THE USE OF ERROR CORRECTION FEEDBACK TO IMPROVE THE SEVENTH-A GRADE STUDENTS’ DESCRIPTIVE TEXT WRITING ACHIEVEMENT AND THEIR PARTICIPATION AT MTs ZAHROTUL ISLAM DRINGU PROBOLINGGO IN THE 2012/2013 ACADEMIC YEAR

THESIS

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2013
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THESIS

Presented as One of the Requirements to Obtain S1 Degree of the English Education Program of the Language and Arts Department Faculty of Teacher Training and Education Jember University

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Date : January 23rd, 2013
DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, H. Mansur and Khotimah, my sisters Umi Kultsum, Maria Ulfa and Alfi Hidayatus Sholihah, my wife Zuyyina Khoiriyah R. S.Pd.
MOTTO

“Truly after difficulty there is an easy way”

(QS. Al-Insyrarah: 6)

“We can learn a lot from our mistakes, but we can also learn from things we do right.”

(Langston Hughes)

“You always pass failure on the way to success.”

(Mickey Rooney)
CONSULTANT APPROVAL

THE USE OF ERROR CORRECTION FEEDBACK TO IMPROVE THE SEVENTH-A GRADE STUDENTS’ DESCRIPTIVE TEXT WRITING ACHIEVEMENT AND THEIR PARTICIPATION AT MTs ZAHROTUL ISLAM DRINGU PROBOLINGGO IN THE 2012/2013 ACADEMIC YEAR

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, January 2013
Writer
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>STATEMENT OF THESIS AUTHENTICITY</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iv</td>
</tr>
<tr>
<td>CONSULTANTS’ APPROVAL</td>
<td>v</td>
</tr>
<tr>
<td>APPROVAL OF EXAMINATION COMMITTEE</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>viii</td>
</tr>
<tr>
<td>THE LIST OF TABLE</td>
<td>xi</td>
</tr>
<tr>
<td>THE LIST OF APPENDICES</td>
<td>xii</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>xiv</td>
</tr>
<tr>
<td><strong>CHAPTER 1 INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the Research</td>
<td>1</td>
</tr>
<tr>
<td>1.2 The Problems of the Research</td>
<td>5</td>
</tr>
<tr>
<td>1.3 The Objectives of the Research</td>
<td>5</td>
</tr>
<tr>
<td>1.4 The Significance of the Research</td>
<td>6</td>
</tr>
<tr>
<td><strong>CHAPTER 2 RELATED LITERATURE REVIEW</strong></td>
<td>7</td>
</tr>
<tr>
<td>2.1 Errors</td>
<td>7</td>
</tr>
<tr>
<td>2.2 Feedback on Students’ Errors in Writing and Its Procedures</td>
<td>8</td>
</tr>
<tr>
<td>2.3 Descriptive Text</td>
<td>9</td>
</tr>
<tr>
<td>2.4 Features of Descriptive Text</td>
<td>10</td>
</tr>
<tr>
<td>2.5 Aspects Evaluated in Descriptive Text</td>
<td>11</td>
</tr>
<tr>
<td>2.5.1 Grammar</td>
<td>11</td>
</tr>
</tbody>
</table>
CHAPTER 4 RESEARCH RESULT AND DISCUSSION ........................................ 30
4.1 The Results of the Action in Cycle 1 .............................................. 30
4.2 The Results of Feedback on the Students’ Works .......................... 31
4.3 The Observation in Cycle 1 ......................................................... 33
    4.3.1 The Result of the Observation in Cycle 1 ................................ 33
4.4 The Result of Writing Achievement Test in Cycle 1 ....................... 34
4.5 The Results of Reflection in Cycle 1 ........................................... 37
4.6 Discussion .................................................................................. 37
CHAPTER 5 CONCLUSION AND SUGGESTIONS .................................... 41
5.1 Conclusion .................................................................................. 41
5.2 Suggestions ................................................................................ 41
    5.2.1 The English Teachers ......................................................... 42
    5.2.2 The Students .................................................................... 42
    5.2.3 Future Researchers ............................................................ 42
REFERENCES .................................................................................... 43
Appendices
THE LIST OF TABLE

List of Table

page

Table 4.1.  The Result of the Students’ Writing Achievement Test in Cycle 1 ..... 35
THE LIST OF APPENDICES

Appendix 1. Research Matrix
Appendix 2. The Interview Guide of Preliminary Study
Appendix 3. Observation Checklist Form
Appendix 4. Lesson Plan Cycle 1 Meeting 1
Appendix 5. Lesson Plan Cycle 1 Meeting 2
Appendix 6. Writing Test Cycle 1
Appendix 7. The Scoring Criteria of the Students’ Descriptive Text Writing
Appendix 8. Observation Checklist Cycle 1 Meeting 1
Appendix 9. Observation Checklist Cycle 1 Meeting 2
Appendix 10. The Result of Writing Achievement Test in Cycle 1
Appendix 11. Names of the Research Subjects
Appendix 12. The Students’ Previous Writing Score
Appendix 13. The Example of the Students’ Writing Exercise 1 Cycle 1
Appendix 14. The Example of the Students’ Writing Exercise 1 after Given Feedback
Appendix 15. The Example of the Students’ Writing Exercise 1 Cycle 1
Appendix 16. The Example of the Students’ Writing Exercise 1 after Given Feedback
Appendix 17. The Example of the Students’ Writing Exercise 1 Cycle 1
Appendix 18. The Example of the Students’ Writing Exercise 1 after Given Feedback
Appendix 19. The Example of the Students’ Writing Exercise 2 Cycle 1
Appendix 20. The Example of the Students’ Writing Exercise 2 after Given Feedback
Appendix 21. The Example of the Students’ Writing Exercise 2 Cycle 1
Appendix 22. The Example of the Students’ Writing Exercise 2 after Given Feedback

