

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



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

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**2018**

**APPROVAL**

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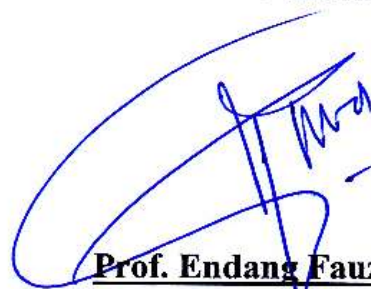
**PUBLICATION ARTICLE**

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

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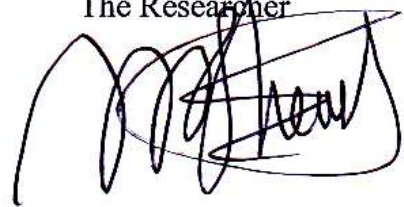
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Surakarta, November 12th 2018

The Researcher

A handwritten signature in black ink, appearing to be 'Sheila Arumaisya Salsabilla', written over a horizontal line.

**Sheila Arumaisya Salsabilla**

**A320140073**

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

## 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

## 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.

## 1. INTRODUCTION

Students in university have problems when they write rather than speak due to the fact that in writing they need to understand correctly about the grammar, the appropriate vocabulary, the

structure of a phrase or sentence that they write, and also how to convey their thought or concept in a paper. In one occasion, while the learners are requested to write, they did not have any concept about what they have to write, in addition they are tough to conduct their concept or idea on their papers.

While the students begin to write, they frequently make some mistakes. The students are unable to select the proper vocabulary or they have not much vocabulary especially in their writing task. Then, the students also cannot rearrange the sentences into good paragraph. Last, the learner cannot distinguish the language context used in *bahasa* and in English. Sometimes the language context between *bahasa* and English are difference due to the fact that we have distinction lifestyle, so the learners regularly make this errors on their writing tasks.

Based on the phenomena above, the researcher was interested in analyzing corrective feedback applied by the lecturer. The researcher applied some theories which were related to the corrective feedbacks used by the lecturers of writing class to support the data. According to Ferris (2006), feedback facilitated the learners in enhancing their writing skill. Further, Bichener & Knoch (2009), discovered that the learners who have been provided with written corrective feedback achieved higher in writing score than individuals who did no longer acquire any written corrective feedback.

There were some previous findings of some researchers who have conducted researches on corrective feedback. First, Yuliyanti's research (2012) showed the teacher who used corrective feedback technique was appropriate and effective for the second year student of SMA Muhammadiyah 1 Surakarta in teaching writing of recount text, but the teacher had several problems in teaching while they are explained the content of the text, student's difficulties in developing paragraph of recount text and student's difficulties in mastering component of writing. Second, Nugraha's research, the results of the analysis showed that teacher's corrective feedback technique was appropriate and effective for the first grade students of SMP Negeri 2 Blora in teaching writing of descriptive text. The teacher in the SMP Negeri 2 Blora combined both oral corrective feedback and written corrective feedback.

Third, Arifah's research (2016), it represented that the teacher used three types of corrective feedback, namely feedback on content (positive feedback), feedback on form (negative feedback) and the use of red ink and black ink in corrective feedback. The researcher concluded, when the teacher gave direct feedback to the students, it was easily to understand the learning and they will know their mistakes. Fourth, Ismayanindar's (2015) research denoted that teacher corrective feedback technique was appropriate and effective for the second year students of SMP N 1 Sragen in teaching descriptive text. By using this technique, the students were capable to know their errors, the reason of the error and correct it. The result of the analysis from the teacher feedback technique used in feedback on content (positive feedback) by the teacher in teaching writing of descriptive

text was metalinguistic. Meanwhile, the common problems that the teacher faced on the teaching or learning process described the content of the text, stimulating students in developing descriptive paragraph and mastering component of writing.

Based on the previous research studies above, the researcher found that all of the previous researchers focused on the implementation of corrective feedback. Therefore each previous research studies had different points, such as the subject and the location of researches. In the previous study above, the objectives focused on the problem faced by the teacher, the types of corrective feedback, and role of corrective feedback. But, in this study the researcher was interested in investigating the types of corrective feedback used by the lecturers, the function of corrective feedback, and the dominant of corrective feedback used by lecturers. This research was conducted at Muhammadiyah University of Surakarta. This research aimed to find out the implementation of corrective feedback for the teaching English at Muhammadiyah University of Surakarta consists of the types of corrective feedback, functions, and dominant types. Based on the phenomenon above, the researcher was interested to conduct a research aim to describe: 1) the corrective feedback types, 2) the functions of corrective feedback, 3) the dominant types of corrective feedback used by lecturer in teaching writing class at Muhammadiyah University of Surakarta.

