

ABSTRACT

Munawaroh, Dini Mudiatul (2019): The Effect of Teacher's IWCF to Students' Grammatical Accuracy in Writing (A Quasi-Experimental Study of the Grade 11th in MAN 2 Cianjur Academic Year 2019/2020)

Although writing is an important language skill that needs to be mastered by students, it is found much difficulties in learning it. In preliminary research, the researcher found students writing showed many errors. This leads to the idea that corrective feedback as a part of writing process can reduce their writing errors. According to Ferris (2002) Indirect Written Corrective Feedback (IWCF) is a technique of correcting students' errors and giving the opportunity to correct errors. Using IWCF, a teacher should give marks on students' writing errors without providing what the correct ones that students should improve. In this case, the researcher gives color code on students' writing.

This study was aimed at; (1) investigating the students' grammatical accuracy in writing before they receive teacher's IWCF, (2) investigating the students' grammatical accuracy in writing after they receive teacher's IWCF, (3) to investigating the significant effect of teacher's IWCF to students' grammatical accuracy in writing before and after they receive teacher's IWCF.

This research was a quantitative study with a quasi-experimental design of one group. The study was conducted to thirty students of the Grade 11th social 3 in MAN 2 Cianjur. The researcher only took one experimental class to measure the effect of teacher's IWCF before and after it was given. The data was collected from pre-test and post-test in the form of writing test.

The result of this study shows that there is an improvement of students' grammatical accuracy in the writing pretest and posttest in accordance with statistical analysis. The result from the calculating of hypothesis interpreted that t_{count} of writing test = 8.82 and t_{table} df 29 with the significant level (α) 5% is 2.042. It was concluded that $t_{\text{count}} > t_{\text{table}}$. So, H_0 is rejected and H_a is accepted. It means that there was a significant effect of teacher's IWCF to students' grammatical accuracy in writing. The calculation of the N-gain from writing test is 0.34. It means that the improvement of students' grammatical accuracy in writing test is Average.

In conclusion, the teacher's IWCF had a positive effect to students' writing ability. This means that indirect feedback on students' writing can bring independent learning to students. Therefore, the researcher recommends the teacher to use IWCF in teaching English writing.

Keywords: *Teacher's indirect written corrective feedback; grammatical accuracy; students' writing*