

**AUDIOTAPED FEEDBACK AS A MEANS FOR IMPROVING
STUDENTS' GRAMMATICAL PERFORMANCE AND IDEA
IN WRITING**

A THESIS

**In partial Fulfillment of the Requirements for the Sarjana Pendidikan
Degree in English Language Teaching**



By :

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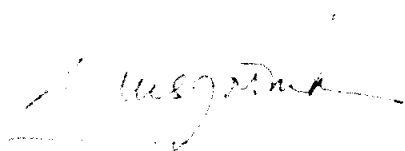
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**WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
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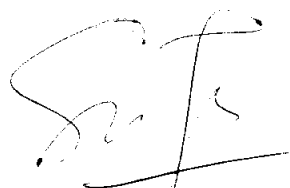
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This thesis entitled Audiotaped Feedback as a Means for Improving Students' Grammatical Performance and Idea in Writing is prepared and submitted by Dessy Kusuma, and has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan degree in English Language Teaching by the following advisors:



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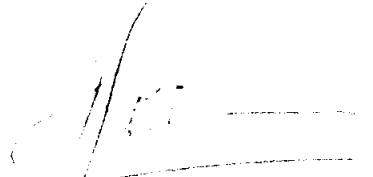
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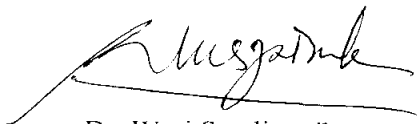
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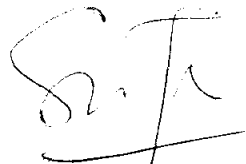
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ABSTRACT

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Key words: audiotaped feedback, grammatical performance, writing..

Learning basically cannot be separated from making errors. No one learns without making errors. Error is considered as a medium to learn better, but to get it, error correction is needed in order to make learning a language better. As the students are not able to recognize their own errors, they need help from someone more proficient than they are, that is, teacher.

However, this kind of help from the teacher is sometimes undesirable due to some reasons. First, it makes the students more interested in knowing their marks than the errors they got. Second, it has been argued a long time ago that the teachers should not use pen in correcting. Seeing a composition with a bunch of red pen-markings is discouraging, because the students see only the number of errors they have made. It makes them lose their confidence and feel their self-esteem slapped. Third, written feedback is often too brief and/or unclear. Fourth, written feedback provides no suggestions and at times the teacher's handwriting is difficult to read. Fifth, both teacher and students have difficulty to find a time slot when they are free to attend in a writing conference. Sixth, there is also no good communication between the teacher and students in order to solve some problems in writing that they have faced, especially for a student who is afraid to ask questions when he/she doesn't understand.

To know whether Audiotaped Feedback (ATF) is effective enough to improve students' grammatical performance and idea in writing, the writer conducts this study using qualitative action research that consist of planning, acting, observing, reflecting and suggesting for the next planning. The participants of this study are students in the third semester taking Writing B in group D. The data are in the form of the students' writing assignments and the interview.

From the data analysis, it is found that ATF is effective enough to improve students' grammatical performance and idea in writing, because it is able to demonstrate students' progress in the grammatical performance and getting idea in writing. That result can be seen that the number of the students' errors in the final draft for each assignment has reduced. Besides, ATF also helps students in making reasonable corrections in his or her mistakes and in describing a thing with a good organization, a better grammar, a good idea and a detailed information, because it gives an opportunity for the teacher to give clearer and more explanation about how a composition can be improved.

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