

ABSTRACT

IMPROVING STUDENTS' WRITING ABILITY IN RECOUNT TEXT THROUGH INDIRECT FEEDBACK AT THE FIRST GRADE OF SMA NEGERI 5 BANDAR LAMPUNG

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Writing was counted as difficult skill that should be mastered by the students. There are several problems why this skill is difficult to master. One of the problems is because the teacher teaches the students without using a good approach and treatment, especially in correcting students' work. Therefore, in order to solve the students' difficulties in writing there is one of techniques that can be used to correct students' work. Indirect feedback is believed to contribute in improving students' writing ability.

This research was quantitative research. The aim of this research was to find out the difference of students' writing ability after the implementation of indirect feedback as a technique. The researcher used pretest and posttest as the design of this research. The research was conducted at the first grade of SMA Negeri 5 Bandar Lampung in the second semester of academic year 2015/2016. The research took one class as the sample it was X.10 which consisted of 32 students. The writing test of recount text (first draft and second draft) was applied to collect the data. This test was given to see how far the improvement of students' recount writing ability after the treatment and the aspect that improves the most after the implementation of indirect feedback.

The result of this research showed that the t-value (8.420) was higher than t-table (2.040) and the value of significant level was $0.000 < 0.05$. It meant that there was a difference of students' writing ability in recount text after the implementation of indirect feedback as the technique. Therefore, the hypothesis of the research was accepted. The mean score of the first draft was 48.46 and the mean of second draft was 61.43. It meant that the students' mean score was improved about 12.97. On the other hand, the aspect of writing that improves the most was vocabulary since the percentage of vocabulary aspect improved up to 0.42%.

Based on the result, it could be concluded that indirect feedback gives an improvement of students' writing ability in recount text.