

WRITTEN CORRECTIVE FEEDBACK PROVIDED BY THE TEACHER ON STUDENT'S DESCRIPTIVE WRITING FOR FOSTERING STUDENT'S WRITING QUALITY

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Abstrak

Umpan balik tertulis merupakan elemen yang efektif dalam proses kepenulisan mahasiswa. Oleh karena itu, peran dosen sangat penting, karena memberikan umpan balik tertulis akan membantu mahasiswa untuk mengetahui kesalahan yang telah mereka lakukan, mempelajari kesalahan tersebut, kemudian menyuntingnya kedalam bentuk yang benar. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Peneliti menggunakan *draft* awal dan *draft* akhir karangan deskripsi dari mahasiswa Jurusan Bahasa Inggris. Peneliti hanya menggunakan satu karangan deskripsi mahasiswa yang telah dikoreksi oleh dosen menggunakan umpan balik tertulis untuk di analisis secara menyeluruh. Adapun tujuan penelitian ini adalah untuk menjelaskan macam-macam umpan balik tertulis dalam mengoreksi karangan deskripsi mahasiswa oleh dosen untuk membina kualitas menulis mahasiswa. Adapun instrumen yang digunakan dalam penelitian ini adalah dokumentasi. Hasil penelitian menunjukkan bahwa dosen memberikan dua macam tipe umpan balik tertulis dalam mengoreksi karangan mahasiswa, yaitu 12 kesalahan yang dikoreksi oleh dosen dengan menggunakan umpan balik tertulis secara langsung dan 4 kesalahan menggunakan umpan balik metalinguistic. Ketika melihat hasil karangan mahasiswa yang telah di sunting, dapat disimpulkan bahwa mahasiswa menerima semua umpan balik yang diberikan oleh dosen dengan baik. Hal tersebut dapat meningkatkan *self-correcting* dari mahasiswa dan memberikan dampak besar dalam meningkatkan kualitas tulisan mahasiswa.

Kata Kunci: umpan balik korektif secara tertulis, karangan mahasiswa, teks deskripsi

Abstract

Written corrective feedback is an effective element in a student's writing process. Therefore, the role of teacher in giving written feedback on student's composition is essential since it can assist them to be aware of the error that they have been made, learn about the error, and revise it into the correct form. In conducting this research a qualitative method was employed. The object of this research is the first draft and the final draft of the English Department student's descriptive writing. The researcher used only one student's descriptive writing that has been rectified by the teacher using written corrective feedback to be analyzed in detail. The aim of this research was to explain some types of teacher's written corrective feedback on student's descriptive writing for fostering student's writing quality. In this research, documentation was used as an instrument. This research showed that there were two types of feedback given to the student's work; twelve errors were corrected by using direct written corrective feedback and four errors were corrected by using metalinguistic feedback. The teacher underlined, circled, crossed and even gave written comments near the errors made by the student. Moreover, after looking at the student's revised composition, it can be concluded that the students received all the feedback given by the teacher well. It increased student's self-correcting which had a big impact on improving the quality of student's writing.

Keywords: written corrective feedback, student's composition, descriptive text.

INTRODUCTION

The language skill which is important aside from reading, speaking, and listening is writing. Writing must be learned by the students because it is essential for their future. Since it is useful to their English teaching-learning process and it has its function in the community.

Moreover, writing is an activity that is often affected by the restraints of genres, then these components have to

present in learning processes. Good writing skill is essential in this academic setting because it helps students to accomplish academic success in which their writings are used as an indication of learning like in summaries and also note.

In the teaching-learning process of English subjects, most Indonesian learners still faced difficulties in using the English language in the writing process. They may have a problem in creating a good and right form of

writing. It can be in expressing the thoughts and also mastering grammatical and rhetorical devices.

