

ABSTRACT

Mochammad Vicky Maulana Hidayatur Rahman. 2025. *The Effect of Indirect Feedback on Students' Recount Text Writing Ability at SMK Fatihul Ulum*. Thesis. English Language Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisors: (1) Widya Oktarini, S.S., M.A. (2) Yeni Mardiyana Devanti, M.Pd.

Key Words: Indirect feedback, Writing ability, Recount text

Writing is one of the four essential English language skills. It plays a vital role in enabling students to express their ideas clearly in written form. However, many students struggle with writing, especially in applying correct grammar, such as the use of the past tense. These difficulties often hide their ability to produce accurate and effective texts. To help overcome these challenges, the use of indirect feedback through correction codes is considered a useful strategy, as it encourages students to identify and revise their errors. In response to this issue, the researcher conducted a study entitled "THE EFFECT OF INDIRECT FEEDBACK ON STUDENTS' RECOUNT TEXT WRITING ABILITY AT SMK FATIHUL ULUM" to explore how this approach can improve students' writing performance.

In this research, the main problem is "Is there any significant effect on student writing ability after getting indirect feedback?" and the objective of this research is "to investigate the effect of indirect feedback on students' writing ability in recount text." Based on the research problem and the relevant theory, the hypothesis of this research is "null hypothesis (H_0): There is no significant effect of indirect feedback on students' recount text writing ability", and "alternative hypothesis (H_a): There is a significant effect of indirect feedback on students' recount text writing ability."

The kind of research is the quantitative method using quasi-experimental as design. The sample of this research is students of SMK Fatihul Ulum grade X. The data are collected using a recount writing test before and after giving indirect feedback. The research instrument included a writing skill assessment sheet with criteria covering aspects of grammar, punctuation, spelling, and mechanics.

The results show that the value of Asymp. Sig. (2-tailed) in the pre-test and post-test experimental group is 0.012, which is smaller than 0.05. While in the control group, the value of Asymp. Sig. (2-tailed) of 0.813, which is higher than 0.05. Based on the findings, it indicates that indirect feedback can reduce the error of students' recount text writing ability. In addition, this strategy can engage the critical thinking of students and also encourage self-correction. This strategy also makes the time of learning more efficient because the students do not need to wait for feedback from the teacher for a long time. Therefore, it is recommended to integrate indirect feedback as part of the writing learning strategy to encourage students to be more active in the process of revision. Based on the result, it can be concluded that there is a significant effect of indirect feedback on students' recount text writing ability.