

## **ABSTRACT**

### **IMPROVING STUDENTS' DESCRIPTIVE WRITING ABILITY THROUGH TEACHER'S INDIRECT FEEDBACK AT THE FIRST YEAR OF MA AL-HIKMAH BANDAR LAMPUNG**

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Writing is a productive skill which is very important for student to learn. In fact, writing is still considered a complicated skill for students to master. There are several problems why this skill is difficult. One of the problem is because the teacher teaches them without using a good approach and treatment, especially in corecting students' writing. As one of the steps that can be used to correct students' writing, Teacher's indirect feedback is believed to contribute in improving students' writing skill.

This research was a quantitative research. The aim of this research was to find out the improvement of students' descriptive writing ability after the implementation of teacher's indirect feedback in teaching descriptive writing. The researcher used pretest and posttest design in this research. The research was conducted at the first year of MA Al-Hikmah Bandar Lampung. The research took place in class XB which consisted of 27 students. The instrument used to collect the data were writing test (pretest and posttest). The test was given to see how far the students improve their descriptive writing ability after the treatment.

The result of the research showed that the t-value (21.506) was higher than t-table (2.052) and the value of two tail significance was  $0.000 < 0.05$ . It means that there is a significant increase of students ability in descriptive writing after the implementation of teacher's indirect feedback. Therefore the hypothesis of the research was accepted. The mean score of pretest was 57.96 and the mean of posttest was 72.41. It means that the students' mean score was improved about 14.45.

Based on the finding, it can be concluded that teacher's indirect feedback gives a positive improvement in students' descriptive writing ability.