



**LINGUISTIC ERROR CORRECTION FEEDBACK TO IMPROVE THE
SEVENTH GRADE STUDENTS' WRITING ABILITY AT SMPN 1 PANJI
IN THE 2011/2012 ACADEMIC YEAR.**

THESIS

**By:
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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2014**



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at the English Education Program, Language and Arts Education Department
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2014

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, February 12th, 2014

Sugianto

060210491012

DEDICATION

This thesis is honorably dedicated to:

1. God for the gift of this wonderful life. God helps me through the good and the bad by giving me guidance along every path of my life.
2. My beloved father, H. Bukhori Muslim and my beloved mother, Hj. Martina.
3. My beloved brother, Budin and sisters, Jamilah, Miatun and Faridatus Suti'ah.

MOTTO

*“Error is acceptable as long as we are young, but one must not drag it along into
old age”*

(Johann Wolfgang Von Goethe)

CONSULTANTS' APPROVAL

Linguistic Error Correction Feedback to Improve the Seventh Grade Students' Writing Ability at SMP N 1 Panji in the 2011/2012 Academic Year.

THESIS

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SUMMARY

Linguistic Error Correction Feedback to Improve the Seventh Grade Students' Writing Ability at SMPN 1 Panji in the 2011/2012 Academic Year; Sugianto, 060210491012; 2014:49; English Language Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Writing is one of the four language skills in English that students have to learn in Indonesia. However, the curriculum expectations for the seventh grade students were varying with the fact happened at school. From the result of classroom observation in the preliminary study done at SMPN 1 Panji-Situbondo, there were some findings in which most of students had difficulties in expressing their ideas in written form. It was caused by the students' problems to write in correct structure and their lack of vocabulary. They often make errors in grammar, vocabulary and mechanics in their writing. In order to help students to improve their writing ability, linguistic error correction feedback was selected since the teacher once applied error correction in teaching writing.

In relation with the problems found in preliminary study, a classroom action research was conducted at SMPN 1 Panji Situbondo. The purpose of this research was to improve the students' descriptive text writing ability by applying linguistic error correction feedback at SMPN 1 Panji - Situbondo. The area of this research was SMPN 1 Panji – Situbondo. The school was chosen because the students faced difficulties in writing and often made errors in their writing.

The subjects of the research were the seventh I grade students of SMPN 1 Panji in the 2011/2012 academic year. There were nine classes in which each class consists of 32 students. The researcher chose grade seventh I that was categorized as the lowest achiever class. The English teacher said that the students of VII I had problems in writing compared to the other classes and often got lowest scores than others.

This research had two kinds of data, namely primary data and secondary data. The primary data were in the form of students' writing scores The primary

data were gained through the descriptive text writing test, and the supporting data were gained through interview and documentation. The primary data was analyzed by concerning the scoring system, analytical scoring method was used to score the writing aspects that covered grammar, vocabulary, mechanics, fluency and organization.

The improvement of students' writing achievement from cycle 1 to cycle 2 could be explained through the result of analysis. The result analysis confirmed that the mean average of students' writing achievement had improved from 4.8 in cycle 1 to 5.1 in cycle 2 for grammar and vocabulary aspects. In aspect of mechanics students' had improved from 4.8 in cycle 1 to 4.9 in cycle 2. The rest two aspects of writing had improved 0.2 point from 4.3 to 4.5 in cycle 2. Grammar, vocabulary and mechanics as aspects of writing had better improvement rather than fluency and organization since this research gave more attention in corrective feedback on those three aspects. In which the feedback to students' descriptive text writing given in written and oral feedback. Meanwhile, the researcher gave only oral feedback in the aspects of fluency and organization in writing.

Based on the reflection done in each cycle in this research, it showed that the students' writing achievement had improved from cycle 1 to cycle 2. It could be shown from the mean score 76.7 that was greater than the minimum requirement score 72. There were 26 of 32 students (81.25%) got scores greater than or equal to 72. In other words, they had achieved and reached the target of mean score of 72. Even the students achieved the score requirement, this research was continued to cycle 2 to ensure the improvement of the students' descriptive text writing ability. In cycle 2 were obtained the primary data in the form of students' descriptive text writing score. The mean scores obtained from descriptive text writing showed 30 of 32 students (93.75%) had achieved minimum requirement score. The mean score reached by the students was 80.2. This mean score had improved from cycle 1 with mean score was 76.7.

In relation to the problem of the research can linguistic error correction feedback can improve the seventh grade students' writing ability at SMP Negeri 1

Panji in the 2011/2012 academic year, it can be concluded that the hypothesis: “Linguistic Error correction feedback can improve the seventh grade students’ writing ability at SMPN 1 Panji in the 2011/2012 academic year” was accepted.

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First of all, I would like to express my greatest thanks to Allah S.W.T., the Almighty, who always leads and blesses me with His mercies and guidance, so I can finish my thesis entitled *“Linguistic Error Correction Feedback to Improve the Seventh Grade Students’ Writing Ability At SMPN 1 Panji in the 2011/2012 Academic Year.”*

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2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Education Programs,
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5. The lecturers of the English Education Program who have taught and given me a lot of knowledge,
6. The Principal, the English teacher, and the students of VII-I of SMP N 1 Panji - Situbondo who helped and participated willingly to involve in this research,
7. My beloved parents, brother and sisters;
8. My beloved Almamater, Jember University.

I believe that this thesis might have some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, January 2014

Writer

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