## **2. METHOD**

The type of the research was a descriptive qualitative research. The research was conducted at Muhammadiyah University of Surakarta. The researcher started the observation on 8<sup>th</sup> of March 2018. The data was collected on 8<sup>th</sup> March 2018 until 30<sup>th</sup> May 2018. The subjects of the research were the 4 classes consist of 15 students of writing class and 3 lecturers of Muhammadiyah University of Surakarta. The lecturers that taught writing class were Mr. F, Mrs. A, and Mrs. M. The object of this research focused on the implementation of corrective feedback for the teaching English writing class at Muhammadiyah University of Surakarta in 2017/2018 academic year. The data were all informants regarding to the types, functions, and dominant of lecturer's feedback of the implementation of corrective feedback in writing class at Muhammadiyah University of Surakarta.

The sources of the data were event, informant, and documentation. The techniques of analyzing data were as follows: 1) Reducing Data, the researcher selected, limited and summarized the data. Then the analysis was based on their corrective feedback. 2) Display the Data, it described the result of the research in logical and systematic sentences. The researcher categorized and classified the corrective based on type of corrective feedback used by the lecturers and the student's response toward lecturer's written corrective feedback. 3) Conclusion and Verification, the researcher drew

conclusion of the research. The researcher also verified the conclusion by discussing the research conclusion.

### 3. FINDING AND DISCUSSION

Based on the research problems, the researcher presented research finding and discussion of the implementation of corrective feedback for teaching English writing at Muhammadiyah University of Surakarta Academic year 2017/2018. The research finding showed the types, functions, and dominant of corrective feedback used by the lecturers of writing class.

#### 3.1 Types of Oral Corrective Feedback Used by the Lecturer

There were six types oral corrective feedback according to Lyster & Ranta (1997), namely: explicit correction, recast, request, metalinguistic feedback, elicitation, and repetition. There were several data found by the researcher and then the researcher took the data to observe the teaching and learning process in writing class, as follows:

##### 3.1.1 Explicit Correction

Explicit correction was when the students made the error or mistake in their utterances the lecturer or teacher immediately showing that the student's writing was incorrect then provided the correction. From observation, the researcher found that when the lecturer asked the students to change a sentence into passive voice, the lecturer found some errors in student's utterances, as follows:

Data :

L : "Change into passive voice! I type my proposal on Microsoft Word".

S : "The proposal is type by me on Microsoft Word".

L : "*Don't forget to use past tense, the right answer is my proposal is typed by me on Microsoft Word*".

(Observation on March, 29<sup>th</sup> 2018)

The lecturer gave feedback in student's utterance, this can be noticed when the students said "*The proposal is type by me on Microsoft Word*" this sentence was incorrect because the students forgot that the verb should be in past. So, to correct this sentence the teacher was immediately correcting with "*My proposal is typed by me on Microsoft Word*". This called explicit feedback because the lecturer has provided correction in student's error.

##### 3.1.2 Recast

Recast was when the student's utterances contained incorrect form or error, the lecturer designated that student's utterances was error, then the lecturer stated the student's mistakes and



the lecturer gave the correct form. The researcher found events in student's error, such as recast. When the lecturer ordered the students to read the sentence in paragraphs, there were students who were incorrect in utterances, as follows.

- Data :  
S : "English as a *foregin* language in our country".  
L : "*Not foregin but foreign*".  
S : "As a foreign language in our country".  
L : "Yes, excellent!"

(Observation on, May 15<sup>th</sup> 2018)

In this case, the lecturer gave correction in student's utterance. The lecturer gave oral corrective feedback because it can be noticed when student said "foregin" but the lecturer obviously gave correction by saying "foreign". And then the student repeated the correct word. So this corrective feedback contained recast feedback.