However, the learners should study and understand some stages process of writing so they can create a good and right composition. Here are the four basic writing steps; the first is planning, the second is drafting (writing), the fourth is revising (redrafting), and the last is editing. It enlightens that there must be a revising stage in the writing process. There are some components of writing that should be considered by the writers. (Yusuf, Jusoh, & Yusuf, 2019) stated that elements of writing are divided in to five areas; language use, content, organization, vocabulary, and mechanic. By considering those writing elements, a writer will be able to produce more accurate, acceptable, and understandable text.

The presence of a teacher in giving correction and feedback is much needed by the students in their composition. In other words, the teacher has some functions in guiding students; teacher as a reader, an evaluator for students' writing, and as a grammarian (Bougherara, 2016). First, to appreciate the students' work, the teacher has to give reactions to the students' composition. This is the teacher as a reader. Second, when the teacher finds some grammatical errors in the student's composition, the teacher's function as a grammarian should provide grammatical feedback so that the students can enhance their writing skills. And the last, the teacher should evaluate students' writing regarding the content, organization, grammar, vocabulary, and discourse. Therefore, the teacher's functions in giving feedback are actually important in students' composition.

Feedback can be an effective element in the student's learning process. It can be a powerful component that influences students' achievement. There were so many researches on investigating the feedback towards students' writing skills. (Bitchener & Knoch, 2010)

Written corrective feedback has been strongly discussed and great concerns in second language writing for more than many years (Tang & Liu, 2018). The teachers usually find that corrective feedback uses some method in which the students cannot get the same intentness from the educator. The way to make corrective feedback more effective is the students need to not only recognize their mistakes but also understand that it has happened (Tang & Liu, 2018). As we know, learning will be hard and tough without feedback, and the improvement will be limited (Gadheri & Farrell, 2019).

For effective learning and teaching activities, students must be given a guide to know the lacks and errors which they were doing and also feedback for improvement to know whether the student's writing is correct or incorrect. In other words, corrective feedback is the teacher's signals which are given to the students to make

them aware of their mistakes and errors that must be corrected.

The type of feedback that is commonly used is oral feedback with teachers, written feedback, and online-based or paper-based. But, from those all, written corrective feedback becomes the main method of giving feedback. Ellis (2009) stated that written corrective feedback is divided into six categories; direct written corrective feedback (the teacher directly gives the correct form to the student's error), indirect written corrective feedback (the error which made by student is indicated by the teacher by circling, crossing, and underlying without give the correct form), metalinguistic corrective feedback (the teacher gives metalinguistic clue to indicate the error), electronic feedback (the teacher shows an error by providing a hyperlink to the file which contained example of correct usage), focus feedback (the teacher can choose whether she/he correct all errors made by student or correct one or more specific types of errors), and reformulation (it consist of a native's speaker re-writing the student's whole composition to make its language appear as native-like without changing the content). From the result of past studies, written corrective feedback shows a positive impact on students' performance.

Two students of State University of Surabaya also conducted similar studies related to teacher's written feedback and students' composition. Rahayu (2013) also conducted a similar study linked to students' performances and written feedback given by teacher. She presented a study of how the teacher provided written feedback and the student's improvement. According to the study, she found direct written corrective feedback and indirect written corrective feedback that the teacher gave on students' performances. She also discovered that students' writing skills improved significantly after receiving the teacher's feedback. However, she missed the detail and clear explanation of how the students improved the writing quality. In her study, she just presented student A's first draft which contains the teacher's feedback, and student B's third draft. It would be better to use the same student's work after it was given the teacher's written corrective feedback for the comparison.

In other case, Parwati (2017) conducted a study to investigate students' repeated errors even though she has received direct written corrective feedback from her teacher. In accord with her study, some of students made some errors on several categories; Morphological Derivation, Syntactical Derivation, and Lexical Derivation (word choice and word form). Based on the writing elements, Parwati's research only focused on the language use and vocabulary. Then, she missed the

explanation of students' composition in content, organization, and mechanics. She also not described the process of making a new text or revising the previous text.

