

**THE EFFECTIVENESS OF ERROR CORRECTION
FEEDBACK IN IMPROVING STUDENTS'
WRITING SKILL AT MA KANJENG SEPUH
SIDAYU**

T H E S I S



By:
Rijianah
NIM: 07.431.010

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH GRESIK
2012**

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THESIS

Presented to
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For the Degree of Sarjana in Language Education

By
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07.431.010

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APPROVAL SHEET

This is to certify that the Sarjana's thesis of *Rijianah* has been approved by the thesis advisors for further approval by the board of examiners.

Gresik, August ,28th, 2012
Advisor I

(Slamet Asari, M.Pd)

Gresik, August ,28th, 2012
Advisor II

(Ulfatul Ma'rifah, M.Pd)

APPROVAL SHEET

This is to certify that the Sarjana's thesis of *Rijianah* has been approved by the board of examiners as the requirement for the degree of Sarjana in English Language Education.

Gresik, August ,28th, 2012
Board of Examiner

Dr. Yudhi Arifani, M.Pd ,
NIP. 197610022005011001

Chair

Slamet Asari, M.Pd ,
NIP. 197008202005011001

Member

Ulfatul Ma'rifah, M.Pd ,
NIP. 04330709178

Member

Acknowledged by
Head of English Education Department

Approved by
Dean Faculty of Teacher
Training and Education

Dr. Yudhi Arifani, M.Pd
NIP. 197610022005011001
197008202005011001

Slamet Asari, M.Pd
NIP.

MOTTO AND DEDICATION

MOTTO

“ Belief is power ”

DEDICATION

This thesis is dedicated with the greatest thanks and love to:

- My beloved parents
- My beloved husband and son
- My beloved brother and sister
- All lectures

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Alhamdulillahirobbil 'Alamin. Thanks to Allah SWT for blessing and mercies in finishing this last assignment to fulfill the graduation of strata one. She believes that without His love and help, she never accomplishes it.

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The writer

ABSTRACT

Rijianah, 2011. *The Effectiveness of Error Correction Feedback In Improving Writing Skill at 2nd Grade Students of MA Kanjeng Sepuh Sidayu*. Thesis of English Department of The Faculty of Teacher Training and Education, Muhammadiyah University of Gresik.

Advisors: (1) Slamet asari, S.Pd, M.Pd. (2) Ulfatul Ma'rifah S.Pd, M.Pd.

Key words: *Effectiveness, error correction feedback, extended text.*

Writing is often considered as difficult skill by the student, in addition other language skills. Generally the students' difficulties can be classified in two categories: (1)lack of vocabulary and grammar mastery, (2)the difficulties of developing idea about what they want to write. As a result, student make many errors in their writing project. Therefore, mistakes are evidence of learning and must be viewed positively. As foreign language teacher should accept learners' error as a naturally phenomenon to the process of second language learning.

Therefore, effective learning requires feedback, learning often takes place best when students have opportunities to express ideas and get feedback from their teachers or peers. But for feedback to be the most helpful to learners, it must consist of more than the provision of correct answers. Feedback ought to be analytical, to be suggestive, and to come at the time when students are interested in it. And then there must be time for students to reflect on the feedback they receive, to make adjustments and to try again.

This study was descriptive qualitative research. The researcher described and analyzed the existing phenomena during the teaching learning process. The subject of this study were the English teacher and the students of second grade at MA Kanjeng Sepuh Sidayu. The instrument of this research was the researcher herself who used observation form, depth interview and open-ended questionnaire.

The questionnaire result showed that most of the students gave positive responses to error correction feedback. Depth interview to the teacher and students showed that the effectiveness of error correction feedback toward students writing skill are it could reduce student error day by day and it also train the students to take self correction in their writing, which are these two things play important role in improving students writing.

Error correction is important for writing. However teacher should not dominate the error correction process. Teacher should give students to self correction. If teachers and students both understand the purpose of certain correction, feedback is more likely to be productive.

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