### 3.1.3 Metalinguistic Feedback

Metalinguistic feedback referred to the lecturer whom provided comments or information related to the formation of the student's utterances without explicitly providing the correction. In this part, the researcher found a kind of metalinguistic feedback writing teaching in learning process. When the lecturer asked the students to write a paragraph about telling their family using simple past tense, the lecturer found some errors, as follows:

- Data :  
S : "I *am* born in Sragen".  
L : "*Always use past tense!*".  
S : "I *was* born in Sragen".

(Observation on March, 13<sup>th</sup> 2018)

In this case the lecturer gave a feedback to the student. When the students wrote "I *am* born in Sragen" it contained an error. So, to correct this sentence, the lecturer obviously gave a correction form by providing feedback "*always use past tense*", then students repeated to write the right sentence "I *was* born in Sragen". So this corrective feedback contained metalinguistic feedback.

### 3.1.4 Clarification Request

Clarification request was when the lecturer gave some repetitions or rearranges student's utterances because of student's incorrect communication or has not been accepted by the lecturer, so the lecturer should give the reformulation. The researcher found a kind of clarification request in writing teaching process. When the lecturer asked to the students to answer the question about comparison and contrast, the student gave sentence which was not accepted by the lecturer, as follows:

Data :

L : "Can we use comparison and contrast in paragraph?"

S : "Contrast is different."

L : "*So, it means that?*"

S : "Contrast focuses in the differences, when you compare senior high school and university".

(Observation on May, 11<sup>th</sup>2018)

In this situation, the lecturer indirectly gave feedback to student's utterance. The lecturer indicated student's answer which was incomplete by saying "*so, it means that?*" The lecturer asked the student in order to clarify their utterance and to correct and complete the utterance.

## 3.2 Written Corrective Feedback

Ferris (2003) and Bitchener and Knoch (2008) identified two main WCF types: direct and indirect. In direct feedback, the correct linguistic form or structure was written by the teacher above the linguistic error, and in indirect feedback, it was shown in some ways an error has been made coded feedback and uncoded feedback (Siriluck 2008). Based on the research, the lecturer applied written corrective feedback in teaching learning process, especially in writing class.

### 3.2.1 Direct Corrective

Direct corrective feedback accredited the teacher by supplying accurate correction for students in order to justify the student's mistakes in written. There was an example of direct corrective feedback:

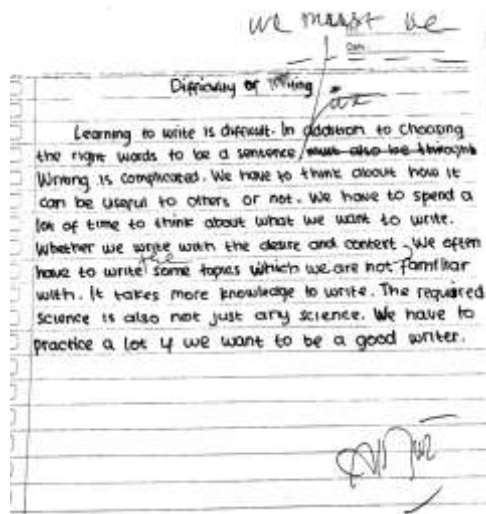


Figure 1: Direct corrective feedback  
(Observation On May, 20<sup>th</sup> 2018)

According to the data, this was included to direct corrective feedback. From the data, the researcher found that the lecturer gave correction in student's error, and provided correct form. The lecturer gave correction to student's worksheets in order to improve the grammar and vocabulary of the students, with this technique the students will know their error and will make students understand easily.

### 3.2.2 Indirect Corrective

Indirect corrective feedback was kind of corrections used by the lecturer without providing the justification. The lecturer was just giving crosswise, underlying and marking that indicated the student's written was incorrect. Indirect corrective feedback was divided into two types, namely: coded and uncoded.

### 3.2.3 Coded Feedback

Coded Feedback used a correction code which was helpful if symbols were few in numbers and all understood by learners (Lee, 2008), it also called as mistake identification (Lee, 2004) that happened when the teacher indicated student's error in writing and then lecturer gave explanation briefly without providing correction in student's worksheets. The researcher found coded feedback in the student's worksheet below.

