TEACHER'S CORRECTIVE FEEDBACK IN TEACHING WRITING DESCRIPTIVE TEXT OF SMP NEGERI 1 KEPAHIANG

THESIS

This Thesis is submitted to fulfill the requirement for the "Sarjana" degree in English Language Education

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PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled "**Teacher Corrective Feedback in Teaching Writing Descriptive Text of SMP Negeri 1 Kepahiang**"

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State Collage for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future. Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

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Curup,   Juli 2023

The Researcher

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MOTTO AND DEDICATION

"Nothing Is Really Over Until The Moment You Stop Trying"

DEDICATION

In the name of ALLAH this thesis is dedicated to :

❖ Allah SWT who always give his full Blessing to me.

❖ The greatest man in my life, he is my awesome father Widodo and my wonderful mother in the world Lismi Nurhidayati for everything that cannot be said in words, thank you for always being a calmer in every anxiety and thank you for always being an ecouragment in every trouble.

❖ Loving thanks to my beloved husband Asep Hadi who has always been the best friend and partner, accompanying, supporting, guiding me, gives encouragement, the person I can always rely on, and thank you very much for always being patient.

❖ Baby A is my unborn child, thank you for being a strong child in my womb, I hope that when we meet, I have finished my studies.

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ABSTRACT

Wulan Indah Lestari **:** **Teacher Corrective Feedback in Teaching Writing Descriptive Text of SMP Negeri 1 Kepahiang**

Advisor **:** **Dr. Eka Apriani, M.Pd**
Co-advisor **:** **Jumatul Hidayah, M.Pd**

Corrective feedbacks can help you improve your writing abilities. Corrective feedback can be used by students to determine if their writing is good or not. The use of teacher's corrective feedback in learning descriptive text at SMP Negeri 1 Kepahiang is proven to improve the quality of student writing. The study's goals are to learn how teachers use corrective feedback when teaching writing and to learn how students perceive the feedback they get. This investigation was a qualitative designed by using descriptive method. The researcher picked 1 English teacher and 25 8A classstudents of the Junior High School 1 Kepahiang. In the data gathering procedure, researchers employed three types of instruments: checklists, document analysis, and interview guidance. According to the study's findings, the teacher used one sorts of corrective feedback. Throughout the teaching and learning process, the teacher provide written corrective feedback. The teacher used three types of written corrective feedback: direct corrective feedback, indirect corrective feedback, and reformulation. There was contact between the teacher and the students during the teaching learning process. Students encouraged to participate in amending their answers. The student then appeared to enjoy and be involved in the lesson. Students may engage in active interaction with the teacher.

Keywords: *Corrective feedback, types of corrective feedback, students perception*

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CHAPTER I
INTRODUCTION

A. Background of the Research

English skills which are crucial that ought to be mastered by a person who is desired to be successful in English learning, such as speaking, listening, reading, writing. Writing is one and the ultimate of the 4 skills. Writing additionally calls for special requirements or techniques from getting ideas, growing them creatively, and organizing well, because writing skill is the most complicated ability to be learned. Richard and Renandya proposed that students must be learn writing skills because based on their studies with writing skills, students can generate and organize ideas through writing[1]. It means that writing can be one of the media to describe thoughts in an organized way.

Writing needs putting words and larger units into a for the purpose of expression and it will be process of expressing thoughts and feelings, of thinking, and shaping experiences. Heaton states that writing is one way to change spoken language into written form[2]. It means that a person can not only express their ideas verbally but also through writing. Basically, in writing classes, students usually find it difficult to choose the correct words or sentences. Finally, they write the wrong word in their writing, so at this time the teacher must pay attention to students. So, the student will understand and be able to review their mistakes. In writing, corrective feedback has a good role to improve writing skills.

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[1] Richard, J., & Renandya, W. 2002. *Methodology in Language Teaching : An Anthology of Current Practice.* Cambridge: Cambridge University

[2] English Language and Cyntia Puspita, 'FACTORS AFFECTING STUDENTS ' DIFFICULTIES IN WRITING THESIS A Mixed-Methods Research at Eighth Semester of English Study Program in IAIN Curup', 3 (2019), 13–22.

Corrective feedback can be a reference for students to know whether the writing they have written is good or not. Students can take action to improve their writing after receiving correction from the teacher. In the educational aspect, providing learners of writing with feedback is not only intended to help them monitor their progress, but also encourages them to take another's view, develop ideas and adapt a message to it.

In teaching and learning writing, corrective feedback (CF) is considered as a key. Hashemnezhad and Mohammadnejad stated that error treatment is considered as "an inseparable part of writing skill"[3]. The opportunity for students to improve their writing directly is greater when they get a correction of written feedback from the teacher. Written corrective feedback for students is very useful because they will be more independent and have a sense of responsibility towards their writing. In addition, when the correction given by the teacher is positive, students will be more inspired to make their writing better. Then, Kao also suggested that the teachers should pay more attention to the precise content of the feedback and the precise errors' type targeted with the given feedback since they were major features in determining the effectiveness of the corrective feedback on the learners' written products[4]. Corrective feedback is a guide from the teacher as a code for students that the writing they write has an error[5]. It means that if there

[3] Hossein Hashemnezhad and Saeed Mohammadnejad, 'A Case for Direct and Indirect Feedback: The Other Side of Coin', *English Language Teaching*, 5.3 (2012), 230–39 <https://doi.org/10.5539/elt.v5n3p230>.

[4] Chian-Wen Kao, 'Effects of Focused Feedback on the Acquisition of Two English Articles.', *Tesl-Ej*, 17.1 (2013), 1–15.

[5] Kanyakorn Sermsook, Jiraporn Liamnimitr, and Rattaneekorn Pochakorn, 'The Impact of Teacher Corrective Feedback on EFL Student Writers' Grammatical Improvement', *English Language Teaching*, 10.10 (2017), 43 <https://doi.org/10.5539/elt.v10n10p43>.

is an error in the student's writing the teacher will mark the student's writing and the student's writing needs improvement.

Researcher found several theories to support corrective feedback to be the most effective way to notify students' mistakes. Chaudron in Fauziati stated that, corrective feedback is only to emphazise the teacher' habit to remind students' mistake and the teacher try to notify about students' error[6]. The learners could get this clue in several ways. Polio stated that, in order to compare and contrast the status of written error correction across theoretical frameworks, it is crucial to define what error correction is and consider what it means for writing to show improvement[7].

In this case, the researcher gave focus on SMP Negeri 1 Kepahiang as the place to conduct this research. The researcher chose this school because SMP Negeri 1 Kepahiang has been proven in using corrective feedback in studying descriptive text. Besides, on pre interviewed the English teacher of SMP Negeri 1 Kepahiang stated that corrective feedback could improve students' writing skills. Furthermore, based on the information obtained by the researcher, English teachers admitted that there was an increase in the quality of students' writing. It means that the students' score also increased. Due to this reason, the researcher is wondering on how the implementation of corrective feedback in teaching writing. Besides, the researcher also curious about the types of corrective feedback used by the English teacher at SMP Negeri 1 Kepahiang. Therefore, as aforementioned

[6]Fauziati, Endang. 2010. *Teaching of English as a Foreign Language*. Surakarta:PTEra Pustaka Utama.

[7] Charlene Polio, 'The Relevance of Second Language Acquisition Theory to the Written Error Correction Debate', *Journal of Second Language Writing*, 21.4 (2012), 375–89 <https://doi.org/10.1016/j.jslw.2012.09.004>.

above, the researcher wanted to conduct a research entitled **"Teacher Corrective Feedback in Teaching Writing Descriptive Text of Junior High School Number 1 Kepahiang"**

B. **Research Questions**

Based on the background above, the problem of this research are:

1. What are types of corrective feedback used by the teacher in teaching writing descriptive text?

2. How is the implementation of the corrective feedback applied by the teacher?

3. How are the students' respond of the corrective feedback applied by the teacher?

C. **Objective of the Research**

The purpose of the research are :

1. To know the types of corrective feedback used by the teacher in teaching writing descriptive text

2. To know the implementation of the corrective feedback applied by the teacher

3. To know the students' respond of the corrective feedback applied by the teacher

D. **Delimitation of the Research**

Delimitations of this research are focused on the field of the implementation of corrective feedback in writing class, finding the types, and students' response about written corrective feedback used by teacher in learning writing. Researcher wants to conduct the research on class VIII in Junior High School Number 1 Kepahiang. The method of Corrections includes what errors writing corrected, how many errors writing corrected and how the errors writing corrected.

E. The Operational of Definition

1. **Written corrective feedback**

   Written corrective feedback refers to any feedback provided to a learner from any source that contains evidence of learner error.[8] In this research, written corrective feedback is defined as the teacher's feedback towards the students' error in their descriptive text.

2. **Writing Class**

   A process of teaching and learning writing in the classroom. In this reaserch class for VIII class of Junior High School 2022/2023 academic years.

3. **English Teacher**

   An English teacher who taught writing on class for VIII class of Junior High School 2022/2023 academic years.

F. Significance of the Research

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[8] N. W. Evans, "Written Corrective Feedback: Practitioner's Perspectives". *International Journal of English Studies.* Vol. 10, 2010, 48.

1. Theoretically

   a. Theoretically, the results of this study are expected to enrich the knowledge of corrective feedback of teachers use.

   b. The result of this research would give more information to the reader about corrective feedback.

   c. The result of this research would give more information to the next writers who are interested in analysis about corrective feedback.

2. Practically

   a. Practically, this research is expected to make contributions or insights for English teachers in applying corrective feedback, to increase their success in providing understanding to students.

   b. This research is expected to be useful for student in learning English. When students learn English, they can accept and learn from their errors and mistakes. Because they had already known the purpose of teacher Corrections, they are expected to accept the Corrections and change errors become true.

.CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Writing

a. Definition of Writing

Writing as one of the language skills is defined differently by some experts. Writing has been taught to students as one of the compulsory subjects in the study. In writing, any ideas that you advance must be supported with specific reasons or details[9]. It means when writing a researcher is presenting his idea to the reader with the aim that every reader can capture, accept, be interested in, and apply the things that are the thoughts of the researcher. Writing requires putting words and larger units into a pattern or arrangement for the purpose of expression and it will be a process of expressing thoughts and feelings, of thinking, and sharing experiences. Heaton argues about the definition of writing itself, writing is one effort oral language into written forms[10]. It means that with a written form, one can express ideas more freely and correctly.

From the theory above, the researcher concluded that writing is one of the language skills defined by some experts. It is the mental and physical activity in the form of letters and words. Through writing someone can express ideas, some more freely and correctly. It is the process of

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[9] John Langan, *College Writing Skills with Readings*, *McGraw-Hill*, 2008 <https://doi.org/10.1017/CBO9781107415324.004>.