Appendix 23. The Example of the Students’ Writing Exercise 2 Cycle 1

Appendix 24. The Example of the Students’ Writing Exercise 2 after Given Feedback

Appendix 25. The Example of the Students’ Writing Test in Cycle 1 Assessed by the Researcher

Appendix 26. The Example of the Students’ Writing Test in Cycle 1 Assessed by the English Teacher

Appendix 27. The Example of the Students’ Writing Test in Cycle 1 Assessed by the Researcher

Appendix 28. The Example of the Students’ Writing Test in Cycle 1 Assessed by the English Teacher

Appendix 29. Research Permission from the Dean of the Faculty of Teacher Training and Education of Jember University

Appendix 30. Research Permission from the Principal of MTs Zahrotul Islam Dringu Probolinggo

Appendix 31. Consultation Sheet
SUMMARY

The Use of Error Correction Feedback to Improve the Seventh-A Grade Students’ Descriptive Text Writing Achievement and Their Participation at MTs Zahrotul Islam Dringu Probolinggo in the 2012/2013 Academic Year;
Muhammad Mujiburrohman, 050210491169; 2012; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

English is an international language that is used by many people around the world. English as a foreign language is important to be taught as a compulsory subject at all schools up to universities in Indonesia. Recently, English is also taught at elementary school as a local content subject. There are four skills (listening, speaking, reading, and writing) and language components (grammar, vocabulary, and pronunciation) that should be mastered by the students who are learning English as a foreign language. One of the ways to master the international language well is by writing. Writing is a form of written communication to express the thinking or feeling after speaking.

This research is a classroom action research. It was conducted collaboratively by the researcher with the English teacher. It used error correction feedback to improve the seventh-A grade students’ descriptive text writing achievement at MTs Zahrotul Islam Dringu Probolinggo in the 2012/2013 academic year. The subjects of this research were seventh-A grade students which were determined purposively. The research subjects were chosen because there were 67% of all students in seventh-A class who got 70 points or higher. While the minimum standard score (SKM/Standard Kelulusan Minimal) for writing was 70% of all students who got score 70 points or higher. The English teacher explained that the students had difficulties in
generating ideas, using grammatical structures, and expanding their vocabularies when they were asked to compose a good writing. The most common difficulty they faced was especially in grammar. The students were encouraged to express their ideas on paper without worrying much about the grammatical structures. As a result, they wrote almost no error-free sentences and only concerned on how to finish their writing instead of making a good writing. Because of the reasons this research was conducted.

To overcome such problems above, the researcher and the teacher agreed to use error correction feedback as the best way which was believed to be able to improve the seventh-A grade students’ descriptive text writing achievement at MTs Zahrotul Islam Dringu Probolinggo in the 2012/2013 academic year.

This classroom action research was done in one cycle. The cycle covered four stages of activities namely; planning of the action, implementing of the action classroom observation and evaluation, and reflection of the action. The cycle was conducted in three meetings. The data about the students’ descriptive text writing achievement were collected through the writing test. Meanwhile, observation was used to monitor the teaching and learning process of writing by using observation checklist.

The results of the students’ writing achievement test showed that the test improved from the previous score of the students’ writing test to cycle 1. It could be shown from their previous mean score of writing test that improved from 67.6 in the previous writing to 73.44 in cycle 1. In the writing achievement test cycle 1, the students who got score ≥70 or higher were 20 students or 80% and the students who got score under 70 were 5 students or 20%. It showed that the writing achievement test of the cycle 1 had fulfilled the minimum score requirement that was 70%. It meant that the students had achieved and reached the target of mean score. Therefore, the second cycle was not conducted.
Based on the result of observation in cycle 1 for the first meeting, there were 19 out of 25 students (76%) who were actively involved in the teaching and learning process. There were 23 students who paid attention to the lesson, 15 students who asked questions related to the descriptive text, 6 students who answered the questions related to the descriptive text, and 25 students participated in doing the writing exercises given individually. In the second meeting, there were 21 out of 25 students (84%) who were actively involved in the teaching and learning process. There were 24 students who paid attention to the lesson, 14 students who asked questions related to the descriptive text, 10 students who answered the questions related to the descriptive text, and 25 students participated in doing the writing exercises given individually. So, the average result of the students’ activeness was 80%. It means that the target requirement of process evaluation, that is, at least 75% of the students actively participated in teaching learning process of descriptive text was fulfilled.

Based on the results above, it can be concluded that the use of error correction feedback in the teaching and learning process of writing could improve the students’ writing achievement. Then, it is suggested to the English teacher and the students to apply error correction feedback as an alternative technique in teaching writing. It is due to the fact that error correction feedback could improve the students’ writing achievement. At last, for future researchers, this research can be used as references to conduct further researches dealing with the other genre of writing text to improve the students’ writing skill.