen (1909: 109) in the book Language Learning: Insight for Learner, Teacher and Researcher. He proposes two forms of feedback. Those are:

2.1. Oral feedback

Oral feedback, also known as oral conference, refers to personal consultation between teacher and student during the evaluation of composition. The major problem in conducting this feedback is that the teacher needs to have sufficient time.

2.2. Written Feedback

In written feedback, comments, correction and/or marks are given to students' written work draft. The marks may be on words or quick symbols such as underling, circles, and other signs. This form fits well with older students (late elementary through high school). Written information of students' efforts are most helpful when 23 they are personalized or stereotyped and when they provide the specific comments on students' errors or faulty strategies but balanced this criticism with suggestion about how to improve as well as with the comments of the positive aspect of the work.

In line with this, Woolfolk proposes that feedback can be conveyed in oral and written form. Oral feedback fits well in younger students since it can help the students to pinpoint and correct the misconception immediately, whereas written feedback is effective for older students. Therefore, as stated in the delimitation of problem, the researcher focuses written on feedback because the research population is junior high school students.

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## 3. The Benefits of Feedback

According Brookhart, the benefits of feedback extend to a motivational and cognitive level.

3.1. Motivational level

At the motivational level, once students feel that they understand what they should do and why most of them will develop control over their learning.

3.2. Cognitive Feedback

At the cognitive level, feedback gives students information they need, so they can understand their progress in learning and what they should do to improve.

These two factors are part of the framework that involves corrective feedback from text written in English as a foreign language.<sup>18</sup>

<sup>&</sup>lt;sup>18</sup> S.M. Brookhart, Feedback that fits, Engaging the whole child: reflections on best practices in learning, teaching, and leadership, 65 (4), (2008) 54-59

#### 4. Corrective Feedback

#### 4.1. Definition

Corrective feedback in English classroom, teachers usually provide feedback to students' errors. The kind of feedback is known as *Corrective Feedback*. There are many different terms in calling this technique, such as corrective feedback, error correction, and negative evidence.<sup>19</sup> It doesn't matter which term is used since they share the same objective which is to inform students that errors do exist in their written work.

Corrective feedback constitutes one type of negative feedback. One of the definitions of corrective feedback is provided by Loewen, corrective feedback is information given to learners regarding about the errors or mistakes made by students

<sup>&</sup>lt;sup>19</sup> Kanyakorn Sermsook, et.al, "The Impact of Teacher Corrective Feedback on EFL Student Writers' Grammatical Improvement", *English Language Teaching*, Vol. 10, No.10, (2017)

in their writing.<sup>20</sup> As information, corrective feedback can be seen as a tool in increasing students' language competence and performance as opposed to judgment which has negative view. This response or information, according Ellis, to consists of (1) indication that an error has been committed (2) provision of the correct target language form (3) metalinguistic information about the nature of error.<sup>21</sup> Other definition, according to Lightbown and Spada, corrective feedback is seen as an indication to the learners that his or her use of the target language is incorrect.<sup>22</sup> In other word, corrective feedback (CF) can be understood as a

<sup>&</sup>lt;sup>20</sup> Herminus Efrando Pabur & Nihta V. F. Liando, "A Perspective on Written Corrective Feedback", *Proceeding*, (Universitas Negeri Manado, 2018)

<sup>&</sup>lt;sup>21</sup> Pabur, "A Perspective on Written Corrective Feedback"

<sup>&</sup>lt;sup>22</sup> Pabur, "A Perspective on Written Corrective Feedback"

strategy to help student in improving their language competence and language performance.

## 4.2. Types of Corrective Feedback

According to Sheen and Ellis, corrective feedback can be divided in two types. They are oral corrective feedback and written corrective feedback.

#### 4.2.1. Oral corrective feedback

Oral corrective feedback can involve both on-line attempts to make learner aware that they have produced an utterance that contains an error (i.e., the feedback is provided more or less immediately following the utterance that contained off-line and an error) attempts (i.e., the feedback is withheld until the communicative event the learner is participating in has

finished). Oral corrective feedback be can inputproviding (i.e., the learner is supplied with the correct form) or output-prompting (i.e., it can attempt to elicit a correction from the learner).<sup>23</sup> Sermsook et al., quoted the statement from Tayebipous, Sobhani and they indicate that oral corrective feedback significantly reduces grammatical error.<sup>24</sup>

One of the examples of this feedback is provided in the form of recast. In Hadzic's study, Ding states

<sup>&</sup>lt;sup>23</sup> Younghee Sheen and Rod Ellis, "Corrective Feedback in Language Teaching", *Handbook of Research in Second Language Teaching and Learning Volume II*, Page 593-594)

<sup>&</sup>lt;sup>24</sup> Kanyakorn Sermsook, et.al, "The Impact of Teacher Corrective Feedback on EFL Student Writers' Grammatical Improvement", *English Language Teaching, Vol.* 10, No.10, (2017), page 44

that teacher provides feedback in the form of recast by reformulating all or the student's of parts utterance. It is done by the teacher if there is an error on the student's utterance. The following is the illustration of oral corrective feedback (recast).25

<u>Student:</u> When I go to school yesterday.

<u>Teacher:</u> You went to school yesterday?

<u>Students:</u> Yes, I went to school yesterday.

4.2.2. Written corrective feedback

Written corrective feedback almost always involves off-line (i.e., delayed) corrections of the errors that students have

<sup>&</sup>lt;sup>25</sup> Sanja Hadzic, "Oral and Written Teacher Feedback in an English as a Foreign Lamguage Classroom in Sweden", *Degree Project*, (2016), Page 8

committed in a written text. with oral corrective As feedback. this can involve input-providing both feedback (usually referred to as "direct correction") and output-prompting feedback "indirect (referred to as correction"). Direct correction involves supplying learners with the correct form or reformulating the entire indirect correction text: involves indicating that an error has been committed either in the margin of the text or within the text where the error occurs. Both direct indirect written and corrective feedback may or may not be accompanied with metalinguistic information. However, the distinction between implicit

and explicit corrective feedback does not apply in the case of writing; all written corrective feedback is necessarily explicit (i.e., the student knows he/she has been corrected).<sup>26</sup>

#### 5. Writing

#### 5.1. Definition

Writing is one of the language skills that should be learned by any EFL learner. Hyland stated "writing is regarded as an extension of grammar – a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences. For others, writing is an intricate structure that can only be learned by developing the ability to manipulate

<sup>&</sup>lt;sup>26</sup> Younghee Sheen and Rod Ellis, "Corrective Feedback in Language Teaching", *Handbook of Research in Second Language Teaching and Learning Volume II*, Page 593-594)

lexis and grammar".<sup>27</sup> Meanwhile, Nunan defined writing as a mental work of creating ideas, thinking about how to express them into statements and paragraph that will be cleared to the reader.<sup>28</sup> So, it can be summarized that writing is the ability of arranging ideas into sentences or paragraphs by following rules of language or grammar. It is categorized as one of productive skill. As claimed by Maslichah and Tarwiyah, writing skill provides space for students to be able to produce language by expressing their ideas through their knowledge and vocabulary. In the process of writing, it takes more than 45 minutes to create a paragraph because the writer needs to consider

<sup>&</sup>lt;sup>27</sup> Ken Hyland, *Second Language Writing*,(USA:Cambridge University Press, 2003), page 22.