[10] Heaton, J. B. (1983). Writing English language tests.

creativity, the result of intellectual exercise in a product symbolic such as story, essay, etc.

b. Descriptive Text Writing

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in through and which serve one comment purpose often used to describe what a person looks like. Many linguistic and theorists have given various definition about descriptive text. Wardani, at all stated descriptive text is a text that gives information about particular person, place, or thing.[11] From the definition above, it can be inferred that descriptive text is a text that giving description of an object to the reader clearly. Description writing vividly portrays a person, place or things in such a way that reader can visualize the topic and enter into the writer's experience. It is a way to enrich other forms of writing or as a dominant strategy for developing a picture of what something looks like.

2. Corrective Feedback

Corrective feedback is a way of the teacher to give a correction to the students' oral and written production. Lightbown and Spada stated that corrective feedback is any indication to the learners that the use of the target language is incorrect, including various responses that the learners

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[11]Wardani, Imelda., Hasan Basri., & Abdul Waris. Improving the Ability in Writing Descriptive Text Through Guided-Questions Technique. (2014) 2(1), 1-13.

receive[12]. They continue, then, when a language learner says, 'He go to school every day', corrective feedback can be explicit, for example, 'no, you should say goes, not go' or implicit 'yes he goes to school every day'. So, corrective feedback gives a signal to students that their oral or written production is incorrect.

In addition, Corrective feedback is spoken or written feedback that follows an incorrect learner's response. It means that Corrective Feedback is the feedback that can be spoken and written feedback which is given to the learners who make an incorrect response. It can be an incorrect response toward teacher questions or instructions.

Penny Ur mentioned that feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving his performance[13]. It means that Feedback is giving any information about students' performance is the learning process in which the purpose of improving students' performance in the English learning process.

Lewis states that feedback has roles for students on five sides[14]. There are:

1. Feedback provides information for students.

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[12] Armela Ćeman and Vildana Dubravac, 'Corrective Feedback in Second Language Acquisition', *Journal of Education and Humanities*, 2.1 (2019), 171–72 <https://doi.org/10.14706/jeh2019213>.

[13] Penny Ur, 'A Course in Language Teaching Trainee Book', *A Course in Language Teaching Trainee Book*, 1999 <https://doi.org/10.1017/cbo9780511732928>.

[14] Lewis Marilyn, *Giving Feedback in Language Classes*, (The University of Auckland: SEAMO Regional Language Center, 2002), p. 2-4

Through feedback, students can get information about individuals' progress by highlighting strengths and weaknesses.

2. Feedback provides students with advice about learning

Teachers can provide students with more than a simple description of their language use. By getting feedback, the students can get advice for themselves.

3. Feedback provides students with language input

The teacher's words, both in their form and purpose, illustrate how language is used in one to one communication. In this way, students can learn new vocabulary and structures in context.

4. Feedback leads to students' motivation

Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking into account whatever the teacher knows about the learners' attitudes. Related to motivation, there are several components of motivation.

As Harlen and Deakin-Crick state which is rewritten in Muho, "Motivation to learn includes eight components of motivation such as effort, goal orientation, locus of control, self-efficacy, sense of self as learner, self-esteem, self-regulation, and interest"[15] Those terms have a different definition; First, the effort can be defined as how much one is prepared to try to persevere in a task. If learners are motivated, they

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[15] Anita Muho and Aida Kurani, 'Components of Motivation to Learn from a Psychological Perspective', *Academic Journal of Interdisciplinary Studies*, 2.4 (2013), 173–80 <https://doi.org/10.5901/ajis.2012.v2n4p173>.

should invest more effort into learning and be more willing to try even when faced with difficulties and setbacks"[16]. Second, goal orientation as what students generally want to achieve in their classes, no matter it is academic or social[17]. Third, locus of control implies how much one feels in control of learning as opposed to it being directed by others[18]. Fourth, Self-efficacy is concerned with the judgments about how well a learner can organize and execute courses of action required to deal with stressful situations[19]. Fifth, self-esteem refers to 'an individual's overall positive evaluation of the self, including to know the better one for themselves and how to do it." Then, self-regulation involves the effort to use the present resources to increase the learning process[20].

After that, since as a learner means learners will develop a sense of self as learners and enjoy the learning process." The last one is interested when giving feedback; teachers may explore students' interest and suggest activities that interest students[21]. In conclusion, those eight components have a different meaning, but it still has interrelation each other, especially in learner motivation.

5. Feedback encourages students' autonomy

Students' autonomy is a process of directing the learner's self-motivation to develop the potential in learning of an object.

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[16] Muho and Kurani.
[17] Muho and Kurani.
[18] Muho and Kurani.
[19] Muho and Kurani.
[20] Muho and Kurani.
[21] Muho and Kurani.

As Thoha theory which is adopted in Nur Sha'ban ; "The characteristics of student's autonomy shown by 8 indicators. There are: 1) able to think critically, creatively, and innovatively, 2) not easily affected by other ideas, 3) not run away from the problems, 4) solve the problems by performing deep thinking. 5) solve the problems without any help from others, 6) not humiliate him/herself if different from others, 7) work hard and discipline and 8) responsible for his/her action"[22].

It means, when we want to know whether the students are autonomous or not, it can be looked at by using those characteristics. It can be concluded that corrective feedback is any indication to the learners that their use of the target language is incorrect by giving a response, corrections, or comment which has purposes for helping the learners notice and correct their error.

3. **Types Corrective Feedback**

a. **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

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[22] M Mukminan, Muhammad Nursa'ban, and S Suparmini, 'Assessing Students' Learning Autonomy According to Seven Jumps Technique in Higher Education', *American Journal of Educational Research*, 1.7 (2013), 263–66 <https://doi.org/10.12691/edcation-1-7-8>.

targeted linguistics forms and structures[23]. Next, Truscott states that corrective feedback refers to the correction of grammatical errors for the purpose of improving a student's ability to write accurately[24]. Evans also defines written corrective feedback as any feedback provided to a learner from any source that contains evidence of learner error[25]. From several definitions, it can be simply concluded that written corrective feedback is a purposeful way to correct students' mistakes.

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 feedback[26]. For each type, it also has its own advantages and disadvantages.

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 or near to the erroneous form[27]. It means on direct corrective feedback, the teacher gives clear written feedback.

[23]John   Bitchener   and   Ute   Knoch,   'Teaching   Research',   2014 <https://doi.org/10.1177/1362168808089924>.

[24] John Truscott, 'Truscott 1996 Case against Grammar Correction', *Language Learning*, 46.2 (1996), 327–69.

[25] Niversity Of, 'Written Corrective Feedback: Practitioners' Perspectives', 1.801 (2010), 47–77.

[26] Rod Ellis, 'A Typology of Written Corrective Feedback Types', *ELT Journal*, 63.2 (2009), 97–107 <https://doi.org/10.1093/elt/ccn023>.

[27] Dana Ferris and Kendon Kurzer, 'Does Error Feedback Help L2 Writers? Latest Evidence on the Efficacy of Written Corrective Feedback', *Feedback in Second Language Writing: Contexts and Issues*, 2012, 106–24.

Direct corrective feedback is a benefit for the students who have a low level of language proficiency, such as the students at the beginner level because it really helps them show the correct form of their mistake directly. That kind of students is lack of self-correction. Sometimes the students are really confused at writing a sentence and choosing an appropriate word. The acquisition of specific grammar features is also the problem of students in low levels of language proficiency. Based on Sheen's study, direct written corrective feedback is more effective when it relates to both provision of the correct form and metalinguistic explanation, especially specific grammatical features[28]. Therefore, providing direct written corrective feedback for students at the beginner level is beneficial.

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

2. Indirect corrective feedback

Different from direct corrective feedback, the teacher indicates that an error exists, but does not provide the correction through indirect corrective feedback. Dana Ferris and Roberts Barr stated that indirect

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[28] Younghee Sheen, 'The Effect of Focused Written Corrective Feedback and Language Aptitude on ESL Learners' Acquisition of Articles', *TESOL Quarterly*, 41.2 (2007), 255–83 <https://doi.org/10.1002/j.1545-7249.2007.tb00059.x>.

corrective feedback 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[29]. In effect, this involves deciding whether or not to show the precise location of the error or just indicate which line of text the error is on.

Similar to the previous types of written corrective feedback, indirect corrective feedback also has a good impact on learners. It is proved by some studies. Lalande argues that indirect corrective feedback is able to guide learners in learning and problem-solving process[30]. It means that the learners learn to correct their composition by themselves through indirect feedback given by their teacher. Ferris & Roberts also reveals that focusing learners' attention to linguistic forms leads them to long-term learning[31]. 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.

Nevertheless, although it has a 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 mistakes.

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[29] Dana Ferris and Barrie Roberts, 'Error Feedback in L2 Writing Classes How Explicit Does It Need to Be?', *Journal of Second Language Writing*, 10.3 (2001), 161–84 <https://doi.org/10.1016/S1060-3743(01)00039-X>.

[30] John Lalande. "Reducing Composition Error: An Experiment". *The Modern Language Journal*. Vol. 66 No. 2, 1982, 143

[31] Ferris and Roberts.

3. Metalinguistic corrective feedback

In metalinguistic corrective feedback, the teacher provides some kinds of metalinguistic clues to show the errors made by the students. As a clue to show the students' errors, the teacher sometimes indicates the error by using error codes. The codes can be in the 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[32]. It means that the students could recognize some categories of their mistakes. The study of Robb at all reveals that the use of error is no more effective[33]. In their study, they compare the students' writing using metalinguistic feedback with other types of written feedback. It is difficult for the students to elaborate on the explanation of the teacher who applies metalinguistic corrective feedback. The students prefer direct correction from their teacher.

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

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[32] Ferris and Kurzer.

[33] 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, 89.

Rod Ellis argues that giving a metalinguistic 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[34]. It means that the teacher should have a broad knowledge dealing with the 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 long-term learning[35]. The students might be familiar with the specific aspect of grammar and they would always remember it.

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 has different strength and weakness. Focused feedback is only correcting just one type of errors. This kind of feedback is likely to help the students to develop an understanding of the nature of the errors. It is different from unfocused feedback. Unfocused feedback tends to address a range of errors. The teacher corrects many kinds of errors. Even though it

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[34] Ellis.
[35] Sheen.

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might not be effective, it may prove in the students' long-term learning.

