

**THE TEACHER'S CORRECTIVE FEEDBACK IN
WRITING ACTIVITIES OF 85th GRADE AT ENGLISH
UPB OF UIN ANTASARI BANJARMASIN**

By

**FATMAH
1301240757**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2019**

**THE TEACHER'S CORRECTIVE FEEDBACK IN
WRITING ACTIVITIES OF 85TH GRADE AT
ENGLISH UPB OF UIN ANTASARI BANJARMASIN**

AN UNDERGRADUATE THESIS

Presented to

Faculty and Tarbiyah and Teacher Training

in partial fulfilment of the requirements

for the degree of Sarjana Pendidikan English Language Education

by

Fatmah

1301240757

ANTASARI STATE ISLAMIC UNIVERSITY

FACULTY OF TARBIYAH AND TEACHER TRAINING

ENGLISH EDUCATION DEPARTMENT

BANJARMASIN

2019

APPROVAL

Title : The Teacher's Corrective Feedback in Writing Activities of 85th Grade at English UPB of UIN Antasari Banjarmasin

Name : Fatmah

SRN : 1301240757

Faculty : Tarbiyah and Teacher Training

Program : Undergraduate Study (S1)

Department : English Education Department

Academic Year : 2018/2019

Place/Date of Birth : Tamban, March 17, 1995

Address : Sungai Pinang Village Rt 06 Rw 02 Tambang Ulang District Tanah Laut Regency

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, September 24th 2019

Advisor
Content and Research Methods



Nani Hizriani, S.Pd, MA
NIP. 197711272003122001

Advisor
Language and Writing Techniques



Hidayah Nor, S.Pd, M.Pd
NIP. 2024068802

Acknowledgement by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Nani Hizriani, S.Pd, MA
NIP. 197711272003122001

VALIDATION

Title: The Teacher's Corrective Feedback in Writing Activities of 85th Grade at English UPB of UIN Antasari Banjarmasin

Name: Fatmah SRN: 1301240757 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Monday

Date : December 2, 2019

Stated : Passed

Score : 80,4

Dean Faculty of Tarbiyah and Teacher Training


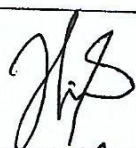
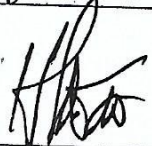
UIN Antasari Banjarmasin



Prof. Dr. H. Juairiah, M.pd

NIP.196001061986032004

THE BOARD OF EXAMINERS

Name	Signature
1. Hj. Nani Hizriani, M.A (Chairperson)	
2. Hidayah Nor, M.Pd (Member)	
3. Nor Izzatil Hasanah, M.Pd (Member)	

STATEMENT OF AUTHENTICITY

I, the undersigned, Name: Fatmah SRN: 1301240757, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, November 4, 2019

The Writer,



Fatmah

ABSTRACT

Fatmah. 2019. The Teacher's Corrective Feedback in Writing Activities of 85th Grade at English UPB of UIN Antasari Banjarmasin. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Nani Hizriani, S.Pd, MA, (II) Hidayah Nor, S.Pd, M.Pd.

Keywords: Feedback, teacher's corrective feedback, corrective feedback in writing activities.

This research aims to describe: 1) kinds of corrective feedback that are used by teacher in writing activities, 2) corrective feedback applied by the teacher in writing activities of group 85th at the English UPB of UIN Antasari Banjarmasin.

In achieving its objectives, researchers used descriptive qualitative as an approach to collect and analyze data. This research was carried out in the group 85th English Language Development Unit (UPB) at UIN Antasari Banjarmasin. This study took 85th grade from 109 groups and 2811 of students, in group 85 consisted of 22 students. The researcher gets data from informants and documents. The main data is obtained by collecting student writing that contains corrective feedback from the teacher. The instruments used in this study were observation, interviews and documents. Data analysis uses 4 stages, namely (1) data collection, (2) data reduction, (3) displaying data, and (4) conclusions and verification.

