Thesis
THE IMPLEMENTATION OF TEACHER’S INDIRECT CORRECTIVE FEEDBACK IN LEARNING WRITING
(A Classroom Action Research at the Second Grade of SMA Negeri 1 Boyolali Academic Year of 2016/2017)

By:
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Submitted to the Teacher Training and Education Faculty of Sebelas Maret University to fulfill one of the Requirements for Achieving the Undergraduate Degree of English Education

TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2017
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I would like to certify that the thesis entitled "THE IMPLEMENTATION OF TEACHER'S INDIRECT CORRECTIVE FEEDBACK IN LEARNING WRITING (A Classroom Action Research at the Second Grade of SMA Negeri 1 Boyolali)" is really my own work. It is not a product of plagiarism or made by others. Everything related to others' works is written in quotation; the sources of which are listed on the bibliography.

If then, this pronouncement proves wrong; I am ready to receive any academic punishment.

Surakarta, 2 August 2017

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This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English Education Department of Teacher Training and Education Faculty of Sebelas Maret University Surakarta.

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ABSTRACT


The aims of this research are (1) to find out whether the implementation of indirect corrective feedback can improve the students in learning writing; and (2) to describe what happens when teacher’s indirect corrective feedback is implemented at the eleventh grade of SMA Negeri 1 Boyolali.

The research design used in this study is a classroom action research which was conducted in two cycles. Each cycle consists of planning, action, observation, and reflection. In this action research, the researcher is as the teacher in the teaching learning process. The research data were collected using qualitative and quantitative technique. The qualitative technique can be divided into two categories: (1) observational (observation, diaries, audio recording, transcriptions and photographs), and (2) non-observational (interview and document). While the quantitative technique was obtained from the writing test that consists of pre-test and post-test. In analyzing qualitative data, the researcher used the steps of: assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. While in the quantitative data, the researcher compared the mean score of pre-test and post-test. The result of this research showed that (1) the implementation of teacher’s indirect corrective feedback can improve the students’ writing skill. It can be seen from the improvement of the students’ score. From the written test, the students’ pre-test mean score is 65.42, improves to 72.89 in post-test 1 and improves to 77.93 in post-test 2; (2) the implementation of teacher’s indirect corrective feedback gives good impact in the class situation. Indirect corrective feedback changes the class situation in becoming more active and interactive, especially in learning writing. Indirect corrective feedback can also attract the students to join the teaching learning process.

Keywords: Writing, Indirect Corrective Feedback
MOTTO

“Great men are not born great,
they grow great”
(Mario Puzo)

“Success is no accident. It is hard work,
perseverance, learning, studying, sacrifice
and most of all, love of what you are doing or learning to do”
(Pele)

“A dream doesn’t become reality through magic;
it takes sweat, determination and hard work”
(Colin Powell)
DEDICATION

This thesis is dedicated to:

- My beloved Bapak and Mamah
- My Brothers and Sisters
- All my friends
Praise and thanks to Allah SWT, The Lord of Universe, who always blesses the writer in finishing his thesis as a partial requirement for getting the Undergraduate Degree of Education in English Department.

The writer would like to express his special gratitude for them who have given him their help, guidance, and support in writing this thesis.

1. Prof. Dr. Joko Nurkamto, M.Pd. as the Dean of Teacher Training and Education Faculty of Sebelas Maret University who approved this thesis.
2. Teguh Sarosa, S.S., M.Hum. as the head of English Education Department of Teacher Training and Education Faculty.
3. Drs. M. Asrori, M.Pd. the first consultant, for the advice, patience, motivation, and correction in writing this thesis.
4. Ellisa Indriyani P H, S.Pd., M.Hum. the second consultant, for the advice, patience, motivation, and correction in writing this thesis.
5. Endang Setyaningsih, S.Pd., M.Hum. the academic consultant, for the motivation, kindness, and advice.
6. All lecturers in English Education Department, for the valuable knowledge.
7. Mrs. Fitri Nurhayati, S.Pd., the English teacher for being a good partner and patiently helping the writer to do the research.
8. The students of XI MIA-3 of SMA Negeri 1 Boyolali who have sincerely helped the writer to do the research.
9. My father Furqanul Aziez and my mother Mar’aeni for their great love, unlimited patience, pray and support.
10. My brothers and sisters, Feisal Aziez, Yordan Irsyadie Aziez, Shinta Aziez, and Supartini for their great love, pray and support.
11. My nephew, Karim Salman Aziez for his great love, joy, and support.
12. KYT Squad (Budi, Devy, Rio, Tyo, Arifin, Yuda, Irfan, Dega, Andre, Hasta, Moyo, Rey, and Tomy) for their help, suggestions, laughing, cares and also for the happiness.
13. KKN Pacitan (Gita, Hening, Lilik, Triana, Rurin, Eryma, Sani, and Bahar) for being a family and always motivating him to finish this thesis.

14. All of his friends in English Education Department, especially B class, for the supports and everlasting friendship.

The writer realizes that this thesis is still far from being perfect, so he accepts gratefully every comments and suggestions. Hopefully, this thesis will be useful for the readers and improvement of teaching English.

Surakarta, August 2017

Sidney Ilman Aziez
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