Due to the undetailed and some missing elements, a further study needs to be done. To complete the previous study, the researcher concentrate on the student's composition which contained of teacher's written corrective feedback and the five writing elements that corrected by the teacher; content, organization, language use, vocabulary, and mechanics. Concerning the fact that every teachers use different techniques on giving feedback the researcher considers conducting a study that is intended to analyze the types of teacher feedback on the students' writing composition. Regarding the facts above, the research objective is formulated as follows: To explain some types of teacher's written corrective feedback on student's descriptive writing for fostering student's writing quality.

METHOD

In conducting this study, a qualitative method was employed since the researcher reported the results in comprehensive explanations. It has been stated by Cohen et al., (2007) that qualitative is used to describe, interpret, and summarize existing phenomena. Therefore, this study involved an exist phenomenon in a university writing class and present the results by describing, interpreting, and summarizing them in a comprehensive description. So, this qualitative method was well suited to this study because it was used to describe and identify the various types of written corrective feedback provided by the teacher on student's composition for fostering student's writing quality. This research used documentation as an instrument which is check-lists that contain a list of variables for which data will be collected. The object of this research is the first draft and the final draft of the English Department student's descriptive writing. The student's descriptive writing was chosen as the object since it has given written corrective feedback from the teacher. Ary et al., (2010) stated qualitative uses non-random or purpose selection technique to gain more accurate and better data. The researcher conducted this study in the classroom of the English Department in one of the reputable universities in West Surabaya. This writing class was chosen for this study since the teacher provided direct written corrective feedback to the students during their revision.

In order to collect the data for this study, the student's composition was copied and used as the source of data to answer the research question. The document was taken from student's writing in the one of English department classroom. In this study, the researcher only used one

student's composition that has received written corrective feedback from the teacher since it was more efficient and also the researcher want to analyze it in detailed. After the data has been collected, the researcher analyzed the data by using qualitative analytic strategy. Here are some stages to analyze the data according to Ary et al., (2010), which are; familiarizing and organizing, coding and reducing, then interpreting and representing. This whole data analysis involved only one student's composition. Firstly, the main data which is student's revision was collected and copied. Then, it was classified based on the types of teacher's written feedback. After classifying the data, the second stage was reducing. In this stage, student's revision based on non-corrective feedback was automatically reduced. Then, the third stage was analyzing student's composition. It was done by studying, analyzing, and evaluating the composition deeply to see how the student revised the error. Finally, the last stage was reporting the result of analysis which was presented in the result and the discussion.

RESULTS AND DISCUSSION

In this section, the researcher presents the result and discussion.

Results

In this section, the researcher shows the results of the study related to student's revision based on teacher's written corrective feedback in student composition. It presents the major findings of the study and relates them to the theoretical frameworks. In this study, the researcher found two types of feedback given by the teacher. Those were direct written corrective feedback and metalinguistic feedback.

Comparison between theory and teacher's direct written corrective feedback

Theory by Ellis (2009)	Teacher's Feedback	Revision
The teacher directly gives the correct form to the student's error.	I have a special object. <i>this is</i> It is so useful for me. Actually everyone has this object, but mine is different from others. And the object <u>is my</u> <u>comb</u>	I have a special object, this is my comb.
	<i>was</i> There <u>is</u> a sport class. <i>Past tense</i>	There was a sport class.
	<i>On</i> And it held in Tuesday.	On Tuesday.