<sup>&</sup>lt;sup>28</sup> Ni Made Ratminingsih,"The Use of Personal Photograph in Writing in Project-Based Language Learning:A Case Study", *Article Journal*, Vol.9, No.1 (2015)

the cohesion of every sentence.<sup>29</sup> Thus, the result of writing/text can be understood by the reader well.

## 5.2. Kinds of writing

As cited by Nurhalifah, Stanley (2006, p. 8) explained that writing has four forms of exercises, they are guided writing/parallel sentences, free writing, writing a composition and guided to free writing.

5.2.1. Guided writing/parallel sentences

In guided writing, the students write a series of connected sentences. They are given more freedom in writing. Students may try to complete the 18 18 exercises where parts of the sentence are given and the structure

<sup>&</sup>lt;sup>29</sup> Maslichah and Siti Tarwiyah, "Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizers", *Vision: Journal for Language and Foreign Language Learning*, Vol.6, No. 2 (2017), page 116

pattern for the completion is established.

5.2.2. Guided to free composition

It is exercised by arranging or writing sentences. What the students do is only copy and completes the sentences as the model given.

5.2.3. Free writing

In free writing, students are given more freedom to express his ideas. He may write out his ideas in certain types of writing such as narration, descriptive or exposition, but the topics are still limited and established. Students can express his ideas in writing forms such as writing letter, paper, and research.

5.2.4. Writing composition

It is a task, which involves the students in manipulating words in а grammatically correct sentence and linking those sentences in form of writing which successfully communicates the researcher's thoughts and ideas on a certain topic. In this research, the forms of writing exercise which will be implemented are guided to free composition and writing composition.<sup>30</sup>

# 5.3. Descriptive Writing

Writing descriptive genre is one of the most widely used genres across all of learning areas. According to Samra, descriptive is the text that picturing the person, place, and thing with clear detail to help the readers

<sup>&</sup>lt;sup>30</sup> Nurhalifah, "Written Corrective Feedback Applied by English Teacher at The Eighth Grade Students of SMPN 6 Palangkaraya", *Thesis*, (IAIN Palangkaraya: 2017)

visualize an object which is described.<sup>31</sup>

Technically descriptive writing has own characteristic in term of the grammatical features and structure. As explained by Knapp and Watkins describing things viewed from technical or factual point of view, present tense is predominantly used, for example "has, eats, sing, lays, swim".<sup>32</sup> In addition, relational verbs, action verbs, mental verb are also used.

5.3.1. Relational verbs are used when classifying and describing

> appearance/qualities and parts/function of phenomena (is, are, has, have); for example, (1) My favorite toy

<sup>&</sup>lt;sup>31</sup> Nada Abi Samra, *Teaching Writing Approach & Activities*. (2001)

<sup>&</sup>lt;sup>32</sup> Peter Knapp and Mega Watkins, *Genre, Text, Grammar*, (Australia: University of New South Wales Press, 2005) Page 99-100

is a teddy bear because it is cuddly and friendly. It is my friend too. (2) Turtles do not have teeth; they have a sharp beak inside.

- 5.3.2. Action verbs are used when describing behaviors/uses; for example, 1) The queen ant lays the eggs. 2) Ants live in colonies.
- 5.3.3. Mental verbs are used when describing feelings in the literary descriptions; for example, she felt unhappy. He like dancing.

While the structure of descriptions, the ordering process of describing things can be done in several ways; first, it generally names the thing, then it classifies, and it

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deals with its attributes, behavior, functions, and so on. $^{33}$ 

# 6. Types of Corrective Feedback in Writing

In writing class, the type of corrective is usually provided in written form. Further, it is known as written corrective feedback. There are some definitions of written corrective feedback based on experts. Bitchener and Knoch define written corrective feedback as a means of helping students acquire and demonstrate mastery in the use of targeted linguistics forms and structures. <sup>34</sup> Next, written corrective Truscott states that feedback refers to the correction of grammatical errors for the purpose of improving a student's ability to write accurately. 35 Evans also defines written

<sup>&</sup>lt;sup>33</sup> Peter Knapp and Mega Watkins, *Genre, Text, Grammar*, (Australia: University of New South Wales Press, 2005), Page 101

<sup>&</sup>lt;sup>34</sup> John Bitchener & Ute Knoch, "The Value of Written Corrective Feedback for Migrant and International Students", *Language Teaching Research*, Vol. 12 No. 3, (2008), p. 4

<sup>&</sup>lt;sup>35</sup> John Truscott. "The Case against Grammar Correction in L2 Writing Classes". *Language Learning Article*. Vol. 46, No. 2, (1996), p. 329

corrective feedback as any feedback provided to a learner from any sources that contains evidence of learner error.<sup>36</sup> Mi-Mi defines written corrective feedback as any indication to the learners that their language use is incorrect. It is supported by Suzuki that claims written corrective feedback as the provision of negative evidence which learners' repair encourages involving accuracy and precision. From several definitions, it can be simply concluded that written corrective feedback is a purposeful way to correct students' mistake.<sup>37</sup>

In providing written corrective feedback to the students' compositions, the teacher uses some strategies. Rod Ellis in his journal has classified six types of written corrective

<sup>&</sup>lt;sup>36</sup> N. W. Evans, "Written Corrective Feedback: Practitioner's Perspectives". *International Journal of English Studies*. Vol. 10, (2010), p. 48

<sup>&</sup>lt;sup>37</sup> Wimbo Pambudi Wicaksono, "Types and Frequencies of Written Corrective Feedbacks in Adult ESL, *Indonesian Journal of English Language Studies* Classroom", Vol. 3, No. 2, (September 2017)

feedback.<sup>38</sup> For each type, it also has its own advantages and disadvantages.

6.1. Direct corrective feedback

On direct corrective feedback. the teacher provides the students with the correct form. The teacher usually crosses out an unnecessary word, phrase or morpheme, inserts a missing word, phrase or morpheme, and writes the correct form above near to the erroneous form 39

Direct Corrective feedback is benefit for the students who have low level of language proficiency, such

<sup>&</sup>lt;sup>38</sup> Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, (2009), p. 97-107

<sup>&</sup>lt;sup>39</sup> Dana Ferris. "Does Error Feedback Help Student Writers? New Evidence on the Shortand Long-Term Effects of Written Error Correction" In K. Hyland & F. Hyland, *Feedback in Second Language Writing: Contexts and Issues* (Cambridge Applied Linguistics, 2006)

as the students in beginner level, because it really helps them so the correct form of their mistake directly. That kind of students is lack of the self -correction. Sometimes the students really are confused writing at а sentence and choosing an appropriate word. specific Acquisition of grammar features is also the problem of students in low level of language of proficiency. Based on Sheen's study, direct written corrective feedback is more effective when it relates both provision of the correct form metalinguistic and explanation, especially specific grammatical 40 features. Therefore,

<sup>&</sup>lt;sup>40</sup> Younghee Sheen. "The Effect of Focused Written

providing direct written corrective feedback for students in beginner level is beneficial.

