

## ABSTARCT

### **Tita Lestari 2018: The Teachers' Written Corrective Feedback in EFL Writing Classroom: A Qualitative Investigation from an Indonesian University.**

In learning English, writing is one of the four English skills that should be comprehended by EFL learners. In the academic context, writing skill is considered as a difficult skill and subject in the class. It is because learners have to produce a text in specific writing genres and mastering all the content and how to create it by using English correctly. Giving a corrective feedback by the teacher is important in writing class which is needed by the students because by giving the corrective feedback the students not only know about their ability but also can evaluate and repair their error. One of the corrective feedback type is written corrective feedback. It can correct the students writing error with direct or indirect technique.

The research is written to achieve the objectives: 1)To observe the kind of written corrective feedback given by the teacher in EFL writing classroom. 2)To observe the EFL students' abilities in improving their writing after given teachers' written corrective feedback on their writing. 3)To observe students' preference toward the teachers' written corrective feedback.

This research uses a qualitative approach in descriptive method with case study. The total number of respondent was 36 EFL students in one class of the second grade of one University in Indonesia. Purposive sampling is used in choosing the respondent. It is a nonrandom technique that does not need underlying theories or a set number of participants. The instrument in this research is document analysis and questionnaire.

The result shows that 12 students' writing text from 36 students (first draft), the teacher gives the written corrective feedback with direct and indirect technique. The students' writing text in second draft (after given feedback) shows the good response from EFL students, they can correct the error and improve their writing. The questionnaire result from 36 students shows that both of direct and indirect written corrective feedback was useful for them, but most of them prefer to direct written corrective feedback.

In conclusion, written corrective feedback in English writing subject is really useful; the students can evaluate their writing error easily and also develop their ability in writing. The suggestion is written corrective feedback can be implemented in teaching writing by the teacher as the evaluation for students so they can develop their writing ability.