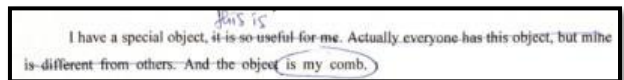
	When the class ended, my friends and I went to bathroom Take and to took a bath. We also Vi conj need to comb our hair. ed past	When the class ended, my friends and I went to bathroom to take a bath and we also needed to comb our hair.
	Therefore, I brought my comb when Tuesday came. every Tuesday	Therefore, I brought my comb every Tuesday.
	On the holder there are punctuation 23 stripes which has purple color too and there is small hole to put it on the wall. (the punctuation was given by the teacher directly)	On the holder, there are 23 stripes which have purple color too and there is small hole to put it on the wall.
	I do not know why I love to buy there	I do not know why I love to buy there.
	The comb is so durable. verb?	The comb is so durable.
	Fit me because of the type of my hair. with the type of my hair	Fit with the type of my hair.
	When I comb my hair it feels like more longer than before.	When I comb my hair it feels like longer than before.
	Using friend's comb dissimilar has different feeling. Because sometimes it has different teeth, type and shape.	Using friend's comb has dissimilar feeling because it has different teeth, type and shape.
	So Thus comb is the important one and also part of me.	Thus, comb is the important one and also part of me.

Table 1 Comparison between Theory and Teacher's Direct Written Corrective Feedback

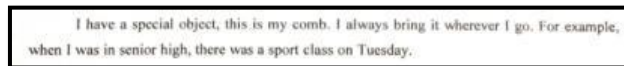
From the table, we can conclude that the teacher delivered twelve direct written corrective feedbacks to the student's error. All direct written corrective feedback which given by the teacher are in line with theory of Ellis (2009) that the subject not only indicates the error by circling, crossing, and underlining but also give the correct form of the error. As a result of revision, the student revised all the errors. All errors were directly changed into the correct form by omission and addition. Therefore, direct written corrective feedback which offered by the teacher can help student in improving her writing skill.

The analysis of direct written corrective feedback provided by the teacher on student's composition

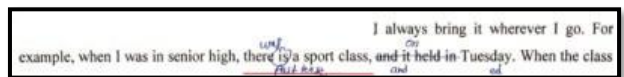
Based on the student's composition which contained feedback, the second and the third sentence in the first paragraph were crossed by the teacher since there were some unnecessary words. However, the teacher added missing words and suggested a better form. She wrote the words "this is" above the word that has been crossed out and circled "is my comb" from the next sentence. It means that the teacher wanted the student to make her sentence shorter and clearer. (1)



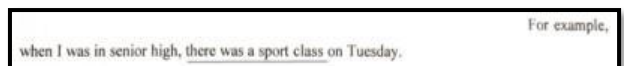
This feedback belongs to direct written corrective feedback since the teacher gave correct form directly. As a result, the student revised her work in to the correct one. In response of the feedback given by the teacher, she changed her form of the sentences a lot. The sentence becomes "I have a special object; this is my comb" (2)



In this sentence, the teacher circled word "is" and added predicate "was" above it. The teacher also wrote past tense near the error since the context of this sentence was using a past form. (3)



Having been given feedback from their teacher then the student omitted predicate "is" and changed the sentence into "There was a sport class". Thus, the student accepted a feedback given by the teacher. (4)



The sentence used are too verbose, hence the subject provided direct written corrective feedback and crossed the whole sentence and change it into the simple one. (5)

I always bring it wherever I go. For example, when I was in senior high, there ^{was} a sport class, ^{on} and it held ⁱⁿ Tuesday. When the class ^{was}

The correction was acceptable, thus the student omitted the words that were crossed by teacher. The sentence becomes “there was a sport class on Tuesday” to make the sentence more efficient. (6)

For example, when I was in senior high, there was a sport class on Tuesday.

The teacher gave direct written corrective feedback by circled some words on the sentence. They are ‘took’ and ‘need’. The first word ‘took’ should be replaced by ‘take’ since it followed by to infinitive. The verb which followed by to infinitive has to use the verb 1. The teacher circled the second word ‘need’ and added ‘-ed’ above it with the note ‘past’ underneath the word since the context of this sentence was using a past form. The teacher also omitted full stop in that sentence and added conjunction ‘and’. (7)

my friends and I went to bathroom to ^{take} ~~took~~ a bath. We also ^{needed} ~~need~~ to comb our hair.