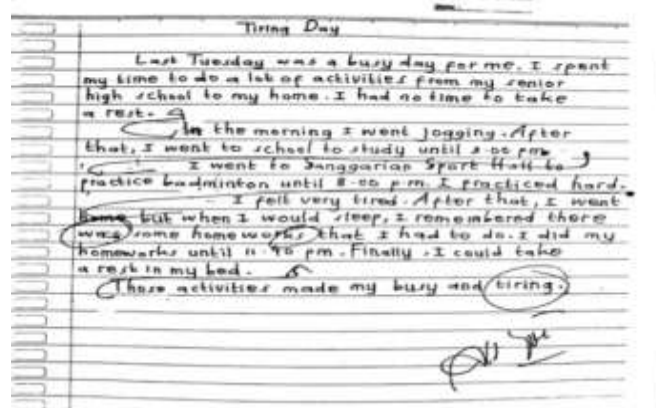


Figure 2 : Coded feedback  
(Observation on May, 20<sup>th</sup> 2018)

In the student's worksheet, the researcher found coded feedback given by the lecturer. The lecturer just gave code error, after that lecturer delivered student's worksheet to the students in order to be revised by them.

### 3.2.4 Uncoded Feedback

Uncoded feedback contained as indirect feedback, it can be mentioned in error location of learner's writing, stated by (Ferris, 2002). The teacher just marked and gave underline or took checkmark to an error written (Lee, 2004). By using this feedback, this was more difficult than coded feedback because the teacher did not provide correction. There was an example of uncoded feedback:

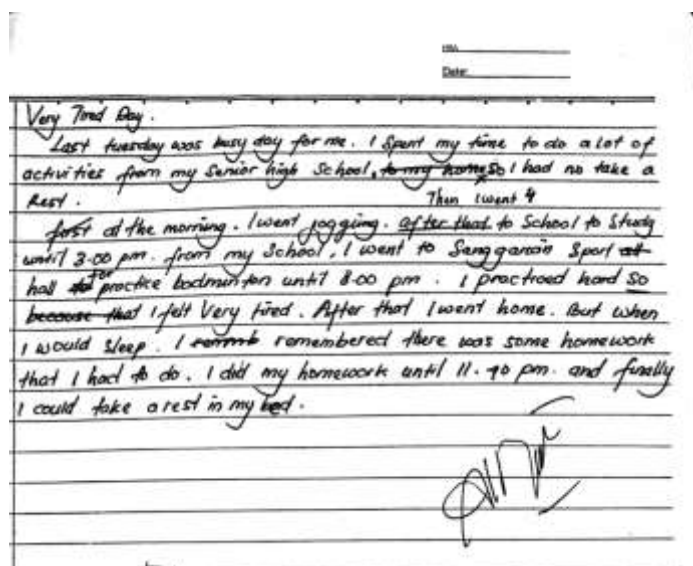


Figure 3 : Uncoded feedback

(Observation on May, 20<sup>th</sup> 2018)

According the data above, the lecturer gave crosswise in student's error sentences, the lecturer did not give the right sentence but just a crosswise as a symbol that there was an error in student's sentences. The lecturer did not give the correct form as the way to stimulate student's thought which was error sentences so that the student will know their error.

### 3.3 Function of Corrective Feedback

Based on the observation and student's worksheet indicated that the purposed of the lecturers corrective feedback toward the students. Observing and analyzing student's worksheets were conducted in order to find the role of corrective feedback. Karim & Ivi (2011) found some facts that corrective feedback can improve student's writing ability and had several functions, as follows: (1) to guide, (2) motivate, (3) analyze student's error, (4) observe student's error and weakness, (5) develop communication between teachers and students. There were several data functions of oral corrective feedback and function of written corrective feedback found by the researcher in Department of English Education at Muhammadiyah University of Surakarta, it showed that corrective feedback by the lecturer can increase student's writing ability.

#### 3.3.1 Function of Oral Corrective Feedback

There were several data showed the function of oral corrective feedback and found by the researcher when teaching learning process in the writing class, as follows:

##### a. Corrective Feedback as Guide for Students

In this observation, the researcher found that corrective feedback can be a guide for the students, especially when the lecturer teaching writing process in the class, the lecturer usually gave oral corrective feedback to students if the students did an error in their writing. This was the data of oral corrective feedback as clue to the students.

Data :

L : "Can we use comparison and contrast in paragraph?"

S : "Contrast is the difference, for example when you compare between senior high school and university"

L : "it is correct but it is not complete, if we want to describe the differences or similarity of subject so we use the comparison. In which a writer using contrast if he/she wants to explains the differences *of subject*".

