

## ABSTRACT

Muchlis, Achmad. 2016. *Improving the Tenth Grade Students' Writing Ability through Written Feedback at MA Ma'arif NU Kencong in the 2015-2016 Academic Year*. Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors : (1) Henry Fatkurochman, SS, M.Hum (2) Indri Astutik, M.Pd.

Key Word : Writing ability, Written feedback, Symbol and abbreviation

Writing has been a big problem which puts students into trouble as shown by errors made in both the organizing of the composition and the language so students cannot write topics of their writing correctly, especially for L2/FL learners who basically learn foreign language or second language. Therefore, it is important to conduct a research entitled "Improving the Tenth Grade Students' Writing Ability through Written Feedback". In this research, the problem is "Can the implementation of Written Feedback significantly improve the tenth grade students' writing ability at MA Ma'arif NU Kencong in the 2015-2015 Academic Year?", and the objective of this research referring to the research problem is "To Find out Whether Written Feedback Can improve the Tenth Grade Students' Writing Ability at MA Ma'arif NU Kencong in the 2015-2015 Academic Year". Based on the research problem and the relevant theory, the action hypothesis of this research is described as follows: the implementation of written feedback can improve the tenth grade students' writing ability at MA Ma'arif NU Kencong in the 2015-2015 Academic Year.

This research was done in a cycle using CAR (Classroom Action Research). The data was taken from observation and test. The research was conducted for the tenth grade student of senior high school at MA Maarif NU Kencong in the 2015-2016 academic year. In order to calculate the writing score, Alpha Formula was used. The data was analyzed using formula  $M = \Sigma x/N$ .

The Written feedback improve the students' writing ability both the score and the active participation by giving valuable written feedback in the form of symbol and abbreviation, and they can independently revise their writing from the feedback given by the teacher. It could help to remind the students' errors that had been made when they were writing. It was proven from the students' assignment and test mean score, their mean score improve from 61.09 in the writing assignment to 76.12 in the test. On other hand, the percentage of the students' active participation improved from 45.16% in the first meeting to 70.96% in the second meeting.

Based on the result, it can be concluded that written feedback improves tenth grade students' writing ability at MA Ma'arif NU Kencong in the 2015-2016 academic year by giving valuable feedback in the form of symbols and abbreviations.