

**THE EFFECT OF GIVING CONFERENCE FEEDBACK  
ON THE TENTH GRADE STUDENTS' DESCRIPTIVE TEXT  
WRITING ACHIEVEMENT AT MAN 3 JEMBER  
IN THE 2019/2020 ACADEMIC YEAR**

**AN UNDERGRADUATE THESIS**



**By:**

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**STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
JANUARI 2021**

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Submitted to State Institute of Islamic Studies of Jember  
in partial fulfilment of the requirements to obtain a bachelor's degree in education  
or *Sarjana Pendidikan* (S. Pd)  
Faculty of Tarbiyah and Teacher Training Major Language Education  
Study Program English Education Department



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**THE EFFECT OF GIVING EVALUATIVE FEEDBACK  
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WRITING ACHIEVEMENT AT MAN 3 JEMBER  
IN THE 2019/2020 ACADEMIC YEAR**

**AN UNDERGRADUATE THESIS**

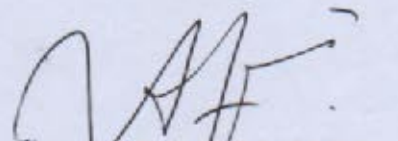
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Date : January, 25<sup>th</sup> 2021

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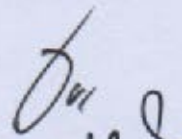

  
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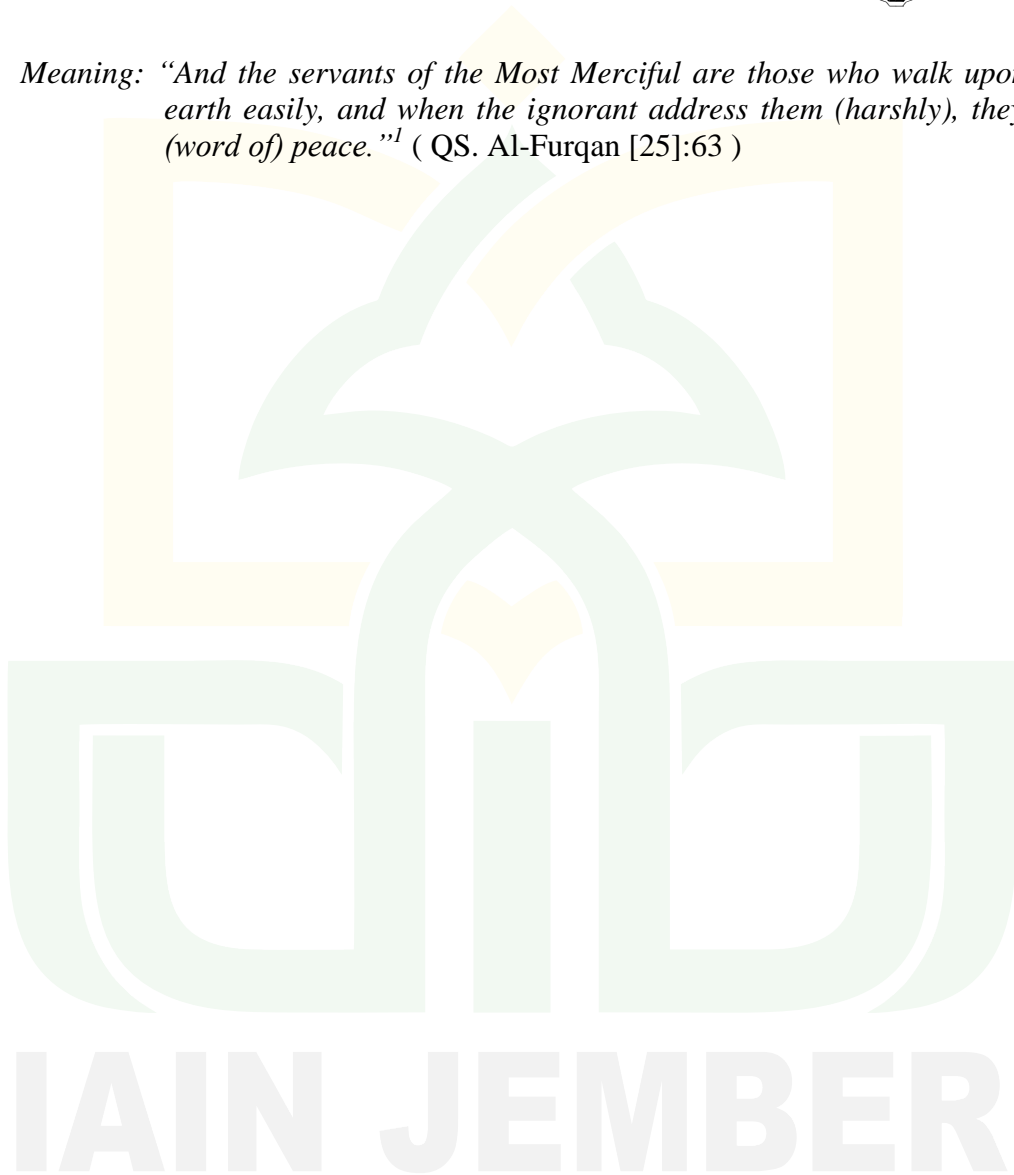


## MOTTO

وَعِبَادُ الرَّحْمَنِ الَّذِينَ يَمْشُونَ عَلَى الْأَرْضِ هَوْنًا وَإِذَا خَاطَبَهُمُ الْجَاهِلُونَ

قَالُوا سَلَامًا ﴿٦٣﴾

*Meaning: "And the servants of the Most Merciful are those who walk upon the earth easily, and when the ignorant address them (harshly), they say (word of) peace."<sup>1</sup> ( QS. Al-Furqan [25]:63 )*



<sup>1</sup> Departemen Agama RI, *Al-Qur'an dan Terjemahnya (Revisi Terbaru)*, (Semarang: CV. Asy-Syifa', 2013), 559.

## DEDICATION

This thesis is dedicated to:

1. The greatest man of my life, my father, Mr. Mahmud, who gave me the best advices and suggestions when I was kid. Wish you were here.
2. The lovely lady, the strongest among others, my mother Mudawamah, who always encourages me to be better person and pours her unconditional love.
3. My brother, A. Ilham wahyudi, who have been being the completion of my life, fill my days with smiles and compassions.
4. My Sister, Munfaridah, who always care, attention and pray for me until now.
5. My friends Shufi Ainur Robiah A. and Maulidita Wahyuning tiyas “, thank you so much because they always give me suggestion for my an undergraduate thesis.



## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and the most merciful, all praises and thanks to Allah SWT, who has given His blessing and help so that the writer can finish this thesis.

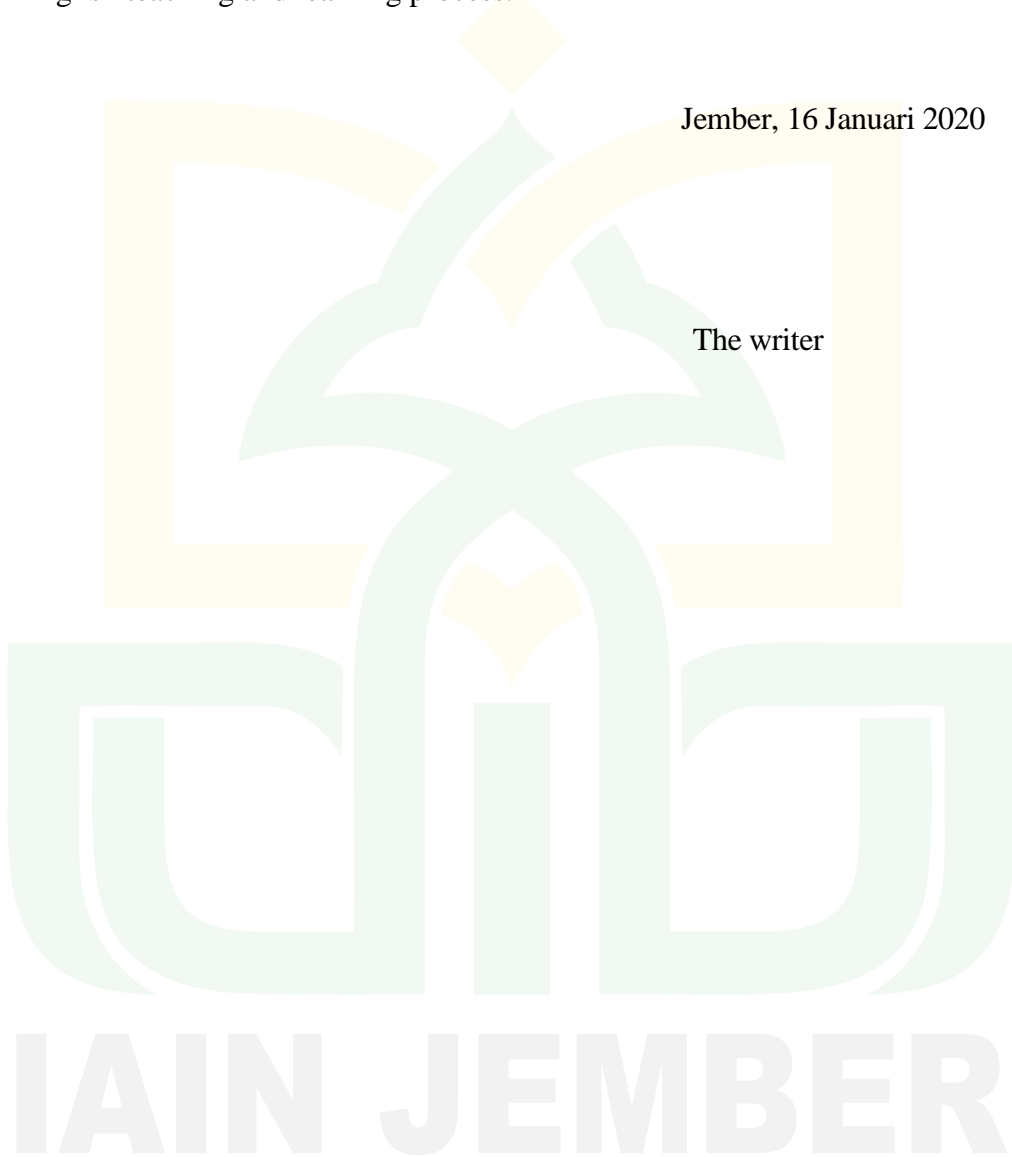
The writer would like to express her gratitude and appreciation to the honourable people who give their help, encouragement, and countless contribution to the writer in the process of the study:

1. Prof. Dr. H. Babun Suharto SE. MM, as the Rector of IAIN Jember.
2. Dr. Hj. Mukni'ah, M.Pd.I., as the Dean of Faculty of Tarbiyah and Teacher Training of IAIN Jember who had given permission to do this research.
3. As'ari, M.Pd.I., as the Dean of English Education Department of IAIN Jember for giving the writer permission to write this thesis.
4. Dra. Khoiriyah M.Pd., as the Advisor, thank you for your patience, guidance, and suggestions.
5. All of the Lecturers of English Education Department, thank you so much for everything you have given to the writer.
6. All of the staff main library of IAIN Jember, thank you that helped the writer in finding so many references.
7. People who get involved in writer's life, her beloved parents and families, her gorgeous friends for uncountable love, support, help, prayer, understanding and everything that they give to the writer. May Allah bless them.

The writer realises that this thesis is still far from being perfect. Hence, she accepts every suggestion, criticism, and comment from the readers. She hopes that this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.

Jember, 16 Januari 2020

The writer



## ABSTRACT

Dina Fitriah, 2021: The Effect of Giving Conference Feedback on The Tenth Grade Students' Descriptive Text Writing Achievement at MAN 3 Jember

Feedback as a writing product is very important to help students get better knowledge and skill acquisition because through the information given by the teacher, students can learn more from the weaknesses they have made so that they can be better on the next task and on their writing skill. Teacher gives conference feedback on the students' descriptive text writing in order to give information about their writing quality. Besides, it was also found that giving conference feedback on the students' writing work had never been applied before. The teacher only gave score and little bit writing correction on the paper which was given back to the students in the next meeting. In other words, the students did not get much and complete information about their work. It made them did not know about their strengths and weaknesses on their writing ability.

This study conducted to see the significant effect of feedback on the tenth grade student of MAN 3 Jember by using conference feedback and written feedback. The subject of this research is the students of tenth grade of MAN 3 Jember which consist of 29 students.

The research purposes are 1. Students' descriptive text achievement (pre test) experimental class and control class before treatment in class X MAN 3 Jember. 2. Students' descriptive text achievement (post test) experimental class and control class after treatment in class X MAN 3 Jember. 3. Comparison of student learning outcomes (post test) between the experimental class and the control class after treatment in class X MAN 3 Jember

This research applied by a quasi-experimental design and quantitative research method. The instrument used in this research was a tests (pre-test and post-test) which is conducted based on the main problems: 1) How is the students writing ability on descriptive text at the tenth grade student of MAN 03 Jember? 2) How is the effect of conference feedback in teaching writing descriptive text at the tenth grade of MAN 3 Jember?.

The research finding of the last result showed that significance value or the Sig. (2-tailed) from the calculation is lower than t table at significance level 5%. Which its significance 5%. Sig. (2-tailed)  $0,00 < 0,05$ . in addition, the result of research showed that the students more motivated in learning english, especially for writing subject. Based on the result above, it can be concluded that conference feedback can be used in teaching writing descriptive text. The result of this research shows that students' writing on descriptive text who use conference feedback better performance than those who do written feedback only without give correction orally

Keyword : feedback, writing, descriptive text, conference feedback



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# CHAPTER I

## INTRODUCTION

### A. Background of study

English becomes an international language and it is internationally used by many people around the world. As an international language, English is used by a large number of people in all parts of the world to communicate with each other. It is commonly used to express idea, feeling, opinion, and transfer information from someone to the others. In addition, it is used all over the world as a second language and as a foreign language for various purposes.<sup>1</sup> In Indonesia. English is used as the foreign language and plays a very important role in educational system. Based on the fact that many references and scientific books are written in English. *Peraturan Pemerintah Republik Indonesia* state that “*Bahasa asing terutama bahasa inggris merupakan bahasa internasional yang sangat penting kegunaannya dalam pergaulan global.*”<sup>2</sup> Therefore, as a Indonesian generation today, especially students of junior high school and college in Indonesia are expected to be learned more in English.

There are four abilities that must be mastered by student in English learning, namely writing, listening, speaking and reading. Anyone who want to be proficient in English must adopt the four basic principles as a whole learning process, but keep in mind that the four bases have different

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<sup>1</sup> Barber B, *The English Language: A Historical Introduction*. (Cambridge.: Cambridge University Press, 1993)236

<sup>2</sup> Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan. Pasal 771 huruf C



characteristics, and of course with different methods. All English skills, including writing should be mastered by the students because it requires the students to have not only grammatical mastery but also rhetorical devices mastery. Developing activity of communication is not only through oral activity but also written activity. Writing is an ability of expressing ideas in the form of written text.<sup>3</sup> It can be concluded that writing is a skill which its quality is influenced by writer's knowledge obtained from listening, speaking, reading, grammar, word use, organization. There will only be a small opportunity to be able to master English if someone only learns English with one of the principles, and leaves the other three principles behind.

According to the government curriculum, it is stated that the students are expected to be able to express their ideas in written form in various kinds of text. Furthermore, based on the curriculum, it is stated that the first year students of senior high school level are expected to be able to express their ideas in written form in some kinds of text. One of them is descriptive text. The targets of teaching writing descriptive text for the first year students of senior high school are (1) the students are able to describe animals and people, (2) the students are able to describe their school, (3) the students are able to describe places".<sup>4</sup> In other words, it is assumed that at the end of learning process, the first grade students of senior high school need to be able to write descriptive text.

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<sup>3</sup> Marianne C. M, *Writing to communicate : Paragraphs and Essay-3<sup>rd</sup> Edition* (..Boston:heindle Publisher, 1991)233

<sup>4</sup> Sudarwati and Eudia Grace. *Look Ahead : An English Course For Senior High School Student Year XI* (Jakarta: Erlangga, 2005), 113

Writing a descriptive text has characteristic dealing with social function, generic structure and language features. Descriptive text draws a picture in word so that readers can catch about object described in their mind. Furthermore, the students were unable to identify and describe the objects in organizing ideas components.<sup>5</sup> Briefly, it can be said that descriptive text was a text which was used to draw the detail of certain object in written form.

Writing achievement deals with the students' ability in expressing their ideas using numbers, words, and sentences in written form which is measured by using a writing achievement test. Students' achievement is their understanding, knowledge, and skill related to their educational experiences.<sup>6</sup> from previous research, it was found that the students faced some difficulties in organizing ideas and developing ideas. Some of the students were unable to develop the ideas well. Hence, teacher and learner need more effort in organizing ideas in teaching writing.