On the contrary, direct written corrective feedback has also its disadvantages. received Learners who correction in form of direct written corrective feedback will be able to remember it at the time. Direct corrective feedback may only contribute learners' to short-term learning because they directly understand their mistakes without knowing why it is incorrect.

# 6.2. Indirect corrective feedback

Different from direct corrective feedback, the teacher indicates that an error

Corrective Feedback and Language Aptitude on ESL Learners' Acquisition of Articles". *TESOL Quarterly*. Vol. 41 No. 2, (2007), p. 260

is exist, but does not provide the correction through indirect corrective feedback. This can be done by underlining the errors or using cursors to show omissions in the learners' text or by placing a cross in the margin next to the line containing the error.<sup>41</sup> In effect, this involves deciding whether or not to show the precise locations of the error, i.e., just indicate which line of text the error is on.

Similar to the previous types of written corrective feedback, indirect corrective feedback also has good impact on learners. It is proved by some studies. Lalande argues that indirect

<sup>&</sup>lt;sup>41</sup> Dana Ferris – Roberts Barrie. "Error feedback in L2 writing classes: How explicit does it need to be?". *Journal of Second Language Writing*. Vol. 10 No. 3, (2001), p.162

corrective feedback is able to guide learners to learning and problem-solving process.42 It means that the learners learn to correct their composition themselves through by indirect corrective feedback given by their teacher. Ferris & Roberts also reveal that focusing learners' attention to linguistic forms leads them to long-term learning.43 From those benefits, it is obviously understood that indirect written corrective feedback makes students learn and remember more about the correction in terms of linguistic forms.

<sup>&</sup>lt;sup>42</sup>John Lalande. "Reducing Composition Error: An Experiment". *The Modern Language Journal*. Vol. 66, No. 2, (1982), p. 143

<sup>&</sup>lt;sup>43</sup> Dana Ferris – Roberts Barrie. "Error feedback in L2 writing classes: How explicit does it need to be?". *Journal of Second Language Writing*. Vol. 10 No. 3, (2001), p. 162

Although it has good impact on the learners, indirect corrective feedback has some weaknesses. Learners who are lack of grammar understanding will be very confused because they do not understand how to correct their mistake.

6.3. Meta-linguistic corrective feedback

In meta-linguistic corrective feedback. the teacher provides some kinds of metalinguistic clue to show the errors made by the students. As the clue to show students' errors, the the teacher sometimes indicates the error by using error codes. The codes can be in form of abbreviation words for different kinds of errors. For example, the teacher may

write "*art*" for article, "*prep*" for preposition, "*sp*" for spelling, "*ww*" for wrong word, "*t*" for tenses, and others.

Using error codes has its advantage and disadvantage. Ferris believes that error codes helped the learners improve their accuracy in writing.44 It means that the students could recognize of some strategies their mistakes. The study by Robb at all reveals that the use of error is no more effective.45 In their study, they compare the students' writing using

<sup>&</sup>lt;sup>44</sup> Dana Ferris. "Does Error Feedback Help Student Writers? New Evidence on the Shortand Long-Term Effects of Written Error Correction" In K. Hyland & F. Hyland, *Feedback in Second Language Writing: Contexts and Issues* (Cambridge Applied Linguistics, 2006)

<sup>&</sup>lt;sup>45</sup> Thomas Robb, Steven Ross, and Ian Shortreed. "Salience of Feedback on Error and Its Effect on EFL Writing Quality". *TESOL Quarterly*. Vol. 20, No. 1, (1986), p. 89.

metalinguistic feedback with types of other written feedback with other types of written feedback. It is difficult for students to elaborate the explanation of teacher who applies the metalinguistic corrective feedback. The students prefer the direct correction from their teacher.

The other way to indicate the errors of the students is metalinguistic explanation or brief grammatical description. The teacher writes some numbers above all of the words considered as the errors. At the end of the the teacher text. gives explanation or grammatical description based on the number of each error.

Rod Ellis argues that metalinguistic giving explanation is more time consuming than error codes because it makes the teacher understand sufficient metalinguistic knowledge to make error correction or error comment for a variety of errors.<sup>46</sup> It means that the teacher should have a broad knowledge dealing with grammatical explanation to make it clear to the students. On the other hand, a study from Sheen shows that metalinguistic explanation is effective in increasing accuracy in some aspects of student's writing and in the

<sup>&</sup>lt;sup>46</sup> Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, (2009), p. 97-107

long-term learning. <sup>47</sup> The students might be familiar with the specific aspect of grammar and they would always remember it.

6.4. The focus of feedback

The focus of feedback is divided into two types; focused feedback and unfocused feedback. Focused feedback means that the teacher tends to correct just one type of error, whereas, unfocused feedback means that the teacher has no limitations in correcting most of the errors.

Focused feedback and unfocused feedback have different strength and weakness. Focused feedback

<sup>&</sup>lt;sup>47</sup> Younghee Sheen. "The Effect of Focused Written Corrective Feedback and Language Aptitude on ESL Learners' Acquisition of Articles". *TESOL Quarterly*. Vol. 41 No. 2, (2007), p. 260

is only correcting just one type of errors. This kind of feedback is likely to help the develop students to understanding of the nature of the errors. It is different from unfocused feedback. Un-focused feedback tends to address a range of errors. The teacher corrects many kinds of errors. Even though it might not be effective, it may prove in the students' longterm learning.

6.5. Electronic feedback

It is obviously understood that the teacher will involve a means of technology to correct students' error. The teacher uses the electronic store to insert brief metalinguistic comments into learners' text. It is also in form of a brief

comment on each error with links to resources showing the correct form.

# 6.6. Reformulation

This consists of a native speaker's reworking of the students' entire text to make the language seems as nativelike as possible while keeping the content of the original intact.

## **B.** Previous Studies

In this study, there are some previous researches from international journals are appropriate with this study, they are as follow:

The first previous was conducted by Hussam Rajab, Khalid Khan, and Tariq Elvas, entitled "*A Case Study of EFL Teachers' Perceptions and Practices in Written Corrective Feedback*" in 2016. The aim of this research is to identify English as Foreign Language (EFL) teachers' perceptions and practices in Written Corrective Feedback. This research is mixed-method approach, where the quantitative data collected from online survey and qualitative data is from open-ended question and semi-structured interviews. The result of this research indicated there was no differences between male and female teachers in considering "time" as the major factor in written corrective feedback (93%).<sup>48</sup>

The second previous research was conducted by Sultan H. Alharbi, entitled "Efficacy of Different Types of Written Corrective Feedback on EFL University Students' Writing Quality" in 2020. This research aimed to verity the relative efficacy of the three types of written corrective feedback, and feedback compared with no feedback, related to the response to the quality of students' writing. Also, to discover subjects' attitude about different forms of written corrective feedback and to find whether there is a relationship between subject attitudes and the actual effect of written corrective feedback types on their writing. This research is experimental study since the subject divided into different group (experimental and control group) and evaluated by pre and post-test. This research found the from there

