

**TEACHER CORRECTIVE FEEDBACK IN TEACHING WRITING AT
ELEVENTH GRADE STUDENTS OF
SMK DIAN KIRANA 1 SRAGEN**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirement
for Getting Bachelor Degree of Education
in English Department**

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2018**

APPROVAL

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AT ELEVENTH GRADE STUDENTS OF
SMK DIAN KIRANA 1 SRAGEN**

RESEARCH PAPER

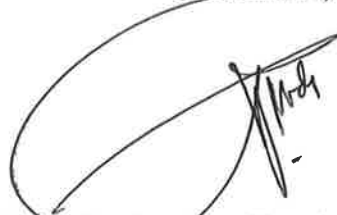
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Consultant,

A handwritten signature in black ink, consisting of a large, sweeping loop followed by a series of vertical strokes and a small flourish at the end.

Prof. Dr. Endang Fauziati, M.Hum.

NIK. 274

ACCEPTANCE

TEACHER CORRECTIVE FEEDBACK IN TEACHING WRITING AT ELEVENTH GRADE STUDENTS OF SMK DIAN KIRANA 1 SRAGEN

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on May, 23th 2018

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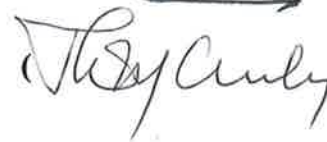
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I truthfully testify that there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing are referred in the manuscript and mentioned in literary review and bibliography. Therefore, if it is proved that there are some untrue statements in this testimony, I will be fully responsible.

Surakarta, May 23th 2018

The Researcher



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MOTTOS

“Go ye forth, (whether equipped) lightly or heavily...”

(Q.S. At Taubah: 41)

“Mengerjakan skripsi adalah menaklukkan diri sendiri”

(Anies Baswedan)

DEDICATION

In the name of Allah, I dedicate my research paper to:

- My dearest father and mother,

Rochmad, and Lusia

- My beloved sister,

Rose Junieles

- My lovely friends,

Yuni, Dita, Evi, and Sheila

ACKNOWLEDGEMENT

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Alhamdulillahirabbil'alamin. All praises belong to Allah SWT because of His blessing that has given to the researcher, so that the researcher could complete the research paper entitled TEACHER CORRECTIVE FEEDBACK IN TEACHING WRITING AT ELEVENTH GRADE STUDENTS OF SMK DIAN KIRANA 1 SRAGEN. In conducting this study, the researcher realizes that this study would never be possible without others' help, therefore the researcher would like to thank to the people who have personally supported the research over month and during the arrangement of the study. The researcher would like to express the deepest gratitude and appreciation to the people in the following list :

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ABSTRAK

Penelitian ini bertujuan untuk 1) mendeskripsikan tipe umpan balik yang digunakan guru, 2) fungsi umpan balik, 3) dan dominan umpan balik. Dalam mencapai tujuan, peneliti menggunakan kualitatif penelitian untuk mengumpulkan dan menganalisis data. Penelitian telah dilakukan di SMK Dian Kirana 1 Sragen, untuk memenuhi penemuan, peneliti mengambil 64 siswa kelas XI sebagai subyek penelitian. Peneliti mendapatkan data penelitian dari acara, informan, dan dokumen. Teknik untuk mengumpulkan data adalah observasi yang sudah dilakukan di kelas XI, wawancara dengan guru and beberapa siswa, kemudian mengumpulkan dokumen seperti tugas siswa dan beberapa data dalam observasi. Hasil dari penemuan menunjukkan bahwa 1) guru menggunakan lima tipe umpan balik dalam bentuk lisan, sedangkan dalam bentuk tertulis, guru menggunakan umpan balik langsung dan umpan balik tidak langsung (tanpa kode). 2) kemudian fungsi umpan balik dalam bentuk lisan, yaitu ada tiga fungsi : umpan balik sebagai pedoman untuk siswa, memberi motivasi, mengembangkan interaksi antara guru dan murid. Dalam bentuk tertulis, umpan balik mempunyai fungsi, yaitu : umpan balik sebagai pedoman untuk siswa, memberi motivasi, umpan balik dapat membantu siswa untuk menganalisis kesalahan mereka. 3) dan dominan tipe umpan balik dalam bentuk lisan, guru menggunakan koreksi eksplisit, kemudian umpan balik dalam bentuk tertulis, guru lebih memilih umpan balik langsung.

Kata kunci : *Umpan balik guru, fungsi umpan balik, kemampuan menulis*

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ABSTRACT

This research aims are to describe 1) the types of corrective feedback used by the teacher, 2) the function of corrective feedback, and 3) the dominant of corrective feedback. In reaching the objectives, the researcher used qualitative research to collect and analyze the data. The research was conducted in SMK Dian Kirana 1 Sragen. The researcher took 64 students of eleventh grade as the subject of this research. The researcher got the data of the study from event, informant, and documentation. The techniques of collecting the data are observation that was held in eleventh grade classes, and interview with the teacher and several students, then collected the documentation such as students' worksheet and several data in observation. The result of the finding displayed that 1) the teacher used five types of corrective feedback in oral feedback, while in written feedback the teacher used direct feedback and indirect feedback (uncoded). Then 2) function of oral corrective feedback, there are : corrective feedback as guideline to students, giving motivation, developing interaction between teacher and students. In written corrective feedback has a function, there are : corrective feedback as guideline to students, giving motivated, feedback can assist students to analyze their error, and 3) the dominant types of oral corrective feedback teacher used explicit correction, then in written corrective feedback teacher prefer direct feedback more.

Keywords : teacher corrective feedback, function corrective feedback, writing skill

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