As the teacher’s feedback, the student exactly revised her errors in to the correct form. The sentence becomes “... , my friends and I went to bathroom to take a bath and we also needed to comb our hair.” (8)

When the class ended, my friends and I went to bathroom to take a bath and we also needed to comb our hair.

By crossing the words in the following sentence, the teacher provided direct written corrective feedback; ‘when Tuesday came’ and suggested it into ‘every Tuesday’ near the error to make it more efficient. (9)

Therefore, I brought my comb ~~when Tuesday came~~. I also bring my own comb when I go travelling. I feel like something missing when I do not use my own comb.

The correction given by the teacher was acceptable. Finally, the student changed the sentence into “I brought my comb every Tuesday.” (10)

Therefore, I brought my comb every Tuesday. I also bring my own comb when I go travelling. I feel like something missing when I do not use my own comb.

On this sentence, the teacher added punctuation; comma, directly and also wrote a note ‘punctuation’ to make the student aware about the correction. (11)

On the holder, there are 23 stripes which have purple color too and there is small hole to put it on the wall. But, I put it next to my makeup mirror.

Fortunately, the student accepted the correction given by the teacher. She added comma on the sentence and it becomes “On the holder, there are 23 stripes which has purple color too ...” (12)

On the holder, there are 23 stripes which have purple color too and there is small hole to put it on the wall. Actually I want to buy the pink one but it was completely sold out.

According to Ellis (2009) the teacher only indicates the error by underlining, crossing, and circling without give a right form. In this sentence the teacher gave indirect written corrective feedback since she crossed the comma on the sentence. (13)

There are so many stores which sell cute comb, but I always buy it in Indomaret which has simple type of comb. I do not know why I love to buy there.

In the revision composition, the student omitted comma and changed some words. She revised the sentence into “I do not know why I love it so much,...” (14)

I do not know why I love it so much, maybe because the comb is so durable and fit with the type of my hair.

There is no verb in the sentence, thus the subject gave direct written corrective feedback by adding verb is after subject the comb. The teacher also wrote ‘verb?’ to indicate the error made by the student. (15)

Maybe because the comb is so durable

In response to the teacher’s feedback, the student added verb is on the sentence and it becomes “... because the comb is so durable” (16)

Maybe because the comb is so durable

In the next sentence, the teacher gave the correct form directly after crossed unimportant words. There are two words of ‘because’, so the teacher suggested to remove the second one to make it more efficient. (17)

durable and fit me because of the type of my hair. I have a thick long hair, so I need a comb with wider teeth halfway to make easier when I comb.

Thus, the student revised her sentence become “... and fit with the type of my hair”. In response to the feedback given by the teacher, the student omitted the word me because of. (18)

I do not know why I love it so much, maybe because the comb is so durable and fit with the type of my hair.

The teacher provided feedback by crossing word *more* and circling word *longer*. The word more is used if; first, an adjective consisting of two syllables ending in –ful, –ous, –less, and –ive. Second, all adjectives consist of three syllables. Thus, the words ‘more longer’ are not properly used in that sentence. (19)

In fact, I comb my hair more than ten times a day. When I comb my hair, it feels like longer than before.

The correction was accepted by the student. She omitted the word more and it becomes “When I comb my hair it feels like longer than before” (20)

In fact, I comb my hair more than ten times a day. When I comb my hair, it feels like longer than before.

The teacher gave direct written corrective feedback on student’s composition. She crossed the word ‘different’ and she wanted the student to change it with ‘dissimilar’. Honestly, these two words are the same but dissimilar is proper than different in the context of the sentence. Next, the teacher also crossed the word ‘sometimes’ and circled the word ‘because’. It means that the student should omit the crossed word because the addition of the word was unnecessary. (21)

My comb is the important thing which I bring when I go travelling. Using friend’s comb has different feeling. Because sometimes, it has different teeth or type.

