



**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

**By:
MUHAMMAD MUJIBURROHMAN
050210491169**

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

STATEMENT OF THESIS AUTHENTICITY

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

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Signature :
Name : M. Mujiburrohman
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- Insyirah: 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**

THESIS

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

Name	: Muhammad Mujiburrohman
Identification Number	: 050210491169
Level	: 2005
Place and Date of Birth	: Banyuwangi, August 26 th , 1986
Department	: Language and Arts Education
Study Program	: English Education

Approved by:

Consultant I

Consultant II

Dr. Budi Setyono, MA
NIP. 19630717 199002 1 001

Dra. Wiwiek Istianah, M.Kes, M.Ed.
NIP. 19501017 198503 2 001

APPROVAL OF EXAMINATION COMMITTEE

This thesis has been approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date : January 29th, 2013

Place : The Faculty of Teacher Training and Education, Jember University

Examination Committee

Chairperson

Secretary

Drs. Sugeng Ariyanto, M.A

NIP. 195904121987021001

Dra. Wiwiek Istianah, M.Kes, M.Ed

NIP. 19501017 198503 2 001

The Members,

Signatures

1. Dra. Wiwiek Eko Bindarti, M.Pd
NIP. 19561214 198503 2 001

.....

2. Dr. Budi Setyono, M.A
NIP. 19630717 199002 1 001

.....

The Dean

Faculty of Teacher Training and Education

Jember University

Prof. Dr. Sunardi, M.Pd.

NIP 19540501 198303 1 005

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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

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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.