5. Electronic feedback

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

6. Reformulation

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

4. The use of Corrective Feedback in Theaching Writing Skill

The Use of Teacher Corrective Feedback on Teaching Writing Skill According to Reid Teacher corrective feedback to students writing is an essential part of the teaching process because writing instruction must be individualized.[36] Reid said there are four components that exist when teachers use Corrective Feedback in teaching English class: Teaching English, understanding corrective feedback, and students' responses of corrective feedback. In line with it reid explains that the good feedback in writing should begin early in the process, with discussion of initial non

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[36] Reid, Joy. M, *Teaching ESL Writing.* United States of America: University of Wyoming.(1993), 218

written plans and ideas for writing and then give comment both in written or oral by teacher on students writing.[37] Actually corrective feedback is very useful for the student in order to know their error and then they can correct that error. In the class, when the student made the error, automatically the teacher would give corrective feedback included oral or written feedback. In the classroom the teacher could make direct corrective feedback using oral feedback. Oral feedback is helping the student to understand comments directly from the teacher. Teacher also used written feedback when the students make error writing in their worksheet. Teacher could make a note in the student's paper. So corrective feedback is interaction between the teacher and the student in order to increasing student's ability in the teaching learning process**.**

5. **Students Response**

Students' response reveals the students' response of the teacher using written corrective feedback in learning writing. Students' response is crucial to support the learning process, particularly in classroom activities. There are some theories about the response that said that it means understanding or responding to something. Campbell mentioned that response is a process where one will form an impression of someone or something[38]. It means that response is a process that forms an impression about something and as a

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[37] Reid, Joy. M, *Teaching ESL Writing*. United States of America: University of Wyoming.(1993), 225

[38] Jerry Anak Ahen, 'Student's Perception Toward English for Self Expression', *University Malaysia Sarawak*, 2009, 1–24.

result of individual observation towards certain things that occur around them based on their understanding.

The term response is a processing activity of a person in giving the impression, judgment, opinion, feeling, and interpretation something based on information displayed from other sources (which in response)[39]. It means that response will affect the learning interest and encouraged to implement something motivation.

Furthermore, the definition about students' response, a theory from Eiken and Sidu describe that student's response is a process point of view about something that happens in the learning process in class and the student will provide suggestions or argument for the teacher (English teachers) or classmates to improve their teaching-learning process[40]. Student's response can be challenging and intriguing experiences through the learning process. In this manner, the process will expand students' awareness of the whole process of learning.

The general response is a response based on an evaluation directed towards an object and expressed verbally, whereas other forms of response are the view that based on the assessment of an object that happens, anytime, anywhere, if the stimulus effect. Thus it can be seen that there are two forms of response that are both positive and negative.

a. Positive response

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[39] Ahmad Fauzi, *Psikologi Umum*, (Pustaka Setia, Bandung:1997), p 37
[40] Marthisa Olivia Bilik, *Students' Perception on the Role of Group Discussion in Interpersonal Speaking Class,* (West Java: Unpublished Satya Wacana Christian University), p. 9

The positive response is response or view of an object and towards a situation where the subject perceives likely to receive an object arrested for his personal suit.

    b. Negative response

Response or view an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal[41].

B. Review of Related Findings

There are several related studies that have been done before about written corrective feedback: The first findings from David Frear, Yi-hui Chiu entitled "The effect of focused and unfocused indirect written corrective feedback on EFL learners' accuracy in new pieces of writing" The study examined the effectiveness of focused as opposed to unfocused written corrective feedback on the accuracy of weak verbs and the total accuracy of all structures in new pieces of writing. Undertaken in a Taiwanese college context, the design of the study was quasi-experimental, comprising a pre-test, treatment, immediate posttest, and delayed post-test. Three writing tasks were used for the tests and two different types of written corrective feedback represented the treatment: focused indirect written corrective feedback and unfocused indirect written corrective feedback. A control group received no written corrective feedback. The findings for the analysis of weak verb accuracy and total accuracy were remarkably similar. In both cases, parametric tests demonstrated the focused

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[41] George, Anathony, 1978, *Introduction to Perception*, (Raleigh, North Carolina State University), p 18

and unfocused indirect written corrective feedback groups not only outperformed the control groups in the immediate post-test but also in the delayed post-test. It is suggested that learners in both the focused indirect written corrective feedback group and the unfocused indirect written corrective feedback group were unable to notice the target structure or notice it with metalinguistic understanding following a single episode of written corrective feedback; instead, the indirect written corrective feedback likely served as a signal for the learners to push their output in their overall accuracy when writing new pieces of writing in the posttests.

The second is Julie L. Montgomery *, Wendy Baker entitled "Teacher-written feedback: Student perceptions, teacher self-assessment, and actual teacher performance" This study's purpose was to investigate: (1) how much local and global written feedback teachers give, (2) how their self-assessments and students' perceptions of this feedback coordinate, and (3) how well teachers' self-assessments match their actual performance. These surveys were compared to teachers' actual written feedback. Results indicated that teachers' self-assessments and student perceptions of teacher-written feedback coordinated well, although students perceived receiving more feedback than teachers perceived giving. The coordination between teachers' self-assessment and actual performance was generally not as strong, indicating that teachers may not be completely aware of the amount of local and global feedback they give on first and later drafts. Moreover, unlike what they perceived themselves doing, teachers provided more feedback on local

than global issues throughout the writing process. These findings are discussed in light of how teachers' training affected their perception (but perhaps not performance) of providing written feedback and underscore the need for examining teachers' self-assessments of their written feedback.

The third is Natsuko Shintani, Rod Ellis entitled "The comparative effect of direct written corrective feedback and metalinguistic explanation on learners' explicit and implicit knowledge of the English indefinite article" The study extends current work on written error feedback in writing in two ways. First, it examines whether it has an effect on adult ESL learners' L2 implicit and explicit knowledge. Second, the study compares the effect of one common type of feedback–direct corrective feedback , with an alternative type of error feedback–the provision of metalinguistic explanation. The effect of these two types of error feedback was measured by an Error Correction Test and by examining the accuracy of use of the target feature (the English indefinite article) in both a revised text and in new pieces of writing by 49 low-intermediate ESL students in an intensive language program in the United States. In addition, eye-tracking data and self-report solicited from the learners provided information about the use that they made of the DCF and ME. It was found that the DCF had no effect on the accurate use of the target feature suggesting that it benefited neither implicit nor explicit knowledge. In contrast, the ME led to gains inaccuracy in the ECT and in a new piece of writing completed immediately after the treatment but not in a second new text completed two weeks later. This result share interpreted as indicating that

the ME helped to develop learners' L2 explicit knowledge but that the effect was not durable and thus probably had no effect on their implicit knowledge. Learners' self-report syndicate that the learners receiving the DCF did not develop an awareness of the rule whereas those receiving the ME did and were able to use it when revising their original text. This finding share discussed from the perspective of both SLA theory and language pedagogy and suggestions for further research are put forward.

Based on the above relevant research can be concluded that the study has differences and equations with the research I do. The difference is the object of research conducted on the object of research. in my research, the focus is more on the use of teachers in written corrective feedback, the types of teachers used in written corrective feedback, and students' perceptions of teachers written corrective feedback and in previous studies this research on the expectations, frequency, and perceptions of students and teachers using written corrective feedback in learning English.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

In this research, the researcher employed a qualitative research that was designed by using descriptive method. Defined by Moleong in Qoirina's research, qualitative research is kind of research which does not consist of any calculating or numbering.[42] It means that the data of qualitative research in the written or oral words form. This research was a qualitative research by using case study which was exploring Teacher Corrective Feedback in Teaching Writing Descriptive Text of Junior High School Number 1 Kepahiang. Case studies tell a story and are often very lively and colorful ways of presenting research[43]. In addition, Yin states case study is a qualitative data in which researcher describing or explaining the events of the case(s), to school classroom experiences or activities[44]. Creswell states a center phenomenon is key concept, idea, or process studied in qualitative research[45]. To sum up, case study is a study to describe, explain, or explore detail information in developing deep understanding about a central phenomenon.

Therefore, in this research, checklist, document analysis, and interview methods are suitable to gain information from the students regarding the

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[42] Susilowati, Qoirina, A Descriptive Study of Speaking Activities in English Conversation club at SMA N 1 Sragen, IAIN Surakarta, Islamic Education and Teacher Training Faculty, 2017

[43] Nuardi. *Research Methodology: How to Conduct a Good Research.* Pekanbaru: Fomabinding, 2013

[44] Robert K. Yin. (2014). Case study research design and methods (5th ed.). Thousand Oaks, CA: Sage,2014,p.282

[45] Creswell, John W. *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Boston: Pearson Education,2012.

implementation of corrective feedback in teaching writing and the types of corrective feedback used by the English teacher at SMP Negeri 1 Kepahiang. These methods were considered appropriate to take the information of the students because the data would be presented in written or oral words form.

B. Subject of the Research

The subject of this research was all the students and teachers who teach an learn English Writing at at Junior High School 1 Kepahiang. In detail, the subject was 4 English teachers and 180 grade 8 students at SMP Negeri 1 Kepahiang. The researcher took the subject by using purposive sampling. Purposive sampling is one of the most common sampling techniques which the participants are selected depending on the criteria relevant to research question. According to Arikunto purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. It means the researcher took the sample based on the considerations that related to the aim of the research.

In selecting the sample, the researcher only chose 1 English teacher and 8A class of the Junior High School 1 Kepahiang. There was a characteristic of subjects that become consideration based on this research: The sample was students who were given written corrective feedback in writing descriptive text. The researcher assumes that students have their own perspective on the written corrective feedback given by the teacher. Accordingly, the researcher chose

research subjects from 1 English teacher and 25 8A class students of the Junior High School 1 Kepahiang.

C. Technique of Collecting Data

In qualitative design, observation, interview, and documents are most often used to collect the data. They are also used by the researcher to probe detail information. Creswell stated observation is the process of gathering open- ended, firsthand information by observing people and places at a research site[46]. Based on Interview is a conversation, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meanings of the described phenomena[47]. Documentation is looking for data about things or variables in the form of notes, transcripts, books, magazines, newspaper, inscriptions, minutes of meetings, loops, agendas, etc.[48]

In testing the validity of the data the researcher used a triangulation technique. According to Moloeng, triangulation is a validity checking technique data that uses something outside data for purposes checking or comparing the data[49]. The triangulation technique the most widely used is examination through other sources. Moloeng states of distinguishes four types of triangulation as a technique of examinations that utilizes the use of resources, methods,

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[46] Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Boston: Pearson Education,2012.
[47] Kvale, S. *InterViews: An Introduction to Qualitative Research Interviewing.* CA: Sage1996,p.174
[48] Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek.* Jakarta: Rineka Cipta, 2010
[49] Moleong, Lexy. *Metode Penelitian Kualitatif.* Bandung: PT Remaja Rosda Karya, 2007,p.330

investigators, and theories[50]. The data collection techniques used complementary in obtaining primary and secondary data. Observation and interviews are used to capture data primary relating to teachers' written corrective feedback, while documentation studies are used to capture secondary data which can be lifted from various documentation about students' writing performance. There are several types, namely:

1. Triangulation of Sources (data)

   This triangulation compares and checks the degree of trust an information obtained through different sources in the method qualitative.

2. Triangulation Method

   This triangulation tests the credibility of the data by checking data to the same source with different techniques.

3. Triangulation of the investigation

   This triangulation by utilizing researchers or other observers for the purpose of checking the degree of trust of the data. Example compare the results of the work of an analysis with other analyzes.

4. Triangulation Theory

   Triangulation is based on the assumption that certain facts cannot be checked the degree of trust with one or more theories but it can be done, in

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[50] Moleong, Lexy. *Metode Penelitian Kualitatif.* Bandung: PT Remaja Rosda Karya,2007.

this case called an explanatory explanation.