<sup>&</sup>lt;sup>48</sup> Hussam Rajab et al., "A Case Study of EFL Teachers' Perceptions and Practices in Written Corrective Feedback", *International Journal of Applied Linguistics & English Literature*, Vol. 5, No. 1, (January 2016)

types of feedback, direct written corrective feedback was the most effective in developing the quality of students' writing, and this form of feedback was preferred by the subject.<sup>49</sup>

The last research was conducted by Wan Noor Miza Wan Mohd Yunus entitled "Written *Corrective Feedback in English Compositions:* Teachers' Practices and Students' Expectations" in 2020. The objectives of this research were to find out teachers' practices in assessing students' English language compositions, to examine students' expectations of teacher's written corrective feedback practice. This research found that students and researcher believed that written corrective feedback was helpful in developing students' writing skill. It was also found that students preferred direct, specific, and comprehensive feedback to indirect feedback. This research found some differences between students' expectations and teachers' practices. Many

<sup>&</sup>lt;sup>49</sup> Sultan H. Alharbi, "Efficacy of Different Types of Written Corrective Feedback on EFL University Students' Writing Quality", *International Journal of English Linguistics*, Vol. 10, No. 4, (2020)

students were found to need more written corrective feedback than their teachers can provided.<sup>50</sup>

The similarity between this study and those previous studies is equally investigating written corrective feedback. Also, there are some differences between this study and those previous studies.

This study and the first previous study have difference in the focus of the study. The previous study is focus on investigating teacher's perception and practices in written corrective feedback while this study was focus on investigating the types of written corrective in students' writing. Beside that, this study used qualitative method while the previous study used mix-method.

This study and the second previous study have difference in the research subject. This study was conducted with the junior high school students while the previous study investigated students of university level.

The difference between this study and the last previous study is the focus of the study. The last

<sup>&</sup>lt;sup>50</sup> Wan Noor Miza Wan Mohd Yunus, "Written Corrective Feedback in English Compositions: Teachers' Practices and Students' Expectations", *English Language Teaching Educational Journal*, Vol. 3, No. 2, (2020), p. 21-23

previous study investigated teacher's practice and students' expectation toward written corrective feedback in English composition perception while this study only investigated teacher's written corrective feedback types that were appeared in students' writing.

### **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents research design, the participants of the research, the setting of the research, source of data, data collection technique, and data analysis technique.

## A. Research Design

This study was designed as a descriptive qualitative study. According to Ary et al., states that the qualitative researcher attempts to attain to provide deep description of the people, objects, events, places, conversations, and so on.<sup>51</sup> Creswell also explained that in qualitative project, the author will describe a research problem that can best be understood by exploring a concept or phenomenon. <sup>52</sup> In other word, the major purpose of descriptive qualitative is to describe the existing condition and to picture out the condition or activity of certain people, event or other. In line with the explanation, this study applied descriptive qualitative

<sup>&</sup>lt;sup>51</sup>Donald Ary, et al., *Introduction to Research in Education* 8<sup>th</sup> *Edition*, (Canada: Wadsworth Cengage Learning, 2010), page 424

<sup>&</sup>lt;sup>52</sup> John W. Creswell, *Research Design Qualitaive*, *Quantitative*, and Mixed Method Approaches 3<sup>th</sup> Edition, (USA: SAGE Publication, 2009), page 98

approach because the research data tended to describe the types of teacher's corrective feedback on students' descriptive writing.

## **B.** The Participants of the Research

The participants of this research were the seventh-grade students of MTs Wahid Hasyim, Pati. Here, the students were involved because the primary data source of this research were written document; students' descriptive writing which made by the seventhgrade students.

# C. The Setting of the Research

The research was conducted in MTs Wahid Hasyim, Pati. It is located on Jalan Raya Pati-Tayu No.KM 04, Gadungan, Tambaharjo, Pati. The researcher has tried to search information from several English teachers and the result was the English teacher of this school only who was ready to be data provider. The other reason; the location of this school is in one residency with researcher's domicile.

# **D.** Source of Data

Data are any selected information that needed by researcher. Dealing with the data needed for this research, several students' writing assignment was collected. The data were taken from the seventh-grade students of MTs Wahid Hasyim Pati. The data were students` descriptive writing which contained of corrective feedback from their teacher. The topic of the text was about describing animal.

# E. Data Collection Technique

Collecting data in a research is intended to obtain materials needed by researchers. According to Widoyoko, collecting data can be conducted with varied method such as questionnaires, observation, interview, test, and document analysis.<sup>53</sup> The data of this research was collected through document analysis.

Some procedures or steps of collecting the document of students' descriptive writing are explained as follow;

 The researcher conducted pre-liminary research by asking the teacher about writing performance made by the seventh-grade students. Here, the teacher sent several samples of students' writing worksheets randomly to the researcher.

<sup>&</sup>lt;sup>53</sup>Eko Putro Widoyoko, *Teknik Penyusunan Instrumen Penelitian*,(Yogyakarta:Pustaka Pelajar), page.33

- The researcher tried to observe several samples which have been sent by the teacher.
- 3) Next, the researcher asked the teacher about how the teacher provided error correction on students' writing. Then, the teacher sent an example of the teacher's way in correcting students' writing.
- The researcher asked the teacher to share other examples of students' writing which have been corrected by the teacher.
- Then, the teacher sent written document about descriptive writing made by the seventh-grade students to the researcher. Total document were thirty-four worksheets.
- 6) After collecting the students' descriptive writing worksheets, the researcher checked the worksheets. Checking was done by the researcher to select the data needed.

7) The researcher checked the students' descriptive writing worksheets by reducing total documents from thirty-four into twenty. It was done because there were fourteen students who didn't receive corrective feedback from the teacher. They didn't receive corrective feedback because their works were error-free.

Thus, this research used twenty students' descriptive writing worksheets. In this research, document analysis was used to find out data about teacher's corrective feedback types on students' descriptive writing. Each content of students' descriptive writing was matched with theory proposed by Rod Ellis to analyze types of teacher's corrective feedback. The theory was made into rubric in order to ease the researcher in classifying teacher's corrective feedback types on students' descriptive writing. The rubric or analytical framework can be found on the next session.

### F. Instrument

After collecting the students' writing, the researcher used a checklist to classify the types of written corrective feedback in students' writing. The result of the classification was used to answer the first research question. The checklist is based on the theory of Rod Ellis. It is about different types of written corrective feedback that is used for the teacher in giving correction to the student's writing performance. The checklist aims to know and describe types of written corrective feedback used by the teacher in correcting the students' writing. The checklist appears on the following table:

Table 3.1: Types of Written Corrective Feedback

Type of corrective	Description
feedback	
Direct corrective	The correction is
feedback	provided in a place of
	incorrect form.
Indirect corrective	The errors are identified
feedback:	and indicated without
a) Indicating only	providing the correct
b) Indicating the specific	form.
location	a) An error is notified
	only in the margin or in

(Adopted from R. Ellis)54

<sup>&</sup>lt;sup>54</sup> Nirma Paris, et al., "Types of Written Corrective Feedback: Overview of Teachers' Implementation in Indonesia", *AASIC*, 2017

	a line.
	b) An error is
	underlined.
Metalinguistic:	Metalinguistic clue of
a) Brief grammatical	an error is provided.
description	a) A brief of
b) Error codes	grammatical
	explanation of an error
	is delivered at the end
	of text and numbered.
	b) Abbreviation of error
	codes provided in the
	margin.
The focus of the	The correction is
feedback:	provided for all errors
a) Focused	or specified.
b) Unfocused	a) The correction given
	only on specific or
	targeted features.
	b) Many or all error
	correction is addressed.
Electronic feedback	Using a computer to

	point out the error and provide the example of correct usage.
Reformulation	A native speaker reformulates the writer's text and maintains the basic content.

