

**TEACHER'S WRITTEN CORRECTIVE FEEDBACK ON
LANGUAGE FEATURES IN STUDENTS' WRITING**

A THESIS



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**ENGLISH EDUCATION DEPARTMENT GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY**

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Presented to Widya Mandala Catholic University Surabaya in partial
fulfilment of the requirement for the Degree of Master of Arts in Teaching
English as a Foreign Language



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Approval Sheet

(I)

This thesis entitled *Teacher's Written Corrective Feedback on Language Features in Students' Writing* prepared and submitted by Nensy Triristina/821274011 has been approved to be examined by the Thesis Board of Examiners.



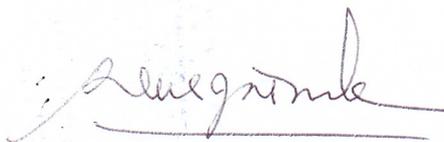
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This thesis entitled *Teacher's Written Corrective Feedback on Language Features in Students' Writing* prepared and submitted by Nensy Triristina/8212714011 has been approved and examined by the Thesis Board of Examiners.



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Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others deceitfully. All cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled “*Teacher’s Written Corrective Feedback on Language Features in Students’ Writing*” to Widya Mandala Catholic University library and fully understand that it will be made public via Internet and other uses of online media.

Surabaya, July 2018



Nensy Triristina

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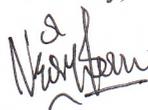
First of all, my deepest gratitude goes to my advisor S. Mina Tamah, Ph.D for her patience, guidance, encouragement, and critiques throughout my effort to bring this thesis into completion. Secondly, my deepest gratitude goes to Prof. Wuri Soedjatmiko and Dr. Ignatius Harjanto, M.Pd. as the members of the Board of Examiners who had provided valuable corrections, comments, and suggestions for the improvement of my thesis.

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Sincerely,

A handwritten signature in black ink, appearing to read 'Nensy Triristina', with a stylized flourish at the end.

Nensy Triristina

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List of Abbreviations

Sv : Subject Verb

Wc : Word Choice

Ss : Sentence Structure

Abstract

Triristina, Nensy. 2018. Teacher's Written Corrective Feedback on Language Features in Students' Writing. S2 Thesis. The English Department of Widya Mandala Catholic University Surabaya.

Keywords: corrective feedback, language features, direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback.

The objective of this study was to investigate the type of corrective feedback used by a teacher on students' writing. The subjects of the study were twelve students of tenth graders of a private senior high school in Ponorogo based on some set criteria. The study used qualitative method. The sources of data collected in this study were the teacher's written corrective feedback in language features which focused on three categories of errors: subject-verb errors, words choice, and sentence structure in students' descriptive text. The data gathered were processed by analyzing and interpreting the teacher's written corrective feedback using Ellis's typologies of corrective feedback (2009) namely: direct corrective feedback, indirect corrective feedback, and metalinguistic corrective feedback.

The result of the study shows that the type of corrective used by MAN 2 Ponorogo teacher to correct students' descriptive writing was typology of corrective feedback proposed by Ellis (2009). The corrective feedback used by the teacher were 108 occurrences. The occurrences of direct corrective feedbacks were 37 (40,65%) subject verb errors, 20 (21,98%) word choices, and 34 (37,37%) sentence structures, while the indirect corrective feedback were 3 (21,42%) subject verb errors, 4 (28,58%) word choices, and 7 (50%) sentence structures, and metalinguistic on subject verb errors, word choices, and sentence structures used by the teacher were only 1 (33,33%) of each. The type of corrective feedback mostly used by the teacher in revising their students' grammatical errors is direct corrective feedback. Through direct corrective feedback, the students could understand their errors when the correct form had been offered.