(Observation on May, 11<sup>th</sup> 2018)

In this position, the lecturer directly gave feedback to trigger the student's response. The lecturer indicated student's mistake by responding student's utterances and said "*it is correct but not complete*" then the lecturer gave correct form to clue student's errors.

b. Giving Motivation

In this observation the researcher found when the lecturer ordered the students to compose a sentence based on grammar, the students immediately tried to answer correctly but their sentences were incorrect, then lecturer quickly gave correction which was significant to student's error. The data were as follows:

- S : "This research has been type by the author to  
complete the writing assignment".
- T : "is your sentence passive voice? remember to use  
verb 3 after to be".
- S : "Yes mom, this research has been typed by the  
author  
to complete the writing assignment".
- T : "*Yes, good!*"

(Observation on March, 29<sup>th</sup> 2018)

The lecturer gave feedback to student's responses then lecturer ordered to repeat the correct answer, it can stimulate student's thoughts to correct their answer. After that the lecturer said "*good*" this could encourage students to belief in their self-study.

c. Developing Communication Between Lecturer and Students

In this observation, the lecturer created a question-answer session to check student's understanding about passive voice. Through the questions given by the lecturer, it can increase communication between students and lecturer. Therefore, students will answer the question and if the answer is incorrect, the lecturer immediately gave feedback to straighten it. This was the data obtained by the researcher:

- L : "Change to passive voice, Shakespeare wrote the  
book".
- S<sub>1</sub> : "The book is written by Shakespeare".

- L : “Almost, next?”
- S<sub>2</sub> : “The book was written by Shakespeare”.
- T : “Yes, right! Now how is the noun phrase?”
- S<sub>3</sub> : “The book that was written by Shakespeare”.
- T : “Good!”

(Observation on March, 29<sup>th</sup> 2018)

From the data above, this method can develop communication between lecturer and students, because the lecturer always gave feedback to every students who wanted to answer, then lecturer also gave nice encouragement to the students whom has answered correctly.

### 3.3.2 Functions of Written Corrective Feedback

There were several data from the functions of written corrective feedback found by the researcher when teaching and learning process in the writing class, as follows:

#### a. Corrective Feedback as Guide for Students

In this observation, the researcher hoped that corrective feedback can guide the students especially when teaching and learning process in writing class. When the students did error in their writing task, the lecturer generally gave corrective feedback directly. For example:



Figure 4: Example of written corrective feedback  
(Observation on, 11th may 2018)

With the correction by lecturer, the students can understand their mistakes from their writing assignment, so the students can correct their assignments that have been gotten the feedback by the lecturer. With correcting the task, the student's thought will be stimulated and also raised their efforts to increase their writing skill.

## b. Giving Motivation

In this research, the researcher found when the lecturer gave tasks to the students, the aim of the tasks was to write descriptive text about themselves or their family. After giving corrections, the lecturer found some student's tasks with perfect writing, and then the lecturer gave good motivation for student's tasks. The data were as follows:

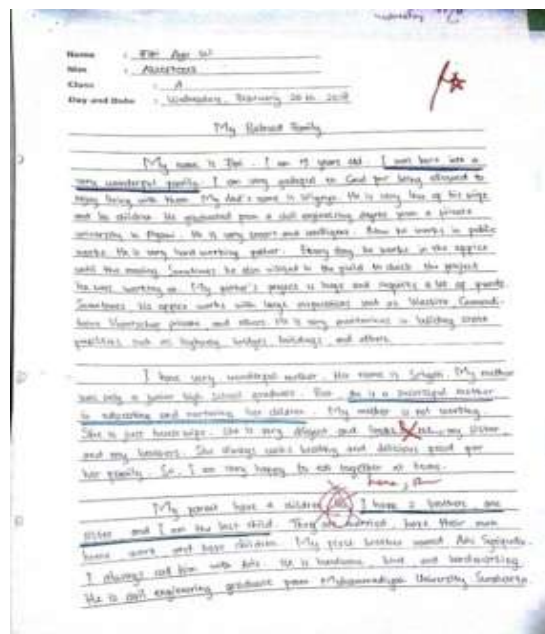


Figure 5: Example of written corrective feedback  
(Observation on May, 25<sup>th</sup> 2018)

The lecturer gave good feedback to the student's tasks which had very nice writing ability by giving sign such as star or good sign. By doing this way, the students can be inspired to do their best in every chance of writing tasks.



