

ABSTRACT

Subagyo, Hari. 2015. *A Study of Teacher's Feedback to Give Correction on Students' Errors in Writing at the 11th Grade of Language class in SMA Negeri 1 Kota Mojokerto*. A Thesis. English Education Department, Faculty of Tarbiyah, Sunan Ampel State Islamic University.

Key words; teacher's feedback, writing, students' errors.

Feedback is one of some important factors which support the success of students in learning process. There are many kind of feedback which can be used by the teacher. It is important to know what kinds of feedback and the reason why the teacher used that feedback. This research focuses on the analysis of the kind of feedback that commonly used by the teacher, the reasons of the teacher chooses certain kind of feedback, and students' responses toward teacher's feedback. The research design of this study was descriptive qualitative to analyzed the data. The object of this study was the students and the teacher in 11th grade of language class in SMA Negeri 1 Kota Mojokerto. The data of this study were taken from doing observation, interviewing teacher, and distributing questionnaire. Based on the result of data analysis, evaluative and corrective feedback is the most commonly used by the teacher in the class. Evaluative feedback is used for 27 times or 44.3% and corrective feedback is also used for 27 times or 44.3%. The type of oral corrective feedback that most often used by the teacher is elicitation. It is used for 10 times or 37%. The teacher shows that the reason why corrective and evaluative feedback is the most commonly used are because the students always need correction to making them aware of the errors and mistakes they have done. By giving corrective feedback the teacher hopes that they will not making same mistakes or errors in another writing assignment. The evaluative feedback is also commonly used by the teacher. The reason is because the students always need motivation to build their confidence in writing so that they will have more confidence in doing writing assignment. Almost all of the students feel very happy when the teacher praises them during the English lesson. It means that most of the students feel comfortable if the teacher uses evaluative feedback. But, most of the students feel shy when the teacher corrects their mistakes at class. It means most of the students feel uncomfortable with the corrective feedback. However, almost all of the students feel that corrective feedback is useful enough to improve their ability in writing and they feel better that after getting corrected by the teacher, because they know their mistakes and how to correct it.