TABLE OF CONTENTS

ABSTRACT	i
DECLARATION OF AUTHENTICITY	ii
BIOGRAPHY	iv
PREFACE	v
ACKNOWLEDGEMENT	vi
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Questions	3
C. Research Purposes	3
D. Research Significances	4
E. Research Scope	4
F. Conceptual Framework	4
G. Previous Study	7
CHAPTER II LITERATURE REVIEW	
A. The Definition of Writing	10
a. The Nature of Writing	
b. Creative Writing	
c. Comics	
d. Teaching Writing Skills	14
B. The Definition of Assessment	16
a. Language Assessment	17
b. Summative Assessment	18
c. Pormative Assessment	20
d. Assessing Writing Skills	23
C. The Definition of Feedback	24
a. Feedback in Educational Context	25
b. Direct and Indirect Feedback	26
c. Corrective Feedback and Peer Feedback	27
d. Teacher's Corrective Feedback	29
e. Teacher's Written and Oral Corrective Feedback	30

f. Teacher's Corrective Feedback as a Formative Assessment	34
g. Teacher's Corrective Feedback for Assessing Writing Skills	35
h. Teacher's Corrective Feedback as Formative Assessment in Writing	
Skills	.36
CHAPTER III METHODOLOGY	38
A. Research Methodology	38
B. Research Design	38
C. Research Site and Participants	39
D. Research Instruments	39
E. Research Procedures	
F. Data Source	
G. Data Analysis	
CHAPTER IV FINDINGS AN <mark>D DISCUSSIONS</mark>	.56
A. Research Findings	56
1. The Method the Teacher Applies to Deliver Corrective Feedback as A Formative Assessment on Students' Skills on Writing Comics	
The Types of Errors Normally the Students Created in Making the Comics	66
b. The Relation between Student's English Language Proficiency and The Teacher's Corrective Feedback	70
c. Teacher's Perspectives on the Use of Corrective Feedback to Motivates Students in Learning Writing Skills on Comics	78
2. The Teacher's Challenges to Deliver Corrective Feedback as A Formative Assessment on Students' Skills on Writing Comics	
a. Teacher Challenges on Delivering Corrective Feedback	82
b. The Teacher's Solutions on the Challenges on Delivering Corrective Feedback on Students' Skills on Writing Comics	
3. The Utilization of The Teacher's Corrective Feedback as A Formative Assessment by the Students on Their Skills on Writing Comics	87
a. The Students' Experiences in Making Comics	.89
b. The Post Teacher's Corrective Feedback on the Students' Comics	
B. Discussion	100
1. The Method the Teacher Applies to Deliver Corrective Feedback as A Formative Assessment on Students' Skills on Writing Comics	

a. The Teacher's Method for Teaching Writing Skills101
b. The Types of Errors Normally the Students Created in Making the Comics
c. The Relation between Student's English Language Proficiency and the Teacher's Corrective Feedback
d. The Method Used by the Teacher to Provide Corrective Feedback to the Students from Different English Level of Proficiency104
e. Teacher's Perspectives on the Use of Corrective Feedback to Motivate Students in Learning Writing Skills on Comics
 The Teacher's Challenges to Deliver Corrective Feedback as A Formative Assessment on Students' Skills on Writing Comics
a. Teacher Challenges on Delivering Corrective Feedback106
b. The Teacher's Solutions on the Challenges on Delivering Corrective Feedback on Students' Skills on Writing Comics
3. The Utilization of The Teacher's Corrective Feedback as A Formative Assessment by the Students on Their Comics
a. The Students' Experiences in Making Comics
b. The Post Teacher's Corrective Feedback on the Students' Comics
CHAPTER V CONCLUSION AND SUGGESTIONS112
A. Conclusion112
B. Suggestion
REFERENCES
APPENDICES

LIST OF FIGURES

Figure 2.1 An Illustration of Comic
Figure 2.2 The Cycle of Teaching Writing Skills
Figure 2.3 The Core of Testing an Assessment in the Teaching Process17
Figure 2.4 The Summative Assessment Cycle
Figure 2.5 The Formative Assessment Cycle
Figure 2.6 Teacher's Written Corrective Feedback
Figure 2.7 Teacher's Oral Corrective Feedback
Figure 3.1 Research Procedures
Figure 4.1 The Teacher was Introducing Comics to The Students59
Figure 4.2 The Teacher was Introducing Pixton's Corrective Feedback Rubric to The Students
Figure 4.3 The Teacher was Delivering Corrective Feedback on Students' Comics
Figure 4.4 The Teacher Demonstrated How to Login to Pixton83
Figure 4.5 The Students were Revised Their own Comics



LIST OF TABLES

Table 2.1 The Differences between Summative and Formative Assessment22
Table 3.1 The Classroom Observation Checklist
Table 3.2 Teacher Interview Questions
Table 3.3 The Student Interview Questions
Table 3.4 The Student Questionnaire
Table 4.1 The Classroom Observation Results (First Meeting)57
Table 4.2 The Teacher's Method for Teaching Writing Skills
Table 4.3 Student's Views on The Teacher's Method for Teaching Writing Skills
Table 4.4 The Classroom Observation Results (Second Meetings)65
Table 4.5 Teacher's Views on Their Writing Errors
Table 4.6 Students' Views on Their Writing Errors
Table 4.7 The Teacher's Method to Treat Errors on Students' Comics
Table 4.8 Students are Classified Regarding to Their English Language Proficiency
Table 4.9 The Method Used by the Teacher to Provide Corrective Feedback to the Students from Different English Level of Proficiency
Table 4.10 The Method Used by the Teacher to Provide Corrective Feedback to the Students from Different English Level of Proficiency Based on Students'
Table 4.11 The Teacher's Perspectives on the Use of Corrective Feedback to
Motivate Students in Writing Comics
Table 4.12 Students' Perspective on The Use of Teacher's Corrective Feedback in Writing Comics
Table 4.13 Students' Perspective on The Use of Teacher's Corrective Feedback in Writing Comics (Questionnaire Result)
Table 4.14 The Teacher's Challenges to Provide Corrective Feedback on Student's Comics
Table 4.15 The Teacher's Challenge in Delivering Personal Corrective Feedback
Table 4.16 The Teacher's Solutions on the Challenges to Delivering Corrective Feedback as A Formative Assessment on Students' Skills on Writing Comics86

Table 4.17 The Students' Activities at the Post Teacher's Corrective Feedback (Classroom Observation Results)	88
Table 4.18 The Students' Experiences in Making Their own Comics	89
Table 4.19 The Students' Correction Activity at the Post Teacher's Corrective Feedback	91
Table 4.20 The Students' Feelings after Receiving Teacher's Corrective Feedbacon Their Comics	
Table 4.21 The Students' Request on How the Teacher Provide Corrective Feedback in Writing Skills	94
Table 4.22 Students' Questionnaire Results	96
Table 4.23 The Kinds of Teacher's Corrective Feedback that Expected by The Students	98
Table 4.24 The Method of the Teacher's Corrective Feedback that Expected by The Students	99
Table 4.25 The Most Important Errors that The Teacher has to Focus on	99