c. Feedback Can Help Students to Analyze Their Error

In this research, the researcher found when the lecturer gave task to the students, the tasks were to write an essay about their experiences. The lecturer indicated the student's error from their essay writing. Then the lecturer gave correction by using marks to every student's essay writing which contained error. There were some data, as follows:

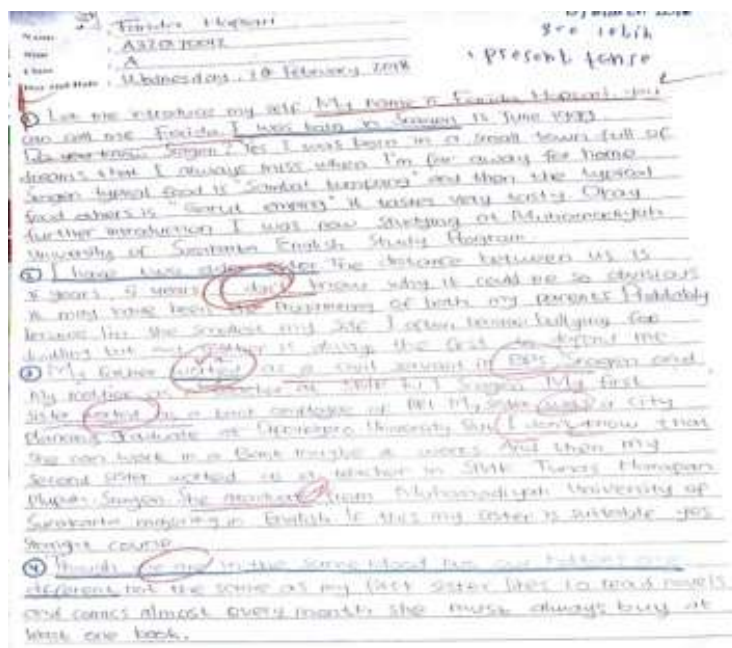


Figure 6: Example of written corrective feedback  
(Observation on May, 25<sup>th</sup> 2018)

The lecturer gave corrections to student's writing by using marks such as crosswise and circle form, here the lecturer just gave crosswise, circle, and also a bit correct form, and coded feedback used to assist the revised of incorrect student's writing. With this method of correction, the students were able to understand their error so they could analyze and also correct their error in their writings.

### 3.4 Dominant Type of Corrective Feedback used by the Lecturer

In this section the researcher showed the result from dominant types of corrective feedback implemented by the lecturer in Department of English Education at Muhammadiyah University of Surakarta. According to Lyster and Ranta (1997) Theory, there were six types of corrective feedback, namely: explicit corrective, recast, clarification request, metalinguistic feedback, elicitation, and repetition. Based on the research findings, the types of corrective feedback used by the lecturer were explicit corrective, clarification request, recast, and metalinguistic. It can be seen

that the most used types of corrective feedback were metalinguistic corrective feedback, with 35%, the clarification request 28%, the explicit corrective feedback 18%, and the last was recast with 14%.

The researcher also showed the result from the dominant of written corrective feedback implemented by the lecturer in Department of English Education at Muhammadiyah University of Surakarta. Based on the theory from Siriluck (2008), there were two types of written corrective feedback, namely: direct corrective feedback and indirect corrective feedback. Based on the results, the type of written corrective feedback which was ordinarily implemented by the lecturer was indirect corrective feedback. It clearly showed that the lecturer preferred to use indirect corrective feedback rather than direct corrective feedback. The result of indirect corrective feedback was higher than direct corrective feedback with 34%.

#### **4. CONCLUSION**

In the research finding, the researcher found four from six types of oral corrective feedbacks, as follows: explicit correction, recast, clarification request, and metalinguistic feedback. In written corrective feedback, the researcher found direct and indirect feedback. In this finding also showed the function of corrective feedback as to give clue such as giving guideline in the student's worksheets, giving encouragement such as giving positive and motivating feedbacks on the student's worksheets. The dominant indicated that metalinguistic and indirect corrective feedbacks were appropriate and effective way for students in English Department Education to improve their writing skill.

In conclusion, the result of this study showed that corrective feedback was important for the students. Because it was one of the ways to control student's errors and lecturer's corrective feedback also had many advantages for the students. By using corrective feedback implemented by the lecturer, the students can minimize the errors in their writing.

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