

ABSTRACT

THE EFFECT OF TEACHER'S INDIRECT FEEDBACK ON DESCRIPTIVE WRITING AT SMA AL-AZHAR 3 BANDAR LAMPUNG

By

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Writing is simply regarded as the most complex language skill to study. This stands to reason for it has crucial elements covering content, organization, grammar, vocabulary, and mechanics. Therefore, it is not uncommon that learners often make errors in learning writing. In view of this, the purposes of this research were to investigate whether there is a statistically significant difference of students' writing descriptive text after the implementation of teacher's indirect feedback and to find out what aspect of writing that improves the most after the implementation of teacher's indirect feedback. This research was quantitative research. The subjects were 25 students of X IPA 2 of SMA Al-Azhar 3 Bandar Lampung. The writing test was used to collect the data. The data was analyzed using SPSS version 16.0 software program.

The treatments were done in 5 meetings. In the first meeting, the researcher conducted pre test. In the second meeting, the researcher taught them about descriptive text by providing the example of descriptive text, generic structure, and language features. After explaining, they were asked to make first draft of descriptive text. In the next meeting, the researcher introduced about aspects of writing and the kind of feedback given. The researcher explained about the correction codes or symbols of teacher's indirect feedback given in their draft and asked the student to revise their first draft into the second draft. In the fourth meeting, the researcher listed students' common mistakes and gave the example of their correct form. Next, the students were asked to revise their second draft into the third draft based on the feedback given. In the last meeting, the researcher conducted post test.

The result showed that there was a statistically significant improvement of students' writing of descriptive text with the significant level $0.00 < 0.05$. The next result showed that mechanic was the aspect of writing that significantly improved the most. This suggests that indirect feedback facilitates students to improve their writing.

Keywords: descriptive writing, indirect feedback