

ABSTRACT

Santika, Wiwin Dwi. 2025.. *The Teachers's Practices in Corrective Feedback Provision and Students' Responses of Writing Exposition Text in SMAN 1 Kademangan*, Thesis, English Education Department, the Postgraduate Program, UIN Sayyid Ali Rahmatullah. Advisor: (1) Dr. Ida Isnawati, M.Pd (2) Dr. Nursamsu, M.Pd

Key words: Writing, Corrective Feedback, Exposition Text.

Many students have trouble understanding the corrective feedback that is provided by the teacher, so there are times when some pupils understand whereas some lack. Teachers continue to repeat data and use other corrective feedback, but use curriculum and program-based learning resources, but with the same results. There is no special means for teaching writing. As a result, students have not mastered writing skills accurately and accurately. Developed as a way to teach and learn to write, Corrective feedback must be given so that students can know where their mistakes and corrective feedback that can be understood by students.

The formulation of the research problem was (1) How do the teachers provide corrective feedback in students writing exposition text. (2) How do the students respond to the corrective feedback in writing exposition text given by the teacher. The most common problems faced by students in the classroom are how to write, what to write, and the lack of vocabulary and incompetence in structure. We always use our thinking and creative skills in the writing process. Not only that, but it is also supported by the appropriate rules. In comparison to other language skills, it is also thought to be the most difficult to learn.

This research method uses qualitative research. Qualitative approach as a process of research and understanding based on methodology that investigates a social phenomenon and human problem. In this approach, the researcher creates a complex picture, examines words, details report of respondents' views, and conducts studies on natural situations.

The conclusion from this was found, finally, the teacher used written criticism to help students improve their writing skills, particularly when producing exposition language. The teacher also used positive and negative criticism to provide pupils with suggestions and incentive. The teacher attempted to facilitate interaction. There is also corrective feedback within the interaction between the teacher and the students. . Students are not frightened to respond to the question since the proper response does not come exclusively from the teacher. However, the proper solution may come from themselves. As a result, the students were able to share their right solution.

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Keyword: kemampuan menulis, corrective feedback, teks eksposisi

Banyak siswa kesulitan memahami umpan balik korektif yang diberikan oleh guru, sehingga ada kalanya beberapa siswa mengerti Akibatnya, siswa belum menguasai keterampilan menulis secara akurat dan akurat. Dikembangkan sebagai cara mengajar dan belajar menulis, Umpan balik korektif harus diberikan agar siswa dapat mengetahui di mana kesalahan mereka dan umpan balik korektif yang dapat dipahami oleh siswa.

Rumusan masalah penelitian ini adalah (1) bagaimana guru memberikan umpan balik korektif dalam pembelajaran menulis teks eksposisi pada siswa. (2) bagaimana respon siswa terhadap umpan balik korektif dalam menulis teks eksposisi yang diberikan oleh guru. Masalah yang paling umum yang dihadapi oleh siswa di kelas adalah bagaimana cara menulis, apa yang harus ditulis, dan kurangnya kosakata dan ketidakmampuan dalam struktur. Kita selalu menggunakan kemampuan berpikir dan kreatif dalam proses menulis. Tidak hanya itu, tetapi juga didukung oleh aturan yang sesuai. Dibandingkan dengan keterampilan berbahasa lainnya, keterampilan menulis juga dianggap sebagai keterampilan yang paling sulit untuk dipelajari.

Metode penelitian ini menggunakan penelitian kualitatif. Pendekatan kualitatif sebagai suatu proses penelitian dan pemahaman yang berdasarkan pada metodologi yang menyelidiki suatu fenomena sosial dan masalah manusia. Dalam pendekatan ini, peneliti menciptakan suatu gambaran kompleks, meneliti kata-kata, laporan terinci dari pandangan responden, dan melakukan studi pada situasi yang alamiah.

Kesimpulan yang didapat dari penelitian ini adalah guru menggunakan kritik tertulis untuk membantu siswa meningkatkan kemampuan menulis mereka, khususnya dalam memproduksi bahasa eksposisi. Guru juga menggunakan kritik positif dan negatif untuk memberikan saran dan dorongan kepada siswa. Guru berusaha untuk memfasilitasi interaksi. Ada juga umpan balik korektif dalam interaksi antara guru dan siswa.