Based on the four types of triangulation techniques above, researcher used method triangulation of sources (data) to test the validity of the data related to the research problem studied by the researcher.

D. Research Instruments

The using of research instrument lead the researcher in gathering the information that related to this research. In this research, the researcher used instruments for helping the complete the data. To obtain the data, the research instrument is:

1. Checklist

Checklist is a list of subject, factors, and names which want to search. The researcher just writes a check ($\sqrt{}$) that balance in each subject wants to analyze. The researcher prepared a checklist about teachers' used types in written corrective feedback for students in writing descriptive text. The checklist consists of some components of six types in written corrective feedback in writing. Checklist aims to know types that teachers used in written corrective feedback for students in writing descriptive text. In this research, the researcher used the following table format to know the teachers' strategies in providing written corrective feedback for students:

Checklist to investigate the types of written corrective feedback applied by the teacher on students' writing in teaching writing, based on the Ellies's Theory;[51]

Table 3.1
Checklist to investigate the types of written corrective feedback

No	Types	Component	Yes	No
1.	Direct CF	Provides the student with correct form		
2.	Indirect CF a. Indicating + Locating the error b. Indication only	Indication like underlining and show where is the error or incorrect writing form		
		Indication only without show where is the error or incorrect writing form		
3.	Metalinguistic CF a. Use of error code b. Brief grammatical description	The teacher uses errors code (abbreviated label) but do not provide correct form		
		The teacher writes brief grammatical description		
4.	The focus of feedback a. Unfocused CF b. Focused CF	The teacher corrects types of errors		
		The teacher just correct specific error types		
5.	Electronic Feedback	The teacher indicates an error and a concordance file that provides examples of correct usage		
6.	Reformulation	The teacher rewrites students' sentence directly		

2. Document Analysis

According to Jone Prosser, documents include any paper. Documents that are considered the primary source of data would include,

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[51] Ellis.

for example, annual reports, personal diaries, records, letters, etc.[52] The document that was analyzed in this research is the teacher's written corrective feedback. It was analyzed by using a checklist. Here, the researcher looked at the types of written corrective feedback used by teachers. There are six strategies for providing written corrective feedback: direct corrective feedback, indirect corrective feedback (indicating + locating the error and indicating only), metalinguistic corrective feedback (use of error code, brief grammatical descriptions), the focus of the feedback (unfocused corrective feedback and focused corrective feedback), electronic feedback, and reformulation.

3. **Interview**

The interview is in the form of semi-structured interview. It means that the researcher, indeed, has guidelines of the question but there might be any possible and unpredictable questions which occur to dig out more information from interviewees. Burns states the advantage of this type of interview is enabling the interviewer as well as the interviewer perspective to inform the research agenda, and therefore give rise to a more equal balance in the research relationship[53].

In addition, to facilitate the interview, interview blueprint is making.

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[52] Jone, *Research Methods, Observation and Document Analysis retrieved* in http://www.pgce.soton.ac.uk/IT/ResearchMethods/Observation%20and%20document%20%20analysis.pdf on January 15, 2016

[53] Burns Anne. *Collaborative Action Research for English Language Teacher's*, 1999.p.120

This interview blueprint was modified based on Reid Joy's theory

is following below:[54]

Table 3.2

Teacher interview blueprint

No	Aspects	Indicators	Questions
1.	Teaching writing	The goal of teaching writing	1. Do you teaching writing descriptive in English class? 2. What is the purpose of teaching descriptive writing?
		The material	3. What is the material for teaching descriptive writing?
2.	Corrective feedback	Teacher's understanding	4. Do you know about corrective feedback in teaching writing? 5. Can you explain about corrective feedback? 6. Did you ever use corrective feedback as the technique in teaching descriptive writing? 7. How about the teacher's procedure for giving corrective feedback? 8. How is corrective feedback can help students writing?
3.	Students' response	Students' response	9. How students' respond when the teacher used corrective feedback?
4.	Teacher's problem	Teacher's problem	10. What is the problem that faced you when used corrective feedback?

In addition, to facilitate the interview, interview blueprint is making.

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[54] Reid, Joy.M. *Teaching ESL Writing.* United States of America: University of Wyoming. 1993 (218)

This interview blueprint based on Lewis Marilyn's theory is following below[55]

<div align="center">

Table 3.3

Students' interview blueprint

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No	Aspects	Indicators	Questions
1.	Students' Autonomy	Able to think critically and creatively	1. Do you often get the cf from your teacher? 2. What kind of the CF that you get from teacher? 3. Does the corrective feedback from the teacher make you think critically and creatively in writing descriptive text? 4. Why does corrective feedback from the teacher make you think critically and creatively? 5. How does corrective feedback from the teacher make you think critically and creatively?
		Not run away from the problems	6. Does the corrective feedback from the teacher make you focus on the problem in writing descriptive text?
		Solve the problems without any help from others	7. Does Corrective Feedback from the teacher allow you to find your own mistakes and fix it?
2.	Advice	Giving advice	8. Does the teacher's Corrective Feedback give you any advice to be better at writing descriptive texts? 9. How the teachers Corrective Feedback give you any advice to be better

[55] Lewis Marilyn, *Giving Feedback in Language Classes*, (The University of Auckland: SEAMO Regional Language Center, 2002), p. 2-4

			at writing descriptive texts?
3.	Provide Information	Provide information	10. Does Corrective Feedback from the teacher make you know about your progress in writing descriptive text?
4.	Language Input	Give new vocabulary	11. Does Corrective Feedback from the teacher make you get new vocabulary in writing descriptive text? 12. How Corrective Feedback from the teacher make you get new vocabulary in writing descriptive text?
5.	Students' Motivation	Effort	13. Does Corrective Feedback from the teacher make you excited about doing the assignments from the teacher? Explain?
		Goal orientation	14. Does Corrective Feedback from the teacher make you want to write better descriptive texts?
		Self-regulation	15. Does Corrective Feedback from the teacher make you want to do your descriptive text assignment as soon as possible?
		Sense as a learner	16. Does Corrective Feedback from the teacher make you enjoy writing descriptive text?

1. Technique of Analyzing Data

The researcher follows the steps of data analysis by Creswell, they are:

a. Data transcript

Transcription is the action of providing a written account of spoken words. In qualitative research, transcription is conducted of individual or group interviews and generally written verbatim (exactly word to word).

b. Read whole up the interview result script for more detail and to avoid the loss of information.

c. Identification which helps the researcher to find out some words indicating to the data for those research questions.

d. Categorizing

Based on Wikipedia, categorization is something that humans and other organism do (doing the right thing with the right kind of thing). Categorization is grounded in the features that distinguish the category's members from nonmembers. Categorization is important in learning prediction, inference, decision making, language, and many forms of organisms' interaction with their environments.[56]

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[56] 'Creswell 2014 Research Design Pdf Education' <https://study-education.com/creswell-2014-research-design-pdf/>.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter presents the result of the research. It consists of the result from the observation, document analysis and interview about the teacher implement of corrective feedback in teaching writing descriptive text and response of students about teacher corrective feedback. The information is broken down into several points of view, which include study findings and discussions.

A. Research Finding

The research finding offered as the solution to the problems. The execution of corrective feedback, which covers its many sorts and methods, and the student's response to the teacher's feedback are the two categories into which the author divided this part. Because the researcher primarily focuses on teaching writing descriptive text, the researcher observed the class three times. The first is a graphic used by the teacher to convey a descriptive text about an animal, and the teacher requested students to write a brief paragraph about the animal based on the photographs. At the second meeting, the teacher instructed students to write a brief paragraph of descriptive prose about the animal based on their ideas on the paper. At the third meeting, the teacher instructed students to write a descriptive prose on an animal, complete with a detail paragraph.

1. The Implementation of Corrective Feedback in SMP Negeri 1 Kepahiang

In order to know the implementation of corrective feedback in SMP Negeri 1 Kepahiang, the researcher used from the results of the data obtained from interviews with teachers triangulated with the results of document analysis and observation checklist. The researcher observed the lesson three times.

According to the observation, there are two kinds of corrective feedback: oral feedback and written feedback. However, the researcher only focused on second type of corrective feedback, namely written feedback.

The researcher observed the class during teaching learning process using descriptive text. The researcher observed only three times because the researcher only focusses on the teaching writing descriptive text. On the first meeting, the teacher using some of picture of animals to made students active and gave written feedback to the students. For the second meeting, the teacher retiled the descriptive text and asked students to write simple descriptive text about animal. And also the teacher gave written feedback in the students' worksheet. In the last meeting the teacher asked students to write descriptive text based on the students ideas.

Written corrective feedback is the second form of corrective feedback. The researcher discovered that the teacher provided written corrective feedback when teaching descriptive text. There are six types of written corrective feedback. There are six options: (1) direct corrective feedback, (2) indirect corrective feedback, (3) metalinguistic corrective feedback, (4) the focus of feedback, (5) electronic feedback, (6) reformulation. Based on the first observation 4th august 2021, the researcher found that the teacher used several types of written corrective feedback

in the teaching and learning process. On the first meeting, the teacher using some of picture of animals to made students active and gave written feedback to the students. In this section, the researcher notified that the teacher gave the written feedback after the students' activity in the class. The teacher used Direct Corrective Feedback, Metalinguistic Corrective Feedback to check the grammatical, and Unfocused Corrective Feedback to correct types of errors.

For second observation 7th august 2021, the teacher retiled the descriptive text and asked students to write simple descriptive text about animal. In this situation, the researcher found that the teacher used some types of written corrective feedback, namely direct corrective feedback, indirect corrective feedback, and Unfocused Corrective Feedback to correct types of errors. The teacher directly corrected the assignment to students' paper so that the students could fix their mistakes in writing descriptive text.

In the last observation 11th august 2021, the teacher gave the instruction to the students to write descriptive text based on their own idea. In this stage, the researcher found that the teacher used Indirect Corrective Feedback, Metalinguistic Corrective Feedback to give the brief grammatical description to the students, Unfocused Corrective Feedback, Electronic Feedback, and Reformulation. For this last observation, the teacher gave the task as the home work, so the teacher corrected the task in home.

Accordingly, based on the observation conducted by the researcher, in written corrective feedback the teacher almost used all of the types of written corrective feedback. The teacher used it in different of teaching and learning

situation.

Besides, the teacher used direct corrective feedback by giving sign like crosses out an unnecessary word, phrase, or morpheme inserts a missing word, phrase, or morpheme, and writes the correct form above or near to the erroneous form. For the indirect corrective feedback 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. In metalinguistic corrective feedback, the teacher indicates the errors of the students is a metalinguistic explanation or brief grammatical description. The teacher writes some numbers above all of the words considered as errors. At the end of the text, the teacher gives an explanation or grammatical description based on the number of each error. In Unfocused feedback tends to address a range of errors. In this type the teacher not only gave focused on one error but gave other intention of errors. In electronic feedback, the teacher involves a technology to correct students' errors. The teacher uses the electronic store to insert brief metalinguistic comments into learners' text. It is also in the form of a brief comment on each error with links to resources showing the correct form. For the last types, the teacher checked the errors and the teacher change the errors to the correct one, so the students could understand how to fix the errors.

