Abstract

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This study is intended to investigate the role of Teacher Interactional Feedback (TIF) on students’ writing. Providing TIF is one of the important things that supposed to do by teachers. It supports the development of students’ writing. Some of the teachers in foreign language context underestimated to the power of teacher interactional feedback in developing the writing product of students.

Therefore, this research focuses on the analysis of the role of teacher interactional feedback divided into three research questions: (1) the ways the teacher provides TIF, (2) the contributions of TIF in the aspects of writing by Brown (2007), and (3) the students’ perspective toward TIF in English writing class.

The descriptive qualitative method was used in data analysis. Nine students were involved in conducting this research to fill out the questionnaire for this research. This research was successful to find out the role of TIF in students’ writing, and it was indicated by students’ responses after they got teacher interactional feedback.

It confirms that Teacher Interactional Feedback (TIF) has an important role in developing students’ writing. This is supported by the result of the data analysis. The data from observation show that the teacher provides TIF when student asked the teacher and when the teacher supervising students’ writing. The data from questionnaire that was distributed to nine students gave many evidences that TIF has an important role in developing students’ writing. In addition, one of student said that Teacher Interactional Feedback (TIF) helped him to recognizing the weaknesses and the strengths of his writing.

By and large, TIF has an important role in developing students’ writing and it is very useful in developing students’ writing. Moreover, from the students point of view, TIF gave many contribution in developing their writing product. Therefore, TIF is recommended to be used by the teacher in developing students’ writing.