Feedback as the response given by the teacher to the students' writing work. Feedback is actions taken by the external agent to provide information regarding some aspects of one's task performance. So the teacher was the one who gave feedback to give more information on the students' composition.<sup>7</sup> Feedback as a writing product is very important to help students get better knowledge and skill acquisition because through the information given by the

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<sup>5</sup> Boardman, C.A & Frydenberg J, *Writing to communicate : Paragraphs and Essay-3<sup>rd</sup> Edition* (New york: Longman, 2008)19

<sup>6</sup> McMillan, L.H, *Educational Research : Fundamental for The Consumers* (Harper Collins Publisher: New York, 1992) 117

<sup>7</sup> Klugger, A. N. & DeNisi, A. (1996). *The effect of feedback interventions on performance: a historical review, a meta-analysis and a preliminary feedback intervention theory*. Psychological Bulletin Vol. II9, No. 2, 235

teacher, students can learn more from the weaknesses they have made so that they can be better on the next task and on their writing skill”.<sup>8</sup> Feedback as a process through which learners make sense of information from various sources and use it to enhance their work of learning strategies. It was given after the students submitted their descriptive writing result.

Teacher gives conference feedback on the students’ descriptive text writing in order to give information about their writing quality. There are several advantages of conference feedback, they are as follows : Firstly, it helps teachers can directly point out the error, explain the reason and give suggestion so that it can avoid the student’s confusion. Secondly, it facilitates the students to be more responsible on their writing because students are required their descriptive text after being corrected by teacher. Thirdly, it takes the students away from unpleasant comments, it is caused by the feedback which is given in the form of correcting the error and showing the correct form without any subjective comment.<sup>9</sup> Further, it took the students away from confusion and time consuming because they did not need to find the correct form by themselves while they already accepted the correction. Next, it made the students responsible on their work because they were required to do revising. Besides, the students also got more information related to grammar, vocabularies, mechanics, content, and organization. The last, it could gave the

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<sup>8</sup> Moreno R. *Decreasing Cognitive Load For Novice Students: Effects Of Explanatory Versus Corrective Feedback In Discovery-Based Multimedia*. Instructional Science, Vol. 32, No.1-2, Hal. 112

<sup>9</sup> Keh, C. L, *Feedback in Writing Process: A Model and Methods for Implementation* (London: Oxford University Press, 1990)303

students an experience of being corrected based on five aspect of writing directly in the class so that they could use it in the further writing practices.

Based on the observation conducted by researcher, Students in MAN 3 Jember especially in tenth grade could follow the teaching of writing and learning process. Unfortunately, their achievement were not fully satisfied. they were not success to composed a good writing descriptive text. The first problem is dealing with developing ideas. They confessed that they familiar with the topic. They already wrote the object. However, in their writing result there were only a small number of ideas presented. They were able to compose a good topic sentence. However, they were unable to develop it into a good paragraph. it also found that some students were not have a paragraph unity, A good paragraph has unity (it makes one point, or it indicates where one unit of the topic begins and ends)<sup>10</sup>.

To have a paragraph unity a student has to support the ideas into the sentences. For example in the first test, there are found some uninformative text. So, the readers could not catch the idea of the writing text. The students admit that this problems due to the difficulties of transforming the ideas from the mind into written text. Besides, it was also found that giving conference feedback on the students' writing work had never been applied before. The teacher only gave score and little bit writing correction on the paper which was given back to the students in the next meeting. In other words, the students did not get much and complete information about their work. It made them did not

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<sup>10</sup> Sylvan Barnet & Stubb Marcia, Practical Guide to Writing : with Additional Readings 6ed, (New York: Addison Wesley Longman, Inc, 1990) Hal .105

know about their strengths and weaknesses on their writing ability. Therefore, the researcher want to know the effect of using conference feedback entitled “The Effect Of Giving Conference Feedback On The Tenth Grade Students’ Descriptive Text Writing Achievement at MAN 3 Jember”.

## **B. Research Question**

Based on the background above, the research problem was formulated as follow “Is there any significant effect of giving conference feedback on the tenth grade students’ descriptive text writing achievement at MAN 3 Jember in the 2019/2020 academic year?”.

## **C. Research Purposes**

The main objective of the research is to find answers to the problems raised. The purpose of the study must be referenced and consistent with the problems that have been formulated in the formulation of the problem. Judging from the formulation of the problem above, the objectives of this research are:

1. Students’ descriptive text achievement (pre test) experimental class and control class before treatment in class X MAN 3 Jember.
2. Students’ descriptive text achievement (post test) experimental class and control class after treatment in class X MAN 3 Jember
3. Comparison of student learning outcomes (post test) between the experimental class and the control class after treatment in class X MAN 3 Jember.



## D. Research Benefit

The result of this research was expected to be useful and able to give advantages for people especially the English teacher and the future researchers.

### 1. The English teacher

The result of this research was expected to give information to the teacher about the use of conference feedback in the form of error correction in the teaching and learning process of writing. Besides, it was also expected to let the teacher know about the students' common problems in writing.

### 2. The future Researcher

The result of this research was expected to give beneficial information for the future researcher about how an experimental research was conducted, the effect of conference feedback on the students' writing achievement, and the references used. Further, this research could be used as guidance in other research designs.

## E. Scope of The Study

### 1. Research Variable

Variable is everything in the form of what is determined by the researcher to be studied so that information about it, then conclusions are drawn.<sup>11</sup> Furthermore, Variable is observable characteristics of things (objects), and are able to provide various categories.<sup>12</sup> The example of the following variables: Weight is variation, because all objects are not the same

<sup>11</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: ALFABETA, cv. 2016. 38

<sup>12</sup> Riduwan, *Pengantar Statistika* (Bandung : ALFABETA, 2017) Hal. 8

weight and an object can change its weight from time to time. Age, the value of learning progress, gender speed, strength and what are the characteristics of an object (person or object), can be observed and differ from one observation to another observation.<sup>13</sup>

According to the relationship between one variable with another variable, the variables in this research are:

a. Independent Variable

This variable is often referred to as the stimulus variable, Predictor, Antecedent. In Indonesian it is often referred to as an independent variable. Independent variables are variables that influence or are the cause of changes or the emergence of a dependent variable (bound).<sup>14</sup> In this research, Conference Feedback is the independent variable that influence dependent variable.

b. Dependent Variable

Dependent variable is often called output variable, criteria, consequent. In Indonesian it is often referred to as the dependent variable.<sup>15</sup> Dependent variable is variable that influence or are explained by other variables (independent variables) but cannot affect other variable.<sup>16</sup> In this research, students' descriptive text Writing

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<sup>13</sup> Ibid. 8

<sup>14</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: ALFABETA, cv. 2016. 39

<sup>15</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: ALFABETA, cv. 2016. 39

<sup>16</sup> Muri Yusuf, *Metode Penelitian Kuantitatif Kualitatif & Penelitian Gabungan*.(Jakarta:Prenadamedia Group, 2014)109

Achievement is the dependent variable that influenced by conference feedback as independent variable.

## 2. Indicator Variables

Indicators are special signs that are owned by each variable, so that it is different from other variables.<sup>17</sup> For example: Characteristics of elementary school students are different from those of junior high school students. Meanwhile, Indicator is showing or declaring something that becomes a clue for sub-variables / dimensions or variables themselves. The details of variable indicators in this study are as follows:

a. Conference feedback, the indicators are :

- 1) Grammar
- 2) Vocabulary
- 3) Mechanics
- 4) Content
- 5) Organization

b. Students' descriptive writing text achievement. The indicators are :

- 1) Grammar
- 2) Vocabulary
- 3) Mechanics
- 4) Content
- 5) Organization

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<sup>17</sup> Moh. Kasiram. *Metodologi penelitian Kualitatif – Kuantitatif*. Malang : UIN MALIKI PRESS. 2010.256

## F. Definitions of Key Term

Definitions of Key Term are definitions used as a basis for empirical measurement of research variables with formulas based on variable indicators. The aim is to avoid any mistakes and misunderstandings in interpreting the contents of this paper. The important terms that are the researchers' attention points in the research title are as follows<sup>18</sup> :

### 1. Feedback

Feedback is any comments, questions or error corrections that are written on the students' assignment, it can be given in many including questions, error correction, praises and so on. so, here the evaluator or the expert was the one who gave the feedback on the error made by student on their work. Error correction is very important as it gives information to the students about their writing quality. If the error had never been corrected, the student would have never learned because they did not know whether their work was right or wrong, Therefore, in this research, I want to know the effect of giving conference feedback in the form of error correction on the descriptive text writing.

#### a. Conference Feedback

Conference is feedback given by the teacher to students' work in spoken. Here the teacher is the facilitator to give correction and suggestion on the students' work orally. The teacher can discuss with the

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<sup>18</sup> Tim Penyusun. *Pedoman Penulisan Karya Ilmiah* (Jember : IAIN Jember, 2018) 38

students to solve their problems, check their understanding, and give suggestion as the feedback directly.

#### b. Written Feedback

Written feedback is combine strategies between make notes on assignment cover sheet but then also comment on several details within the paper for a longer assignment. Notes in margins is style of feedback on papers. it returned to us in our own school days. If the comment are descriptive of some specific detail on a paper, it helps to put them right next to what they are describing, perhaps in the margins nearby. Overall comments about a paper may be placed at the beginning or at the end.

### 2. Students' descriptive text writing Achievement

#### a. Writing

Writing skill is which its quality is influenced by writer's knowledge gotten from listening, speaking, reading and also ability on grammar, word use, organization, and so on.

#### b. Descriptive Text

A descriptive text is a text by which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. For example, when a student wants to describe about his house, so, they should have background knowledge about parts of his house. the students wrote a place. Where is the place?, How big is it? How cold or warm is the place?, How does the place make you feel? What things can you see in this place? etc.



### 3. Writing Achievement

#### a. Students' descriptive text achievement

Students' writing achievement in descriptive text is related to their ability in writing a descriptive text based on the structure of descriptive text consisting of the generic structure and language feature and aspect of writing as well consisting of grammar, vocabulary, mechanics, content and organization.

### **G. Research Assumption**

The research assumption is a basic assumption or postulate, which is a starting point of thought whose truth is accepted by the researcher. The basic assumption must be clearly formulated before the researcher steps in collecting data. The basic assumption besides functioning as the basis of a firm stand for the problem under study is also to reinforce the variables that are the center of attention of research and formulate hypotheses.<sup>19</sup> In this research, I have the following assumptions:

1. Conference feedback can effect students' writing achievement on the tenth grade MAN 3 Jember.
2. All respondents in both the control class and the experimental class took the best pre-test and post-test

### **H. Hypothesis**

The hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the question

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<sup>19</sup> Tim Penyusun. *Pedoman Penulisan Karya Ilmiah* (Jember : IAIN Jember, 2018) Hal.39

sentence. It is said temporarily because the answers given are only based on relevant theories. Not yet based on empirical facts obtained through data collection.<sup>20</sup>

#### 1. Null hypothesis

The null hypothesis, symbolized by  $H_0$ , is a hypothesis formulated as a statement that will be tested. It is called the null hypothesis because the hypothesis does not have a difference or the difference is zero with the actual hypothesis. This null hypothesis states that there is no influence between variable X and variable Y. In this research the null hypothesis ( $H_0$ ) is "there is no significant effect of conference feedback on tenth grade students writing achievement at MAN 3 Jember 2019/2020 academic year."

#### 2. Alternative hypothesis or counter hypothesis

The alternative hypothesis is symbolized by  $H_1$  or  $H_a$  is a hypothesis that is formulated as the opposite or counterpoint of the null hypothesis. This alternative hypothesis states that there is an influence between variables X and Y, in this research the alternative hypothesis ( $H_a$ ) is "There is a significant influence conference feedback on tenth grade student writing achievement at MAN 3 Jember 2019/2020 academic year."

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<sup>20</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: ALFABETA, cv. 2016) Hal. 64

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

Previous research are an attempt by researcher to look for comparisons and find new inspiration for future research. In this section the researcher lists the various results of previous research related to the research to be carried out, then summarizes, both published or unpublished research (mini thesis, thesis, dissertation, etc.). By doing this step, it will be possible to see the extent to which originality and research will be carried out.<sup>21</sup>

some of the studies that have been carried out related to this research are as follows:

1. Mini Thesis research conducted by Erlinae Hartatie, with the title “The Feedback Toward Students’ Effectiveness Of Teacher’ Ability In Writting Recount Text At SMA-N 1 Katingan Tengah” IAIN PALANGKARAYA The study used quantitative research with pre-experimental design. The writer designed the lesson plan, conducted the treatment, observed the students’ scores by pre-test and post-test. The population of the study were the tenth grade of SMA-N 1 Katingan Tengah which consisted of four classes each class consist of 34 students in 2 classes for science and 2 social studies class. The writer chooses one of the classes science was 1 science class. The writer analyzed it use t table formula to test the hypothesis. The result of this study finds that value of t observed = 6.443 is higher than the t

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<sup>21</sup> Tim Penyusun. Pedoman Penulisan Karya Ilmiah (Jember : IAIN Jember, 2018) Hal.

table = 2.03 with the level significant 5%. The result of testing hypothesis determine that alternative hypothesis ( $H_a$ ) stating that there is significant The effect of teacher feedback technique toward the students' writing score of the grade tenth at SMA-N 1 Katingan Tengah is accepted and  $H_o$  stating that there is no significant The effectiveness of using teacher feedback technique toward the students' writing score of the grade tenth at SMA-N 1 Katingan Tengah was rejected. It means that there is significant and effectiveness of using teacher's feedback technique toward the students' writing score of the grade tenth at SMA-N 1 Katingan Tengah. Therefore, teaching writing using teacher feedback technique of the grade tenth of SMA-N 1 Katingan Tengah is 5% significant level. The study recommend to teacher use teacher's feedback technique in teaching writing of recount text.

2. Journal by Imroatus solikhah with the title Oral corrective Feedback in speaking class of English Department IAIN Surakarta, The objective of this study is to see kinds of corrective feedbacks used by English lecturer in speaking class. The research used classroom based observation as the design, assigning 30 students and one speaking lecturer in English Department University of Bantara (UNIVET) Sukoharjo. Data were collected using observation and interview. The study revealed that teacher's corrective feedback is one factor that influences the progress of students in learning English. It did not bother the students in building a communication. The evidence showed that that the teacher applied recasts, explicit

correction, and clarification requests. Recasts was dominated the type of corrective feedback used by the teacher because it did not make the students confused. Three criteria of effective corrective feedback occurred in correction given by the teacher. He was consistent in treating the errors, gave correction without breaking the flow of the communication, and did not ridicule the students in giving correction.

**Table 2.1**  
**Similarities And Differences Between Previous Research**  
**and Current Research**

No	Name Of Researcher And Research Title	Similarities	Differences
1.	<i>Erlinae Hartatie, "The Feedback Toward Students' Effectiveness Of Teacher' Ability In Writing Recount Text At SMA-N 1 Katingan Tengah" IAIN PALANGKARAYA</i>	<ol style="list-style-type: none"> <li>1. Using a quantitative approach</li> <li>2. same research on feedback</li> <li>3. method of collecting data : pre tes - post test</li> </ol>	<ol style="list-style-type: none"> <li>1. In the previous study the dependent variable was writing recount text while in this research the students' descriptive text writing achievement</li> </ol>
2.	<i>Imroatus Solikhah, "Oral corrective Feedback in speaking class of English Department"</i>	<ol style="list-style-type: none"> <li>1. same research on feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. The research using classroom based on observation while this research using quantitative approach</li> <li>2. Variabel dependent in the previous research is speaking class english department University of Bantara (Univet) while in this research is students' descriptive text writing achievement</li> <li>3. Data were collected using observation and interview while in this research by post-test and pre test.</li> </ol>

## B. Theoretical Framework

This section contains a discussion of the theory that was made as a foothold in research. Broader and in-depth discussion will further deepen the insight of researchers in examining problems solved in accordance with the formulation of the problem and the purpose of the study. The theories in this research are following :

### 1. Theoretical Framework of Conference Feedback

#### a. The definition of feedback

Feedback is the response given by people towards something which has been done by other people. It can be given to all aspects that need a response. Feedback can be defined as an input given by reader to a writer's writing to give information which is used for revision.<sup>22</sup> Good feedback should be part of classroom assesment environment in which students see constructive criticism as good things and understand that learning cannot occur without practice.<sup>23</sup>

In this research, feedback referred to the response given by the teacher towards the students' descriptive text writing work so that the student could revise it after being given feedback which consisted of information should be performed on it. If part of the classroom culture is to always "get things right," then if something needs improvement, it's "wrong." If, instead, the classroom culture values finding and using suggestions for improvement, students will be able to use feedback, plan

<sup>22</sup> Keh, C. L., *feedback in witting process : a model and methods for implementation* (London: Oxford University Press, Pp.44-45, 1990)294

<sup>23</sup> Susan M. Brookhart, *How To Give Effective Feedback To your students* (USA:ASDC' 2008).2

and execute steps for improvement, and in the long run reach further than they could if they were stuck with assignments on which they could already get an A without any new learning. It is not fair to students to present them with feedback and no opportunities to use it. It is not fair to students to present them with what seems like constructive criticism and then use it against them in a grade or final evaluation.<sup>24</sup>

Furthermore, students response is the criterion against which you can evaluate your own feedback is good if it gets following result :

- 1) Students do learn-their improving Descriptive text .
- 2) Students become more motivated and they believe they can learn, they want learn, and they take more control over their own learning.