# G. Data Analysis Technique

Qualitative data analysis usually uses integrated technique of analysis from Miles and Huberman. It consists three concurrent flows of activity: data reduction, data display, and conclusion drawing / verification.<sup>55</sup>

a) Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up

<sup>&</sup>lt;sup>55</sup> Matthew B Miles and Michael A. Huberman, 'Matthew B. Miles, Michael Huberman - Qualitative Data Analysis\_ An Expanded Sourcebook 2nd Edition (1994).Pdf', p. 10

field notes or transcriptions. Qualitative data can be reduced and transformed in many ways; through selection, through summary, or paraphrase.<sup>56</sup>

In this case, the researcher got much data then some of them were reduced. There were thirty-four students' worksheets that obtained by the researcher. Then, the researcher did data reduction because some of students' writing worksheets did not contain of corrective feedback. The result of data reduction was only 20 descriptive texts that could be investigated by the researcher.

b) Data Display

Generally, a display is an organized, compressed, and assembly of information that permits conclusion drawing and action. The displays included many types of matrices, graphs, charts, and networks. The data display will help the researcher to understand the data collection. In addition, Sugiyono states that the most frequent form of display data in qualitative research is

<sup>&</sup>lt;sup>56</sup> Miles and A. Huberman.

narrative text.<sup>57</sup> Here, the researcher organized the data in table and reported it narratively to describe the types of teachers' corrective feedback provided in the students' descriptive writing worksheets.

c) Conclusion Drawing /Verification

Verification is verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing with a short excursion back to the field notes third stream of analysis activity is conclusion drawing and verification. It means that the conclusion drawing and verification step in this research will get by looking back at the data reduction and display. So, the conclusion does not deviate from the data analyze and will show that the data should be a credible.

In this part, the researcher make conclusion based on data display. The conclusion was made by referring the calculation result which it has been presented in a table. The table contained of total items of each types of teacher's

<sup>&</sup>lt;sup>57</sup> Sugiyono, *Metode Penelitian Pendidikan:* (*Pendekatan Kuantitatif, Kualitatif, dan R & D*), (Bandung:Alfabeta, 2008), page 249

corrective feedback that was found in students' descriptive writing. The researcher rated the calculation and concluded it by presenting the score of each teacher's corrective feedback types that was found in students' writing.

In short, the steps in analyzing data are: (1) The researcher selected and identified the students' descriptive writing worksheets that were needed. (2) After selecting the data, the researcher organized the data in table to be displayed and to ease the researcher in describing types of teacher's corrective feedback. (3) The researcher made conclusion from data display.

#### **CHAPTER IV**

#### FINDING AND DISCUSSION

This chapter is the core of the research. It presents research finding and the discussion of analysis result.

# A. Research Finding

The finding would be presented by following the research question, it is; What are the types of teacher's corrective feedback are used by EFL teacher at MTs Wahid Hasyim Pati in the academic year of 2020/2021?

There were thirty-four descriptive writing worksheets by the seventh-grade students which have been obtained by the researcher. The researcher read all students' writing worksheet. From 34 worksheets, there were twenty writing worksheets containing of several errors. The other, fourteen worksheets were error-free. The researcher separated the error-free worksheets because those were not included in this research focus. It means that, the researcher only analyzed students' descriptive writing that contained of error because the error-free worksheets didn't contain of teacher's corrective feedback. Thus, there were twenty worksheets that were analyzed by researcher. The researcher found that the teacher provided corrective feedback on students' writing error in written form, in which, the teacher used red-ink to write correction on students' descriptive writing worksheet.

Types of teacher's corrective feedback on students' descriptive writing are found after the researcher analyzed all of students' descriptive writing worksheets. Twenty worksheets of students' descriptive writing were classified based on the typology of written corrective feedback by Rod Ellis. Rod Ellis classifies the types of written corrective feedback into six types. They are direct corrective feedback, indirect corrective feedback, meta-linguistic corrective feedback, focus and unfocused feedback, electronic feedback, and reformulation. Next, the researcher put the result of the classification on the table. The result and the total calculation of the classification can be seen in appendix 2.

The researcher found that there were three types of teacher's corrective feedback provided on students' descriptive writing; direct corrective feedback, indirect corrective feedback, and reformulation. 22 feedbacks (43.13%) classified as direct corrective feedback, 27 feedbacks (52.94%) classified as indirect corrective feedback, 2 feedbacks (3.92%) classified as reformulation.

It shows that, indirect corrective feedback is type of teacher's corrective feedback that mostly provided by the teacher on students' descriptive writing. It is found on students' descriptive writing with total 27 (52.94%). On the contrary, reformulation feedback is least frequent with total 2 (3.92%).

#### 1) Direct Corrective Feedback

Direct corrective feedback is appeared in students' descriptive writing with total 22 (43.13%). Ellis illustrates direct corrective feedback in which a teacher could cross out the error word or missing word of students' writing. Then, teacher tries to give the correct form to the students' worksheet by putting the correct form on the bottom, up or beside the errors. The teacher only writes the correct form without adding some explanation or other written. So, the students will be able to revise easily the form given by the teacher.<sup>58</sup>

In this research, direct corrective feedback appeared on students' worksheets with code S1, S3, S4, S6, S7, S9, S10, S13, S14, S17, and S20. The letter 'S' represents the word student who arranged descriptive text. Following are the examples of students' writing that received direct corrective feedback from the English teacher. Teacher's direct corrective feedback is typed in bold above or close to the error word.

#### animal

S1 → ...my favorite ^ is brown cat brown, cute and clean.

### kitten (anak kucing) male

I like mini cat because cute. I like boy cat.

<sup>&</sup>lt;sup>58</sup> Baiq Ayu Ida Kholida& Adi Yusuf, "Teacher's Corrective Feedback in Students' Narrative Writing: A Case of an EFL Teacher in MAN Tambak Beras Jombang", *(Journal of Research in Foreign Language Teaching)*, Vol.1, No.1,(2018)

S3  $\rightarrow$  ... pet. Animal it is bird. The color  $\wedge$  white and mix-black.

It their

S4  $\rightarrow$  ... Animal its is rabbit. I like go to ^ house and play with her rabbit.

The rabbits are female male

..... ^ girls and boys

S6  $\rightarrow$  I have a birds that has three colors.

### They have

is

Namely green, red, orange. It has two legs

### the birds

...sharp curved beak ^ called love bird.

