

ABSTRACT

Nikmah, N. 2018. *“The Use of Indirect Feedback to Improve Students’ Descriptive Writing Ability (A Collaborative Action Research of the Tenth Grade Students of SMKN 2 Demak in the Academic Year 2017/2018)”*. A Final Project, English Education Department, Faculty of Language and Communication Science, Sultan Agung Islamic University. The Advisor: Mega Mulianing Maharani, S.Pd., M.Pd.

This study was aimed to improve the students’ ability in writing descriptive text through indirect feedback. In this study, the writer used collaborative action research. The subject of this study was the students of X TKJ 1 of SMKN 2 Demak. There were 37 students. The research was conducted in one cycle which consisted of three meetings. The data were obtained from the results of the observation, field notes and writing assignment. The writer found that the results of using indirect feedback were good. It can be seen from the results of students’ writing. The students’ writing result in observation showed only 29.7% students who could reach the Minimum Mastery Criterion. In writing assignment showed 54.05% students who had reached the Minimum Mastery Criterion. In the students’ revision showed that 91.9% of the students reached the Minimum Mastery Criterion. Hence, it can be concluded that the use of indirect feedback could improve the students’ ability in writing descriptive text.

Keywords: Indirect Feedback, Writing Ability, Descriptive Text

INTISARI

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Studi ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif melalui *indirect feedback*. Dalam studi ini, penulis menggunakan penelitian tindakan kelas kolaboratif. Subjek dari penelitian ini adalah siswa kelas X TKJ 1 SMKN 2 Demak. Terdapat 37 siswa. Penelitian ini dilakukan dalam satu siklus yang terdiri dari tiga pertemuan. Data diperoleh dari hasil observasi, catatan lapangan dan tugas menulis. Penulis menemukan bahwa hasil dari menggunakan *indirect feedback* baik. Itu dapat dilihat dari hasil tulisan siswa. Hasil tulisan siswa dalam observasi menunjukkan hanya 29.7% siswa yang dapat mencapai KKM. Dalam tugas menulis menunjukkan sebanyak 54.05% siswa yang telah mencapai KKM. Dalam revisi siswa menunjukkan sebanyak 91.9% siswa mencapai KKM. Karena itu, dapat disimpulkan bahwa penggunaan *indirect feedback* dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif.

Kata Kunci: *Indirect Feedback*, Kemampuan Menulis, Teks Deskriptif