

UNDERGRADUATE THESIS
TEACHER'S CORRECTIVE FEEDBACK IN ONLINE
WRITING CLASS

BY

Noor Erva Yulianti



ANTASARI STATE ISLAMIC UNIVERSITY
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TEACHER'S CORRECTIVE FEEDBACK IN ONLINE WRITING CLASS

AN UNDERGRADUATE THESIS

**Presented to
Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English Language Education**

by

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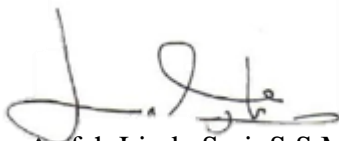
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STATEMENT OF AUTHENTICITY

I, the undersigned, Noor Erva Yulianti 170102030631, 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.

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ABSTRACT

Noor Erva Yulianti. 2021. Teacher's Corrective Feedback in Online Writing Class. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Hj. Nani Hizriani, MA (II) Hidayah Nor, S.Pd, M.Pd.

Keywords: Writing Skill, Corrective Feedback, E-Learning

Writing is considered to be difficult skill to be mastered by EFL/ESL learners, and it leads them to make mistakes and error when they have to convey their ideas from their own language to the target language. The purpose of this research was to describe types of feedback given by the teacher and students' responses toward teachers' written corrective feedback in online writing class. In answering the problem statement, the researcher used the descriptive qualitative method. The instruments used in this research to gather the data from the respondents was observation, interview and documentation. The main data was taken by collecting the students writing which contain teacher's corrective feedback. By using descriptive qualitative, the findings shows that three types of Ellis' model (2009) were found: indirect feedback, direct feedback, focused and unfocused corrective feedback. The teacher used 3 out of 6 types of corrective feedback in ninth grade students' writing. The kinds of corrective feedback was direct, indirect, focused and unfocused corrective feedback. Furthermore, there were 12 out of 25 students selected to be interviewed to discover students' responses of the given feedback. In addition, three themes are classified after having interviewed the students: (1) students' positive responses of having feedback; (2) students' confusion towards the given feedback; and (3) students' preferred feedback.

ABSTRAK

Noor Erva Yulianti. 2021. Teacher's Corrective Feedback in Online Writing Class. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Hj. Nani Hizriani, MA (II) Hidayah Nor, S.Pd, M.Pd.

Kata kunci: *Writing Skill, Corrective Feedback, E-Learning*

Menulis dianggap sebagai keterampilan yang sulit dikuasai oleh pembelajar EFL/ESL, dan hal itu menyebabkan mereka melakukan kesalahan dan kekeliruan ketika mereka harus menyampaikan ide-ide mereka dari bahasa mereka sendiri ke bahasa target. Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis umpan balik yang diberikan oleh guru dan tanggapan siswa terhadap umpan balik korektif tertulis guru di kelas menulis *online*. Dalam menjawab rumusan masalah, peneliti menggunakan metode deskriptif kualitatif. Instrumen yang digunakan dalam penelitian ini untuk mengumpulkan data dari responden adalah observasi, wawancara dan dokumentasi. Data utama diambil dengan mengumpulkan tulisan siswa yang berisi umpan balik korektif guru. Dengan menggunakan deskriptif kualitatif, temuan menunjukkan bahwa tiga jenis model Ellis (2009) ditemukan: *indirect feedback, direct feedback, focused and unfocused corrective feedback*. Guru menggunakan 3 dari 6 jenis umpan balik korektif dalam tulisan siswa kelas sembilan. Jenis umpan balik korektif adalah *direct, indirect, focused and unfocused corrective feedback*. Selanjutnya terdapat 12 dari 25 siswa yang dipilih untuk diwawancarai untuk mengetahui respon siswa terhadap feedback yang diberikan. Selain itu, tiga tema diklasifikasikan setelah mewawancarai siswa: (1) tanggapan positif siswa terhadap umpan balik; (2) kebingungan siswa terhadap umpan balik yang diberikan; dan (3) umpan balik pilihan siswa.

MOTTO

“Do something today that your future self will thank you for”

- Sean Patrick Flanery -

DEDICATION

Thanks to Allah SWT who has given me everything so I can finish this thesis.

I dedicate my thesis with sincerity for:

1. My beloved parents, Budianoor and Maysarah who pray the best for me, support me during the time of study and the process of making this thesis.
2. my closest friends “Astagfirullah ay”, thank you for supporting, loving, and making time for me to talk and go anywhere to refresh my mind while I am stressed.
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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا وَمَوْلَانَا
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Finally, the writer hopes that this research will be useful for the next researcher. The writer admits that this research paper is not perfect. Therefore, suggestion will be expected to make it better.

Banjarmasin, 12 November 2021

A handwritten signature in black ink, appearing to read 'Noor Erva Yulianti', with a stylized, flowing script.

Noor Erva Yulianti

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