

ABSTRACT

Pertiwi, Diah. Registration Number: 2152121007. The Role of Teacher in Written Feedback on Students' Writing Recount Text in SMK Swasta Dwiwarna Medan. A Thesis, English Education Program, Faculty of Languages and Arts, State University of Medan, 2019.

This study were aimed to discover the types of teacher's written feedback in writing recount text given by English teacher at grade X, to elaborate the reasons of the teacher conducting the feedback and to describe the students' responses on the teacher's written feedback on students' writing of grade X students in SMK Swasta Dwiwarna Medan. This research used descriptive qualitative research design and the data were collected trough documentation and interview. The data collected were analyzed trough 3 techniques of analyzing data namely: Data Condensation, Data Display and Conclusion Drawing / Verification. The findings found that there are two kinds of written feedback namely direct and indirect written feedback. There were 102 written feedbacks from 16 students' writing recount text which consist of 69 direct feedbacks with 68 % and 33 indirect feedbacks with 32 % (17 % of coded indirect written feedback or it was found about 17 feedbacks in students' writing and 15 % for un-coded indirect written feedback or there was 16 feedbacks in students' writing). The reason why the teacher of SMK Swasta Dwiwarna Medan used direct written feedback mostly because the teacher taught by using direct written feedback the students can more easily understand the mistakes and it makes the students better on the next writing. The students felt happy when they accepted the direct written feedback because they do not have to think again about the correct words from their mistakes and error. It makes the better writing for them. The findings suggested that the English teacher was expected to provide a clear description of feedback on writing, especially how students perceive and interpret the feedback given.

Key words: *Feedback, Teacher's Written Feedback, Students' Writing*

