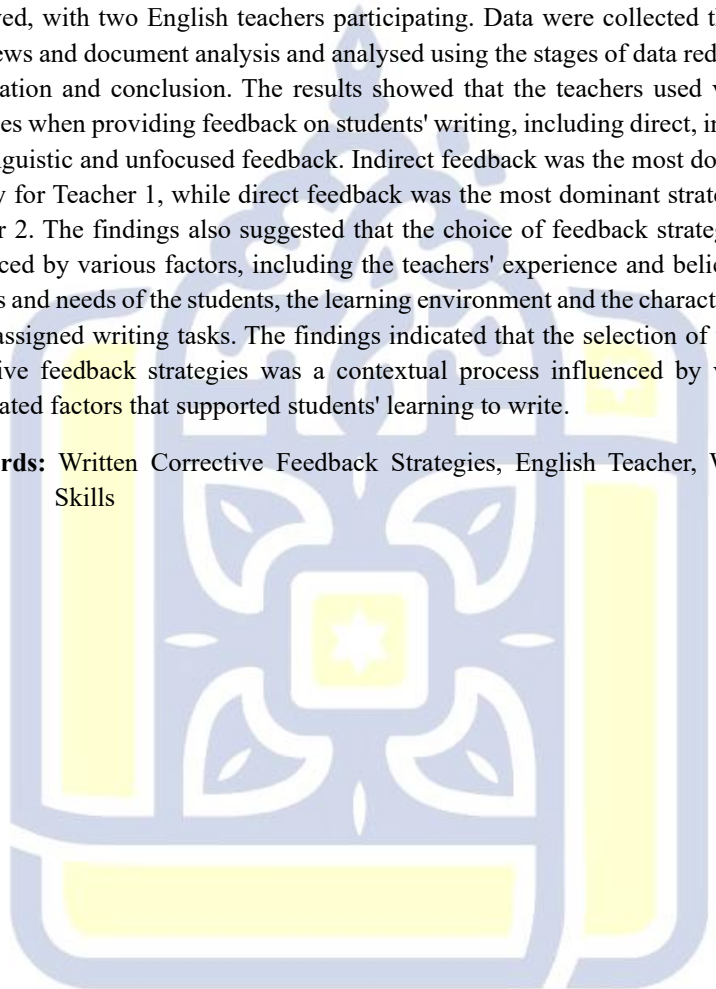


ABSTRACT

This study aimed to identify the types of written corrective feedback (WCF) strategies employed by English teachers at Sukma Bangsa Lhokseumawe, and to explore the reasons behind their selection of these strategies when providing feedback on students' writing. A descriptive qualitative research method was employed, with two English teachers participating. Data were collected through interviews and document analysis and analysed using the stages of data reduction, presentation and conclusion. The results showed that the teachers used various strategies when providing feedback on students' writing, including direct, indirect, metalinguistic and unfocused feedback. Indirect feedback was the most dominant strategy for Teacher 1, while direct feedback was the most dominant strategy for Teacher 2. The findings also suggested that the choice of feedback strategy was influenced by various factors, including the teachers' experience and beliefs, the abilities and needs of the students, the learning environment and the characteristics of the assigned writing tasks. The findings indicated that the selection of written corrective feedback strategies was a contextual process influenced by various interrelated factors that supported students' learning to write.

Keywords: Written Corrective Feedback Strategies, English Teacher, Writing Skills



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