The results of this study show that there are three corrective feedbacks that teachers use, namely direct corrective feedback, indirect corrective feedback and metalinguistic corrective feedback. However, the most frequently used by teachers is direct corrective feedback because according to the teacher, the feedback is more effective in improving students' writing skills. Students are able to analyze their mistakes and correct them. The teacher applies corrective feedback by inviting students to ask directly about their difficulties then the teacher gives an explanation and instructions about the correct form.

Based on the results of the above research, the researcher suggests that the teacher should not only give the task of writing sentences, but also in paragraph form so that students' abilities are more developed. The teacher is also expected to be able to combine three types of corrective feedback, namely direct, indirect, and metalinguistic corrective feedback.

ABSTRAK

Fatmah. 2019. *The Teacher's Corrective Feedback in Writing Activities of 85th Grade at English UPB of UIN Antasari Banjarmasin*. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Nani Hizriani, S.Pd, MA, (II) Hidayah Nor, S.Pd, M.Pd.

Kata Kunci: Umpan balik, umpan balik korektif guru, umpan balik korektif pada aktivitas menulis

Penelitian ini bertujuan untuk mendeskripsikan: 1) jenis umpan balik korektif yang digunakan oleh guru dalam kegiatan menulis, 2) umpan balik korektif yang diterapkan oleh guru dalam aktifitas menulis dari grup 85 pada Unit Pengembangan Bahasa bahasa Inggris di UIN Antasari Banjarmasin.

Dalam mencapai tujuan, peneliti menggunakan deskriptif kualitatif sebagai pendekatan untuk mengumpulkan dan menganalisis data. Penelitian ini dilaksanakan di Unit Pengembangan Bahasa (UPB) bahasa Inggris grup 85 di UIN Antasari Banjarmasin. Penelitian ini mengambil grup 85 dari 109 grup dan 2811 orang siswa, didalam grup 85 terdiri dari 22 mahasiswa. Penulis mendapatkan data dari informan dan dokumen. Data utama diperoleh dengan cara mengumpulkan hasil tulisan siswa yang berisi umpan balik koreksif dari guru. Instrument yang digunakan pada penelitian ini adalah observasi, wawancara dan dokumen. Data analisis menggunakan 4 tahap, yaitu (1) pengumpulan data, (2) pengurangan data, (3) menampilkan data, dan (4) kesimpulan dan verifikasi.

Hasil penelitian menunjukkan bahwa umpan balik korektif yang guru gunakan ada tiga, yaitu umpan balik korektif langsung, umpan balik korektif tidak langsung dan umpan balik korektif metalinguistic. namun yang paling sering digunakan oleh guru adalah umpan balik korektif langsung karena menurut guru, umpan balik tersebut lebih efektif dalam meningkatkan kemampuan menulis siswa. Siswa mampu menganalisa kesalahan mereka lalu memperbaikinya. Guru menerapkan umpan balik korektif dengan mempersilahkan siswanya menanyakan langsung tentang kesulitan mereka lalu guru memberikan penjelasan dan petunjuk mengenai bentuk yang benar.

Berdasarkan hasil dari penelitian diatas, peneliti menyarankan bahwa guru sebaiknya tidak hanya memberikan tugas menulis kalimat, tetapi juga dalam bentuk paragraph sehingga kemampuan siswa lebih berkembang. Guru juga diharapkan mampu menggabungkan tiga jenis umpan balik korektif, yaitu langsung, tidak langsung, dan metalinguistic umpan balik korektif.

MOTTO

"Fear cripples your mind.

It makes you lose battles that were never yours to fight."

DEDICATION

I dedicate this thesis for:

1. My beloved mother and father who always give me endless love, supports in mentally, spiritually, and materially during the time of study and process of making this thesis.
2. My lovely brothers and sister, especially Sainah who always supporting me in doing thesis so that graduation is on time, and Akhmad Firdaus who always provide support and materially during the time of making this thesis.
3. All of my thesis mates' warriors. Keep believing to pursue our dreams.

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ . الحمد لله رب العالمين . الصلاة والسلام على اشرف الأنبياء والمرسلين سيدنا ومولنا محمد وعلى آله وصحبه اجمعين . اما بعد.