#### male

S7  $\rightarrow$  Cat is boy

#### also

**S9**  $\rightarrow$  ... they aslo have personalities.

**S10**  $\rightarrow$  ... my favourite animal is a cat, because a cat has cute face

<u>I tink</u>, cat is friendly animal.

#### I think

#### brown

S13  $\rightarrow$  cat colored chocolate

#### My

**S14**  $\rightarrow$  I have a cat. his-cat is brown

### is

**S17**  $\rightarrow$  The cow ^ very useful for us

#### It

**S20**  $\rightarrow$  The cat is brown. He has 4 legs.

Based on the examples above, the English teacher applied direct corrective feedback on students' descriptive writing through two methods. First, it was done by crossing out the error word then the correct answer was provided on the top of error word or under the error word. It can be seen in SI, the teacher gave scratching mark on the word "mini cat" then corrected it by replacing the word "kitten (anak kucing)", the word "boy" replaced with "male". In S3, the word "mix" was crossed out and replaced with "and". In S4, the word "Animal its" becomes "it", the word "girls and boys" become "female and male". In S6, the word "it has" was crossed out to be "They have". In S7, the word "boy" was crossed out to be "male". In S9, the word "aslo" was corrected to be "also". The word "chocolate" was revised by "brown", "his" to be "my", "He" to be "it" in which they are found in S13, S14, and S20.

Second, the teacher corrected the student's writing worksheet by inserting missing words. There are additional words on students' writing such as "animal" in S1, "is" in S3, "their and the rabbits are" in S4, "the birds" in S6, the last "is" in S17. Basically, providing correct form answer to error word is the characteristic of direct corrective feedback.

### 2) Indirect Corrective Feedback

Another type of written corrective feedback applied by the teacher on student's descriptive writing product was indirect corrective feedback. The researcher found 27 feedbacks (52.94%) classified as indirect corrective feedback. Indirect corrective feedback is different from direct corrective feedback. Unlike direct corrective feedback, the teacher shows the indication of student's errors in writing, but does not show the correct form. The teacher only gives signs or underlines part of student's writing where the error is on.

In this research, indirect corrective feedback appeared on students' worksheets with code S2, S3, S4, S5, S6, S7, S9, S11, S12, S15, S16, S18, and S19. The English teacher only indicated the location of students' writing error by giving circle and question mark on the error without providing correct answer.

As example, the students with code S2 wrote "the cat is brown. he has 4 legs". The sentence contains of one error, the teacher provided feedback to the error by giving circle on the word "he" without any additional information /explanation. Other example, the student with code S19 wrote "I cleaning the fish pool once a week". In this case, the teacher did the same thing in which circling the word "cleaning" without providing correct answer. (the original example can be seen in appendix 1) Indirect corrective feedback can be claimed as the simplest feedback type to be done. The teacher only indicated the

error location and let the students to find the correct answer by themselves.

#### 3) Reformulation

Reformulation is one way to provide corrective feedback by giving re-writing text as native context to correlate students' writing. The following is an example of students' writing that contains of reformulation feedback.

> Table 4.1 The Example of Reformulation Corrective Feedback

The example: Original version: 1) Rabbit boys color white 2) The girls color color brown Reformulation: 1) Male rabbit is white 2) female rabbit is brown Error Correction: 1) Rabbit <del>boys color</del> white 2) The girls <del>color color</del> brown

#### **B.** Discussion

To make the finding clearer, the researcher tries to discuss the finding above by reflecting theory related to the problem. The theory dealing with the study are already stated in chapter 2.

Based on the finding of the research, the researcher found that there are three types of corrective feedback applied by the teacher on students' descriptive writing which are provided in written form. Those are direct corrective feedback, indirect corrective feedback, and reformulation. The most commonly appeared is indirect corrective feedback. It is obviously shown in each of twenty students' descriptive writing worksheets that the teacher always applied indirect corrective feedback to show the correction of student's error. In accordance with Ellis, he declares that using indirect corrective feedback is believed by teachers can catch students' attention to think more and to guide students to do self-correcting.<sup>59</sup> Indirect corrective feedback is the

<sup>&</sup>lt;sup>59</sup> Baiq Ayu Ida Kholida& Adi Yusuf, "Teacher's Corrective Feedback in Students' Narrative Writing: A Case of an EFL Teacher in MAN Tambak Beras Jombang",

way the teacher provides correction without showing the correct answer on students' error.

There are 20 students' descriptive writing collected by the researcher from A class of the seventh-grade students at MTs Wahid Hasyim Pati. From the worksheets, the teacher had some different ways in giving written corrective feedback on each students' writing worksheet. Sometimes, each worksheet consisted of one or two types of written corrective feedback. If it was all classified, there were three types of corrective feedback applied by the teacher.

The first type of teacher's corrective feedback in students' descriptive writing is direct corrective feedback. As mentioned in chapter 2, direct corrective feedback is described by Ferris in which the teacher usually crosses out an unnecessary word, phrase or morpheme, inserts a missing word, phrase or morpheme, and writes the correct form above near to

(Journal of Research in Foreign Language Teaching), Vol.1, No.1, (2018)

the erroneous form. <sup>60</sup> In this case, the researcher analyzed the teacher's way in providing direct corrective feedback on students' descriptive writing, it is done by crossing out or circling the erroneous form. Then, the teacher directly gave the correct answer of the students' error which it is put on the bottom and top of the errors.

The second type of teacher's corrective feedback in students' descriptive writing is indirect corrective feedback. The researcher analyzed that teacher's indirect corrective feedback on students' descriptive writing is provided to make students recognize the errors. In this case, the teacher corrects the students' worksheet by circling the error words without giving correct answer. It is in line with Rod Ellis's theory. He describes the characteristic of indirect corrective feedback in which the errors are identified and indicated without providing the correct

<sup>&</sup>lt;sup>60</sup> Dana Ferris. "Does Error Feedback Help Student Writers? New Evidence on the Short and Long-Term Effects of Written Error Correction" In K. Hyland & F. Hyland, *Feedback in Second Language Writing: Contexts and Issues* (Cambridge Applied Linguistics, 2006)

form.<sup>61</sup> Thus, indirect corrective feedback probably can help students to activate their learning autonomy since they are forced to correct their error by themselves.

The last type of teacher's corrective feedback in students' descriptive writing is reformulation. It is one way to provide corrective feedback by giving rewriting text as native context to correlate students' writing. The researcher analyzed that this feedback is given by teacher to show students the correct grammar specifically.

<sup>&</sup>lt;sup>61</sup>Nirma Paris, et al., "Types of Written Corrective Feedback: Overview of Teachers' Implementation in Indonesia", *AASIC*, (2017)

#### CHAPTER V

#### **CONCLUSION AND SUGGESTION**

This chapter is the final part of the research. This chapter is divided into two parts: conclusion and suggestion. Each will be explained as follows:

#### A. Conclusion

Based on findings and discussion in the previous chapter, the research concluded that there are three types of teacher's corrective feedback found on students' descriptive writing. Those are: direct, corrective feedback, indirect corrective feedback, and reformulation. The are 22 feedback (43.13%) classified as direct corrective feedback, 27 feedbacks (52.94%) classified as indirect corrective feedback, 2 feedbacks (3.92%) classified as reformulation.

