

**LEARNERS' ENGAGEMENT WITH TEACHER AND
PEER WRITTEN CORRECTIVE FEEDBACK (WCF)
IN EFL CONTEXT: ASSOCIATIONS WITH
WRITING ABILITY**

THESIS



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MOTTO AND DEDICATION

MOTTO:

“Where there is a will, there is a way”

DEDICATION:

Great thanks and love to:
Allah SWT
My beloved husband and daughter
My beloved family
My lovely advisors
All of my friends
All of lectures of Post Graduate Program
English Education Department
University of Muhammadiyah Gresik



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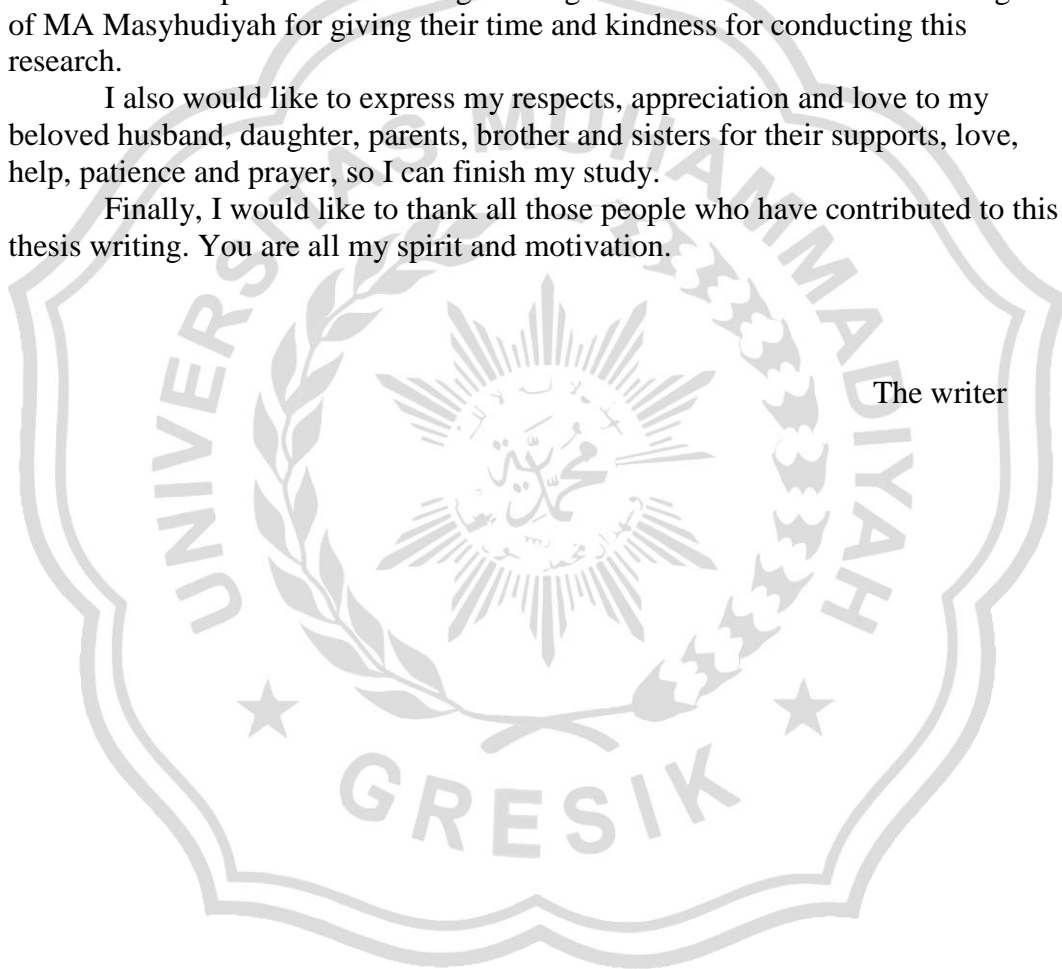
I would like to say great thanks to God, Allah the Almighty, who always gives blessings and mercies, so I could accomplish this thesis. I also would like to acknowledge my deepest gratitude for my both advisors, Dr. Yudhi Arifani, M.Pd. and Dr. Slamet Asari, M.Pd. for their guidance, suggestions and motivations. They have great contribution and advice in doing my thesis.

My sincerely gratitude is extended to the headmaster, all teachers and staff of MA Masyhadiyah Giri. They had given me opportunities to conduct this research there. Special thanks also go to English teacher and students of 11th grade of MA Masyhadiyah for giving their time and kindness for conducting this research.

I also would like to express my respects, appreciation and love to my beloved husband, daughter, parents, brother and sisters for their supports, love, help, patience and prayer, so I can finish my study.

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The writer



ABSTRACT

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Keywords: Learners' Engagement, Written Corrective Feedback, Teacher WCF, Peer WCF, Writing Ability

Learners' engagement with written corrective feedback become as main part which connects between provision of written corrective feedback and writing outcomes. In other words, the level of learners' engagement with written corrective feedback will determine how learners' writing ability. This current study completes the existing literatures by describing learners' engagement with both teacher and peer written corrective feedback, correlating learners' engagement with teacher and peer written corrective feedback and learners' writing ability, comparing both learners' engagement with teacher and peer written corrective feedback and exploring how learners' engage with both teacher and peer written corrective feedback.

The mix method research design was implemented in this research among 88 participants which divided into three classes. During research implementation, learners were asked to do writing task and revise it based on peer and teacher WCF which they receive. Then, learners also need to fill nine items of learners' engagement with peer and teacher WCF questionnaire. So, the data was collected by using peer and teacher written corrective feedback questionnaires, English writing score test, semi-structured interview and classroom observation.

In quantitative, the results of this research showed that first, learners engaged with teacher and peer written corrective feedback in 4 dimensions of engagement, including behavior, cognitive, social and affective. Second, there was very strong positive correlation between learners' engagement with teacher written corrective feedback and learners' writing ability. Third, there was strong positive correlation between learners' engagement with peer written corrective feedback and learners' writing ability. Fourth, there was significant difference between learners' engagement with teacher written corrective feedback and learners' engagement with peer written corrective feedback.

In qualitative, the research showed that first, the way learners engage with teacher WCF in behavior was by reading and revising their writing based on

teacher WCF, in cognitive was by reading, thinking and understanding well about their errors in writing, in social was by interacting with their teacher and classmates in the form of asking and discussing about the content of teacher WCF, in affective was by feeling happy toward teacher WCF, because they believed that teacher WCF helped them to know about their errors. Second, the way learners engage with peer WCF in behavior by using peer WCF as sole reference to revise their writing draft, in cognitive by understanding their errors and thinking of revision based on peer WCF, in social by interacting with their teacher and classmates in the form of asking and discussing about the content of peer WCF, in affective by feeling happy, enthusiastic, and interested in receiving and reading peer WCF.



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