Besides, the researcher presented the key point of the interview between the teacher and the researcher after conducting the observation.

> "*Actually, the teacher's corrective feedback is giving a sign if a student makes a mistake, the mark given is sometimes accompanied by an explanation or the error is immediately corrected. I use oral and written corrective feedback. When I ask students to come forward to read the*

descriptive text they have written, if they have read it wrong, I ask them to repeat what they read after that I will tell them how to read it correctly. When teaching descriptive text, I give material about animals. In my opinion, with corrective feedback from the teacher it is easier for students to understand what their mistakes are and this can help them to correct their own mistakes through the feedback provided by the teacher." [57]

Based on the teacher's interview, the researcher concluded that there was contact between the teacher and the students during the teaching learning process. The engagement is not only verbal but also written. Teachers provided corrected comments to the students during the engagement. The teacher spotted the inaccuracy and advised the students on how to obtain the proper answer. The teacher notified the students about the issue and then left them to remedy and mend it on their own. Before presenting the proper response, the teacher attempted to propose to the students that they remedy their faults by offering them the choice of correct answer. It encouraged students to participate in amending their answers.

2. The Students Response to the Corrective Feedback

The researcher discovered the fact regarding students' responses in teaching writing descriptive text based on interviews and observations of eight-year students at SMP Negeri 1 Kepahiang. The students in the class enjoyed the learning process. Because the teacher could regulate the students' attention to learning through corrective feedback, students were active participants in the teaching learning process. Using corrective feedback while training students to

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[57] Teacher

write descriptive text may make them more understandable.

The interview between the researcher and a student was shown by the author. The researcher used 3 students as an example since she had the highest grade. As explained by student 3:

> "*Teacher instructions seem very clear. So that we as students can see our mistakes when writing descriptive language and correct our mistakes. I believe the class atmosphere is more relaxed. So that we can pinpoint the sources of our mistakes and justify them for ourselves. I can take advantage of corrective input from the teacher so that my writing tomorrow will be even better.*"[58]

The statement showed that Mrs. I's instruction to students 3 appears to be extremely clear. Mrs. I's assistance, we can pinpoint the sources of our mistakes and justify them for ourselves. Besides that, student 1 said:

> "*Which is understandable, because corrective feedback techniques have a role and effectiveness in students' writing. Students are aware of the location of mistakes and deepen their understanding of the knowledge gained so that in the end the quality of learning outcomes will be better.*"[59]

Additionally, student 2 have same opinion, she stated:

> "*Teacher instructions seem clear enough. so that we as students can correct our mistakes when writing descriptive language and recognize where we made them. Being able to correct mistakes on your own after being given corrective feedback forces us as students to become more actively involved in learning.*"[60]

Based on all the respondents' answers, the researcher concludes that writing is a process that takes a long time to complete. Correction is required to produce effective writing. That is, teacher corrective feedback is a very successful strategy

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[58] Student 3
[59] Student 1
[60] Student 2

employed by teachers to improve students' writing abilities. Students who are aware of their faults may write well and readily since they are aware of and comprehend their writing difficulty.

B. Discussion

In this part, the researcher tried to analyze the data which had been found by used observation checklist and interview to the teacher. After gathered this data, the researcher used interview to student to gain the response of students about corrective feedback. According to the researcher's observations, the corrective feedback approach was used for second-year students at SMP Negeri 1 Kepahiang. The teacher provided corrective comments while teaching descriptive text.

1. The Implementation of Corrective Feedback in SMP Negeri 1 Kepahiang

The researcher observed the lesson three times. The researcher only joined the class and sat in the back row. The teacher used an image to clarify descriptive text during the first meeting. The teacher also instructed students to write a simple essay regarding descriptive text based on an animal photo. Because the student created the text verbally, the teacher provided oral criticism. The teacher provides written comments during the second meeting. In the students' homework, the teacher instructed them to write a simple paragraph regarding descriptive text. In the last meeting, the teacher gave a description of the descriptive text and then asked the students to create a descriptive paragraph about the animal. In the third

meeting, the teacher urged students to add more depth to the descriptive prose.

According to the observation, there are two kinds of corrective feedback: oral feedback and written feedback. However, the researcher only focused on second type of corrective feedback, namely written feedback. In providing written corrective feedback to the students' compositions, the teacher uses some strategies. The researcher observed written corrective feedback using theories from Rod Ellis in his journal has classified six types of written corrective feedback. For each type, it also has its own advantages and disadvantages. The theory is divided into six types which include direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, the focus of feedback, electronic feedback, reformulation.[61]

Corrective feedback is divided into two types: positive and negative feedback. The teacher used both positive and negative feedback in the teaching and learning process. When students properly answered the question, they received positive feedback. However, it differed from negative feedback, which was given by the teacher when the students committed a mistake.[62]

a. **Written Feedback**

Written corrective feedback is the second form of corrective feedback. The researcher discovered that the teacher provided written corrective feedback when teaching descriptive text. The researcher observed written corrective feedback using theories from Rod Ellis in his

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[61] Rod Ellis, 'A Typology of Written Corrective Feedback Types', *ELT Journal*, 63.2 (2009), 97–107 <https://doi.org/10.1093/elt/ccn023>.

[62] Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge university press. p.189-190

journal has classified six types of written corrective feedback which include direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, the focus of feedback, electronic feedback, reformulation.[63]

1) Direct Corrective Feedback

Direct corrective feedback is appeared in students' descriptive text. 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.[64] 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. Following are the examples of students writing that received direct corrective feedback is type in bold above or close to the error word.

Student 1 : … my favorit**e ^** is **brown** cat ~~brown~~, cute and clean.

Kitten(anak kucing)   male

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

is

Student 2 : ...pet. ~~Animal~~ it is bird. The color **^** white

~~mix~~ **and** black

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[63] Rod Ellis, 'A Typology of Written Corrective Feedback Types', *ELT Journal*, 63.2 (2009), 97–107 <https://doi.org/10.1093/elt/ccn023>.

[64] Ellis.

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 Student 1, 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 Student 2, the word "mix" was crossed out and replaced with "and".

Second, the teacher corrected the student's writing worksheet by inserting missing words. There are additional words on students' writing such as "animal" in Student 1, "is" in Student 2. 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. 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. 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. 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.

The example of Reformulation Corrective Feedback:

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 ~~boys color~~ white

2) The girls ~~color color~~ brown

Based on the interview and document analysis, the researcher found that there are three types of written corrective feedback applied by the teacher on students' descriptive writing. 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.

Indirect corrective feedback is the 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 eight-grade students at SMP 1 Kepahiang. 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 the erroneous form.[65] 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 form. 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 re- writing text as native context to correlate students'

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[65] 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)

writing. The researcher analyzed that this feedback is given by teacher to show students the correct grammar specifically.

2. The Students Response to the Corrective Feedback

The researcher found facts about student responses in learning to write descriptive texts based on interviews and observations of class VIII students of SMP Negeri 1 Kepahiang. Students in this class really enjoy the learning process. Because teachers can direct students' attention to learning through corrective feedback, students become active participants in the teaching and learning process. Using corrective feedback when training students to write descriptive text can make it easier to understand. By receiving corrective feedback from the teacher, students were able to recognize and rectify their problems. The teacher not only corrected the students' faults, but also provided an explanation and an example to ensure that the students truly understood. The teacher provided the proper answer to the students, as well as suggestions and encouragement so that the students might correct themselves.

In line with it, 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[66]. Next, Truscott states that corrective feedback refers to the correction of grammatical errors for the purpose of improving a student's ability to write accurately[67]. Evans also defines written

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[66] John Bitchener and Ute Knoch, 'Teaching Research', 2014 <https://doi.org/10.1177/1362168808089924>.
[67] John Truscott, 'Truscott 1996 Case against Grammar Correction', *Language Learning*, 46.2 (1996), 327–69.

corrective feedback as any feedback provided to a learner from any source that contains evidence of learner error[68]. It can be simply concluded written corrective feedback is away to correct students mistake and make students being motivate in learning English. By getting feedback the students can get advice for themselves.

The interview between the researcher and a student was shown by the author. The researcher used 5 students as an example since she had the highest grade. Based on the preceding interview, the researcher concludes that writing is a process enjoy if teacher giving corrective feedback. As a result, correction is required to produce effective writing. That is, teacher corrective feedback is a very successful strategy employed by teachers to improve students' writing abilities. Students who are aware of their faults may write well and readily since they are aware of and comprehend their writing difficulty.

Aside from that, the students are really interested in the teacher's explanation. When the teacher and students were teaching the learning process in class, they made the situation quite amusing. The teacher used an image to educate the kids about descriptive text. By employing pictures, the kids were able to grasp the concept of descriptive text. As a result, this class got dynamic since everyone was eager to respond to the teacher's question. And the students grew more involved as they attempted to remedy the problems based on the teacher's instructions. The teacher's explanation of language utilizing pictures keeps the students from becoming bored, and the teacher's corrective feedback keeps the students active in correcting their errors.

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[68] Niversity Of, 'Written Corrective Feedback: Practitioners' Perspectives', 1.801 (2010), 47–77.

In class, the teacher might direct the students' attention to the learning process. Because there is contact between the teacher and the students during the teaching learning process, the passive student might become active. Students should feel comfortable answering the question. Corrective feedback gives kids the confidence to try to answer and remedy their mistakes. Usually, students were terrified of making a mistake when answering the teacher's question. However, this is not the case when the teacher provides remedial comments. The students were upbeat and engaged since the teacher promised to assist those who made mistakes.

This setting may improve the student's writing ability. When the students answered the question, they occasionally committed mistakes. As a result of the faults, the teacher may provide corrected feedback, which helps students comprehend more.

Corrective feedback is a way for assisting the process in order to produce a high-quality result. According to the interview, the teacher, as the facilitator, attempted to regulate the students' concentration and encourage them to be active participants in the discussion. There is an active class in the interaction, which encourages students to strive for excellence. When the teacher makes the lesson so amusing, the students feel at ease and assured. All of this will prepare the students to be exceptional researchers. While the purpose of education is to build students' communication skills in English as the global language, particularly in writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Following the description and analysis of the data, the writer derives the following conclusions based on observations of the teacher's corrective feedback in teaching writing descriptive text to eight grades of SMP Negeri 1 Kepahiang.