#### b. Types of feedback

##### 1) Written Feedback

Written feedback is feedback which is given by the teacher on the students' writing work in written form. Teacher Written feedback is any comments, questions or error correction that are written the students' assignments. These feedbacks can be given in many forms including questions, error corrections, praises, and so on. Teachers are the expert and evaluator who have more power on deciding whether students' works need feedback or not. If the errors had never been corrected, the students would never learned because they did not know

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<sup>24</sup> Ibid

whether their work was right or wrong.<sup>25</sup> Error correction is very important as it gives information to the students about their writing quality. Therefore, in this research, the researcher wanted to know the effect of giving evaluative feedback in the form of error correction on the students' descriptive text writing. Evaluative feedback can be delivered in several different ways:<sup>26</sup>

- a) Comments directly on the work, usually close to the evidence
  - b) Annotations on rubrics or assignment cover sheets
  - c) A combination of both.
- 2) Conference Feedback

Conference is a feedback given by the teacher to the students' work in spoken form. Here the teacher is the facilitator to give correction and suggestion on the students' work orally. The teacher can discuss with the students to solve their problems, check their understanding, and give suggestions as the feedback directly. In the addition, Keh (1990:298) says that students are also possible to ask or answer questions. This aimed to make the students get more involved in the discussion of the feedback given on their work.<sup>27</sup>

<sup>25</sup> Muncle, J, *using written teacher feedback in EFL Composition Classes*, *ELT Journal* Volume 54/1, (London: Oxford University Press, 2000) 51

<sup>26</sup> Susan M. Brookhart. *HOW TO GIVE Effective Feedback TO YOUR STUDENTS*. Virginia. Library of Congress Cataloging in Publication Data. 2008 : Hal. 36

<sup>27</sup> Keh, C. L, *feedback in writing process : a model and methods for implementation*, (London: Oxford University Press, Pp.44-45, 1990) Hal. 298



### 3) Peer Feedback

Peer feedback has some other different names used on literature such as peer response, peer editing, peer critiquing and peer evaluation.<sup>28</sup> Peer feedback is feedback which is provided by the equal status learners as the counterpart of the teacher's feedback. Here, the ones who give feedback to the students' work are the students themselves. There are several advantages of using peer feedback as follows: first, peer feedback saves the teachers' time on certain tasks from more helpful instruction because the feedback is given by the students' selves. Second, the feedback develops as the same as the students' level of knowledge so they can understand the feedback easier. Third, the students can gain a better relationship with other since peer feedback gives them more chance to interact each other. Fourth, students can learn more about writing through critical reading others's paper where they find the mistakes which can remind them to avoid and correct such mistakes.

Peer feedback also has some disadvantages that peer feedback is only partially correct because the limitation of students' knowledge.<sup>29</sup> It also can be fully in correct because sometimes students do not really know the mistakes and the correct version.

Further, it can also bring misreading because students' are not the

<sup>28</sup> Keh, C. L, feedback in writing process : a model and methods for implementation, (London: Oxford University Press, Pp.44-45, 1990) Hal. 25

<sup>29</sup> Hanrahan, S. *Assesing self – and peer assessment : the students' views. Higher Education Research and Development.* 2001. Vol.20, Pp.53-70

knowledge authority who knows a descriptive text writing well. Those disadvantages can be very harmful to students' descriptive text writing acquisitions. The reason is that students are still learners who have limited knowledge to be used for evaluation.

### c. Descriptive Text

#### 1) The Definition of Descriptive Text

Descriptive text is used to describe a person, a place, or an object so precisely that the reader sees the items clearly in his or her imagination.<sup>30</sup> Description presents the appearance of things that occupy space, whether they are object, people, building, or cities.<sup>31</sup> Based on the explanation above, it can be concluded that a descriptive text is a kind of text which has purpose to describe particular thing, person, place, or animal.

#### 2) Characteristic of Descriptive Text

Generic structure is a general form of genre. Each of the genre has its own generic structure. The generic structure of descriptive text are identification and description.<sup>32\</sup>

##### a) Identification

The aim of identification is to identify the phenomenon to be described. It identifies who or what to be described. The

<sup>30</sup> Wong, L. *Essential writing skills* (Boston: Houghton Mifflin Company: 1999)373

<sup>31</sup> Stanley L. *Ways to writing* (New York: MacMillan, 1998) Hal. 1998)

<sup>32</sup> Priyana, *Interlanguage: English For Senior High School Students X* (Jakarta: Pusat Perbukuan Departmen Pendidikan Nasional.2008) 8

identification is usually stated in the first paragraph to introduce to the readers what is going to be described in the next paragraph.

#### b) Description

The function of description is to describe parts, qualities, and characteristic. In this part, the writer explains about subject in detail. It is used to support the identification. There are three language features in descriptive text. They are as follows:

##### (1) Focusing on Specific Noun

The purpose of descriptive text is to describe a particular person, thing, or place. A good description has to use details to help the reader to imagine the thing. The subject that is going to be described is not general, but more specific. We can describe a particular person, for example : my mother, my city, my school, etc.

##### (2) Using Different Kinds of Adjectives

Another feature of descriptive text is using different kinds of adjectives. The adjective express physical qualities or opinions or classify something. Some examples are : good, tall, excellent, etc.

##### (3) Using Simple Present

Simple present tense is usually used in writing a descriptive text. Simple present tense is used for a present state, a feeling, an opinion, or the fact that something belongs

to someone. It is also used for repeated action such as routines, habits, jobs, hobbies, and things that always happen

### Example Of A Descriptive Text

this is the example of descriptive text taken from book of Bahasa Inggris SMA/MA, SMK/MAK kelas X semester 1 pages 55.

#### My best friend

identif  
acion

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school every day during recess and after school. I first met her at the junior high school orientation and we've been friends ever since.

Descri  
ption

Dinda is good-looking. She's not too tall. She has fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colours like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friend with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she act like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.<sup>33</sup>

#### d. Assessment

##### 1) The Definition of Assessment

In teaching writing, teachers need to monitor students' improvement so that they know how far the students master the writing skill. Teachers can monitor their development through scores that the students get in writing. Teachers get the scores from an instrument that they use to assess the students. In short, teachers need kinds of assessment to get the students' scores in order to monitor the students' improvement in writing. Assessment as any method used to better understand the correct knowledge that a student possesses. Assessment serves as a monitor of students' understanding on a given unit or concept, to give valuable feedback to students on what progress has been made and what still needs to be improved.<sup>34</sup>

##### 2) Aspect of Writing Assessed in Descriptive Text

To compose a good writing, in this case is descriptive writing, students are required to know or master the aspect of writing. They

<sup>33</sup> Kemendikbud. *Buku Pegangan Siswa Bahasa Inggris SMA Kelas X Semester I* (Jakarta: Kemendikbud, 2014) 55.

<sup>34</sup> Deborah Blaz. *A Collection of Performance Tasks and Rubrics: Foreign Languages* (New York: Eye On Education, Inc, 2002) 2

cannot be forsaken for they are the things to form a coherent and readable writing. Some aspect of writing in his scoring rubrics, among them are mechanics, organization, content, vocabulary, and grammar.<sup>35</sup> The more detailed explanation about the aspect of writing are follows

a) Mechanics

Mechanics refers to punctuation and spelling.<sup>36</sup> Punctuation help us to structure what we write. It holds our words and ideas together and keeps them in order, so that the meanings we want to convey are clear. Poor punctuation has the opposite effect.<sup>37</sup> They contend that using bad punctuation can make your writing difficult to read and may cloud even alter your intended meanings, especially where it is overused. Spelling is the act of forming words correctly from individual letters. Therefore, wrong spelling must be avoided by the writer in order to make his writing make sense and meaningful.<sup>38</sup> The last mechanical skill is capitalization. The student should consider the use of words capitalization in their writing. Capitalization can turn common noun into a proper noun. It can indicate that a certain word in writing is about something in specific or about something in general. In conclusion mechanical skill is ability to use correctly the mechanics in a piece of writing.

<sup>35</sup> Hughes, A. Testing for language Teachers (United Kingdom: Cambridge Press, 2003) 103

<sup>36</sup> Heaton, J. B. Writing English language Tests (Hongkong : longman, 1990) 148

<sup>37</sup> Fairbairn and Winch. Reading, Writing and Reasoning: A guide for students (Buckingham: Open University Pres 2011) 84

<sup>38</sup> Hughes, A. Testing for language Teachers (United Kingdom: Cambridge Press, 2003) 144

## b) Organization

Organizing paragraph has important intention to make the readers easy in reading the paragraphs. The organizational skill of paragraph covers unity and coherence. Unity and coherence play a crucial role in making a paragraph read well.<sup>39</sup> These will be reviewed in detail in the following parts

### (1) Unity

Unity is one of that the strategies to organize paragraph. Unity means that all the supporting sentences in the paragraph are related to the main idea."<sup>40</sup> Further, the word "unity" is synonymous with 'oneness' in which all sentences in paragraph should focus on the one thing expressed in the topic sentences; all of the sentences stick together.<sup>41</sup>

### (2) Coherence

A paragraph must be coherent aside form unity. Ideas and the sentences flow together smoothly in a logical and organized manner.<sup>42</sup> In addition, coherence plays a crucial role in making a paragraph read well. Every corehent paragraph contains smoothly-connected ideas. It can be concluded that coherence means that the sentence paragraph has logical related sentences. Thus, coherence means that the sentence

<sup>39</sup> Bram B, *Write Well: Improving Writing Skill* (Yogyakarta: Kanisius, 1995) 21

<sup>40</sup> Wong, L, *Essential Writing Skill* (Boston: Houghton Mifflin Company) 364

<sup>41</sup> Bram B, *Write Well: Improving Writing Skill* (Yogyakarta: Kanisius, 1995) 20

<sup>42</sup> Wong, L, *Essential Writing Skill* (Boston: Houghton Mifflin Company) 369

should be clearly connected to each other with supporting ideas which related to the topic.

A paragraph can be developed coherently by using transitional word. To achieve coherence, the writer needs to use transitions, such as : however, although, finally, unfortunately and nevertheless. It means that transitional word can be used to connect sentences and paragraphs.”<sup>43</sup>

#### c) Content

In order to make the reader understand about the content of writing. The writer has to consider about the ideas and messages expressed in his or her writing. In addition, content deals with the ability to develop and reflect their relevant idead to the topic the content of writing refers to methods of development and the completeness of which ideas are expressed. Meanwhile, completeness means that there are sufficient details or information in it to give reader a clear picture or a full discussion of its main ideas. Therefore, in writing, it is neede for the writer to have enough knowledge about a certain topic in order to make the writing flows smoothly and easy to understand.

#### d) Vocabulary

Vocabulary is the number of words which make up a language. Word are the basic tool for writing which consist of

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<sup>43</sup> Bram B, *Write Well: Improving Writing Skill* (Yogyakarta: Kanisius, 1995) 21



sentences and words.”<sup>44</sup> This aspect plays important role because it is the elements of a paragraph. Students must also have competencies to produce a good piece of writing. They must have knowledge about topic and have vocabulary mastery.

Commonly, vocabulary used in this type of text is “adjective”. For examples : beautiful, tall, handsome, long, etc. when we write something we need words to transfer our feeling to have a communication. A good writing can be composed if the writer has a great store of words which must be used appropriately. The words choice used in writing will influence the success of the transformation of the messages to the reader. The readers will not be able to understand the content of writing if the writer cannot choose the words appropriately. Word choice can influence the reader’s understanding because if the words are often used and they are general, it can make the reader understand better about what they are reading.

#### e) Grammar

Grammatical aspect is necessary in creating a good writing. Grammar is a set of rules to help the writer to construct sentences that make sense and acceptable in English. It means that grammar is essential in constructing sentences in order to make it

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<sup>44</sup> Bram B, *Write Well: Improving Writing Skill* (Yogyakarta: Kanisius, 1995) 48

understandable.<sup>45</sup> In fact, writing grammatically correct sentence are not easy. If the sentences are not grammatically correct, it cannot make the paragraph understandable.

Furthermore, there are a number of very common grammatical errors made by students. The examples of common grammatical errors are making sentence without “to be” or using verbs that do not agree with noun or pronoun and tense. Simple present tense is used to teach by using this technique, because one of the language features of descriptive text is simple



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<sup>45</sup> Fairbairn & Winch, *Reading, Writing and Reasoning: A guide for students* (Buckingham: Open University Press) 145

## CHAPTER III

### RESEARCH METHOD

#### A. Approach and Type of Research

The approach used in this research is a quantitative approach. The quantitative approach is the process of finding knowledge that uses numerical data as a tool to find information about what we want to know. While the type of research is experimental research. Experimental research is used to obtain data from certain natural places (not artificial). But the researchers treated the data collection by pre-test and post-test.

1. NR1 = The experimental group was not selected randomly
2. NR2 = The control group was not selected randomly
3. O1 & O3 = Pretest (experimental and control groups before treatment)
4. X = Treatment
5. O2 & O4 = Posttest (experimental and control groups after treatment)

The researcher chose the form of research used in this study was Quasi Experimental Design. The use of the form of Quasi Experimental Design is because in educational research there are often difficulties in controlling or manipulating all relevant variables. Quasi Experimental Design are used because sometimes it is not possible to randomly place subjects into groups. For example. To be able to get permission to use school students in a research investigation often have to accept what an existing group In this research. the researcher used the form of Nonequivalent Pretest Posttest Design research, which is almost the same as the two group pretest - posttest design.

## **B. Population and Sample**

Population is the overall symptom or unit to be studied. In this research, the population is used to mention all elements / members of a region that are the target of the research or are the whole (universes) of the object of research. Sample is part of the population you want to examine. It is a part of the individual that is investigated from the whole individual research, so that more objective individuals can be replaced by the terms subject and or object.

As for the population in this study were students of class X MAN 3 Jember 2019/2020. There are students. While for the sample the researcher used purposive sampling where all members of the population were sampled with certain considerations. Namely class X IPA 1 and class X IPA 3 as the study sample. This sample was taken based on the results of interviews by researcher with Mr. Ilham Jauhari as English subject teacher in class X MAN 3 Jember. English subject teachers also give consideration to researchers to make the X IPA 3 class as a control class and class X IPA 1 as an experimental class.

## **C. Techniques Collection Data and Instruments**

### **1. Technique and Instrument of Collection Data**

Data collection techniques are an important step in a study to obtain the data needed. Data that must be obtained must be accurate data and scientifically accountable. Therefore we need the right data collection techniques and tools. "A test, in plain words, is a method of measuring someone's knowledge in a given domain. "It is a set of techniques,

procedures and items that constitute an instrument of some kind that requires performance or activity on a test taker (and sometimes on the part of the tester as well)” There are 6 kinds of research techniques as data collection tools, namely:

- a. Direct observation technique
- b. Indirect observation technique
- c. Direct communication techniques
- d. Indirect communication techniques
- e. Documentary study techniques
- f. Measurement technique

Based on the opinion above, the data collection technique used in this study is a measurement technique. The data collection used a measuring instrument intended so that data can be obtained objectively because the surrender of the measuring authority to the measuring instrument closes the opportunity for the researcher to enter his subjectivity. Measuring is the activity of comparing something measured by its measuring instrument" so, based on the above opinion, the writer can conclude that what is meant by measuring is an activity carried out by researchers to obtain research data by comparing something measured by measuring instruments.

## 2. Data collection Instrument

In accordance with the data collection techniques above, the data collection instrument used in this study are as follows Test of learning

outcomes. Test as an instrument of data collection is a series of questions /exercises that are used to measure knowledge, intelligence, abilities or talents possessed by individuals / groups. A test is commonly defined as a tool that is used to obtain specific data about trait or characteristic of an individual or group. (Tests are usually interpreted as a tool or instrument of measurement used to obtain data about a specific characteristic or characteristic of an individual group).

The procedure of this test is, researcher will give ask to make a Descriptive Text. Determining two classes as the experimental and the control group. Treatment to the experimental group by giving Conference feedback on the students' descriptive text writing while the control group was not. Giving pre-test and post-test to both experimental and control groups with the same test and the same scoring system based on the scoring rubric criteria. In this research, the aspects of writing that was evaluated are Grammar, Vocabulary, Mechanics, Content, Organization.

a. conference feedback for Experimental Class :

- 1) Students do their pre test
- 2) Researcher collect student's pre test
- 3) Researcher come to the class in other day
- 4) Researcher ask 2 students to come to researcher randomly
- 5) Researcher gives their descriptive text
- 6) Researcher asks students one by one about their difficulty to make descriptive text

- 7) Researcher answers student's questions about their descriptive text
- 8) Researcher gives direct feedback based on the errors in the student's descriptive text (mechanics, organization, content, vocabulary, grammar)
- 9) Researcher asks students once more whether there were still have difficulties
- 10) Researcher asks student to have a sit
- 11) Researcher completes giving direct feedback for all of students and give a some review about errors of descriptive text in the student's descriptive text

b. Written feedback for control Class :

- 1) Students do their pre test
- 2) Researcher collects student's pre test
- 3) Researcher gives written feedback on the student's descriptive text (mechanics, organization, content, vocabulary, grammar)
- 4) Researcher comes to class in other day
- 5) Researcher gives descriptive to student to the owner according to their name
- 6) Researcher asks students to read correction of errors

c. Validity and Reliability Instrument

1) Validity

Validity shows the adjustment of the measuring device with the purpose to be measured. The test is said to have validity if the test

really measures what you want to measure. validity is a measure to show the validity or validity of an instrument. A valid instrument has high validity. Conversely, a less valid instrument has low validity.<sup>46</sup> It is divided in two forms, namely logical validity consisting of content validity and construct validity, as well as empirical validity consisting of criteria validity or known as concurrent validity and forecasting validity (predictive validity).

