

**THE EFFECTIVENESS OF INDIRECT WRITTEN CORRECTIVE
FEEDBACK IN TEACHING SENIOR HIGH SCHOOL STUDENTS'
WRITING SKILL**

THESIS

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By:

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This thesis is to fulfill requirement for the degree of *Sarjana* (S1) in English Study Program, State Institute for Islamic Studies (IAIN) Kediri.

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MOTTO

“Enthusiasm is the mother of effort, and without it nothing great was ever achieved.”

~ Ralph Waldo Emerson ~

“What is written without efforts is in general read without pleasure.”

~ Samuel Johnson ~

“Educating the mind without educating the heart is no education at all.”

~ Aristotle ~

DEDICATION

This Thesis is dedicated to:

My Beloved Parents and Sister

Bapak Sauji, Ibu Ani Kalsum, and Devi Lestari, thank you so much for your endless support, love, suggestions, and prayers.

My Love

Andy Litas Muzaqi, thanks for being my another half who always supports and accompanies me in any conditions.

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Subsequently, in finishing this thesis by the title *The Effectiveness of Indirect Written Corrective Feedback in Teaching Senior High School Students' Writing Skill*, the researcher would like to dedicate great appreciation and gratitude to those who have a big contribution in helping the researcher to finish this thesis. Therefore, the researcher would like to express appreciation and sincerest gratitude to:

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Finally, the researcher hopes this thesis will be useful for all readers. Because the researcher realize that this thesis is not perfectly enough yet, the researcher excites to receive constructive criticism and suggestion to make this thesis better.

Kediri, 10 April 2020

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ABSTRACT

Wahyuni, Endang S. 2020. *The Effectiveness of Indirect Written Corrective Feedback in Teaching Senior High School Students' Writing Skill*. Thesis, Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisors: (I) Dr. Sri Wahyuni, M.Pd, (II) Dr. Ary Setya Budhi Ningrum, M.Pd.

Keywords: *Indirect Written Corrective Feedback, Writing Skill, Senior High School Students*

Providing written corrective feedback has proven to be beneficial in teaching writing skill. However, different types of feedback may result different effectiveness on students' writing. This research deals with the effectiveness of indirect written corrective feedback in teaching senior high school students' writing skill. The objective of the study was to investigate whether or not there is significant difference on writing skill between students who got indirect written corrective feedback and students who did not get indirect written corrective feedback.

By involving 60 tenth grade students of MAN 2 Kediri academic year 2019/2020, this research conducted a quasi-experimental research. The 30 students of experimental group were taught using indirect written corrective feedback and 30 students of control group were taught using another type of feedback, direct written corrective feedback. The data were collected through pre-test and post-test of writing recount text. Then, ANCOVA was utilized to analyze the data using SPSS 20.

The descriptive statistics show that the experimental group gained 12.57 points from 68 (pre-test) to 80.57 (post-test). While, the control group gained 6.63 points from 68.20 (pre-test) to 74.83 (post-test). Since the data of this research were normally distributed ($0.195 > 0.05$) and ($0.190 > 0.05$); the variance of the data is homogeneity ($0.147 > 0.05$) and ($0.289 > 0.05$); there is no interaction between covariate (pre-test) and dependent variable ($0.499 > 0.05$); and there is linier relationship between covariate (pre-test) and dependent variable ($0.00 < 0.05$), ANCOVA can be conducted to test the hypothesis. Then, the result of ANCOVA showed that the significance value is lower than α ($0.000 < 0.05$). It indicates that the researcher has enough evidence to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1). It means that there is significant difference on writing skill between students who got indirect written corrective feedback and students who did not get indirect written corrective feedback. Therefore, it can be concluded that indirect written corrective feedback is effective in teaching senior high school students' writing skill.

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