

**THE PRACTICE OF TEACHER WRITTEN CORRECTIVE FEEDBACK  
ON STUDENTS' WRITING: A CASE STUDY IN A SENIOR HIGH  
SCHOOL IN BANDUNG**

**A Research Paper**

Submitted to the English Language Education Study Program, Faculty of  
Language and Literature Education, Universitas Pendidikan Indonesia in Partial  
Fulfilment of the Requirements for *Sarjana Pendidikan* Degree



by

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**PAGE OF APPROVAL**

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SCHOOL IN BANDUNG”**

**A Research Paper**

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## STATEMENT OF AUTHORIZATION

I hereby certify that this research, entitled “*The Practice of Teacher Written Corrective Feedback on Students’ Writing: A Case Study in a Senior High School in Bandung*”, is my own work to fulfill one of the requirements for *Sarjana Pendidikan* degree of the English Language Education Study Program, Faculty Language and Literature Education, Universitas Pendidikan Indonesia. I am fully aware that I have cited some statements and ideas from many types of sources. All of the statements and ideas from other sources are properly acknowledged. If there is any mistake related to the paper, I am willing to give further clarification.

Bandung, August 2022



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## PREFACE

*Alhamdulillah* *rabbil'aalamiin*, I express my highest gratitude to the Lord of the Universe, Allah SWT, who has given His blessings and guidance so that the writer could finally accomplish this research paper entitled “*A Case Study in a Senior High School in Bandung*”. Shalawat and salam also might always be blessed upon our Greatest Messenger, Prophet Muhammad SAW. May we get his intercession on the Day of Resurrection. *Aamiin*.

This paper is submitted to fulfill one of the requirements for the Bachelor's Degree in English Language Education at Faculty Language and Literature Education, Universitas Pendidikan Indonesia. It cannot be denied that this work would not have been completed without the people who support and help me. Therefore, I would like to express my deepest gratitude to those who have helped the writer finish writing this paper. May all your kindness and help be rewarded and blessed by Allah SWT.

Finally, I realize that this research is still far from perfect and has many flaws because of the writer's limited knowledge. For this reason, I humbly expect suggestions and constructive criticism for the improvement of this research in the future. Notwithstanding those weaknesses of this paper, the writer hopes that this paper can contribute to the improvement of the teaching and learning process, expand the literature teacher written corrective feedback, and be beneficial particularly for English teachers in the English language teaching and learning who need it.

Bandung, August 2022



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First of all, I would like to express my highest gratitude to Allah SWT, who always guides me in all aspects of my life. *Alhamdulillah* because of His mercy, I could complete this research paper entitled “*The Practice of Teacher Written Corrective Feedback on Students’ Writing: A Case Study in a Senior High School in Bandung*” smoothly.

Many people have helped and supported me in completing my study. Therefore, in this section, I would like to show my appreciation to those who have helped me finish my journey in completing this undergraduate thesis.

I would like to express my special appreciation and gratitude to my supervisor, Bapak Dr. Fazri Nur Yusuf, M.Pd, for the constructive feedback, remarks, motivation, and advice that he has given to me through the learning process of this research. Thank you for all your guidance and encouragement in this research paper writing process. I am very grateful that I can learn a lot of useful knowledge under his guidance to complete this research.

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Last but not least, thank you very much to everyone who has supported me to finish my study. Special thanks to Fikri, Hanhan, Listia, Murni, Natasya, and Ivan who have motivated me to accomplish this research paper on time. Big thanks are also given to all participants who were willing to participate in this research. I am fully aware that this paper is still far from perfect and has many flaws. However, I hope that this paper would give a beneficial contribution to those who are interested in the practice of teacher written corrective feedback field.

**The Practice of Teacher Written Corrective Feedback on Students' Writing:  
A Case Study in a Senior High School in Bandung**

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**ABSTRACT**

This study aimed to investigate how teacher written corrective feedback (TWCF) helped EFL students in writing recount texts. This research employed a case study design involving 10 students in one private senior high school in Bandung. Documents, namely students' first drafts, TWCF on students' first drafts, and students' final drafts were used to collect the data. The data analysis was conducted based on the comparison of students' recount texts in the first drafts and in the final drafts. The reduction of errors in writing recount text was seen in students' final drafts after students revised their recount texts based on the feedback given. Content, grammar, and mechanics were commented on students' recount texts using the scheme used by Storch and Tapper (2000). The result indicated that TWCF was able to facilitate students' writing in terms of content, grammar, and mechanics in writing class because it could help them produce better texts in their final drafts. Notwithstanding those advantages of TWCF, this study recommended the teacher provide written corrective feedback on paragraph organization since it is also one of the important parts of writing aspects. In addition, it would be better if the teacher could also provide oral feedback to avoid confusion since students need more explanation regarding the given teacher written corrective feedback. Thus, providing different TWCF strategies could be worth to consider so that TWCF enactment could be well-implemented and practiced to make students' writing better in the future.

**Keywords:** EFL writing, personal recount text, teacher feedback, teacher written corrective feedback

# **Praktik Umpan Balik Korektif Tertulis Guru pada Tulisan Siswa: Studi Kasus di Sekolah Menengah Atas di Bandung**

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## **ABSTRACT**

Penelitian ini bertujuan untuk menyelidiki bagaimana umpan balik korektif tertulis guru (UKTG) membantu siswa pelajar bahasa asing dalam menulis teks recount. Penelitian ini menggunakan desain studi kasus yang melibatkan 10 siswa di salah satu SMA swasta di Bandung. Dokumen, seperti draf pertama siswa, UKTG pada draf pertama siswa, draf akhir siswa, dan wawancara digunakan untuk mengumpulkan data. Analisis data dilakukan berdasarkan perbandingan teks recount siswa pada draft pertama dan draft akhir. Pengurangan kesalahan dalam menulis teks recount terlihat pada draf akhir siswa setelah siswa merevisi teks recount mereka berdasarkan umpan balik yang diberikan. Konten, tata bahasa, dan mekanik dikomentari pada teks recount siswa menggunakan skema yang digunakan oleh Storch dan Tapper (2000). Temuan menunjukkan bahwa UKTG mampu memfasilitasi penulisan siswa dalam hal konten, tata bahasa, dan mekanika di kelas menulis karena dapat membantu mereka menghasilkan teks yang lebih baik dalam draf akhir mereka. Terlepas dari kelebihan UKTG tersebut, penelitian ini merekomendasikan guru untuk memberikan umpan balik korektif tertulis tentang organisasi paragraf karena hal tersebut juga merupakan salah satu bagian penting dari aspek penulisan. Selain itu, akan lebih baik jika guru dapat memberikan umpan balik lisan untuk menghindari kebingungan karena siswa membutuhkan lebih banyak penjelasan mengenai umpan balik korektif tertulis yang diberikan guru. Dengan demikian, pemberian strategi UKTG yang berbeda dapat dipertimbangkan sehingga pemberlakuan UKTG dapat diterapkan dan dipraktikkan dengan baik untuk membuat tulisan siswa lebih baik di masa depan.

**Kata Kunci:** menulis dalam bahasa Inggris, teks pengalaman pribadi, umpan balik guru, umpan balik korektif tertulis guru

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