The teacher’s feedback was accepted by the student. She changed the word ‘different’ into ‘dissimilar’ and also omitted the unnecessary word. Thus the sentence becomes “Using friend’s comb has dissimilar feeling because it has different teeth, type and shape” (22)

My comb is the important thing that I bring when I go travelling. Using friend’s comb has dissimilar feeling because it has different teeth, type and shape.

Next, the subject also delivered direct written corrective feedback because she provided the suggestion about the correct form. The teacher crossed the word ‘so’ and wrote ‘thus’ near the error. In my opinion, either ‘so’ and ‘thus’ are similar and it makes the sentence correct, but using the word ‘so’ is more casual than ‘thus’ and this word came about as a result of the situation. (23)

Every comb has their own kind of teeth and I need the wider teeth halfway. So comb is the important one and also part of me.

In response to the direct written corrective feedback, the student changed the word ‘so’ into ‘thus’ and the sentence becomes “Thus, comb is the important one and also the part of me” (24)

has dissimilar feeling because it has different teeth, type and shape. Every comb has their own kind of teeth and I need the wider teeth halfway. Thus, comb is the important one and also part of me.

Comparison between theory and teacher’s metalinguistic feedback

Theory by Ellis (2009)	Teacher’s Feedback	Revision
The teacher gives metalinguistic clue to indicate the error.	First is the holder, Subject? second is a Subject? shaft and teeth that are placed at a	The first part is the holder then the second part are a shaft and teeth that

	perpendicular angle to the shaft.	are placed at a perpendicular angle to the shaft.
	It is also have 23 Double Verb teeth on the shaft, and every tooth has 3.5 cm length.	It also has 23 teeth on the shaft, and every tooth has 3.5 cm length.
	The comb has length s about 19.5 cm with 4.5 cm width.	The comb has length about 19.5 cm with 4.5 cm width
	Choose 1 conj Because I like dark color, so I choose purple to be its color.	I like dark color, so I chose purple to be its color.

Table 2 Comparison between Theory and Teacher’s Metalinguistic Feedback

From the table, we can conclude that the teacher gave metalinguistic feedback to four errors. According to Ellis (2009) stated that the subject only gave metalinguistic clue to indicate the student’s error. Since the teacher gave a clue on student’s error, so the student revised all of her errors in response to the teacher’s feedback. All errors were done with omission, addition and directly changed by the student to the right form based on teacher’s suggestion. From the revision composition, it can be seen that the student accepted all of the feedback given by teacher, thus the student’s composition and her writing skill become increasing.

The analysis of metalinguistic feedback provided by the teacher on student’s composition

The teacher gave metalinguistic feedback in student’s vocabulary by crossed the words ‘first’ and ‘second’ and also write ‘subject?’ near the error. It means that the student should add subject in that sentences. The words first and second are conjunction and it cannot be used as a subject. Since the teacher indicated the error and added a metalinguistic clue, thus it was included on metalinguistic feedback. (25)

~~First~~ is the holder, ~~second~~ is a shaft and teeth that are placed at a perpendicular angle to the shaft.

Responding to the feedback provided by the teacher, the student corrected her error into correct form. In the revision composition, the student changed the sentence into “... the first part is the holder then the second part is

a shaft and teeth that are placed at a perpendicular angle to the shaft.” (26)

My comb has some characteristics that make it different. It has simple shape which the first part is the holder then the second part are a shaft and teeth that are placed at a perpendicular angle to the shaft.

The subject gave metalinguistic feedback by circling the words: is and have, and write a comment double verb. It means that the student cannot use two verbs on a sentence and should choose one verb which are is and have. Since the teacher not just circled the word is but also crossed it, thus the student has to choose have as a subject. (27)

perpendicular angle to the shaft. It ~~is~~ also have 23 teeth on the shaft and every tooth has 3.5 cm length. The comb has length ~~is~~ about 19.5 cm with 4.5 cm width

In response to the metalinguistic feedback, the student accepted the correction by omitting the verb is, thus the sentence becomes “It also has 23 teeth on the shaft and every tooth has 3.5 cm length.” (28)

It also has 23 teeth on the shaft and every tooth has 3.5 cm length. The comb has length about 19.5 cm with 4.5 cm width. I like dark color, so I choose purple to be its color.