Praises be to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “The Teacher’s Corrective Feedback in Writing Activities of 85th Grade at English UPB of UIN Antasari Banjarmasin”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah.

The writer would like to express appreciation and gratitude to:

1. Prof. Dr. H. Juairiah, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the administrative matters.
2. Nani Hizrini, S.Pd, MA, as the Head of English Education Department for the assistance and motivation.
3. My academic advisor, Dr. Syaifuddin Ahmad Husin, MA, for the guidance and encouragement.
4. My thesis advisors, Nani Hizriani, S.Pd, MA, as the advisor of content and research methods for the advice, helps, suggestion and correction.
5. Hidayah Nor, S.Pd, M.Pd, as the advisor of language and writing techniques for the advice, helps, suggestion and correction.
6. All lectures and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.

7. Siti Mutmainah, S.Pd as an 85th grade English UPB's teacher for helps, cooperation, and advices.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Muharram, 25th, 1441 A.H

September, 24th, 2019 A.D

Fatmah

CONTENTS

	Page
COVER PAGE	
LOGO PAGE	i
TITLE PAGE.....	ii
APPROVAL.....	iii
VALIDATION.....	iv
STATEMENT OF AUTHENTICITY.....	v
ABSTRACT.....	vi
ABSTRAK.....	vii
MOTTO.....	viii
DEDICATION.....	ix
ACKNOWLEDGMENT.....	x
CONTENTS.....	xii
LIST OF TABLES.....	xvi
LIST OF APPENDICES.....	xvii

CHAPTER I: INTRODUCTION

A. Background of Study.....	1
B. Research Question.....	10
C. Objectives of Study.....	10
D. Significance of Study.....	10
E. Definition of Key Terms.....	11

CHAPTER II: THEORETICAL REVIEW

A. Feedback.....	13
1. Definition of Corrective Feedback.....	14
2. The Role of Feedback.....	14
3. Types of Corrective Feedback.....	16
a. Oral Corrective Feedback.....	16
b. Writing Corrective Feedback.....	19
1) Direct Corrective Feedback.....	21
2) Indirect Corrective Feedback.....	22
3) Metalinguistic Corrective Feedback.....	24
c. Previous Study.....	27
B. Classroom Writing Activities.....	30
1. The Definition of Writing.....	30
2. The Important of Writing.....	31
3. The Component of Writing.....	33
4. English Writing Skill.....	34

5. The Task of the Teacher in Writing.....	35
6. The Process of Writing.....	36
7. The Problem of Writing.....	38

CHAPTER III: RESEARCH METHOD

A. Research Design.....	40
B. Research Setting.....	41
C. Subject of Research.....	41
D. Data.....	42
E. Technique of Data Collection.....	42
F. Data Analysis.....	44

CHAPTER IV: FINDINGS AND DISCUSSION

A. Findings.....	48
1. Find of Corrective Feedback.....	48
a. Information by Observation.....	49
b. Information by Interview.....	53
c. Information by Students' Worksheet.....	54
2. Corrective Feedback Implemented in Writing Activities.....	64
B. Discussion.....	66

CHAPTER V: CLOSURE

A. Conclusion.....	70
--------------------	----

B. Suggestion.....	71
--------------------	----

REFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 4.1 Total of Teacher's Corrective Feedback Based on Students'	
Worksheet.....	62
Table 4.2 Total of Teacher's Corrective Feedback.....	63

LIST OF APPENDICES

1. TRANSLITERARY LIST
2. OBSERVATION SHEET
3. OBSERVATION GUIDELINE TRANSCRIPTS
4. LIST OF INTERVIEW'S QUESTION
5. INTERVIEW TRANSCRIPTS
6. PICTURES
7. *SURAT KETERANGAN SUDAH SEMINAR*
8. *SURAT RISET*
9. *BLANKO PERUBAHAN JUDUL*
10. *CATATAN KONSULTASI BIMBINGAN SKRIPSI*

CURRICULUM VITAE