

## **ABSTRACT**

Fatmah. 2019. The Teacher's Corrective Feedback in Writing Activities of 85<sup>th</sup> 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 85<sup>th</sup> 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 85<sup>th</sup> English Language Development Unit (UPB) at UIN Antasari Banjarmasin. This study took 85<sup>th</sup> 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.