The teacher gave metalinguistic feedback by crossing the verb is for continued similar with previous feedback in (27). (29)

length. The comb has length ~~is~~ about 19.5 cm with 4.5 cm width. Because I like dark color, so I choose purple to be its color. On the holder, there are 23 stripes which have purple color too and

Thus, the student changed the sentence into “the comb has length about 19.5 cm with 4.5 cm width” after receiving feedback from the teacher. (30)

The comb has length about 19.5 cm with 4.5 cm width.

Similar with the previous sentence, the teacher gave metalinguistic feedback by circling and crossing word ‘because’ and ‘so’ and she commented choose 1 conjunction near the error. It means that the student better only use one conjunction on that sentence. However, the teacher crossed the word ‘because’, thus the student were suggested to use the second conjunction. (31)

choose purple to be its color. Because I like dark color, so I choose purple to be its color.

The teacher’s feedback was accepted by the student. Thus, she omitted the first conjunction and the sentence becomes “I like dark color, so I chose purple to be its color” (32)

has length about 19.5 cm with 4.5 cm width. I like dark color, so I choose purple to be its color. On the holder there are 23 stripes which have purple color too and there is small hole to put it on the wall.

Discussion

In relation to the research objective which aim to explain the type of written corrective feedback given by teacher on student’s writing composition, the researcher conducted a research in order to know the written corrective feedback that teacher gave on student’s composition. The result of this study was supported by Rahayu (2013) who also analyzed teacher’s written corrective feedback on student’s composition. However, in this study the researcher consistent in using composition—the first draft and the final draft—from the same student. It is contrast with Rahayu’s, she presented student A’s first draft which contains the teacher’s feedback, and student B’s third draft.

Finally, after conducting a research, the researcher found that the teacher delivered only two kinds of written corrective feedback on student’s work; direct written corrective feedback and metalinguistic feedback. However, the teacher gave direct written corrective feedback the most since this kind of feedback can be accept by the student easily. The teacher gave the correct form directly, so the student indicated her error and started to learn about it and also revised all the errors. In spite of the fact that metalinguistic feedback only given to four student’s error, it did not mean that it was not good, but the teacher wanted the student to learn more about the language use which can make the student comprehend about the material.

Then, it also explained above that the researcher need to concern on student’s five writing elements—content, organization, language use, vocabulary, and mechanic—that corrected by the teacher. However, this finding is in line with research conducted by Parwati (2017). The researcher found that the teacher only corrected the language use and vocabulary from student’s composition and it is the same with Parwati’s research.

CONCLUSION

Based on result and discussion which have been presented, the researcher formulated two conclusions in this study. Firstly, the researcher found two types of corrective feedback given by the teacher on student’s composition, which were direct written corrective feedback and metalinguistic feedback. Fortunately, the student revised her error easily since the teacher gave some kinds of feedback. Secondly, since the teacher used direct written corrective feedback to twelve errors, the researcher concluded that direct written corrective feedback was the most type of written corrective feedback used by the teacher on student’s composition. The researcher found that it helped the student a lot because the teacher provided the suggestions to the

student's errors directly. Next, metalinguistic feedback was another type of written corrective feedback used by the teacher. This type of corrective feedback was quite similar with the previous one. However, the teacher only gave a metalinguistic clue to the student's error without provide her a correct form. Since the teacher did not provide the correct form, the student should revise her error by her own self. In conclusion, those kinds of written corrective feedback on student's descriptive writing given by the teacher; direct written corrective feedback and metalinguistic feedback gave a huge impact to the student to make her aware with the errors and directly revised them into correct form. Thus, we can conclude that feedback from the teacher can improve her writing skill.

