

ABSTRACT

Ananda, Intan Pratiwi Rizka. Registration Number: 2203121053. Analyzing Teacher's Written Corrective Feedback in Fostering English Writing Competence Among EFL Students. A Thesis: Faculty of Languages and Arts, Universitas Negeri Medan, 2024.

This study aims to analyze the types and the students' perspectives of teacher's written corrective feedback on students' English writing competence at SMP Islam Al Ulum Terpadu, Medan. Based on Ellis's (2008) framework the study examines how these feedback types are utilized by teachers to foster students' competence in writing factual report text. Through a case study method, the data were collected by analyzing 6 students' papers from different acquisition levels, conducting teacher interviews, and administering questionnaires to gain students' perceptions. Results indicate that there are three types used by the teacher over six other types proposed by Elli's framework. Direct feedback is the most commonly used amount 75%, indirect feedback (9%), and metalinguistic feedback (14%) proves effective in fostering students' writing competence. The research highlights the role of direct written feedback in English as a Foreign Language (EFL) education providing insights for educators and suggesting potential areas for further exploration, in similar educational settings. The conclusion emphasizes the significance of clear and constructive T-WCF in motivating students and improving their writing skills.

Keywords: Report Text, Writing Competence, Written Corrective Feedback, EFL Students, Ellis Framework