

ABSTRACT

INDIRECT CORRECTIVE FEEDBACK ON THE STUDENTS' GRAMMATICAL ERRORS IN WRITING BY THE THIRD YEAR STUDENTS OF MA AL-FATAH LAMPUNG

By

Antisya Azzahra

Grammar is an essential aspect of writing skill, yet many EFL learners make grammatical errors frequently. The English teacher in MA Al-Fatah Lampung stated that most students find it difficult to write using proper grammar. The objectives of this research are 1) to find out the types of grammatical errors that XII MA Al-Fatah students encountered in their writing and 2) to find out the effect of teacher's indirect corrective feedback on the students' capability of grammar. The approach of this research was qualitative. There were 20 students of the third-grade chosen randomly. Writing test was used to collect the data. The result showed that the students made error in grammar mostly in misformation error as 38%. In addition, based on the result of the test analysis in the table Repeated Measure T-test, hypothesis is not accepted because the Sig. (2-tailed) is $0.874 > 0.05$. It means that there was no effect in teacher's indirect corrective feedback on the students' capability of grammar, especially for the students of MA Al-Fatah Lampung.

Keywords: writing, grammatical error, indirect corrective feedback, error analysis.