It can be concluded that the teacher often used indirect feedback in giving feedback on students' descriptive writings. The teacher gave some signs to indicate the students' errors, such as circling, giving question mark. Then, teacher put the correction around it. The second type that used by the teacher is direct corrective feedback with total 22 (43.13%). The last was reformulation.

#### **B.** Suggestion

Based on the result of the study, the researcher intends to give suggestion to the teacher, specifically who teach writing skill, there are six types of corrective feedback which can be provided on students' writing. According to Rod Ellis, the types of corrective feedback include direct corrective feedback, indirect corrective feedback, metalinguistic, the focused of feedback, electronic feedback, and reformulation. In this study, the teacher has applied the three types of corrective feedbacks (direct, indirect, and reformulation) in responding students' writing performance. Receiving corrective feedback in writing is beneficial for students because it can be input for them to make their writing quality better. So, it will be better if the teacher has initiation to utilize other types of corrective feedback to make variation in leading students to be better learners.

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APPENDICES

### APPENDIX 1 STUDENTS' WORKSHEETS

1) S1

S1 (Aan Firansyah) pack inne brown I like animal my favorite is ca t brown . (use . and clean . I like mini cat. PCF Kitten kueing because cute I like boy cat . (DCT) DCF = 5 You've been doing good, hati-hati dalam penulisan ya

2) S2

CE.

100

#### S2 (Afifah Nur Qumairoh)

axa memtunxai bucing bucing nya meion Rippylai A kalki Cal Harts and d Cat 9 COL the co 1CF = 1

#### S3 (Ahmad Iqbalul Mukmin)

1CF My father (have) per Annal (1) The bird. tipe its is Jarak Bali bird. The color white and tary black. The bird ( we a) nest every morning (DA) hanged (n fron house . ICF ICF DCF = 2 1CF = 3

4) S4

2

C .....

S4 (Ahmad Rizky Pratama) DCF = 5 it (DCA) 1C7 = 2 Reformulation = 2 ES IS My cousins have pet. Ann rabbit - 1 like go to hur local MALL (DCF) the rabbits play with heretabbit and Girt (not) Male boys . Rabbit boys color white , while (oct) the girls color color brown They like to eat kale, and run in the bush. 1) Pabbit boys color while -> Male rabbit is white 3 perorman 2) The girls color color brown -> female rabbit is 3 lanon brown

S5 (Andini Ayu Munandis) Utari / tanggai = oringty 6, Deember 200 1CF = 4Cats are one of the most comman Pet you can kind in someony com harse They are curious and fore being) cuildled by human. Cars are tifeforent between one and another. For Hamille, some cats We having (107) thick Fur. while the other have ver barly on Good. TEhing (ICF Cain kali buat sendiri ya (ICF)

CS Instant with function on

6) S6

		No
Arsia	74	Data
	·//	Die
1 1	LOVE	(cf)
01	Have a birds the har	Three Cobrs,
	amery green, red, oran	
they have	tas Two legs and has o	x very Sharp Curved
	cak ( called love bird the birds.	1cf = 1
6	(ncf)	DCF = 2

	Quite 1
I have a cation	(1CF)
	re prok. proughous fur color
brown (tall his) V.	ery wong . [ very love park
(ICF)	(107)
	DCF = 1
	$1C \mp = 3$

8) S8

2

<u>\_\_\_\_</u>\_\_

S8 (Dicky Firansyah)

I and friend like Love bird. Every day, I and my friend give food and drink Love bird has Clear OF Voice Every morning love bird Chips. 1CF = 1

88

S9 (Fara Dwi Melani) house. They 30 100 are PL suoad ng cuddled bay furm Can Eind and tove Between one an champe), some cass and charters some cass are charters anything barery anything means of 100 hourn with hur Personalities - But Various sia haire OF Cats are not active they tend to be 100 lazy. cats love in when they receive toes and the most im portant Eding is that they love attention and being number one in the house. 107=1 DCF = 1

CS transfelt for

10) S10

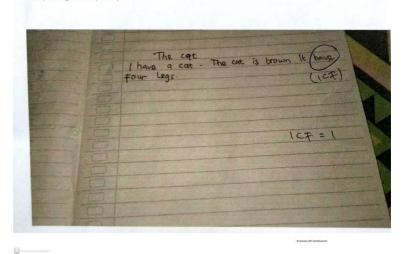
C5 -

S10 (Fatiha Rahma Putri) minger Gilligen be Fatiha Rohma Putri my facourite animal is acatibe cause a cut has cute focel and sweet while beside having cute face it also has sold for. It has two ears it has sour legs it ink glot is a friendly animal. There fore I choose acat as my facerite animal think (DCF DCF = 2

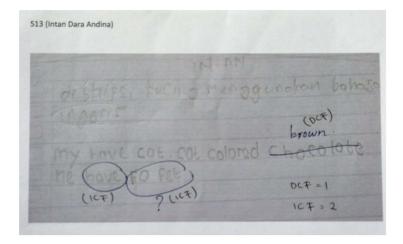
S11 (Fauza Dafi Pradana) MY LAT h25 aLat the Lat is brown (ILAT) 16 has 4 1895 (h 25 2 L 2E ICF = 1

12) S12

a seat of Cardinates



S12 (Gilang Adi Saputra)



ed with ComScorrer

14) S14

Land of Continent

	A CONTRACTOR	2:00	
Tal. 6-12-20	20		
kucing		177	
Saya mempo	nyai kucing. Kucingo	ya berwarna cokia	t. la mempion
kaki.		6 pig 1 men mil	And Andrews
= Cat	(OLE) My	the second	
I have an c	ot this cat is bri	own it has 4 lo	gs.
		DUT	
	Mar Carrier Strategies	DCF	
	and the straight	the main the set	the second second
			and the second

E and all Continent

S15 (Januariska Wahyu Anindita)

6/12/1020 Fucing Saya mempunyai kucing hucing nga Catal la mempunyai 4 kucing berularaa MJ Car mas & legs a brown cat has (ICF) 1CF = 1

16) S16

-

C5

S16 (Kukuh Tri Purnomo) Fabbit (ICF) rabbit is fon rabbit have zears his ears 10ng - rabbit leg und ead kangkong, like run ng (his) for uct) is very SOFL (ICF) 1CF = 9

S17 (Luhfiya Nurul Hasanah)

Mamo = LAITH Piya numerit. lectos : 7 A. MAPRIE Bhs inggros N10 = 25 Sapi LOCK The sea The cow - is cattle The cow l's very use Ful For us the low has , Two horns The cow can betakan milk, the meat etc. DCF = 1

18) S18

83-

CS Stand of Carlington

S18 (Muhammad Andika Ramadhani) Kulling saya sava mempunia: kuling, kulingnia berwar na coklat, la mempunia: A kak.? KUCING Cat Thave a cat she cat is brown. He has a tegs. HR (ICF) 1CF = 1

