

ABSTRACT

Harahap, Resyalwa Azzahra, Registration Number: 2203321009, Peer Written Corrective Feedback Used by EFL Student in Recount Text, A Thesis, Faculty of Languages and Arts, Universitas Negeri Medan, 2024.

This study aims to analyze the types and the implementation of peer written corrective feedback in recount text at Gajah Mada Junior High School as the EFL students. Based on Ellis's (2009) framework the study examines how these feedback types are utilized by students to foster each other's skill in writing recount text. This study used a qualitative method, with data acquired by examining 27 students' papers from their work of creating recount text and distributing questionnaires through Google Forms to gather students' perspectives. The results show that students employed five types rather than the six types provided by Ellis' framework. Direct feedback is the most frequently employed (61.3%), followed by indirect feedback (32%), metalinguistic feedback (3.3%), focused and unfocused feedback (2.6%), and reformulation feedback (0.6%), proves effective in fostering students' writing skill. The study focuses on the use of written corrective feedback in recount text used by EFL students in providing insights for students and suggesting potential areas for further exploration, in similar educational level. The conclusion highlights the importance of clear and constructive peer written corrective feedback in motivating students and improving their confidence in writing skills.

Keywords: EFL Student, Recount Text, Writing Skill, Written Corrective Feedback, Ellis Framework