Suggestions

The researcher provided several suggestions based on this research. First, for English teacher, it is suggested to pay more attention in correcting on student's composition since there were still other errors which missed by the teacher. Secondly, for further researcher who wants to conduct a similar research, they can use another kind of feedback to correct student's composition. Moreover, they can develop the research based on student's level; good, average, and poor students since in this study the researcher only used the writing composition which written by poor student.

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APPENDICES

APPENDIX 1 Student's First Draft of Descriptive Writing

My Favorite Comb

I have a special object, it is so useful for me. Actually everyone has this object, but mine is different from others. And the object is my comb. I always bring it wherever I go. For example, when I was in senior high, there is a sport class, and it held in Tuesday. When the class ended, my friends and I went to bathroom to take a bath. We also need to comb our hair. Therefore, I brought my comb when Tuesday came. I also bring my own comb when I go travelling. I feel like something missing when I do not use my own comb.

My comb has some characteristics that make it different with other. It has simple shape consist of two parts. Part is the holder, second is a shaft and teeth that are placed at a perpendicular angle to the shaft. It also has 23 teeth on the shaft and every tooth has 3.5 cm length. The comb has length about 19.5 cm with 4.5 cm width. Because I like dark color, so I choose purple to be its color. On the holder, there are 23 stripes which have purple color too and there is small hole to put it on the wall. But, I put it next to my makeup mirror. Actually I want to buy the pink one, but it was completely sold out. This comb made from plastic, so it is light.

There are so many stores which sell cute comb, but I always buy it in Indomaret which has simple type of comb. I do not know why I love to buy there. Maybe because the comb so durable and fit me because of the type of my hair. I have a thick long hair, so I need a comb with wider teeth halfway to make easier when I comb. I bought it last six months. This comb is not pricy, only Rp. 9000 and I think it is worth it with the quality.

I like to comb my hair. It feels so comfortable. Aside make comfort, it also makes my hair smooth. In fact, I comb my hair more than ten times a day. When I comb my hair, it feels like more longer than before.

My comb is the important thing which I bring when I go travelling. Using friend's comb has different feeling. Because sometimes, it has different teeth or type. Every comb has their own kind of teeth and I need the wider teeth halfway. So comb is the important one and also part of me.

APPENDIX 2 Student's Final Draft of Descriptive Writing

My Favorite Comb

I have a special object, this is my comb. I always bring it wherever I go. For example, when I was in senior high, there was a sport class on Tuesday. When the class ended, my friends and I went to bathroom to take a bath and we also needed to comb our hair. Therefore, I brought my comb every Tuesday. I also bring my own comb when I go travelling. I feel like something missing when I do not use my own comb.

My comb has some characteristics that make it different. It has simple shape which the first part is the holder then the second part are a shaft and teeth that are placed at a perpendicular angle to the shaft. It also has 23 teeth on the shaft and every tooth has 3.5 cm length. The comb has length about 19.5 cm with 4.5 cm width. I like dark color, so I choose purple to be its color. On the holder there are 23 stripes which have purple color too and there is small hole to put it on the wall. Actually I want to buy the pink one but it was completely sold out. This comb made from plastic so it is light.

There are many stores which sell cute comb but I always buy it at Indomaret that has simple type of comb. I do not know why I love it so much, maybe because the comb is so durable and fit with the type of my hair. I have thick long hair so I need a comb with wider teeth halfway to make easier when I comb. I bought it last six months. This comb is not pricy, only Rp. 9000 and I think it is worth it with the quality.

I like to comb my hair. It feels so comfortable. Aside make comfort it also makes my hair smoother. In fact, I comb my hair more than ten times a day. When I comb my hair, it feels like longer than before.

My comb is the important thing that I bring when I go travelling. Using friend's comb has dissimilar feeling because it has different teeth, type and shape. Every comb has their own kind of teeth and I need the wider teeth halfway. Thus, comb is the important one and also part of me.