

## ABSTRACT

**Marsela, Merry. Registration Number: 2172121019. Direct and Indirect Feedback Strategy to Enhance the Students' Ability in Writing Recount Text. A Thesis. English Education Study Program, State University of Medan, 2022.**

The aim of this study was to apply Direct and Indirect feedback strategies to enhance the students' ability in writing recount text in MAN 1 Medan. The teacher applied the direct and indirect feedback strategy to indicate the students' errors in their writing, and identify the realization of these feedback strategies. This study was conducted by using Qualitative Research Methodology by Miles, Huberman and Saldana (2014). The data of this study were the words of direct and indirect feedback strategy from the teacher on students' writing in recount text and interview transcript. The sources of data in this research were the students' writing in recount text and interviewees. The interviewees were an English teacher and the students in X Science class that consist of 18 students. The data were collected by using observation, document and interview. The findings showed that NK applied direct feedback by using error correction form. The teacher crossed the errors and provided the correct form. In indirect feedback NK used diverse codes based on the students' error. In realization, the students said direct feedback was easier to understand than Indirect Feedback. Direct Feedback Strategy was most effective on non-grammatical structures and Indirect Feedback Strategy was more effective in reducing learners' errors on various components of the language, it will be used in the long-term and can enhance the students' writing skills.

**Keywords: Direct Feedback, Indirect Feedback, Recount Text, Qualitative Research Methodology**

