

**THE IMPLEMENTATION OF TEACHER CORRECTIVE
FEEDBACK IN STUDENTS' WRITING
AT SENIOR HIGH SCHOOL**

THESIS



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AUGUST 2012**

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THESIS

**Presented to
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in Partial Fulfillment of the Requirements
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APPROVAL SHEET

This is to certify that the Sarjana's thesis of *Nur Ainiah* has been approved by the thesis advisors for further approval by the board of Examiners.

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MOTTO AND DEDICATION

MOTTO:

“When you have high ambitions whereas other people laugh at you, just believe that no ambitions that are too high but only efforts that are not as high as the ambitions.”

(The writer)

DEDICATION:

This thesis is dedicated to:

- ♥ my beloved parents (Emak and Bapak)
- ♥ my beloved brother (Cak Ufal)
- ♥ all my brothers and sisters
- ♥ all my sweet nephews
- ♥ my dearest honey (Kodok)
- ♥ all my beloved friends
- ♥ all my honorable lecturers
- ♥ the collegian at English Department University of Muhammadiyah Gresik

STATEMENT OF ORIGINALITY

This is to certify that I myself write this thesis entitled “The Implementation of Teacher Corrective Feedback in Students’ writing at Senior High School”. It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on the references.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Gresik, August 2012

The writer

ABSTRACT

Nur Ainiah.2012. *The Implementation of Teacher Corrective Feedback in Teaching Writing at Senior High School*. Sarjana's Thesis, English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik.

Advisors : (I) Slamet Asari, M.Pd, (II) Rohmy Husniah, S.S, M.Pd

Key Words: implementation, teacher corrective feedback, narrative text, essay, students of senior high school.

Besides using spoken language in the form of conversation as an oral production, people need communication also by using written language. To produce a good writing product, the students should follow various classroom activities involving some steps applied in writing process. The writer must be able to organize ideas, to construct the sentences, to use punctuation and spelling well, and to arrange their writing into cohesive and coherent paragraph. There are many techniques in teaching writing, one of them is teacher corrective feedback. Here, the researcher wants to know how the implementation of teacher corrective feedback in teaching narrative text at senior high school is.

The purposes of this study are to describing 1.) the implementation of teacher corrective feedback technique to improve the students' ability in writing narrative text, 2.) the students' responses of the teaching writing using teacher corrective feedback, 3.) the problems faced by the teacher in giving corrective feedback. To achieve the objectives, the researcher uses descriptive qualitative as the design. The research was held in MA and SMA Yasmu Manyar. The research took 25 students from class X-C of MA Yasmu Manyar and 27 students from class X-3 of SMA Yasmu Manyar, and also the teachers from both classes as the subject of the study. The researcher collected the data from observation, interview and document.

The result of this study showed that the teacher implements teacher corrective feedback by giving direct and indirect feedback. By using this technique, the students are capable to know their errors, the reason and how to correct it. The students give positive responses toward the implementation of teacher corrective feedback in teaching writing. They were motivated and interested in joining the classroom activity. In implementing this technique, the teacher faced some problems, they are (1.) the level of students' ability in writing is different one to another, (2.) the students' motivation was different one to another, (3.) the students' difficulties in mastering language features and component of writing.

From this study, it can be concluded that teacher corrective feedback is an effective way in evaluating students' writing. By implementing this technique the students are able to do self-correction through indirect feedback from their teacher so it can accelerate teaching learning process. They learn about identifying their error, recognizing the reason why it was wrong and knowing how to correct it. This technique is very helpful for students in case of improving their writing ability.

After conducting this study, the researcher would like to give suggestions to the teacher and the next researcher. For the teacher who wants to apply teacher corrective feedback on students' writing is recommended to be aware of the students' ability level. The teacher is advisable to manage the time well and give extra motivation to the students. Regarding to further research in this field, the next researcher is recommended to conduct the study about teacher corrective feedback in different focus such as different subject or different kinds of text because it will be very interesting for further research.

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