

**LECTURER CORRECTIVE FEEDBACK IN TEACHING WRITING AT
ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF
SURAKARTA**



RESEARCH PAPER

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

**By:
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**ENGLISH EDUCATION DEPARTMENT
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2018**

APPROVAL

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SURAKARTA

RESEARCH PAPER

by

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Approved to be Examined by

Consultant

A handwritten signature in black ink, consisting of a large, sweeping loop on the left and a series of vertical strokes on the right, resembling a stylized 'F' or 'E'.

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ACCEPTANCE

Lecturer Corrective Feedback in Teaching Writing at English Department of
Muhammadiyah University of Surakarta

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PRONOUNCEMENT

I am the researcher, signed on the statement below:

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WRITING AT ENGLISH DEPARTMENT OF
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

Herewith, I testify that in this publication article there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of university, nor there are opinions or masterpieces which have been written or published by others, except those in which writing are referred in the manuscript and mentioned in the literary review and bibliography.

If later, the results of this study are proven as plagiarism, I will be fully responsible and willing to accept sanction in accordance with applicable regulations.

Surakarta, October 30th 2018

The Researcher,



Sheila Arumaisya Salsabilla

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MOTTOS

"I say what I want to say and do what I want to do. There's no in between. People will either love you for it or hate you for it".

(Eminem)

"I am the hope of the universe. I am the answer to all living things that cry out for peace. I am protector of the innocent. I am the light in the darkness. I am truth. Ally to good! Nightmare to you!"

(~ Son Goku Dragon Ball Z)

DEDICATION

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

-My dearest father and mother,

Alm.Rahmat, and Djuwanti

-My beloved husband,

Wahyu Kurniawan

-My Dearest mother in law and father in law:

Darsini, and Walgito

-My dearest brothers and sister,

Faizal, Arif, and Adelia

-My Pleasure source:

Yuni, Lilis, Dita, and Evi

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan jenis, fungsi, dan dominan dari umpan balik yang digunakan oleh dosen-dosen di kelas menulis Universitas Muhammadiyah Surakarta. Dalam penelitian ini peneliti menggunakan metode deskripsi kualitatif, dengan metode ini peneliti menggunakan aktifitas umpan balik dosen di kelas menulis sebagai sumber data, dan data dari penelitian ini adalah informasi tentang umpan balik dosen yang diberikan kepada siswa di kelas menulis. Peneliti menggunakan observasi dan tugas siswa dalam mengumpulkan data. Hasil dari penelitian ini menunjukkan bahwa, pertama, peneliti menemukan 63 data dari umpan balik dosen dan ada 2 tipe dari umpan balik dosen yaitu umpan balik lisan sebanyak 14 data dan umpan balik tulisan dengan umpan balik langsung sebanyak 20 data dan umpan balik tidak langsung sebanyak 29 data. Kedua, peneliti menemukan fungsi dari umpan balik lisan yang diberikan oleh dosen, (1) fungsi umpan balik lisan adalah sebagai petunjuk bagi siswa, memberi motivasi, meningkatkan komunikasi diantara dosen dan siswa. (2) fungsi dari umpan balik tulis yaitu umpan balik sebagai petunjuk bagi siswa, memberi motivasi, serta membantu siswa untuk menganalisis kesalahan mereka. Yang terakhir, peneliti menemukan tipe dominan dari umpan balik yang digunakan oleh dosen dalam mengajar di kelas menulis, yang mana metalinguistik adalah tipe dominan. Sedangkan dalam umpan balik tulisan, umpan balik tidak langsung adalah tipe dominan.

Kata Kunci: umpan balik, menulis, tipe umpan balik, fungsi umpan balik, dominan umpan balik

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ABSTRACT

The aim of the study was to describe the types, functions and the dominant of corrective feedback used by the lecturers in writing class of English Department of Muhammadiyah University of Surakarta. The researcher used descriptive qualitative method. By using this method, the researcher used the lecturer's feedback activities in writing class as a data source, and the data of the research were informations about the lecturer's corrective feedback that has been given to the students in writing class. The researcher used observation and students worksheets in collecting the data. The result of this research paper showed that, (1) the researcher found 63 data of lecturers corrective feedback and there were 2 types of lecturers corrective feedback and the classification used by the lecturers, namely oral feedback with 14 data and written feedback which was direct feedback with 20 data and indirect feedback with 29 data. (2) the researcher found the function of oral and written corrective feedback used by the lecturers, (a) functions of oral corrective feedback were as a guide for students, giving motivation and developing communication between lecturer and students. (b) functions of written corrective feedback were as a guide for students, giving motivation, and helping the students to analyze their errors. (3) the researcher found the dominant types that the lecturers used in teaching writing which was the dominant type in oral corrective feedback, metalinguistic feedback, meanwhile in written corrective feedback the dominant types was indirect feedback.

Keywords:

corrective feedback, writing, types of corrective feedback, function of corrective feedback, dominant of corrective feedback.

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