In this research, content validity was chosen because the test items which measured the students' ability to write a simple descriptive text about a person was suitable with the basic competence of 2013 institutional based curriculum for the tenth grade students.

The construct validity test is used to measure the accuracy of a test that will be used in the study. First, it is tested on the test object to the test object (other than the sample) before the test is given to the actual research object. This validity test is intended to get the instrument on target. In this test 30 respondents were used in addition to the sample. For calculations using the SPSS for Windows version 21 program.

## 2) Reliability

Reliability is a measure to assess whether the measuring instrument used is able to provide consistent measurement values.

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<sup>46</sup> Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta. 2010). 211



Inconsistent measuring instruments will produce "doubtful" data. According to John "Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores need to be consistent. When an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way".<sup>47</sup> A reliable instrument is that an instrument, when used several times to measure the same object, will produce the same data. Valid and reliable instruments are an absolute requirement to obtain valid and reliable research results. In measuring the reliability of this instrument using the Cronbach *Alpha formula*, namely:<sup>48</sup> and . For calculations using the SPSS for Windows version 21 program.

$$r = \left\{ \frac{k}{k-1} \right\} \left\{ 1 - \frac{\sum \sigma_b^2}{V_t^2} \right\}$$

Where:

r = instrument reliability

k = number of questions

$\sum \sigma_b^2$  = number of item variants

$V_t^2$  = total variant

An instrument has a high level if the value of reliability  $r > 0,6$ . The value of reliability coefficient he suggests is presented in table.

<sup>47</sup>John W. Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (United State of America: Phoenix Color Corp, 2002), 159

<sup>48</sup>Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo, 2008), p. 365.

**Table 3.1**  
**Table The value of Reliability Coefficient**

No.	Reliability Coefficient	Category
1	0,800 - 1,000	Very High
2	0,600 – 0,799	High
3	0,400 – 0,599	Fair
4	0,200 – 0,399	Low
5	0,00 – 0,199	Very Low

In this research, inter – rater reliability was used two raters, the researcher and the English teacher, who scored the students' writing test. This way was used to avoid the subjectivity. Here, the English teacher and researcher discussed about the scoring rubric together to avoid misunderstanding about the aspects to be scored.

**Table 3.2**  
**SCORING RUBRIC**

No	Criteria	Level	Score
1	Grammar : <ul style="list-style-type: none"> <li>• Very effective complex construction – No errors in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> <li>• Effective complex construction – few error in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> <li>• Effective but simple constructions – minor problem in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> <li>• Major problem in simple/ complex construction – frequent error in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> <li>• virtually no mastery of sentence construction rules – dominated by errors in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> </ul>	Excellent	5
		Good	4
		Fair	3
		Poor	2
		Very Poor	1
2	Vocabulary : <ul style="list-style-type: none"> <li>• Very effective word choice and word form</li> </ul>	Excellent	5

	<p>mastery – very appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• Sophisticated range - Effective word/ idiom choice – appropriate vocabulary</li> <li>• Adequate range – occasional errors of word/ idiom form</li> <li>• Limited range – frequent errors of word/ idiom form</li> <li>• Very limited range – little knowledge of English vocabulary</li> </ul>	<p>Good</p> <p>Fair</p> <p>Poor</p> <p>Very Poor</p>	<p>4</p> <p>3</p> <p>2</p> <p>1</p>
3	<p>Mechanics :</p> <ul style="list-style-type: none"> <li>• Very good demonstrates mastery of conventions</li> <li>• Demonstrates mastery of conventions</li> <li>• Occasional errors of spelling, punctuation, capitalization</li> <li>• Frequent errors of spelling, punctuation, capitalization</li> <li>• No mastery of convention – dominated by errors of spelling, punctuation, capitalization, handwriting illegible.</li> </ul>	<p>Excellent</p> <p>Good</p> <p>Fair</p> <p>Poor</p> <p>Very Poor</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
4	<p>Content :</p> <ul style="list-style-type: none"> <li>• The content of the text is very relevant with the topic and can be understood easily.</li> <li>• The content of the text is quite relevant with the topic and can be understood easily. – substantive</li> <li>• The content of the text is relevant with the topic and can be understood easily, but lacks in detail</li> <li>• Limited knowledge of subject - Inadequate development of topic</li> <li>• Does not show knowledge of subject or not enough to evaluate</li> </ul>	<p>Excellent</p> <p>Good</p> <p>Fair</p> <p>Poor</p> <p>Very Poor</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
5	<p>Organization :</p> <ul style="list-style-type: none"> <li>• Very fluent expression – very clearly ideas – very well organized (first paragraph is identification contains general information and next paragraph is description contains detail information)</li> <li>• Fluent expression – ideas clearly stated/ supported (first paragraph is identification but contains general information with a little detail information, and next paragraph is description contains detail information)</li> <li>• Loosely organized but main ideas stand out (first paragraph is identification contains general information and little detail information, and next paragraph is description but contains detail</li> </ul>	<p>Excellent</p> <p>Good</p> <p>Fair</p> <p>Poor</p> <p>Very</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

	<p>information and a little general information.</p> <ul style="list-style-type: none"> <li>• Non fluent and ideas confused or disconnected (first paragraph contain detail information and the next paragraph contain general information)</li> <li>• Does not communicate – no organization – or not enough to evaluate.</li> </ul>	Poor	
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Adapted from Weigle & Hughes

**Note:** The interpretation of grading system was as follows:

Identification of the scores. If the student's score:

5, so  $5 \times 4 = 20$

4, so  $4 \times 4 = 16$

3, so  $3 \times 4 = 12$

2, so  $2 \times 4 = 8$

1, so  $1 \times 4 = 4$

For example:

A student got 5 in grammar, 2 in vocabulary, 3 in mechanics, 4 in content, and 3 in organization. Therefore, the student's total score would be: grammar  $5 \times 4 = 20$ , vocabulary  $2 \times 4 = 8$ , mechanics  $3 \times 4 = 12$ , content  $4 \times 4 = 16$ , organization  $3 \times 4 = 12$ . It means that the student got 64 for descriptive text.

#### D. Data Analysis

Data analysis is one of the research processes carried out on all data needed. The main purpose of data analysis is to summarize data in a form that is easy to understand and easy to ask, so the relationship between research problems can be understood and tested. Before making the selection of relevant statistics for analyzing data in experimental research, the data analysis carried

out is by testing the research sample, namely the normality test and homogeneity test".

#### 1. Inferential statistics

Inferential statistics is a statistical technique used to analyze sample data and the results are applied to the population. inferential statistics are divided into two, namely parametric and non-parametric statistics. In an experimental study the use of these two statistics must first be tested for sample homogeneity and the normality test of the data. before the selection of relevant statistics for data analysis in experimental research, the stages of data analysis are by testing research samples, namely normality and homogeneity test ".

##### a. Parametric statistics

Parametric statistics are used to test population parameters through statistics, or test population size through sample data. In the statistical hypothesis tested is the null hypothesis, because there is no desired difference between population parameters and statistics (data obtained from the sample).

The use of parametric statistics depends on the assumptions and types of data to be analyzed. Parametric statistics are mostly used to analyze interval and ratio data. Statistical analysis techniques include Pearson correlation (Pearson Product Moment Correlation), linear regression, T test and others.

In this research the researchers used the T test to compare the two groups' averages obtained from the Quasi Experimental study, with interval-scale data. The steps for carrying out the T test of two groups of subjects are as follows:

- 1) Perform a power normality test
- 2) Perform homogeneity test
- 3) Look for a combined standard deviation
- 4) Look for a combined deviation

$$t_{\text{hitung}} = \frac{X_1 - X_2}{\sqrt{\frac{(n_1-1)s_{1^2} + (n_2-1)s_{2^2}}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

The data analysis in this research was used to analyse the primary data which were collected from students' descriptive text writing test. The purpose was to find out the significant mean difference of both experimental and the control groups. The data from both of groups were analysed by using independent sample T test formula with significant level of 5% in SPSS 21 application. The procedures of the data analysis were as the following. SPSS is a computer program used to make statistical analysis.

Open the SPSS application

- 1) Open the SPSS application, the click *variable view*. On the name column type *students* in the first row and *score* in the second row. On decimals column , type 0,1, or 2. In the value column in the first

row. Type any numbers for the classes label. For example 1 is the label of XA, 2 is the label of XB.

- 2) Click *data view*. Then input the data.
- 3) Click *Analyse – Compare means – Independent-sample T test (A dialog box will come up)*
- 4) Move the score to the *test variable*, and *students* to the *grouping variable*. Click *define* then type 1 for *group 1* and type 2 for *group 2*.
- 5) Click *option*, use *95% for confidence interval*. Then click *ok*. The output will come up.

#### b. Normality and Homogeneity

##### 1) Normality

According Sujianto (2009:77) normality distribution test is a test to measure whether our data has a normal distribution.<sup>49</sup> To know the normality, the researcher used One-Sample Kolmogorov-Smirnov test with SPSS 21.0. The hypotheses for testing normality are  $H_0$  (data is a normal distribution) and  $H_a$  (data is not in normal distribution). Critic area is in witch  $H_0$  is rejected when the significance value is lover then 0.05 ( $\alpha = 5\%$ ).<sup>50</sup> To find out the distribution data, it uses normality test with Chi square.<sup>51</sup> Calculate the Chi square ( $X^2$ ), the formula:

<sup>49</sup> Agus Eko Sujianto. *Aplikasi Statistik dengan SPSS 16.0*. (Jakarta : PT. Prestasi Pustaka, 2009),77

<sup>50</sup> Agus Eko Sujianto. *Aplikasi Statistik dengan SPSS 16.0*. (Jakarta : PT. Prestasi Pustaka, 2009),77

<sup>51</sup> Sudjana. *Metode Statistika*. (Bandung: Tarsito. 2003), 273.

$$X^2 = \sum \frac{(O - E_i)^2}{E_i}$$

Determine the degree of validity (df). In the calculation of this data is arranged distribution consisting of k pieces o that the interval to determine the criteria test use formula  $df = k - 1$ , where k is the number of class intervals and the real extent  $\alpha = 0.05$ .

Distribution normality with test criteria: if  $X^2_{Count} > X^2_{Table}$ , so the data is not normal and other way if  $X^2_{Count} < X^2_{Table}$ , so the data is normal distribution

## 2) Homogeneity

Homogeneity testing is intended to make sure that the collected manipulation data in analysis is truly taken form a population which is too different each other. Especially in a correlative study which is predictive, the model which is used must be appropriate with the composition and its distribution (Sujianto : 112).<sup>52</sup> It is used to know whether the data are homogeneous or not.

The formula is: <sup>53</sup>

$$F = \frac{V_b}{V_k}$$

Where:

Vb : bigger variance

Vk : smaller variance

The hypotheses in homogeneity test are:

<sup>52</sup> Agus Eko Sujianto. *Aplikasi Statistik dengan SPSS 16.0*. (Jakarta : PT. Prestasi Pustaka, 2009), 112.

<sup>53</sup> Sudjana. *Metode Statistika*. (Bandung: Tarsito. 2003), 250.



Ho: homogeneity variance =  $\sigma_1^2 = \sigma_2^2$

Ha: non homogeneity variance =  $\sigma_1^2 \neq \sigma_2^2$

If the calculation result of  $F_{count}$  is lower than  $F_{table}$  ( $F_{count} > F_{table}$ ) by 5% degree of significant so Ho is accepted, it means the data is homogeneous or both of groups have the same variance.



## CHAPTER III

### PRESENTATION AND DATA ANALYSIS

#### A. Description of research object

The research is conducted at MAN 3 Jember. To understand the situation in the research location and get a complete picture of the object of research, it can be explained as follows:

##### 1. History of MAN 3 Jember

Madrasah Aliyah Negeri 3 Jember established from a long history of formal education institutions in Jember. Starting from the founding fathers and elders in the village of Jombang and the urgency of the meaning of education for the community, included: Mr. Iskandar Tasrif, Mr. M. Thohir Dzajuli, Bc.Hk (late), Mr. M. Fadhil, Mr. Mahali, Mr. H. Alwi Usman and others. They decided to establish an Islamic education institution that accommodate the community in educating the younger generation. In 1977 a Islamic high school was established in the Jombang village, Kencong sub-district, Jember Regency. In the 1982 - 1983 academic year, MA Ittihadiyah merged with MAN Jember (now MAN 1) as MAN Fillial Jember, then based on *SK Menteri Agama No.515 A No. 515 A* in 1995, MAN Fillial Jember became MAN 3 Jember until now.

KBM in 1977 – 1979 took place at Jl. PB. Sudirman east side of Masjid Al-huda Jombang, then moved to Jl. Gatot Subroto No. 62 Jombang (Darussalam mosque complex in Krajan I hamlet, Jombang village). In 1979 - 1992, due to the rapid growth and development of students while the

location does not support, teaching and learning activities were moved to Jl. Ahmad Yani No. 76 Jombang - Jember starting from 1992 until now, and now both the facilities and infrastructure are magnificent and permanent.

MAN 3 Jember continues to advance and develop its potential. Especially in education, and fulfill the demands of society. The main programs owned by MAN 3 Jember are language skills and computer programs. Starting from the 2013-2014 academic year, MAN 3 Jember added a new program namely Prodistik, MoU results with ITS Surabaya. so that students graduating from MAN 3 Jember also graduated and had a D-1 Informatics Technique of Institut Teknologi Surabaya. In addition to program development, MAN 3 Jember also fills itself with a variety of learning facilities and infrastructure, advanced technology-based learning media, and a variety of student development programs, and professional development programs for teachers and employees. MAN 3 Jember has educational staff with S-1 background.

## 2. Profile of Madrasah

### a. Identities of Madrasah

Nama : MAN 3 Jember

Number of Statistik Madrasah : 131135090003

NPSN : 20580293

Complete address of Madrasah : Street/ Village

: Jl. Jenderal Ahmad Yani 76 Jombang

Sub - Districts : Jombang  
 Districts : Jember  
 Telephone Number : (0336) 322267  
 Madrasah Status/ Terakreditasi : Negeri  
 Study Time : Morning  
 Since : 1977

b. Vision, Mission and Goals of MAN 3 Jember

Vision : ” Manifestating graduates who are smart, skilled, have faith and virtue of kharimah ”

Mission : 1) Improve the quality of teaching and learning services.

2) Improve the quality of teachers and education personel.

3) Improve the quality of extra-curricular program services.

4) Improve the quality of the learning strengthening and mentoring program.

5) Instilling religious, spiritual and moral values.

6) Developing awareness and responsibility for the community and nation.

Goals :

1) Increase student’s faith and devotion to Allah SWT

2) Students are expected to have insight into science and technology (IPTEK) and faith in piety (IMTAQ) in an integrated manner.

3) Making MAN 3 Jember as educational institution for the future of Islam.

c. Structure of Madrasah

**Picture 3.1 Organization Structure  
Madrasah Aliyah Negeri 3 Jember  
2019/2020 Academic Year**



IAIN JEMBER

d. Picture of MAN 3 Jember

Picture 3.2 Picture of MAN 3 Jember



## B. Presentation of Data

After carrying out and obtaining data with data collection techniques are used and collected from general data to specific data in this research. Furthermore, the data will be analyzed sharply and critically for obtaining accurate data. Sequentially, data that refers to the formulation of the problem will be presented. The data that will be extracted is data about entitled “The Effect Of Giving Conference Feedback On The Eleventh Grade Students’ Descriptive Text Writing Achievement at MAN 3 Jember”.

In accordance with the Research Question at the beginning, the data that has been obtained will be presented as follows :

## 1. Validity and Reliability Test

Before the test is used first, it must be tested for validity and reliability. The instrument between validity and reliability is an absolute prerequisite for obtaining valid and reliable research results.

Test is declared valid or invalid, if the  $r_{xy}$  count is greater or equal to the  $r_{xy}$  table ( $rh > rt$ ). It means that the correlation is significant and the test instrument can be said to be valid. Vice versa, if the  $r_{xy}$  count is smaller than the  $r_{xy}$  table ( $rh < rt$ ) it means that the correlation is not significant, the conclusion of the test instrument is invalid. After performing these calculations, firstly the  $r_{count}$  value is consulted with the  $r$  (table) value. To find out the  $r_{table}$ , the degrees of freedom (df) are determined first with the formula :

$$df = N - r$$

$$df = 30 - 2$$

$$= 28$$

It was found that  $r_{table} = 0.374$  with a significance level of 5%

The number of respondents was 30 students. The following is a complete table of the results of testing the validity of the instrument as follows:

**Table 4.1**  
**Validity Test Results Descriptive Text Task In X IPA 3**

No.	$r_{count}$	$r_{table} (=0,05)$	Conclusion
1	0.764	0.374	VALID
2	0.757	0.374	VALID
3	0.760	0.374	VALID
4	0.741	0.374	VALID
5	0.784	0.374	VALID

In this research, content validity was chosen because the test items which measured the students' ability to write a simple descriptive text about a person was suitable with the basic competence of 2013 institutional based curriculum for the tenth grade students.





