

ABSTRACT

Muharram, Annis Arifah Barokatul. 2022. *The Influence of Teacher Corrective Feedback of Students Vocabulary Mastery on Writing English Text.* Thesis. Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisor: (1) Dr. Hanafi, M.Pd. (2) Yeni Mardiyana Devanti, M.Pd.

Keywords: Teacher Corrective Feedback, Vocabulary Mastery, Recount Text.

Corrective feedback is undeniably essential to facilitate L2 knowledge, as mistakes and errors are expected in all stages of learning. Feedback in writing may encompass many aspects of writing, including composition skills, style, organization, content, and others, although there have been changing perceptions on effective and meaningful ways to give students feedback. Effective teacher feedback makes students feel that the composition attracts the attention of teachers. It can stimulate students' interests and motivations in writing more broadly, and can also make students pay attention to mistakes and understand the gap between their own output and the target language, which is more conducive to improving the performance of English writing. Based on the explanation above the research will conduct by the title "The Influence of Teacher Corrective Feedback of Students Vocabulary Mastery on Writing English Text in MTS Unggulan Al Qodiri 1 Jember". In this research, the problem is "Is there any significant influence of using teacher corrective feedback of students vocabulary mastery on writing English text at eight grade students? and the objective of this research is to find out the influence of teacher corrective feedback of students vocabulary abilities on writing English text at eight grade students of MTS Unggulan Al Qodiri 1 Jember. Based on the research problem and relevant theory, the hypothesis of this research is described as follow: teacher corrective feedback influences students' vocabulary mastery in writing English text on eight grade students at MTS Unggulan Al Qodiri 1 Jember in 2022/2023 Academic Year because there is a significant different between students writing score of pretest and posttest.

The design of this research is experimental type one group pretest – posttest design. The research subject is VIII class consisting of 24 students. The data are collected using test, and the instrument used is essay test. This research analysed the data using SPSS 16 on computer. The result indicated that the teacher corrective feedback influence students vocabulary mastery on writing English text because the mean of posttest are higher than the mean of pretest and the score of Sig. (2-tailed) is 0,00 lower than 0,05, then H₀ rejected and H_a accepted.