

ABSTRACT

Nurazizah,Riska.2018. *The Use of Indirect Corrective Feedback to Improve Studentss' Writing Ability in the X grade Students of SMK Nurul Huda Mangunsari in the 2017/2018 Academic Year*. Thesis, English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisor: (1) Fitrotul Munfaridah,M.Pd.

Key Words: writing ability,Indirect Corrective Feedback Technique

Writing ability is an activity to express the idea in writing form. In writing has five aspect of writing in order to make good writing. Many students think that writing is the most difficult skill in learning English so they want to learn more about English. Therefore, it is really important to do a research entitled "Improving writing ability using Indirect Corrective Feedback Technique".

In this research, the problem is "How the use of indirect corrective feedback can improve the students writing ability at tenth grade of SMK Nurul Huda Mangunsari in the 2017/2018 academic year?" and the objective of the research is to improve the tenth grade students writing ability using Indirect Corrective feedback technique at tenth grade of SMK Nurul Huda Mangunsari in the 2017/2018 academic year. Based on the problem of the research and the relevant theory, the action hypothesis of this research is the use of indirect corrective feedback can improve the tenth grade of students writing ability at Smk Nurul Huda Mangunsari in the 2017/2018 academic year by explaining and giving symbol on their writing task, introduction about symbol of Indirect Corrective feedback.

Design of the research was Classroom Action Research. The research subjects is the tenth grade students of SMK Nurul Huda Mangunsari in the 2017/2018 academic year, consisting of 25 students. Data were obtained by giving test to the students of tenth grade SMK Nurul Huda Mangunsari after the implementing of Indirect Corrective feedback technique. The data are collected using test method, the instrument used is writing test and field note. In order to analyze the data, students' writing score and percentage formula is used.

The Result show that the use of indirect corrective feedback technique improved the students' writing ability in two cycles from the percentage of students' scored 63% in cycle one and 71% in cycle two.

Based on the research result, it can be concluded that indirect corrective feedback technique is able to improve the tenth grade students' writing ability at SMK Nurul Huda Mangusari in the 2017/2018 academic year by more explanations with Indonesia language and giving symbol correction about their work, and introduction about symbol of indirect corrective feedback.