

## **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.

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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.