

ABSTRACT

THE EFFECT OF INDIRECT WRITTEN CORRECTIVE FEEDBACK ON STUDENTS' RECOUNT WRITING PERFORMANCE AT THE FIRST GRADE OF SMA PERINTIS 1 BANDAR LAMPUNG

By
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Abstract. The aims of this research were to find out whether there was any effect of Indirect Written Corrective Feedback on students' recount writing performance and to analyze which aspect of writing improved the most after the implementation of Indirect Written Corrective Feedback. This research is quantitative research using one group pre-test and post-test design. The population was the first-grade students of SMA Perintis 1 Bandar Lampung. The sample was one class of the first grade: X2 class consisting of 30 students. The instrument was writing test in the form of essay. The data were in the form of scores taken from the pre-test and post-test which were analyzed by using Paired Sample t-test. The results showed that there was statistically significant difference between the mean score of the pre-test (56.8) and post-test (67.5). The significant value was determined by sign $p < 0.05$ with the result $0.000 < 0.05$ and the t-value $> t$ -table with the result $18.270 > 2.045$. The aspect of writing which improved the most was language use. This is because most of the Indirect Written Corrective Feedback used in this research focused on the English structure such as verb tense, verb form, preposition, word-order and subject-verb agreement which are covered in language use aspect of writing. It is suggested that Indirect Written Corrective Feedback can be implemented in teaching other types of text in a long-term period and other educational levels of school. Further researches may focus on symbols to correct error in content and organization aspect.

Keywords: Indirect Written Corrective Feedback, teaching writing, recount text, writing performance, writing ability, writing achievement.