93

S19 (Said Mukhtar Setiawan) I have new pet. It is fish I buy it From my priend . 1000 its color . The edor is block. I put in the Fish Pool. Fish pool once a were (Cleaning) the (ICF) 1CF = 1

20) S20

S20 (Umi Salamah)

Kuang Sayà mempunyai kucing. Kucingnya berwarna coklat. la mempunyai 4 kaki Cat I have a cat. The cat is brown. the thas 4 legs-It (DCF) DCF = 1

94

### APPENDIX 2 THE CLASSIFICATION OF TEACHER'S CORRECTIVE FEEDBACK ON STUDENTS' DESCRIPTIVE WRITING

	Types	of Written	Correct	ive Fe	eedback	t by Roo	l Ellis
Direct corrective feedback Indirect corrective feedback	ive feedback tive feedback		od c corrective ack ack		cus of dback	feedback	ulation
	Metalinguistic corrective feedback	Focused	Unfocused	Electronic feedback	Reformulation		
S1	5	-	-	-	-	-	
S2	-	1	-	-	-	-	
<b>S</b> 3	2	3	-	-	-	-	
S4	5	2	-	-	-	-	2
S5	-	4	-	-	-	-	
\$6	2	1	-	-	-	-	
<b>S</b> 7	1	3	-	-	-	-	
<b>S</b> 8	-	1	-	-	-	-	
S9	1	1	-	-	-	-	
S10	2	-	-	-	-	-	

S11	-	1	-	-	-	-	
S12	-	1	-	-	-	-	
S13	1	2	-	-	-	-	
S14	1	-	-	-	-	-	
S15	-	1	-	-	-	-	
S16	-	4	-	-	-	-	
S17	1	-	-	-	-	-	
S18	-	1	-	-	-	-	
S19	-	1	-	-	-	-	
S20	1	-	-	-	-	-	
Total	22	27	-	-	-	-	2
Percentage	43.13%	52.94%	-	-	-	-	3.92%

### APPENDIX 3 RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTs Wahid Hasyim Pati				
Kelas	: VII				
Mata Pelajaran	: Bahasa Inggris				
Materi Pokok	: Things around me				
Metode	: Home Learning				
Media	: Whatsapp Group Class				
Waktu	: 1x Pertemuan				
Tujuan Pembelajaran	: Siswa mamou mengidentifikasi dan				
	menyebutkan berbagai benda,				
	binatang , dan bangunan di				
	lingkungan sekitar				

#### STRATEGI PEMBELAJARAN

#### A. Kegiatan Awal

- Memberi salam, menyapa sekaligus menanyakan keadaan dan kegiatan murid selama berada di rumah
- 2. Siswa merespon dengan menjawab salam sebagai tanda kehadiran
- Memberikan apresiasi kepada siswa yang aktif dalam tanya jawab dengan mengirimkan co. Emoji jempol atau tepuk tangan untuk

memotivasi mereka lagi untuk tambah semangat belajar

4. Memotivasi siswa agar tetap semangat belajar di rumah dimasa pandemi covid19 sekarang ini

### B. Kegiatan Inti

- 1. Memberikan instruksi kepada peserta didik terkait dengan rangkaian kegiatan yang akan dilakukan
- Memberikan penugasan mandiri (mendeskripsikan hewan di sekitar min. 3 kalimat)
- Siswa ditugaskan untuk melakukan kegiatan rumah (seperti membersihkan halaman, mencuci piring, merapikan tempat tidur, etc)
- 4. Memberikan koreksi dan mengupload jawaban yang benar

### C. Penutup dan Refleksi Kegiatan

- Siswa menyimpulkan materi yang teklah di pelajari
- Memberikan penguatan dan motivasi kepada siswa unuk tetap semangat dan mengikuti pembelajaran selanjutnya
- 3. Menutup pembelajaran dengan mengucapkan salam

### Penilaian/assessment

- Keaktifan partisipasi murid pada saat tanya jawab dan saat mengerjakan tugas
- 2. Bukti hasil penugasan mandiri berupa foto yang dikirim secara mandiri di Whatsapp

Mengetahui: Kepala Madrasah MTs Wahid Hasyim Pati

Guru Mapel Bahasa Inggris

Drs. H. S. Riyadi

Luthfiyatul Ulwiyah, S. Pd

## APPENDIX 4 TOTAL OF SAMPLES

No	Students Name
1	Aan Tri Firansyah (S1)
2	Afifah Nur Qumairoh (S2)
3	Ahmad Iqbalul Mukmin (S3)
4	Ahmad Risky Pratama (S4)
5	Andini Ayu Munandis (S5)
6	Arsyadany Khoirunni'am (S6)
7	David Bagus Pratama (S7)
8	Dicky Firansyah (S8)
9	Fara Dwi Melani (S9)
10	Fatiha Rahma Putri (S10)
11	Fauza Dafi Pradana (S11)
12	Gilang Adi Saputra (S12)
13	Intan Dara Andina (S13)
14	Ismail Ali (S14)
15	Januariska Wahyu Anindita (S15)
16	Kukuh Tri Purnomo (S16)
17	Luhfiya Nurul Hasanah (S17)
18	Muhammad Andika Ramadhani (S18)
19	Said Mukhtar Setiawan (S19)
20	Umi Salamah (S20)

### APPENDIX 5 SURAT IJIN RISET



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Prof. Hamka Km.2 Semarang 50185 Telepon 024-7601295, Faksimile024–7615387 www.walisongo.ac.id

23 November 2020

Nomor: B -6005/Un.10.3/D1/PP.00.9/12/2020 Lamp :-Hal : Mohon Izin Riset a.n. : Neli Ema Agustin NIM : 133411080

Yth.

Bapak/ Ibu Kepala Madrasah di MTs Wahid Hasyim Pati

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa : Nama : Neli Ema Agustin NIM : 133411080 Alamat : Dukuh Kaliyoso, RT 03/ RW 05, Kec. Undaan Kab. Kudus Jateng Judul skripsi : **Types of Teacher's Corrective Feedback on EFL Students' Descriptive** Writing : **Case Study at MTs Wahid Hasyim Pati** 

Pembimbing : Lulut Widyaningrum, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama kurang lebih 20 hari, mulai tanggal 30 November 2020 sampai dengan tanggal 19 Desember 2020.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

CS Searched with Conditioners

### APPENDIX 6 KETERANGAN RISET



## **CURRICULUM VITAE**

Name	: Neli Ema Agustin
NIM.	: 133411080
Place 'n birth of date	: Kudus, 19 <sup>th</sup> Agustus 1995
Address	: Dukuh Kaliyoso RT 03 RW 05
	Undaan Kudus
E-mail	: <u>nelma.agustin19@gmail.com</u>
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Educational Declamour	adı

Educational Background:

- 1. SDN 1 Kaliyoso, graduated in 2007
- 2. MTs. NU Tamrinut Thullab, graduated in 2010
- 3. SMA N 1 Mejobo, graduated in 2013
- 4. English Language Education Department of Education and Teacher Training Faculty Universitas Islam Negeri Walisongo Semarang

Semarang, 22 December 2020 The researcher,

Neli Ema Agustin NIM.133411080