**Table 4.2**  
**The Basic Competence Of 2013 Institutional Based Curriculum For The Tenth Grade Students.**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> <li>• Struktur Teks Dapat mencakup               <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan, kebiasaan</li> </ul> </li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal</li> <li>- Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i></li> <li>- Kalimat deklaratif dan interogatif dalam tense yang benar</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</li> <li>- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain</li> <li>- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</li> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>4.4 Teks deskriptif</p>		
<p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p>		
<p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial,</p>		

<p>struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"><li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li><li>• Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li></ul>	
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Reliability tested by using the SPSS for Windows Version 21

$$\text{program. } r = \left\{ \frac{k}{k-1} \right\} \left\{ 1 - \frac{\sum \sigma_b^2}{V_t^2} \right\}$$

Where:

r = instrument reliability

k = number of questions

$\sum \sigma_b^2$  = number of item variants

$V_t^2$  = total variant

An instrument has a high level if the value of reliability is  $r > 0,6$ .

The value of reliability coefficient suggests is presented in table.

**Table 4.3**  
**Reliability Test Result**

Reliability Statistics	
Cronbach's Alpha	N of Items
.818	5

Based on output table above known results of Cronbach's alpha is  $0.818 > 0.6$ . so, can be concluded that it is reliable.

In this research, inter – rater reliability was used where there were two raters, they are the researcher and the English teacher who give score for the students' writing test. This way was used to avoid the subjectivity. Here, Mr. Ilham Jauhari as the English teacher and I as the researcher discussed about the scoring rubric together to avoid misunderstanding about the aspects to be scored.

## 2. Students learning outcomes from Descriptive Text task based on pretest and posttest score in class X IPA 1 MAN 3 Jember

In this research report is the presentation data of a descriptive text assignment in the form of pre-test and post-test results in both the control class and the experimental class. The data is presented in tabular form, which includes data table 3.4 pre-test result data in the control class, table 3.5 pre-test result data in the experimental class, table 3.6 post-test result data in the control class and table 3.7 post-test result data in the experimental class. The data presentation as follows :

### a. Pre Test

Pre Test data of Control class carried out from class X IPA 3 and Experimental Class from class X IPA 1. Then the results are :

**Table 4.4**  
**Pre Test Results Data In The Control Class**

NO	NAME	SEX	SCORE
1	NS	F	56
2	DSL	F	44
3	AK	F	40
4	NAO	F	56
5	NNK	F	40
6	IZ	F	48
7	LO	F	52
8	TAF	F	60
9	ZF	F	64
10	SES	F	56
11	PAR	F	52
12	IAS	F	52
13	OPY	F	60
14	RZ	M	48
15	SNA	F	64
16	MLALN	F	60
17	ADNS	F	56

18	INW	F	60
19	AWA	M	56
20	ASAP	F	68
21	MAA	M	60
22	DM	F	60
23	SWK	F	52
24	MDP	M	56
25	RUA	F	48
26	AS	F	60
27	DTPS	F	60

**Table 4.5**  
**Pre Test Results Data In The Experimental Class**

NO	NAME	SEX	SCORE
1	MJ	F	56
2	ADP	F	64
3	AS	F	52
4	NLA	F	48
5	AFF	M	52
6	ANA	F	56
7	WIA	F	52
8	MM	M	48
9	IRC	F	60
10	JJ	F	68
11	ATF	F	60
12	NPL	F	56
13	SM	F	60
14	AMS	M	56
15	GR	M	52
16	FNF	F	56
17	NSF	F	56
18	RF	F	44
19	RAGP	F	52
20	EAP	F	56
21	DDPR	F	52
22	AHS	F	56
23	NI	F	48
24	AFM	M	52
25	DDAA	F	52
26	RAP	F	56
27	EAW	F	48
28	NL	F	60
29	D	F	56

- b. Post Test data of Control class carried out from class X IPA 3 and Experimental Class from class X IPA 1. Then the results are :

**Table 4.6**  
**Post Test Results Data In The Control Class**

NO	NAME	SEX	SCORE
1	NS	F	84
2	DSL	F	72
3	AK	F	80
4	NAO	F	80
5	NNK	F	68
6	IZ	F	64
7	LO	F	72
8	TAF	F	68
9	ZF	F	60
10	SES	F	84
11	PAR	F	80
12	IAS	F	76
13	OPY	F	72
14	RZ	M	64
15	SNA	F	76
16	MLALN	F	80
17	ADNS	F	68
18	INW	F	68
19	AWA	M	80
20	ASAP	F	72
21	MAA	M	84
22	DM	F	88
23	SWK	F	92
24	MDP	M	84
25	RUA	F	68
26	AS	F	68
27	DTPS	F	64

**Table 4.7**  
**Post Test Results Data In The Experimental Class**

NO	NAME	SEX	SCORE
1	MJ	F	84
2	ADP	F	88
3	AS	F	92
4	NLA	F	84
5	AFF	M	80

6	ANA	F	84
7	WIA	F	76
8	MM	M	80
9	IRC	F	96
10	JJ	F	96
11	ATF	F	92
12	NPL	F	88
13	SM	F	80
14	AMS	M	72
15	GR	M	68
16	FNF	F	72
17	NSF	F	96
18	RF	F	88
19	RAGP	F	84
20	EAP	F	76
21	DDPR	F	84
22	AHS	F	96
23	NI	F	80
24	AFM	M	88
25	DDAA	F	92
26	R`AP	F	68
27	EAW	F	76
28	NL	F	72
29	D	F	88

### C. Analysis and Hypothesis testing

Analysis and hypothesis testing in this research used IBM SPSS 21 for Windows. Before conducting the analysis and hypothesis testing, the researcher must complete the requirements, namely the normality and homogeneity test of the data to be analyzed. The result of tests are presented as follows:

#### 1. Test Normality

The normality of the test carried out to determine whether the sample under research is normally distributed or not. In this study, the normality test was calculated by Shapiro Wilk Smirnov Test with IBM

SPSS 21.00 for windows application program. The value of  $\alpha$  used is 0.05 with the following decision making guidelines:

Significance (Sig. value) or probability value  $> 0.05$ , then  $H_0$  is accepted in the sense that the data is normally distributed.

Significance (Sig. value) or probability value  $< 0.05$ , then  $H_a$  is accepted in the sense that it is not normally distributed.<sup>54</sup>

Based on the results of the normality test with the Shapiro-Wilk method, the data is as follows:

**Table 4.8**  
**Test of normality**

		Tests of Normality					
CLASS		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
RESULT OF DESCRIPTIVE TEXT TASK	CONTROL CLASS	.157	27	.085	.952	27	.243
	EXPERIMENTAL CLASS	.117	29	.200	.946	29	.147

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the normality of test table, it can be concluded that the post-test result data for both groups are normally distributed because the significance value is 0,147 for experimental class and 0,243 for control class. Thus, the normality test results meet the criteria, namely the Sig. Or the significance or probability value of  $0,243 > 0,05$  and  $0,147 > 0,05$ , then  $H_0$  is accepted and  $H_a$  is rejected, so it's mean that the data is normally distributed.

<sup>54</sup> Singgih santoso. Panduan Lengkap SPSS Edisi Revisi (Jakarta: Elex Media Komputindo, 2014)  
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## 2. Test Homogeneity

After the two group samples were declared to be normally distributed, then the homogeneity of the test was carried out. Homogeneity testing is carried out to determine whether the research data has a homogeneous variance or not. In this study, the levene test was carried out with the help of IBM SPSS 21.00 for Windows software with the test criteria being if the significance value is

Significance (Sig. value) or probability value  $> 0.05$  is Homogen

Significance (Sig.value) or probability value  $< 0.05$  is not homogen<sup>55</sup>

**Tabel 3.9**  
**Test of Homogeneity**

Test of Homogeneity of Variances			
RESULT OF DESCRIPTIVE TEXT TASK			
Levene Statistic	df1	df2	Sig.
.034	1	54	.853

The table above, it shows that the sig value is greater than 0.05 so that the null hypothesis is accepted. So it can be concluded that the post-test data from the experimental class and the control class have a homogeneous variance.

## 3. Hypothesis

The hypothesis test is carried out after the two requirements are fulfilled, that is the Normality and Homogeneity of Test . Hypothesis testing is conducted to answer the null hypothesis formulation (Ho)

<sup>55</sup> Joko widiyanto. SPSS for windows untuk Analisis Data Statistik dan penelitian (Surakarta: badan Penerbit FKIP UMS, 2010) 51

proposed by researchers, " There is no significant effect of conference feedback on tenth grade students writing achievement at MAN 3 Jember 2019/2020 academic year ". In this hypothesis test, researcher used the Independent Sample T Test. Because the researcher compared two classes divided into an experimental class and a control class.

In this research, Independent Sample T Test was carried out by IBM SPSS 21.00 for Windows software with the test criteria, if the significance value or the Sig. (2-tailed)  $> 0.05$  then  $H_0$  is accepted and  $H_a$  is rejected. If the value of significance or Sig. (2-tailed)  $<$  then  $H_0$  is rejected and  $H_a$  is accepted. The results of Independent T Test by IBM SPSS 21.00 for Windows on learning outcomes (post test) in the control class and the experimental class are presented in table 3.11 :

**Table 3.10**  
**The Result of Independent T Test**  
**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
RESULT OF DESCRIPTIVE TEXT TASK	,034	,853	-3,882	54	,000	-8,7816	2,2620	-13,3166	-4,2466
			-3,885	53,842	,000	-8,7816	2,2604	-13,3138	-4,2494

According to the Independent T Test Table, it was known that the Sig. (2-tailed) is 0.00. it shows that the significance value or Sig (2-tailed)  $< 0.05$  so that the null hypothesis ( $H_0$ ) is rejected and the alternative

hypothesis ( $H_a$ ) is accepted. It means that “There is a significant effect of conference feedback on tenth grade student writing achievement at MAN 3 Jember 2019/2020 academic year”. It can be concluded that this research can test the truth of the hypothesis, that is, there is a significant effect of conference feedback.

#### **D. Discussion**

The results of research indicated that there is a significant effect of Conference Feedback at MAN 3 Jember 2019/2020 academic year. It known by the results of the analysis and testing. Hypothesis testing is carried out using the Independent Sample T Test in which the Sig (2-tailed) value is 0.00. These data indicate that the significance value or Sig. (2-tailed)  $< 0.05$ , so the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a significant effect of conference feedback on tenth grade student writing achievement at MAN 3 Jember 2019/2020 academic year.

The Independent T above do not accordance with the results of research conducted by Erlinae Hartatie in 2016 entitled "The Feedback Towards Students' effectiveness of Teacher's Ability in Writing Recount Text At SMAN 1 Katingan Tengah". The results indicate that teacher's written feedback only is effectively used in writing recount text so that it can increase the score of writing recount text. It known from value of t observed = 6.443 is higher than the t table = 2.03 with the 5% significant level. The result state

that the use of teacher's feedback has a significant effect on writing recount text results.

Another research was done by Fitri Sakhiana with the title The effect of giving written feedback on the tenth grade students' descriptive text writing achievement at SMA Plus Darul Hikmah in the 2015/2016 Academic Year. This research was used a quasi experimental nonequivalent pretest posttest design research. The samples from experiment and control class were analysed by SPSS computer program with significance value was 0.001 which was lower than 0.05 and it's means there are significant effect of giving written feedback on the tenth grade student's descriptive text writing achievement.

Another experimental was done by Silvina (2013) who investigated "the effect of giving conference and written feedback on the tenth grade students' recount text writing achievement at SMA Muhammadiyah 3 jember. The result showed that the use of both types of feedback gave significant effect on the students' recount text writing achievement.

Other research accordance with the research above. Were referred to in a thesis made by M Tolkhah Adityas in 2008 in a study entitled "The Effect of Teacher's Feedback In Speaking Class On Students' learning Experience". It found out that all students actually needed teacher's feedback, even though it is undeniable that students had different attribute to forward it as the result.

Other Journal by Imroatus solikhah with the title Oral corrective Feedback in speaking class of English Department IAIN Surakarta, The objective of this study is to see kinds of corrective feedbacks used by English

lecturer in speaking class. The research used classroom based observation as the design, assigning 30 students and one speaking lecturer in English Department University of Bantara (UNIVET) Sukoharjo. Data were collected using observation and interview. The study revealed that teacher's corrective feedback is one factor that influences the progress of students in learning English. It did not bother the students in building a communication. The evidence showed that that the teacher applied recasts, explicit correction, and clarification requests. Recasts was dominated the type of corrective feedback used by the teacher because it did not make the students confused. Three criteria of effective corrective feedback occurred in correction given by the teacher. He was consistent in treating the errors, gave correction without breaking the flow of the communication, and did not ridicule the students in giving correction. They hope that in English class with the English teacher of class X. more feedback will be obtained after receiving descriptive text assignments and other assignments.

Based on Some of the thesis and Journal above, There is a significant effect of conference feedback also supported by theories from several expert, Feedback is the response given by people towards something which has been done by other people. It can be given to all aspects that need a response. As reported by Keh, C. L. Feedback can be defined as an input given by reader to a writer's writing to give information which is used for revision.<sup>56</sup> Researcher given feedback depends on error in descriptive text result. It reinforced theory

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<sup>56</sup> Keh, C. L, feedback in writing process : a model and methods for implementation (London: Oxford University Press, Pp.44-45, 1990)294

by Muncle feedbacks can be given in many forms including questions, error corrections, praises, and so on. Teachers are the expert and evaluator who have more power on deciding whether students' works need feedback or not. If the errors had never been corrected, the students would never learned because they did not know whether their work was right or wrong.<sup>57</sup> On the same side, hayland says thar writer basically needs their writing to be read and given feedback so that she can learn more from the responses given.<sup>58</sup>

There are some benefits of giving conference as feedback on the students writing by Keh (1990:298) the first is that the interaction between the teacher and the students are more a live. The second is that the teacher is able to ask for clarification, check the comprehensibility of oral comments made. The thirds is that the teacher can assist the students in decision making. Simply it can be said that feedback is crucial which can help the students to acquire their writing skill better because they know the correct form of the mistakes they have made.

The conversation results obtained in the class when the research process was running also in line with the theory above. The conversations did with students in the control class and the experimental class. Class X IPA 1 were given conference feedback treatment in their descriptive text result. Afita Dwi Puspitasari Reveals "Usually if there is a task to make a text we are only given a score without knowing where our mistakes are, because what is shown on the paper is only the grade given by the teacher, without explaining my

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<sup>57</sup> Muncle, J, using written teacher feedback in EFL Composition Classes, *ELT Journal* Volume 54/1, (London: Oxford University Press, 2000) 51

<sup>58</sup> Hayland (2003) 177

mistakes orally" according to Gunawan from X IPA 1 "when the researcher gave conference feedback, I could ask where my mistake was. and know how I have to fix it, and I can ask directly the part that I do not understand. Afita and Gunawan are 2 student who give assumptions that closely same with their classmates. They hope that in English class with the English teacher of class X. more feedback will be obtained after receiving other descriptive text taks and other assignments.

From the discussion above, it can be concluded that conference feedback can help teachers to communicate more in two ways with students in order to deepen students' knowledge about writing in English, especially in descriptive text. The interaction between teachers and students will also improve With the conference feedback, students can better find out where their writing errors and immediately correct it for better descriptive text result. If teachers often take the time to provide feedback on students' writing results, it expected that the students get best descriptive text results and other texts.

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## CHAPTER IV

### CONCLUSIONS & SUGGESTIONS

#### A. Conclusions

Based on the results of analysis conducted, it could be concluded that “There is a significant effect of Conference Feedback on tenth grade students’ writing achievement at MAN 3 Jember 2019/2020 academic year”.

According to the Independent T Test Table, it was known that the Sig. (2-tailed)  $< 0.05$  so that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means that “There is a significant effect of evaluative feedback on tenth grade student writing achievement at MAN 3 Jember 2019/2020 academic year”. It can be concluded that this research can test the truth of the hypothesis, that is, there is a significant effect of evaluative feedback.

It can be concluded that Conference Feedback can help teachers to communicate more in two ways with students in order to deepen students' knowledge about writing in English, especially in descriptive text. The interaction between teachers and students will also improve. With the Conference feedback, students can better find out where their writing errors and immediately correct it for better descriptive text result. If teachers often take the time to provide feedback on students' writing results, it expected that the students get best descriptive text results and other texts.



## B. Suggestions

After conducting research at MAN 03 Jember there were some points, these points could be used as suggestions for subsequent research, some suggestions were put forward as follows:

### 1. For School

School was a place that would be the center of all activities in the area. Especially for English subject, language laboratory must be improved for better quality.