1. The teacher used these types of written corrective feedback which include direct corrective feedback, indirect corrective feedback, and reformulation. In addition, the teacher used both positive and negative comments in both oral and written feedback. The teacher did not employ a meaningful technique to apply teacher corrective feedback during the teaching learning process. In the teaching learning process, the teacher uses curriculum that is approved by the government. Finally, the teacher used written criticism to help students improve their writing skills, particularly when producing descriptive language. The teacher also used positive and negative criticism to provide pupils with suggestions and incentive. The teacher attempted to facilitate interaction. There is also corrective feedback within the interaction between the teacher and the students.

2. Students Respond to Teacher Corrective Feedback. The student seemed to like and be engaged in the session. Students might take an active role in interacting with the teacher. Students are not frightened to respond to the question since the proper response does not come exclusively from the

teacher. However, the proper solution may come from themselves. As a result, the pupils were able to share their right solution with their classmates.

B. Suggestions

The researcher came to the conclusion of teaching writing descriptive text to first-year students at SMP Negeri 1 Kepahiang utilizing the teacher corrective feedback approach. The idea was intended for the teacher, students, and school.

1. For the Teacher

    a. The teacher should encourage pupils to participate in the teaching and learning process.

    b. The teacher should notice each student's character and aptitude.

    c. The teacher should take into account all factors that make writing difficult for students, such as vocabulary and grammar.

2. For the Students

    a. During the instruction, students should pay close attention.

    b. Before the teacher explains the school, students should prepare the subject.

    c. Students should be bold enough to share their answers with others.

    d. The student should be self-assured in class.

3. For the School

To library should provide the collection of English books or enrich the collection of English books.

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APPENDICES

Nomor : 586 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	: 1.	Surat Rekomendasi dari Ketua Prodi TBI Nomor :B-137/FT.5 /PP.00.9/06/2023
	2.	Berita Acara Seminar Proposal Pada Hari Selasa, 05 November 2019

M E M U T U S K A N :

Menetapkan Pertama	: 1.	Dr. Eka Apriani, M.Pd 19900403 201503 2 005
	2.	Jumatul Hidayah, M.Pd 19780224 200212 2 002

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

NAMA : Wulan Indah Lestari
NIM : 16551052
JUDUL SKRIPSI : **Teacher Corrective Feedback in Teaching Writing Descriptive Text of Junior High School Number 1 Kepahiang**

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 22 Juni 2023
Dekan,

Hamengkubuwono

Tembusan :
1. Rektor
2. Bendahara IAIN Curup.
3. Kabag Akademik kemahasiswaan dan kerja sama.
4. Mahasiswa yang bersangkutan.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH
PRODI TADRIS BAHASA INGGRIS
Jl. Dr. AK. Gani No. 01 Kel. Dusun Curup. Curup 39119

SURAT KETERANGAN
TELAH LULUS SELURUH MATA KULIAH
Nomor :   /In.34/FT.1/PP.00.9/08/2023

Yang bertandatangan di bawah ini Ketua Prodi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah IAIN Curup, menerangkan bahwa:

Nama   : Wulan Indah Lestari
Nim   : 16551052
Prodi   : TBI (Tadris Bahasa Inggris)
Fakultas   : Tarbiyah

Setelah diadakan pengecekan dari seluruh Kartu Hasil Studi (KHS), maka Mahasiswa tersebut di atas telah lulus seluruh mata kuliah yang diampu dan agar kepadanya dapat mendaftar daftar wisuda tahun 2023.

Demikian Surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Curup,   Agustus 2023
Ketua Prodi TBI

Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2 002

APPENDIX I

Checklist to investigate the types of written corrective feedback

No	Types	Component	Yes	No
1.	Direct CF	Provides the student with correct form		
2.	Indirect CF c. Indicating + Locating the error d. Indication only	Indication like underlining and show where is the error or incorrect writing form		
		Indication only without show where is the error or incorrect writing form		
3.	Metalinguistic CF c. Use of error code d. Brief grammatical description	The teacher uses errors code (abbreviated label) but do not provide correct form		
		The teacher writes brief grammatical description		
4.	The focus of feedback c. Unfocused CF d. Focused CF	The teacher corrects types of errors		
		The teacher just correct specific error types		
5.	Electronic Feedback	The teacher indicates an error and a concordance file that provides examples of correct usage		
6.	Reformulation	The teacher rewrites students' sentence directly		

APPENDIX II

The result of observation

Wednesday, August 4th 2021

Subject   : Picture of animals

Class   : 8A

No	Types	Component	Yes	No
1.	Direct CF	Provides the student with correct form	√	
2.	Indirect CF e. Indicating + Locating the error f. Indication only	Indication like underlining and show where is the error or incorrect writing form		√
		Indication only without show where is the error or incorrect writing form		√
3.	Metalinguistic CF e. Use of error code f. Brief grammatical description	The teacher uses errors code (abbreviated label) but do not provide correct form		√
		The teacher writes brief grammatical description	√	
4.	The focus of feedback e. Unfocused CF f. Focused CF	The teacher corrects types of errors	√	
		The teacher just corrects specific error types		√
5.	Electronic Feedback	The teacher indicates an error and a concordance file that provides examples of correct usage		√
6.	Reformulation	The teacher rewrites students' sentence directly		√

Saturday, August 7th 2021

Subject   : Write simple descriptive text about animal

Class   : 8A

No	Types	Component	Yes	No
1.	Direct CF	Provides the student with correct form	√	
2.	Indirect CF g. Indicating + Locating the error h. Indication only	Indication like underlining and show where is the error or incorrect writing form	√	
		Indication only without show where is the error or incorrect writing form		√
3.	Metalinguistic CF g. Use of error code h. Brief grammatical description	The teacher uses errors code (abbreviated label) but do not provide correct form		√
		The teacher writes brief grammatical description	√	
4.	The focus of feedback g. Unfocused CF h. Focused CF	The teacher corrects types of errors	√	
		The teacher just corrects specific error types		√
5.	Electronic Feedback	The teacher indicates an error and a concordance file that provides examples of correct usage		√
6.	Reformulation	The teacher rewrites students' sentence directly		√

Wednesday, August 11th 2021

Subject   : Write simple descriptive text based on students' ideas

Class   : 8A

No	Types	Component	Yes	No
1.	Direct CF	Provides the student with correct form		√
2.	Indirect CF i. Indicating + Locating the error j. Indication only	Indication like underlining and show where is the error or incorrect writing form	√	
		Indication only without show where is the error or incorrect writing form		√
3.	Metalinguistic CF i. Use of error code j. Brief grammatical description	The teacher uses errors code (abbreviated label) but do not provide correct form		√
		The teacher writes brief grammatical description	√	
4.	The focus of feedback i. Unfocused CF j. Focused CF	The teacher corrects types of errors	√	
		The teacher just corrects specific error types		√
5.	Electronic Feedback	The teacher indicates an error and a concordance file that provides examples of correct usage	√	
6.	Reformulation	The teacher rewrites students' sentence directly	√	

APPENDIX III

Teacher interview blueprint

No	Aspects	Indicators	Questions
1.	Teaching writing	The goal of teaching writing	1. Do you teaching writing descriptive in English class? 2. What is the purpose of teaching descriptive writing?
		The material	3. What is the material for teaching descriptive writing?
2.	Corrective feedback	Teacher's understanding	4. Do you know about corrective feedback in teaching writing? 5. Can you explain about corrective feedback? 6. Did you ever use corrective feedback as the technique in teaching descriptive writing? 7. How about the teacher's procedure for giving corrective feedback? 8. How is corrective feedback can help students writing?
3.	Students' response	Students' response	9. How students' respond when the teacher used corrective feedback?
4.	Teacher's problem	Teacher's problem	10. What is the problem that faced you when used corrective feedback?

Students' interview blueprint

No	Aspects	Indicators	Questions
1.	Students' Autonomy	Able to think critically and creatively	1. Do you often get the cf from your teacher? 2. What kind of the CF that you get from teacher? 3. Does the corrective feedback from the teacher make you think critically and creatively in writing descriptive text? 4. Why does corrective feedback from the teacher make you think critically and creatively? 5. How does corrective feedback from the teacher make you think critically and creatively?
		Not run away from the problems	6. Does the corrective feedback from the teacher make you focus on the problem in writing descriptive text?
		Solve the problems without any help from others	7. Does Corrective Feedback from the teacher allow you to find your own mistakes and fix it?
2.	Advice	Giving advice	8. Does the teacher's Corrective Feedback give you any advice to be better at writing descriptive texts? 9. How the teachers Corrective Feedback give you any advice to be better at writing descriptive texts?
3.	Provide Information	Provide information	10. Does Corrective Feedback from the teacher make you know about your progress in writing descriptive text?
4.	Language Input	Give new vocabulary	11. Does Corrective Feedback from the teacher make you get new vocabulary in writing descriptive text?

			12. How Corrective Feedback from the teacher make you get new vocabulary in writing descriptive text?
5.	Students' Motivation	Effort	13. Does Corrective Feedback from the teacher make you excited about doing the assignments from the teacher? Explain?
		Goal orientation	14. Does Corrective Feedback from the teacher make you want to write better descriptive texts?
		Self-regulation	15. Does Corrective Feedback from the teacher make you want to do your descriptive text assignment as soon as possible?
		Sense as a learner	16. Does Corrective Feedback from the teacher make you enjoy writing descriptive text?

APPENDIX IV

The participant's response of Interview

Interview : Teacher

No	Questions	Answer
1.	Apakah Anda mengajar menulis deskriptif di kelas bahasa Inggris?	Kalau dalam pengajaran bahasa inggris, pastinya semua keterampilan diajarkan termasuk keterampilan menulis deskriptif teks.
2.	Apa tujuan pengajaran menulis deskriptif?	Deskriptif teks bertujuan menjelaskan, menggambarkan, atau mendeskripsikan sesuatu. Sesuatu ini bentuknya bisa berupa apa saja, baik itu hewan, benda, lokasi, dan lain sebagainya.
3.	Apa materi untuk mengajar menulis deskriptif?	Saat mengajar deskriptif teks saya memberi materi tentang hewan.
4.	Apakah Anda mengetahui tentang umpan balik korektif dalam pengajaran menulis?	Ya, saya tahu.
5.	Bisakah Anda menjelaskan tentang umpan balik korektif?	Sejauh yang saya ketahui, corrective feedback itu pemberian tanda jika siswa ada kesalahan, tanda yang diberikan terkadang disertai dengan penjelasan atau langsung diperbaiki kesalahannya.
6.	Apakah Anda pernah menggunakan umpan balik korektif sebagai teknik dalam mengajar menulis deskriptif?	Ya, tentu saja.
7.	Bagaimana prosedur guru dalam memberikan umpan balik korektif?	Saya menggunakan corrective feedback jenis oral dan written. Ketika saya meminta siswa maju kedepan membaca teks deskriptif yang ditulisnya, jika ia ada salah membaca maka saya memintanya untuk mengulangi yang dibacanya setelah itu saya akan memberi tau bagaimana bacaan yang benar. Untuk written corrective feedback saya memberi tanda di tulisan siswa, saya lebih sering menggunakan direct corrective feedback, indirect

		corrective feedback, dan reformulation.
8.	Bagaimana umpan balik korektif dapat membantu siswa menulis?	Menurut saya, dengan adanya corrective feedback dari guru siswa lebih mudah memahami apa kesalahannya dan ini bisa membantunya untuk memperbaiki kesalahannya sendiri melalui umpan balik yang diberikan guru.
9.	Bagaimana respon siswa ketika guru menggunakan umpan balik korektif?	Respon siswa saat diberi umpan balik itu sangat positif, mereka jadi bersemangat memperbaiki kesalahannya.
10.	Apa masalah yang Anda hadapi saat menggunakan umpan balik korektif?	Sejauh ini tidak ada masalah, karena siswa senang ketika tulisan mereka diperiksa danada umpan balik dari gurunya.

