

ABSTRACT

Moh Risal Maulana, 2023. The Implementation of Corrective Feedback In Writing Recount Text For Ninth Grades Of Junior High School Al-Khairot Robetal Sampang. Thesis, English Teaching Program (TBI), Tarbiyah Faculty, State Islamic Institute (IAIN Madura), Advisor: Achmad Baidawi, M.Pd.

Keyword: Corrective Feedback, Writing, Recount Text

Giving corrective feedback is one of the important techniques in helping the student writers improve their writing pieces, it help the students to improve their writing. If the mistake are ignored in the early stages without given any feedback, it will be more difficult to deal with them later on. Therefore, it should be given because it is helpful for learners. If the teacher corrects the mistakes of the students' writing. It will help the students learn the mistakes on their writing. Learning their teacher's feedback will help the students avoid those mistakes in the future. This is one of the positive effects of the teacher's feedback

There are two types of research focuses in this study. First, how does the teacher implemenet corrective feedback in writing recount text for ninth drade of junior high school robatal sampang and second what are the advantages of implementing corrective feedback in writing recount text for ninth grade of junior high school robatal sampang

The researcher used a qualitative approach with a descriptive kind of research. Researched obtained data from, interview and documents such as photographs and writing result. The research informants were the students's in the VII grade of SMPN 2 Pamekasan academic year 2023.

Based on the result of the study, Based on the interview the teacher used direct and indirect corrective feedback. In direct corrective feedback the lecturer correcting the recount text orally in classroom. the English teacher correct the recount text well written, spelling, grammar and organization. There are suitable with the theory Ellis journal of English studies. Based on the observation and interview, the researcher found that the teacher gave direct corrective feedback in two types: oral direct corrective feedback and written direct corrective feedback. Oral feedback is mostly considered to happen between a teacher and students. Oral feedback is usually done during a task. It is sometimes underestimated because it is less formal, but it can be very powerful and effective tool as it can be provided easily in the "teachable moment" and in timely way. Oral feedback made the learning situation more responsive. The students with some problems of expressing their feeling because of affraid for being wrong or asking some materials they didn't understand before, by implemenatating direct corrective feedback, they were more confident for it. They started giving a positive feedback which was good for them in understanding the lesson and the correct structure on writing