### 2. For Teacher

The teacher was the leader in the class in this case doing learning activities. Teachers in implementing learning could at least understand the characteristics of each student and class management properly.

### 3. For the other researchers

the researcher suggested to them who were interested in making the same research, in order to choose the better technique than the technique which used in this research. They also could use this research as reference in doing related research in another object.

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## AUTHENTICITY STATEMENT OF WRITING

The undersigned below :

Name : Dina fitriah

NIM : T20156037

Major : Tadris Bahasa Inggris/ language education

Faculty : English Education Department

Hereby declares that the content of thesis entitled “**The Effect Of Giving Conference Feedback In The Tenth Grade Students Descriptive Text Writing Achievement At MAN 03 Jember 2019/2020 Academic Year**” the result of my research/ work, except in the part referred by the source.

Jember, 13 januari 2021

Stated by,



**Dina Fitriah**  
NIM.T20156037

## Matrix of Research

Title	Problems	Variables	Indicators	Data Resources	Research method	Hypothesis
The Effect of Giving Conference Feedback on the Tenth Grade Students' Descriptive Text Writing Achievement at MAN 03 Jember in the 2019/2020 Academic Year	Is there any significant effect of Giving Conference feedback on the tenth grade students' descriptive text writing achievement at MAN 03 Jember in the 2019/2020 Academic Year	<b>Independent Variable :</b> Giving Conference feedback <b>Dependent Variable :</b> The Students' Descriptive Writing Achievement	The feedback on : <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Mechanics</li> <li>• Content</li> <li>• Organization</li> </ul> The Students' score writing achievement test Covering : <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Mechanic</li> <li>• Content</li> <li>• organization</li> </ul>	<b>1. Research Population :</b> The Tenth Grade Students of MAN 03 Jember <b>2. Informant :</b> The Tenth Grade Students of MAN 03 Jember <b>3. Document :</b> The names of the research respondents	<b>1. Research Design :</b> Quasi Experimental Research: Non equivalent Pre-Test Post-Test Group Design <b>2. Area Determination Method :</b> Purposive method <b>3. Respondent determination method :</b> Cluster random sampling <b>4. Data Collection Method :</b> <ul style="list-style-type: none"> <li>• Test</li> <li>• Interview</li> <li>• Documentation</li> </ul> <b>5. Data Analysis</b> Independent sample t test of SPSS computing system	There is a significant effect of giving conference feedback on the tenth grade students' descriptive text writing achievement at MAN 03 Jember in the 2019/2020 Academic Year

## LIST OF APPENDIXES

### Appendix 1 : Students' descriptive text from experimental class (pre-test)

Nama : Amriatun Nur. A  
Kelas : X IPA 1

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Surabaya Zoo

Surabaya Zoo is one of the famous zoo places in Indonesia. Surabaya zoo is located on the road Setari number 1, Darmo, Wonokromo City of Surabaya, East Java Province.

Surabaya zoo tourist attractions certainly offer a variety of animals that must be preserved and be cared for and maintained as best as possible. This zoo has a collection of animals of more than 2000 animals and 851 species consisting of <sup>Mamals</sup> species, reptiles, <sup>?</sup> aves, <sup>?</sup> psces, and <sup>many</sup> much more.

This zoo has various <sup>ways</sup> <sup>for</sup> <sup>ways</sup> to provide comfortable services to visitors. This services include animal rides, library, jogging track, monitor bridges, photo spots, and recreational areas. This zoo also has various facilities such as mosque, public toilet, photo box, and animal food.



## Appendix 2 : Students' descriptive text from experimental class (post-test)

TEKS DESCRIPTIVE. 16-10-19.

Nama : Afita Dwi Puspritasari  
Kelas : X IPA 1  
No. absen : 02.

SUKORAMBI BOTANICAL GARDEN

Sukorambi Botanical Garden is one of the most popular artificial tourist in the Jember area. In contrast to the tourist attraction in general here you will be invited to visit a part. There you can play while you learn more about the plants there.

This botanical garden is very suitable to be visited on weekends, especially for children. Tourist attraction have an area of about 8 hectares. Besides being overgrown with a variety of organic plants, apparently in this place there is also a swimming pool and very beautiful valley.

In this place you can learn how to plant the right way to harvest hydroponic plants. Not only that, you can also buy vegetables that are ready to be harvested as souvenirs.

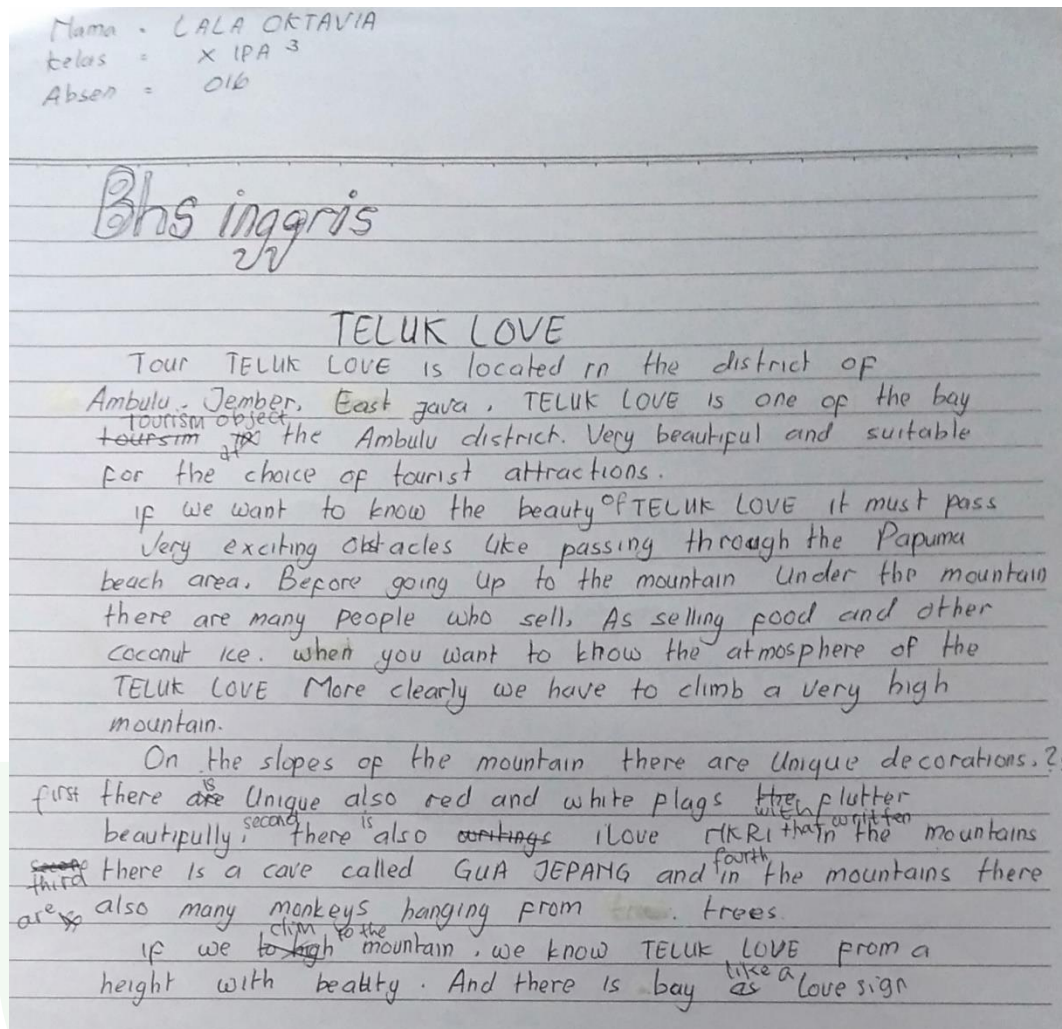
In addition to the presence of hydroponic plants, apparently at the Jember Botanical Garden, it so provides several photo spots. Such as colorful umbrellas hung above, greenhouse, cafeterias, swimming pools and Sukorambi Botanical Garden writing.

In this botanical garden, there are also some very adorable animals such as rabbit, horse, peacock and any more. Among the animals with the most population is rabbit.

# IAIN JEMBER



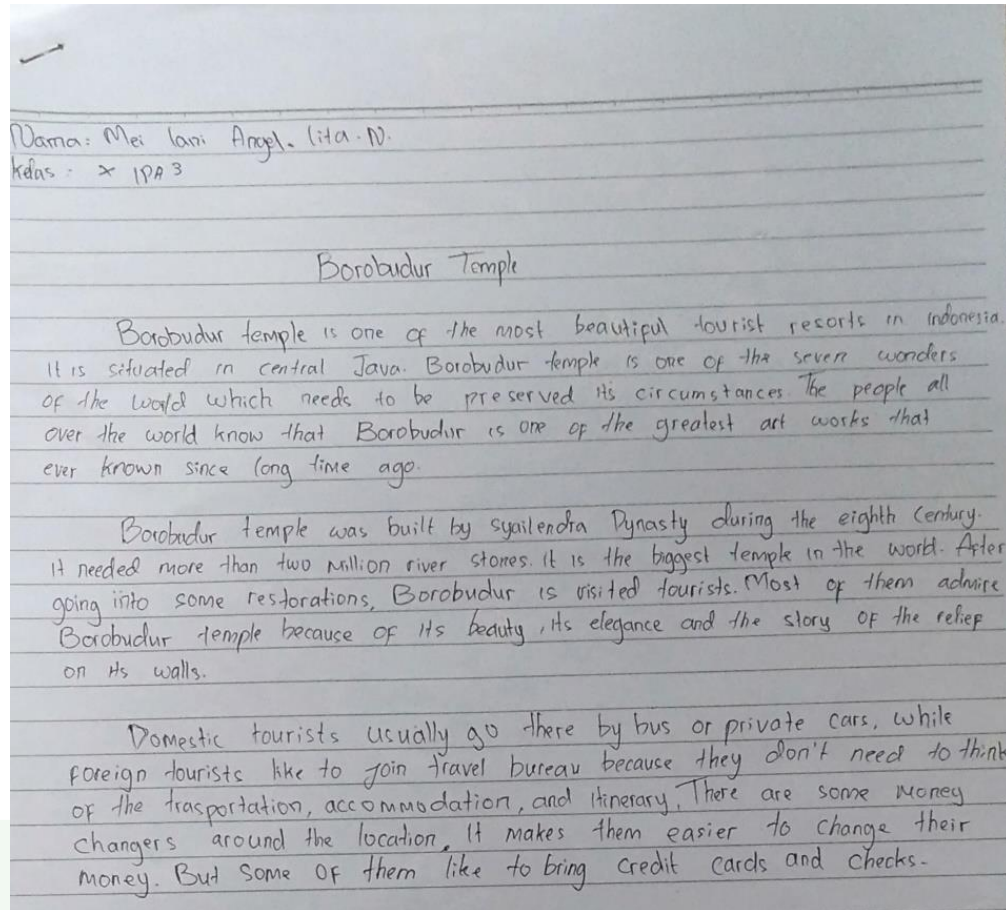
Appendix 3 : Students' descriptive text from control class (pre-test)



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Appendix 4 : Students' descriptive text from control class (post-test)



Appendix 5 : Result SPSS 21.00

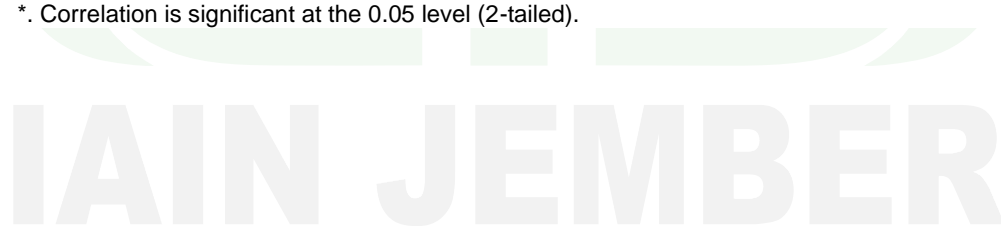
**VALIDITY TEST**

**Correlations**

		GRAMMAR	VOCABULARY	MECHANICS	CONTAINS	ORGANIZATION	TOTAL
GRAMMAR	Pearson Correlation	1	.500**	.426*	.451*	.555**	.764**
	Sig. (2-tailed)		.005	.019	.012	.001	.000
VOCABULARY	N	30	30	30	30	30	30
	Pearson Correlation	.500**	1	.487**	.454*	.438*	.757**
MECHANICS	Sig. (2-tailed)	.005		.006	.012	.016	.000
	N	30	30	30	30	30	30
CONTAINS	Pearson Correlation	.426*	.487**	1	.461*	.485**	.760**
	Sig. (2-tailed)	.019	.006		.010	.007	.000
ORGANIZATION	N	30	30	30	30	30	30
	Pearson Correlation	.451*	.454*	.461*	1	.493**	.741**
TOTAL	Sig. (2-tailed)	.012	.012	.010		.006	.000
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.555**	.438*	.485**	.493**	1	.784**
	Sig. (2-tailed)	.001	.016	.007	.006		.000
TOTAL	N	30	30	30	30	30	30
	Pearson Correlation	.764**	.757**	.760**	.741**	.784**	1
TOTAL	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).



## RELIABILITY TEST

### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.818	5

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
GRAMMAR	10.9667	4.861	.623	.779
VOCABULARY	10.7000	4.769	.601	.785
MECHANICS	10.7667	4.668	.595	.787
CONTAINS	10.9000	4.990	.595	.787
ORGANIZATION	11.0667	4.616	.636	.774

## NORMALITY TEST

```
EXAMINE VARIABLES=RESULT BY CLASS
/PLOT BOXPLOT STEMLEAF NPLOT
/COMPARE GROUPS
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.
```

### Explore

[DataSet0]

## CLASS

**Case Processing Summary**

	CLASS	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
RESULT OF CLASS DESCRIPTIVE TEXT TASK	CONTROL CLASS	27	100.0%	0	0.0%	27	100.0%
	EXPERIMENTAL CLASS	29	100.0%	0	0.0%	29	100.0%

**Descriptives**

	CLASS	Statistic	Std. Error	
RESULT OF DESCRIPTIVE TEXT TASK	CONTROL CLASS	Mean	74.667	1.6119
		Lower Bound	71.353	
		Upper Bound	77.980	
		95% Confidence Interval for Mean		
		5% Trimmed Mean	74.519	
		Median	72.000	
		Variance	70.154	
		Std. Deviation	8.3758	
		Minimum	60.0	
		Maximum	92.0	
	Range	32.0		
	Interquartile Range	12.0		
	Skewness	.208	.448	
	Kurtosis	-.884	.872	
	Mean	83.448	1.5847	
	Lower Bound	80.202		
	Upper Bound	86.694		
	95% Confidence Interval for Mean			
	5% Trimmed Mean	83.609		
	Median	84.000		
EXPERIMENTAL CLASS	Variance	72.828		
	Std. Deviation	8.5339		
	Minimum	68.0		
	Maximum	96.0		
	Range	28.0		
	Interquartile Range	14.0		
	Skewness	-.186	.434	
	Kurtosis	-.908	.845	

### Tests of Normality

	CLASS	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
RESULT OF DESCRIPTIVE TEXT TASK	CONTROL CLASS	.157	27	.085	.952	27	.243
	EXPERIMENTAL CLASS	.117	29	.200 <sup>*</sup>	.946	29	.147

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

## RESULT OF DESCRIPTIVE TEXT TASK Stem-and-Leaf Plots

RESULT OF DESCRIPTIVE TEXT TASK Stem-and-Leaf Plot for CLASS= CONTROL CLASS

Frequency	Stem &	Leaf
4,00	6 .	0444
6,00	6 .	888888
4,00	7 .	2222
2,00	7 .	66
9,00	8 .	0000044444
1,00	8 .	8
1,00	9 .	2

Stem width: 10,0  
Each leaf: 1 case(s)

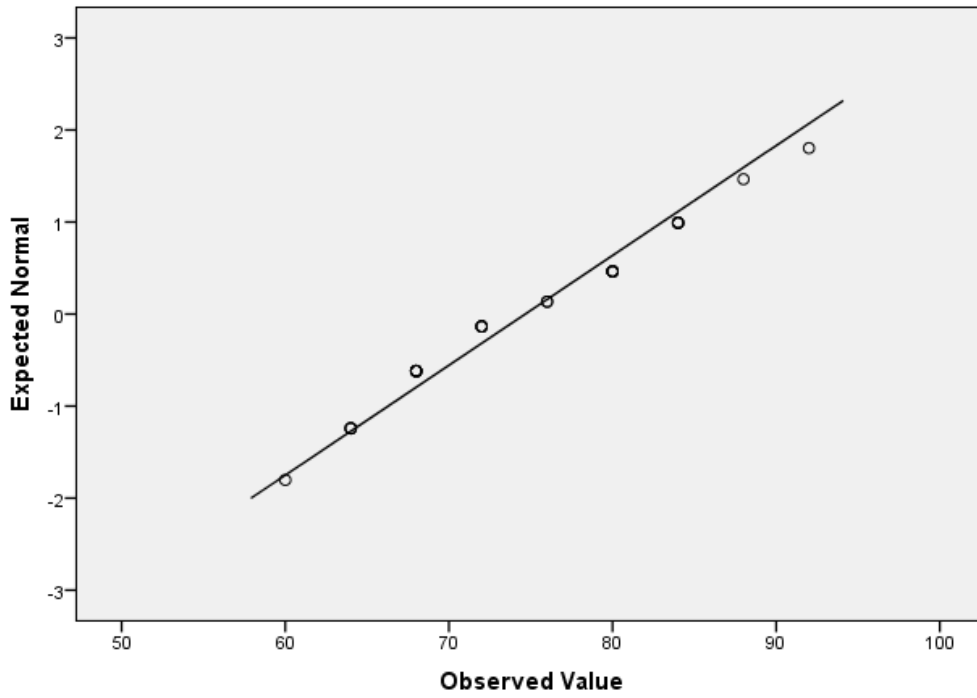
RESULT OF DESCRIPTIVE TEXT TASK Stem-and-Leaf Plot for CLASS= EXPERIMENTAL CLASS

