

## ABSTRACT

**Mutawalli, Anang, 2221121013. Teachers' Written Feedback in Teaching Students' Recount Text Writing at Grade X MAN 2 Model Medan. A Thesis. English Education Department, Faculty of Languages and Arts, Universitas Negeri Medan. 2026**

This study investigates the types of written feedback that English teachers provide on tenth-grade students' recount text writing at MAN 2 Model Medan, focusing on the types used, how they are delivered, and why teachers prefer them. Using a descriptive qualitative design, data were collected through document analysis of 60 students' recount text papers (30 from each of two teachers), classroom observation, and semi-structured interviews. Data were analyzed using Ferris' (2003) framework of written feedback types, with Dunkin and Biddle (1974) and Gage (2009) explaining the reasoning behind the teachers' choices. The findings showed that Teacher 1 relied primarily on direct feedback, crossing out errors and writing the correct form above them, while Teacher 2 relied primarily on metalinguistic feedback delivered through a color-coded system, with red marks most frequently used for tense errors. Both teachers prioritized simple past tense, the key feature of recount text. Teacher 1 corrected papers individually before discussing common errors in class, while Teacher 2 explained her color system before returning papers and reminded students to revise via WhatsApp. Teacher 1 chose direct feedback for her students' proficiency level, clarity, teaching experience, and time constraints, while Teacher 2 chose metalinguistic feedback to build student independence, influenced by professional training and large class size. The study concludes that both feedback types are valuable in EFL writing instruction, shaped by student proficiency, teaching philosophy, and classroom constraints.

**Keywords:** *written feedback, recount text, EFL writing, Ferris' framework, written corrective feedback*