Interview: Student 1

No	Questions	Answer
1.	Apakah kamu sering mendapatkan corrective feedback dari gurumu?	Ya.
2.	Corrective feedback apa yang kamu dapatkan dari guru?	Biasanya dikasih tanda, dilingkari terus ditulis jawaban yang benarnya apa.
3.	Apakah corrective feedback dari guru membuat Anda berpikir kritis dan kreatif dalam menulis teks deskriptif?	Ya.
4.	Mengapa corrective feedback dari guru membuat Anda berpikir kritis dan kreatif?	Karena ketika di kasih corrective feedback saya lebih mudah paham dan mengerti.
5.	Bagaimana corrective feedback dari guru membuat Anda berpikir kritis dan kreatif?	Dengan diberi corrective feedback saya langsung paham letak kesalahannya, dan langsung berpikir untuk memperbaiki.
6.	Apakah corrective feedback dari guru membuat Anda fokus pada masalah dalam menulis teks deskripsi?	Ya, karena saya bisa langsung memperbaiki kesalahan yang saya tulis.
7.	Apakah corrective feedback dari guru memungkinkan Anda menemukan kesalahan Anda sendiri dan memperbaikinya?	Ya.

8.	Apakah corrective feedback guru memberi Anda saran untuk menjadi lebih baik dalam menulis teks deskriptif?	Ya.
9.	Bagaimana corrective feedback guru memberi Anda saran/nasehat untuk menjadi lebih baik dalam menulis teks deskriptif?	Saya bisa memanfaatkan corrective feedback dari guru agar tulisan saya besok jadi lebih bagus.
10.	Apakah corrective feedback dari guru membuat Anda mengetahui kemajuan Anda dalam menulis teks deskriptif?	Ya.
11.	Apakah corrective feedback dari guru membuat Anda mendapatkan kosa kata baru dalam menulis teks deskriptif?	Ya.
12.	Bagaimana corrective feedback dari guru membuat Anda mendapatkan kosa kata baru dalam menulis teks deskriptif?	Saat guru memberi tanda dan menulis kosa kata yang benar maka saya dapat kosa kata baru.
13.	Apakah corrective feedback dari guru membuatmu bersemangat mengerjakan tugas dari guru? Jelaskan?	Ya. Karena saat diberi corrective feedback saya langsung bisa memperbaiki kesalahan saya, dan corrective feedback memiliki peran dan efek yang penting dalam tulisan saya.
14.	Apakah corrective feedback dari guru membuat Anda ingin menulis teks deskriptif yang lebih baik?	Ya.
15.	Apakah corrective feedback dari guru membuat Anda ingin mengerjakan tugas teks deskriptif Anda sesegera mungkin?	Ya.
16.	Apakah corrective feedback dari guru membuat Anda senang menulis teks deskriptif?	Ya, tentu saja.

Interview: Student 2

No	Questions	Answer
1.	Apakah kamu sering mendapatkan corrective feedback dari gurumu?	Ya.
2.	Corrective feedback apa yang kamu dapatkan dari guru?	Lingkaran, lalu kalimat yang benar langsung ditulis guru.
3.	Apakah corrective feedback dari	Ya.

	guru membuat Anda berpikir kritis dan kreatif dalam menulis teks deskriptif?	
4.	Mengapa corrective feedback dari guru membuat Anda berpikir kritis dan kreatif?	Ya, karena ini memotivasi saya.
5.	Bagaimana corrective feedback dari guru membuat Anda berpikir kritis dan kreatif?	Koreksi dari guru membuat saya bersemangat memperbaikinya.
6.	Apakah corrective feedback dari guru membuat Anda fokus pada masalah dalam menulis teks deskripsi?	Ya, saya bisa memperbaiki kesalahan saya karena ada koreksi dari guru.
7.	Apakah corrective feedback dari guru memungkinkan Anda menemukan kesalahan Anda sendiri dan memperbaikinya?	Ya, tentu.
8.	Apakah corrective feedback guru memberi Anda saran untuk menjadi lebih baik dalam menulis teks deskriptif?	Ya.
9.	Bagaimana corrective feedback guru memberi Anda saran/nasehat untuk menjadi lebih baik dalam menulis teks deskriptif?	Corrective feedback membuat saya ingin menulis lebih baik.
10.	Apakah corrective feedback dari guru membuat Anda mengetahui kemajuan Anda dalam menulis teks deskriptif?	Ya, karena saya mengetahui kemajuan dari tulisan saya
11.	Apakah corrective feedback dari guru membuat Anda mendapatkan kosa kata baru dalam menulis teks deskriptif?	Ya.
12.	Bagaimana corrective feedback dari guru membuat Anda mendapatkan kosa kata baru dalam menulis teks deskriptif?	Saya mendapat koreksi dilingkari lalu ditulis kosa kata yang benar, dari situ saya jadi tau kosa kata baru.
13.	Apakah corrective feedback dari guru membuatmu bersemangat mengerjakan tugas dari guru? Jelaskan?	Ya, tentu saja.
14.	Apakah corrective feedback dari guru membuat Anda ingin menulis teks deskriptif yang lebih baik?	Ya, karena tulisan saya dikoreksi jadi saya ingin menulis lebih baik setiap harinya
15.	Apakah corrective feedback dari guru membuat Anda ingin	Ya

	mengerjakan tugas teks deskriptif Anda sesegera mungkin?	
16.	Apakah corrective feedback dari guru membuat Anda senang menulis teks deskriptif?	Ya, saya sangat senang jika menulis dan dikoreksi.

Interview: Student 3

No	Questions	Answer
1.	Apakah kamu sering mendapatkan corrective feedback dari gurumu?	Ya, sering
2.	Corrective feedback apa yang kamu dapatkan dari guru?	Lingkaran
3.	Apakah corrective feedback dari guru membuat Anda berpikir kritis dan kreatif dalam menulis teks deskriptif?	Ya.
4.	Mengapa corrective feedback dari guru membuat Anda berpikir kritis dan kreatif?	Karena saya langsung ingin memperbaiki tulisan saya
5.	Bagaimana corrective feedback dari guru membuat Anda berpikir kritis dan kreatif?	Corrective feedback dari guru saya membantu untuk lebih teliti lagi hingga kedepannya saya tidak mengulangi kesalahan itu lagi.
6.	Apakah corrective feedback dari guru membuat Anda fokus pada masalah dalam menulis teks deskripsi?	Ya. Saya sangat senang ketika guru memberi koreksi karna saya merasa guru memperhatikan pengajaran yg telah diberikannya.
7.	Apakah corrective feedback dari guru memungkinkan Anda menemukan kesalahan Anda sendiri dan memperbaikinya?	Ya, tentu.
8.	Apakah corrective feedback guru memberi Anda saran untuk menjadi lebih baik dalam menulis teks deskriptif?	Ya.
9.	Bagaimana corrective feedback guru memberi Anda saran/nasehat untuk menjadi lebih baik dalam menulis teks deskriptif?	Yang pasti yang namanya koreksi itu pasti memberikan hal lebih baik lagi yang sama dengan saran atau nasehat yang kemudian digunakan dalam perbaikan kedepannya bagi saya.
10.	Apakah corrective feedback dari guru membuat Anda mengetahui	Ya.

11.	Apakah corrective feedback dari guru membuat Anda mendapatkan kosa kata baru dalam menulis teks deskriptif?	Ya.
12.	Bagaimana corrective feedback dari guru membuat Anda mendapatkan kosa kata baru dalam menulis teks deskriptif?	Dalam beberapa deksriptif teks yang saya buat pasti ditemukan kesalahan penulisan/kosa kata sehingga guru memperbaiki dengan membuat kosa kata yang baru.
13.	Apakah corrective feedback dari guru membuatmu bersemangat mengerjakan tugas dari guru? Jelaskan?	Ya. Karena corrective feedback yang guru berikan membuat saya lebih dihargai dan tidak merasa rendah diri malahan membuat saya lebih bersemangat lagi. Beda dengan ketika dia memeperbaiki kesalahan saya di depan teman sekelas saya yang saya itu merasa sedikit direndahkan juga jadi kurang bersemangat kedepannya.
14.	Apakah corrective feedback dari guru membuat Anda ingin menulis teks deskriptif yang lebih baik?	Ya.
15.	Apakah corrective feedback dari guru membuat Anda ingin mengerjakan tugas teks deskriptif Anda sesegera mungkin?	Ya. Supaya saya bisa mengupgrade kemampuan membuat teks deskriptif saya.
16.	Apakah corrective feedback dari guru membuat Anda senang menulis teks deskriptif?	Ya.

Interview: Students 4

No	Questions	Answer
1.	Apakah kamu sering mendapatkan corrective feedback dari gurumu?	Ya, sering.
2.	Corrective feedback apa yang kamu dapatkan dari guru?	Dikoreksi langsung, kadang dikasih coretan di tugas saya.
3.	Apakah corrective feedback dari guru membuat Anda berpikir kritis dan kreatif dalam menulis teks deskriptif?	Ya.

4.	Mengapa corrective feedback dari guru membuat Anda berpikir kritis dan kreatif?	Karena guru memberi saya coretan, dan kadang disemangati, semangat dari guru membuat saya ingin menulis lebih baik.
5.	Bagaimana corrective feedback dari guru membuat Anda berpikir kritis dan kreatif?	Saat diberi corrective feedback saya jadi mencari referensi sendiri.
6.	Apakah corrective feedback dari guru membuat Anda fokus pada masalah dalam menulis teks deskripsi?	Ya, koreksi guru jelas, jadi saya mudah memahami untuk memperbaiki kesalahan saya
7.	Apakah corrective feedback dari guru memungkinkan Anda menemukan kesalahan Anda sendiri dan memperbaikinya?	Ya, tentu
8.	Apakah corrective feedback guru memberi Anda saran untuk menjadi lebih baik dalam menulis teks deskriptif?	Ya.
9.	Bagaimana corrective feedback guru memberi Anda saran/nasehat untuk menjadi lebih baik dalam menulis teks deskriptif?	Terkadang ditugas saya guru memberi catatan yang memotivasi saya untuk menulis lebih baik lagi.
10.	Apakah corrective feedback dari guru membuat Anda mengetahui kemajuan Anda dalam menulis teks deskriptif?	Ya, dengan adanya koreksi guru itu tulisan saya semakin baik
11.	Apakah corrective feedback dari guru membuat Anda mendapatkan kosa kata baru dalam menulis teks deskriptif?	Ya
12.	Bagaimana corrective feedback dari guru membuat Anda mendapatkan kosa kata baru dalam menulis teks deskriptif?	Guru mencoret kata yang salah lalu menulis kata yang benar, jadi saya punya kosa kata baru
13.	Apakah corrective feedback dari guru membuatmu bersemangat mengerjakan tugas dari guru? Jelaskan?	Ya, sangat semangat, karena saya ingin mendapatkan nilai lebih tinggi dari sebelumnya
14.	Apakah corrective feedback dari guru membuat Anda ingin menulis teks deskriptif yang lebih baik?	Ya
15.	Apakah corrective feedback dari guru membuat Anda ingin mengerjakan tugas teks deskriptif Anda sesegera mungkin?	Tentu saja

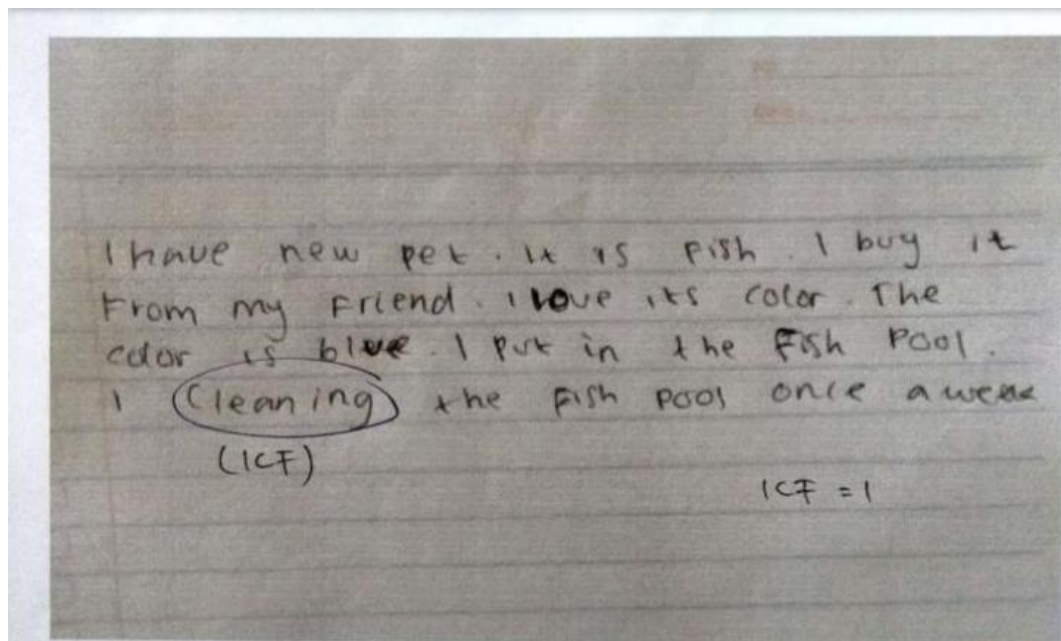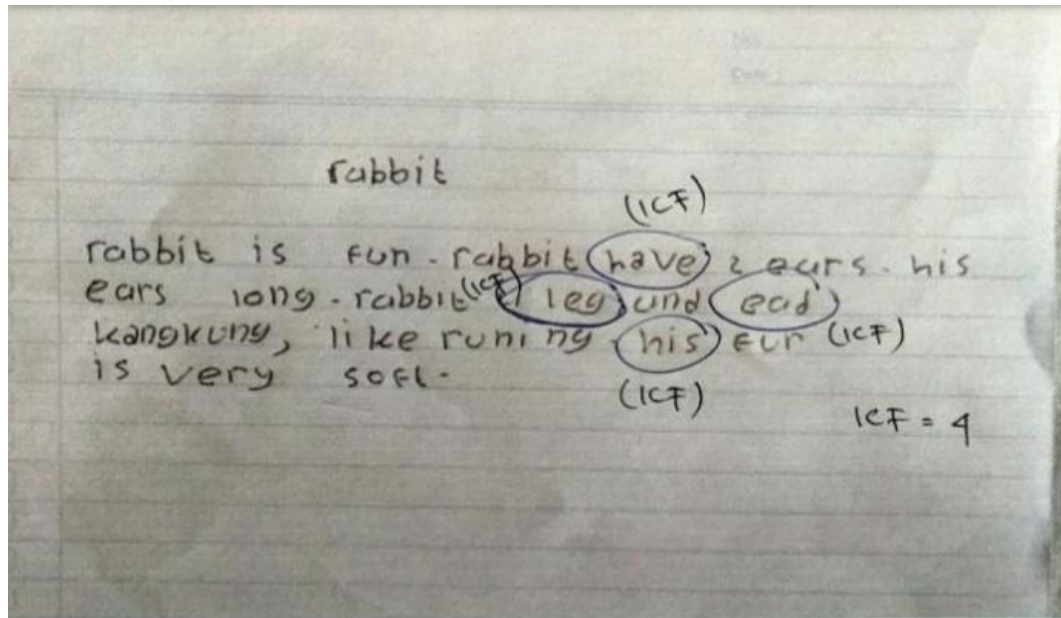| 16.	Apakah corrective feedback dari guru membuat Anda senang menulis teks deskriptif?	Saya senang menulis teks deskriptif karena jika ada kesalahan guru memberi tanda, lalu selanjutnya saya bisa dapat nilai lebih tinggi.

Interview: Students 5

No	Questions	Answer
1.	Apakah kamu sering mendapatkan corrective feedback dari gurumu?	Ya.
2.	Corrective feedback apa yang kamu dapatkan dari guru?	Koreksi langsung saat saya salah membaca, dan koreksi di kertas tugas saya, di lingkari, ditulis kalimat yang benar.
3.	Apakah corrective feedback dari guru membuat Anda berpikir kritis dan kreatif dalam menulis teks deskriptif?	Ya, sepertinya saya sedikit berpikir lebih keras setelah diberi koreksi.
4.	Mengapa corrective feedback dari guru membuat Anda berpikir kritis dan kreatif?	Karena saya harus memperbaiki kesalahan saya.
5.	Bagaimana corrective feedback dari guru membuat Anda berpikir kritis dan kreatif?	Saat ada kata yang salah dan hanya guru lingkari saya langsung penasaran apa jawaban yang benar.
6.	Apakah corrective feedback dari guru membuat Anda fokus pada masalah dalam menulis teks deskripsi?	Ya.
7.	Apakah corrective feedback dari guru memungkinkan Anda menemukan kesalahan Anda sendiri dan memperbaikinya?	Ya, karena sudah tau letak kesalahannya jadi saya segera memperbaiki.
8.	Apakah corrective feedback guru memberi Anda saran untuk menjadi lebih baik dalam menulis teks deskriptif?	Ya.
9.	Bagaimana corrective feedback guru memberi Anda saran/nasehat untuk menjadi lebih baik dalam menulis teks deskriptif?	Guru selalu memotivasi kami di kelas.
10.	Apakah corrective feedback dari guru membuat Anda mengetahui kemajuan Anda dalam menulis teks deskriptif?	Ya, saya bisa melihat kemajuan ditulisan saya saat koreksi dari guru menjadi sedikit.
11.	Apakah corrective feedback dari	Ya.

	guru membuat Anda mendapatkan kosa kata baru dalam menulis teks deskriptif?	
12.	Bagaimana corrective feedback dari guru membuat Anda mendapatkan kosa kata baru dalam menulis teks deskriptif?	Guru memberi kami kata yang benar saat ada kata yang salah.
13.	Apakah corrective feedback dari guru membuatmu bersemangat mengerjakan tugas dari guru? Jelaskan?	Ya, ingin mengerjakan sesegera mungkin supaya tau apakah masih ada kesalahan, atau malah ada peningkatan.
14.	Apakah corrective feedback dari guru membuat Anda ingin menulis teks deskriptif yang lebih baik?	Ya.
15.	Apakah corrective feedback dari guru membuat Anda ingin mengerjakan tugas teks deskriptif Anda sesegera mungkin?	Ya.
16.	Apakah corrective feedback dari guru membuat Anda senang menulis teks deskriptif?	Ya, saya sangat senang diberi koreksi, jadi saya menjadi lebih aktif dikelas, berani bertanya, dan menjawab ketika guru bertanya.

APPENDIX V

Document Analysis

rabbit

rabbit is fun. rabbit (have) 2 ears. his
ears long. rabbit (is) leg and (ead)
kangkung, like runing (his) eur (ICF)
is very soft.

(ICF)

(ICF)

(ICF)

ICF = 4

I have new pet. It is fish. I buy it
from my friend. I love its color. The
color is blue. I put in the fish pool.
I (cleaning) the fish pool once a week

(ICF)

ICF = 1

DCF = 5
ICF = 2
Reformulation = 2

It (DCF)

My cousins have pet. Animal Its is
rabbit. I like go to their (DCF) house, and
play with her rabbit The rabbits are female (DCF) and
Male boys. Rabbit boys color white, while
(DCF) the girls color color brown. They
like to eat kale, and run hic
in the bush.   ICF

1.) Rabbit boys color white → Male rabbit is white ⎫ Reformu-
2.) The girls color color brown → female rabbit is ⎬ lation
    brown

Name: sheila fahma
Class: VIII A

(ICF)

I have a birds that has three colur (DCF)
namely green, red, orange. they have
It has two legs and har
a very sharp curred beak, called love bird
                          The birds
                          (DCF

                              ICF = 1
                              DCF = 2

I like animal my favorite is cat
~~brown~~. Cute. and clean. I Like ~~mini cat~~
because cute I like ~~boy~~ cat.

animal .⟍
→ brown⟍ indirect corrective feedback

Kitten
(anak kucing) ⎤ DCF

Male
(DCF)

DCF = 5

you've been doing good,
hati-hati dalam penulisan ya

ICF

My Father have pet. Animal it is bird. Tipe its
is Jalak Bali bird. The color white mix black. The bird
put a nest. every morning hanged in fron house.
CICF

(DCF) 15   and (DCF)

(ICF)

DCF = 2
ICF = 3

APPENDIX VI

Documentaation of Participants

BIOGRAPHY

Wulan Indah Lestari was born in Kepahiang on April 11th 1997. She is a daughter of Mr. Widodo and Mrs. Lismi Nurhidayati. She is Asep Hadi's wife. She has one brother and one sister. She is the first daughter. She finished her elementary school at SD Negeri 03 Kepahiang graduated in 2009. Hence, she continued to the junior high school at SMP Negeri 1 Kepahiang in 2009 to 2012. After that she became a student of Senior high school at SMA Negeri 1 Kepahiang in 2012-2015. Then, she decided to continue her education in University Level at IAIN Curup and selected English Tadris Study Program as her faculty.