Frequency	Stem &	Leaf
2,00	6 .	88
3,00	7 .	222
3,00	7 .	666
9,00	8 .	0000444444
5,00	8 .	88888
3,00	9 .	222
4,00	9 .	6666

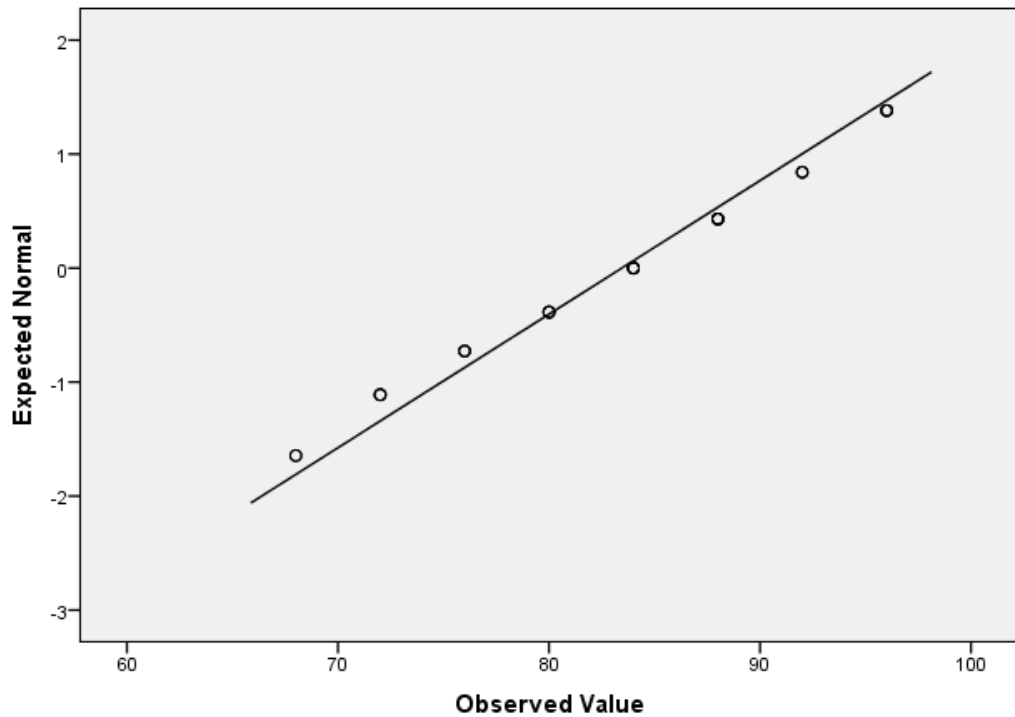
Stem width: 10,0  
Each leaf: 1 case(s)

## Normal Q-Q Plots

Normal Q-Q Plot of RESULT OF DESCRIPTIVE TEXT TASK  
for CLASS= CONTROL CLASS

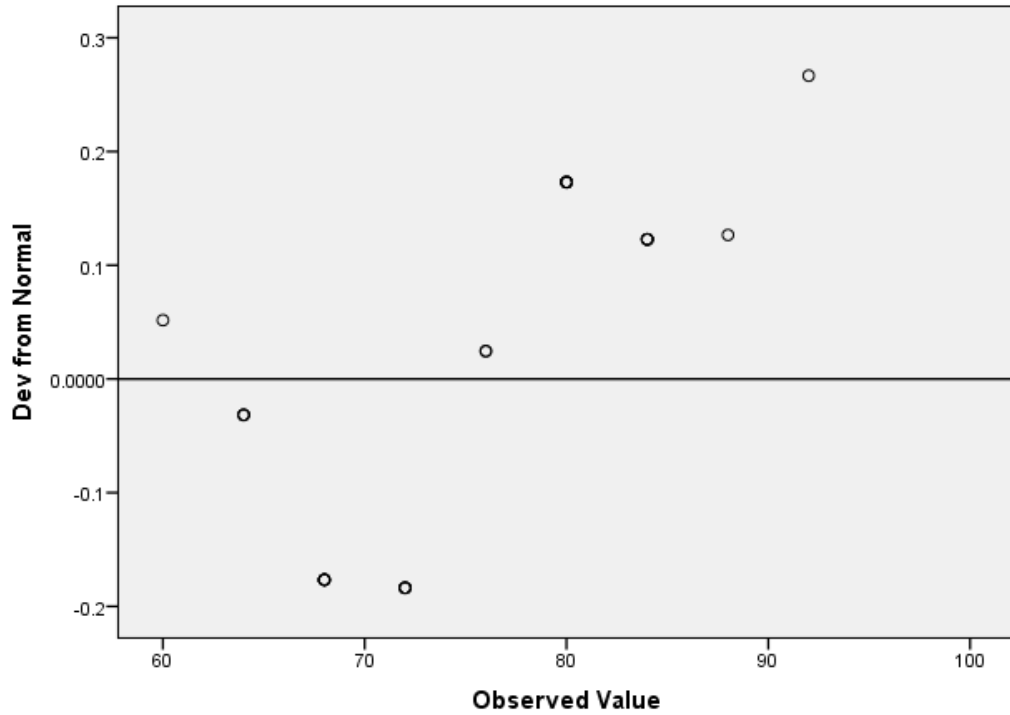


Normal Q-Q Plot of RESULT OF DESCRIPTIVE TEXT TASK  
for CLASS= EXPERIMENTAL CLASS

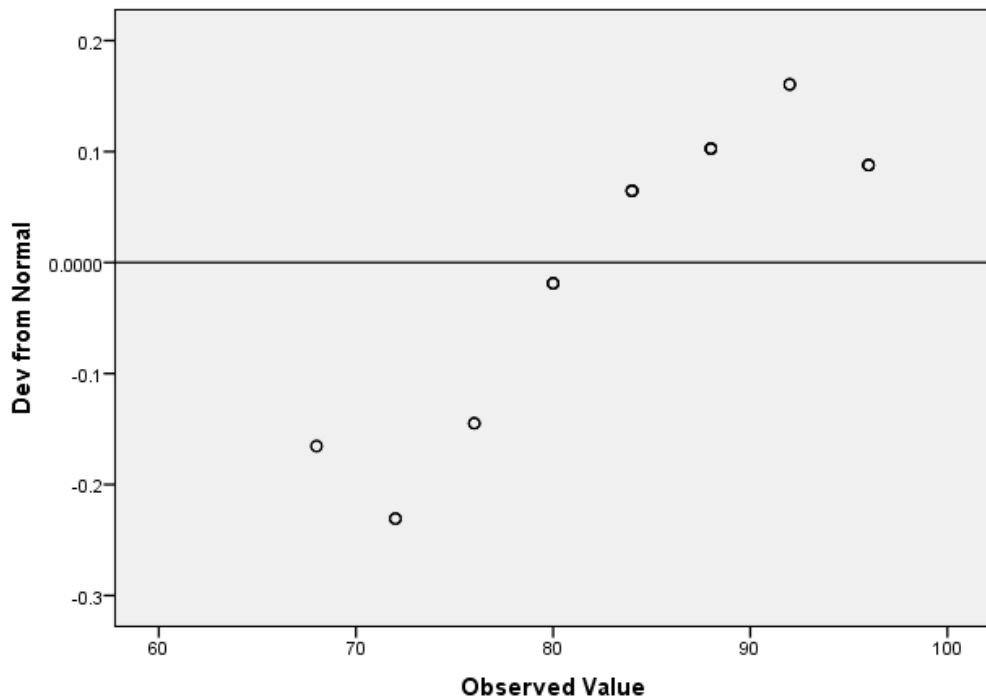


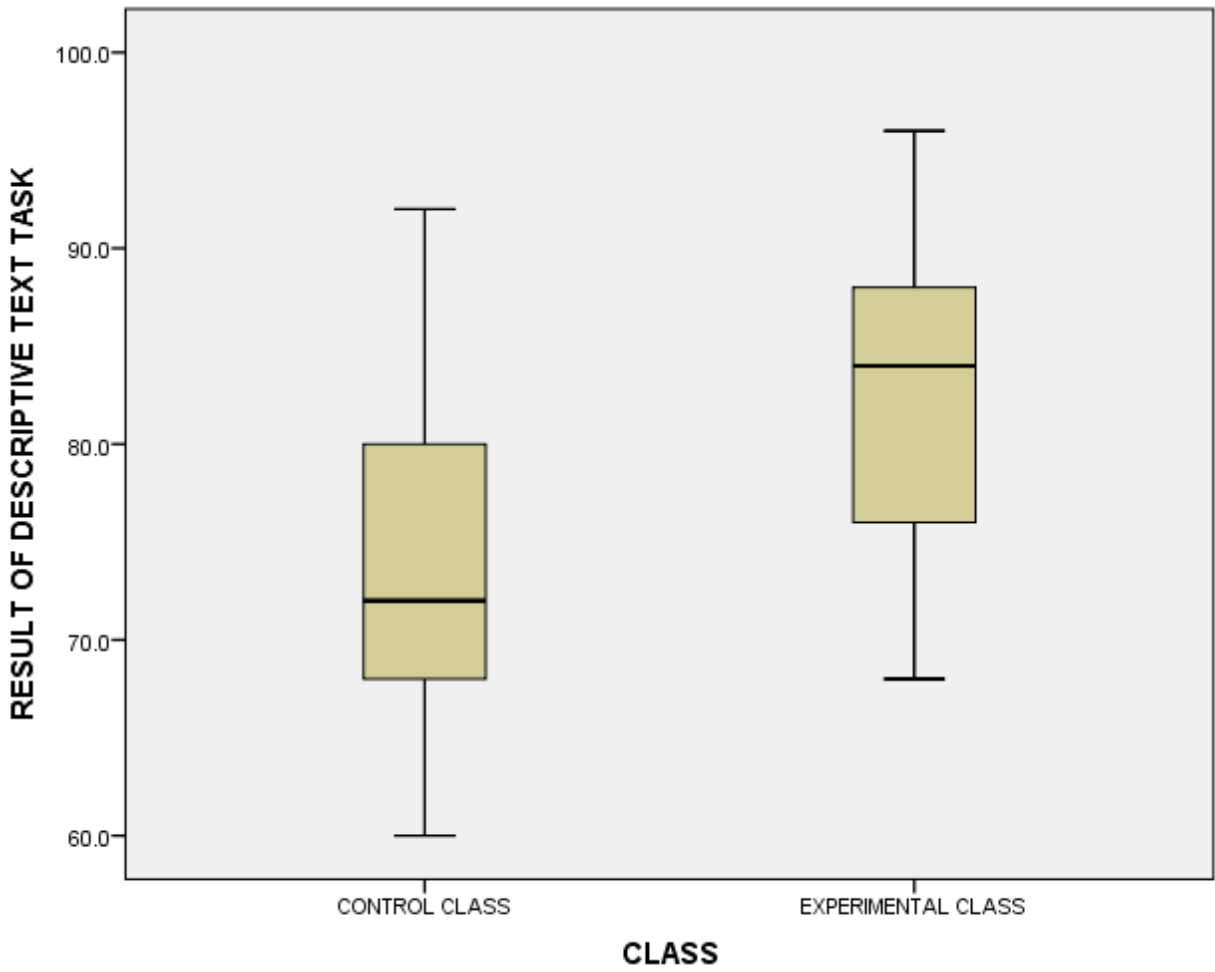
## Detrended Normal Q-Q Plots

Detrended Normal Q-Q Plot of RESULT OF DESCRIPTIVE TEXT TASK  
for CLASS= CONTROL CLASS



Detrended Normal Q-Q Plot of RESULT OF DESCRIPTIVE TEXT TASK  
for CLASS= EXPERIMENTAL CLASS





ON E WAY RESULT BY CLASS  
/STATISTICS HOMOGENEITY  
/ MISSING ANALYSIS.

# IAIN JEMBER



## Oneway

H

[ DataSet0]

### Test of Homogeneity of Variances

RESULT OF DESCRIPTIVE TEXT TASK

Levene Statistic	df1	df2	Sig.
.034	1	54	.853

### ANOVA

RESULT OF DESCRIPTIVE TEXT TASK

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1078.256	1	1078.256	15.072	.000
Within Groups	3863.172	54	71.540		
Total	4941.429	55			

```
T          -TEST GROUPS=CLASS (1 2)
/MISSING=ANALYSIS
/VARIABLES=RESULT
/CRITERIA=CI (.95).
```

### T-Test

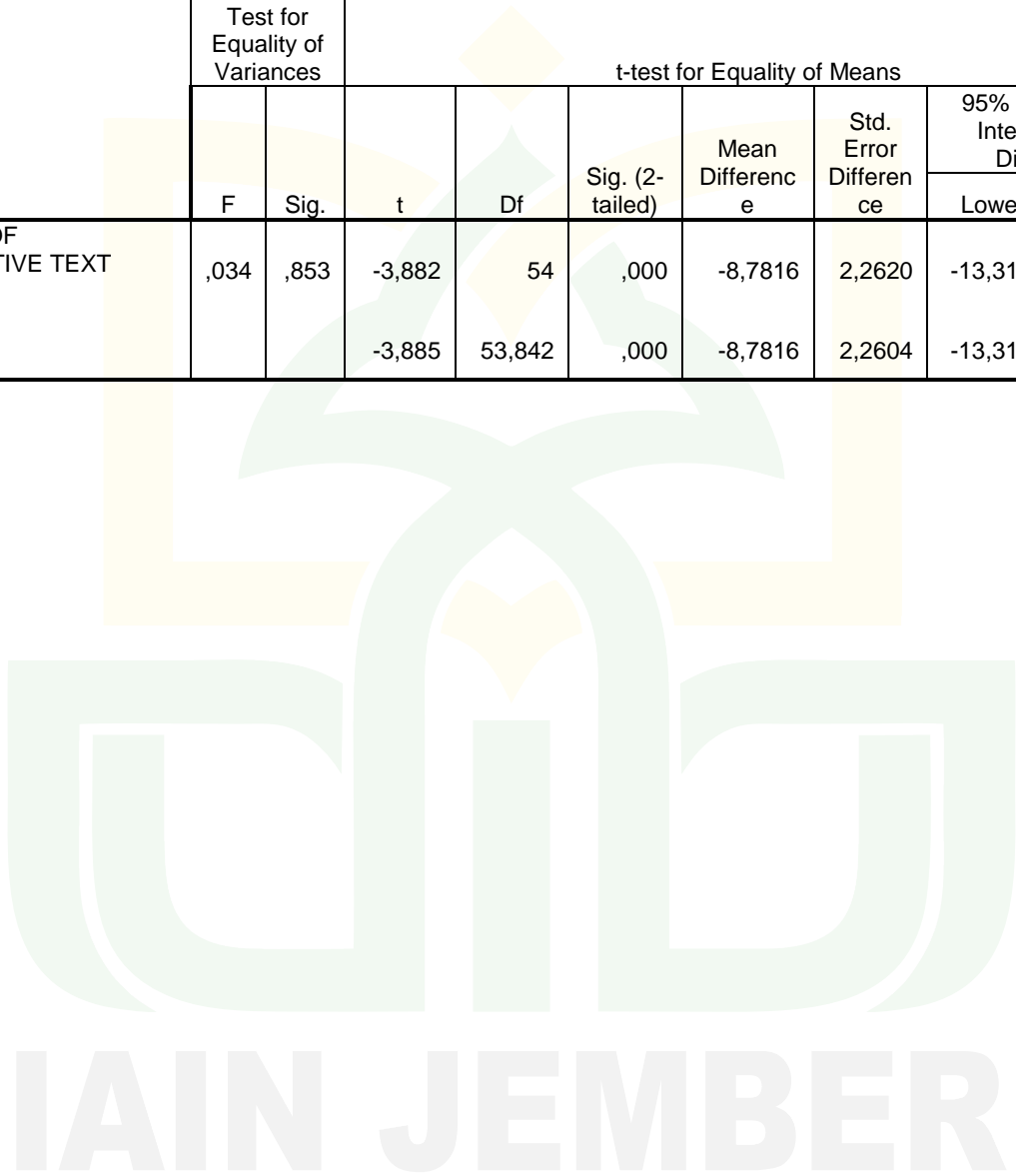
[DataSet0]

#### Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
RESULT OF CONTROL DESCRIPTIVE TEXT EXPERIMENTAL CLASS		27	74.667	8.3758	1.6119
		29	83.448	8.5339	1.5847

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
RESULT OF DESCRIPTIVE TEXT TASK	,034	,853	-3,882	54	,000	-8,7816	2,2620	-13,3166	-4,2466
			-3,885	53,842	,000	-8,7816	2,2604	-13,3138	-4,2494



Appendix 6 : Matrix of Research

Title	Problems	Variables	Indicators	Data Resources	Research method	Hypothesis
The Effect of Giving Conference Feedback on the Tenth Grade Students' Descriptive Text Writing Achievement at MAN 03 Jember in the 2019/2020 Academic Year	Is there any significant effect of Giving Conference feedback on the tenth grade students' descriptive text writing achievement at MAN 03 Jember in the 2019/2020 Academic Year	<p><b>Independent Variable :</b> Giving Conference feedback</p> <p><b>Dependent Variable :</b> The Students' Descriptive Writing Achievement</p>	<p>The feedback on :</p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Mechanics</li> <li>• Content</li> <li>• Organization</li> </ul> <p>The Students' score writing achievement test Covering :</p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Mechanic</li> <li>• Content</li> <li>• organization</li> </ul>	<p><b>1. Research Population :</b> The Tenth Grade Students of MAN 03 Jember</p> <p><b>2. Informant :</b> The Tenth Grade Students of MAN 03 Jember</p> <p><b>3. Document :</b> The names of the research respondents</p>	<p><b>1. Research Design :</b> Quasi Experimental Research: Non equivalent Pre-Test Post-Test Group Design</p> <p><b>2. Area Determination Method :</b> Purposive method</p> <p><b>3. Respondent determination method :</b> Cluster random sampling</p> <p><b>4. Data Collection Method :</b> • Test • Interview • Documentation</p> <p><b>5. Data Analysis</b> Independent sample t test of SPSS computing system</p>	There is a significant effect of giving conference feedback on the tenth grade students' descriptive text writing achievement at at MAN 03 Jember in the 2019/2020 Academic Year

Appendix 7 : Research Journal

**RESEARCH JOURNAL**

**RESEARCH JOURNAL**

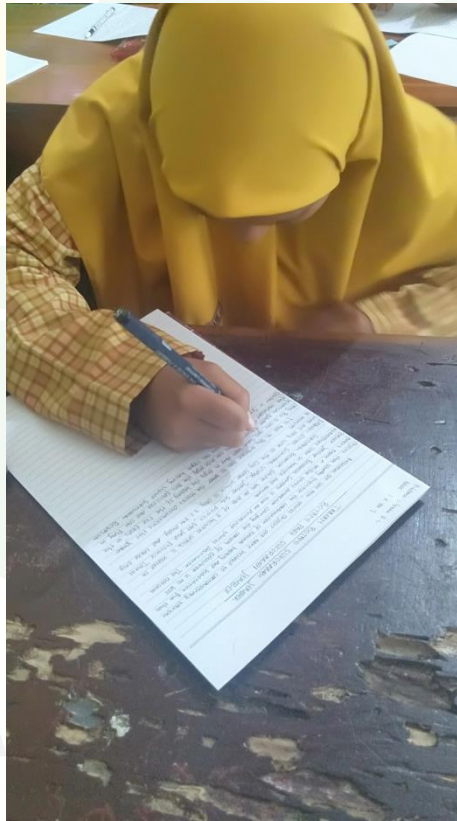
NO	TIMES	ACTIVITIES	TTD
1	September, 10 2020	Provide a letter of research to the headmaster	<i>Atu</i>
2	September, 25 2020	Observation and consulting about RPP, Time schedule, and scoring rubric	<i>Atu</i>
3	September, 02 2020	Test validity	<i>Atu</i>
4	October, 07 2020	Pre-test control class	<i>Atu</i>
5	October, 08 2020	Pre-test experiment class	<i>Atu</i>
6	October, 09 2020	Treatment	<i>Atu</i>
7	October, 16 2020	Post-test experiment class	<i>Atu</i>
8	October, 21 2020	Post-Test control class	<i>Atu</i>
9	December, 05 2020	Request a letter of research of research	<i>Atu</i>

5 Desember 2019  
Pir. Kepala Madrasah.  
*Atu*  
MOHAMMAD ISKAK


Appendix 8 : Documentation







## Appendix 9 : Permit Application Letter

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jl. Mataram No 1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136  
Website : [www.http://fik.iain-jember.ac.id](http://fik.iain-jember.ac.id) e-mail : [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B.2930/In.20/3.a/PP.00.9/08/2019 15 Agustus 2019  
Sifat : Biasa  
Lampiran : -  
Hal : Permohonan Izin Penelitian

Yth. Kepala MA Putri Nurul Masyithoh  
Jl. Kapt. Ilyas No. 16 Lumajang

*Assalamualaikum Wr Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Dina Fitriah  
NIM : T20156036  
Semester : IX (Sembilan)  
Jurusan : Pendidikan Bahasa  
Prodi : Tadris Bahasa Inggris

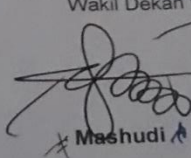
Untuk mengadakan Penelitian/Riset mengenai Uji Validitas Instrumen Penilaian Descriptive Writing kelas X selama 30 hari di lingkungan lembaga wewenang Bapak. Adapun pihak-pihak yang dituju adalah sebagai berikut :

1. Guru Bahasa Inggris MA Putri Nurul Masyithoh
2. 30 Peserta Didik kelas X MA Putri Nurul Masyithoh


Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr Wb.*

a.n. Dekan  
Wakil Dekan Bidang Akademik,

  
Mashudi

## Appendix 10 : Letter of Completion of Research

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER  
MADRASAH ALIYAH NEGERI 3  
Jalan Jend. A. Yani 78 Telp./fax. 0336-322267, Jombang - Jember  
E-mail: [man.jember3@yahoo.co.id](mailto:man.jember3@yahoo.co.id) Website: [www.man3jember.sch.id](http://www.man3jember.sch.id)

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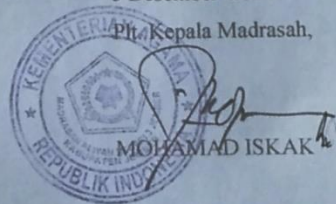
**SURAT KETERANGAN PENELITIAN**  
NOMOR: B-791/Ma.13.32.03/PP.00.9/12/2019

Yang bertanda tangan dibawah ini Plt. Kepala Madrasah Aliyah Negeri 3 Jember menerangkan dengan sebenarnya bahwa :

Nama Mahasiswa : Dina Fitriah  
N I M : T20156037  
Semester : IX (Sembilan)  
Jurusan : Pendidikan Bahasa  
Prodi : Tadris Bahasa Inggris

Benar - benar telah melakukan penelitian selama 30 hari mengenai The Effect of Evaluative Feedback on the Tenth Grade Students' Descriptive Text Writing Achievement at MAN 3 Jember in the 2019/2020.

Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dipergunakan sebagaimana mestinya.

5 Desember 2019  
Plt. Kepala Madrasah,  
  
MOHAMAD ISKAK  




## Appendix 11 : Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Sekolah : MAN 3 Jember  
Mata Pelajaran : Bahasa Inggris  
Kelas : X IPA 2/ Control Class  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 2 x 45 Menit

#### A. Kompetensi Inti

1. **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
2. **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
3. **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

IAIN JEMBER

## B. Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

### 4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

### 4. Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"><li>• Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li><li>• Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks</li><li>• Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li><li>• Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li></ul>
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis,	<ul style="list-style-type: none"><li>• Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li><li>• Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan</li></ul>

<p>pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>kepadanya</p> <ul style="list-style-type: none"> <li>• Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</li> </ul>
--	---

## 5. Tujuan Pembelajaran

Setelah Mengikuti serangkaian kegiatan pembelajaran peserta didik dapat :

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya
- Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

## 6. Materi Pembelajaran Reguler

Tema : Descriptive Text

- Fungsi Sosial  
Membangankan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
- Struktur Teks  
Dapat mencakup
  - Identifikasi (nama keseluruhan dan bagian)
  - Sifat (ukuran, warna, jumlah, bentuk, dsb.)

- Fungsi, manfaat, tindakan, kebiasaan
- Unsur kebahasaan
  - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
  - Adverbia terkait sifat seperti quite, very, extremely, dst.
  - Kalimat deklaratif dan interogatif dalam tense yang benar
  - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 

Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

### 1. Definition of Descriptive Text

A descriptive text is a text by which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. For example, when a student wants to describe about his house, so, he should have background knowledge about parts of his house. The students wrote a place. Where is the place?, How big is it? How cold or warm is the place?, How does the place make you feel? What things can you see in this place? etc.

### 2. The generic structure

The generic structure of descriptive text are identification and description.

#### a) Identification

The aim of identification is to identify the phenomenon to be described. It identifies who or what to be described. The identification is usually stated in the first paragraph to introduce to the readers what is going to be described in the next paragraph.

#### b) Description

The function of description is to describe parts, qualities, and characteristic. In this part, the writer explains about subject in detail. It is used to support the identification. there are three language features in descriptive text. They are as follows:

(1) Focusing on Specific Noun

purpose of descriptive text is to describe a particular person, thing, or place. A good description has to use details to help the reader to imagine the thing. The subject that is going to be described is not general, but more specific. We can describe a particular person, for example : my mother, my city, my school, etc.

(2) Using Different Kinds of Adjectives

Another feature of descriptive text is using different kinds of adjectives. The adjective express physical qualities or opinions or classify something. Some examples are : good, tall, excellent, etc.

(3) Using Simple Present

Simple present tense is usually used in writing a descriptive text. Simple present tense is used for a present state, a feeling, an opinion, or the fact that something belongs to someone. It is also used for repeated action such as routines, habits, jobs, hobbies, and things that always happen

7. Metode Pembelajaran

- Metode pembelajaran menggunakan metode scientific yaitu kegiatan mengamati, menanya, mengumpulkan informasi, dan mengkomunikasikan dalam setiap materi yang diajarkan.

8. Media dan Bahan

1. Media : Worksheet atau lembar kerja (Siswa)
2. Bahan : Spidol, Alat Tulis.

9. Sumber Belajar

Buku siswa dan guru : Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2017. *Bahasa Inggris*. Jakarta : Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

## 10. Kegiatan Pembelajaran I (Pre Test)

### 1. Kegiatan Pendahuluan

- a. Guru mengkondisikan suasana belajar yang menyenangkan.
- b. Guru mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya, yaitu dengan cara mereview pelajaran pada pertemuan minggu sebelumnya.
- c. Guru menyampaikan kegiatan pembelajaran dan penilaian yang akan dilakukan, yaitu dengan menunjukkan kompetensi dasar dan indikator pencapaian kompetensi.

### 2. Kegiatan Inti

- a. Eksplorasi
  - i. Memberikan
  - ii. Peserta didik diminta untuk mendefinisikan pernyataan opini dan idea
  - iii. Peserta didik diminta untuk membedakan antara pernyataan opini dan idea
  - iv. Peserta didik diminta untuk memberikan contoh pernyataan opini dan idea
- b. Elaborasi
  - i. Mengaitkan kegiatan sehari – hari dengan materi yang akan di sampaikan
  - ii. Menayangkan gambar/foto/video yang relevan.
  - iii. Meminta siswa untuk mendeskripsikan dengan lisan gambar atau video yang telah ditayangkan
  - iv. Memberikan penjelasan tentang descriptive text (Pre Test)
- c. Konfirmasi
  - i. Memberikan kesempatan bertanya kepada siswa
  - ii. Meminta siswa membuat deskriptif teks sesuai tema

### 3. Kegiatan Penutup

- a. Guru memfasilitasi peserta didik membuat butir-butir simpulan mengenai materi yang disampaikan.
- b. Guru bersama-sama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran (yaitu kegiatan mengamati, menanya, merumuskan pertanyaan, mengumpulkan informasi dengan cara pengamatan, menjawab pertanyaan dengan informasi yang diperoleh.
- c. Guru memberi umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanya dan menjelaskan kembali hal-hal terkait dengan materi yang belum dipahami.
- d. Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya.

### 11. Kegiatan Pembelajaran II (Post test)

#### 4. Kegiatan Pendahuluan

- b. Guru mengkondisikan suasana belajar yang menyenangkan.
- d. Guru mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya, yaitu dengan cara mereview pelajaran pada pertemuan minggu sebelumnya.
- e. Guru menyampaikan kegiatan pembelajaran dan penilaian yang akan dilakukan, yaitu dengan menunjukkan kompetensi dasar dan indikator pencapaian kompetensi.

#### 5. Kegiatan Inti

- a. Eksplorasi
  - I. Memberikan hasil deskriptif text yang telah di beri feedback kepada siswa
- b. Elaborasi
  - I. Meminta siswa untuk memahami kembali hasil tugas deskriptif teks mereka sendiri Memberi penjelasan tentang hasil kerja siswa tanpa ada penjelasan dari guru.
- c. Konfirmasi

iii. Meminta siswa membuat deskriptif teks sesuai tema (Post Test)

6. Kegiatan Penutup

- e. Guru memfasilitasi peserta didik membuat butir-butir simpulan mengenai materi yang disampaikan.
- f. Guru bersama-sama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran (yaitu kegiatan mengamati, menanya, merumuskan pertanyaan, mengumpulkan informasi dengan cara pengamatan, menjawab pertanyaan dengan informasi yang diperoleh.
- g. Guru memberi umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanya dan menjelaskan kembali hal-hal terkait dengan materi yang belum dipahami.
- h. Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya.

12. Penilaian hasil pembelajaran

No	Criteria	Level	Score
1	Grammar :		
	<ul style="list-style-type: none"> <li>• Very effective complex construction – No errors in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> </ul>	Excellent	5
	<ul style="list-style-type: none"> <li>• Effective complex construction – few error in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> </ul>	Good	4
	<ul style="list-style-type: none"> <li>• Effective but simple constructions – minor problem in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> </ul>	Fair	3
	<ul style="list-style-type: none"> <li>• Major problem in simple/ complex</li> </ul>	Poor	2
		Very	1



	<p>construction – frequent error in the use of present tense, pronouns, number word order/ function, articles, prepositions</p> <ul style="list-style-type: none"> <li>virtually no mastery of sentence construction rules – dominated by errors in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> </ul>	Poor	
2	<p>Vocabulary :</p> <ul style="list-style-type: none"> <li>Very effective word choice and word form mastery – very appropriate vocabulary.</li> <li>Sophisticated range - Effective word/ idiom choice – appropriate vocabulary</li> <li>Adequate range – occasional errors of word/ idiom form</li> <li>Limited range – frequent errors of word/ idiom form</li> <li>Very limited range – little knowledge of English vocabulary</li> </ul>	<p>Excellent</p> <p>Good</p> <p>Fair</p> <p>Poor</p> <p>Very Poor</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
3	<p>Mechanics :</p> <ul style="list-style-type: none"> <li>Very good demonstrates mastery of conventions</li> <li>Demonstrates mastery of conventions</li> <li>Occasional errors of spelling, punctuation, capitalization</li> <li>Frequent errors of spelling, punctuation, capitalization</li> <li>No mastery of convention – dominated by errors of spelling, punctuation, capitalization, handwriting illegible.</li> </ul>	<p>Excellent</p> <p>Good</p> <p>Fair</p> <p>Poor</p> <p>Very Poor</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
4	Content :		

	<ul style="list-style-type: none"> <li>• The content of the text is very relevant with the topic and can be understood easily.</li> <li>• The content of the text is quite relevant with the topic and can be understood easily. – substantive</li> <li>• The content of the text is relevant with the topic and can be understood easily, but lacks in detail</li> <li>• Limited knowledge of subject - Inadequate development of topic</li> <li>• Does not show knowledge of subject or not enough to evaluate</li> </ul>	<p>Excellent</p> <p>Good</p> <p>Fair</p> <p>Poor</p> <p>Very Poor</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
5	<p>Organization :</p> <ul style="list-style-type: none"> <li>• Very fluent expression – very clearly ideas – very well organized (first paragraph is identification contains general information and next paragraph is description contains detail information)</li> <li>• Fluent expression – ideas clearly stated/ supported (first paragraph is identification but contains general information with a little detail information, and next paragraph is description contains detail information)</li> <li>• Loosely organized but main ideas stand out (first paragraph is identification contains general information and little detail information, and next paragraph is description but contains detail information and a little general information.</li> <li>• Non fluent and ideas confused or</li> </ul>	<p>Excellent</p> <p>Good</p> <p>Fair</p> <p>Poor</p> <p>Very Poor</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

	<p>disconnected (first paragraph contain detail information and the next paragraph contain general information)</p> <ul style="list-style-type: none"> <li>• Does not communicate – no organization – or not enough to evaluate.</li> </ul>		
--	---	--	--

Jember, 01 Oktober  
2019

Mengetahui,

Guru Mata pelajaran

Peneliti

Ilham jauhari

Dina Fitriah  
NIM T20156037



IAIN JEMBER

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Sekolah : MAN 3 Jember  
Mata Pelajaran : Bahasa Inggris  
Kelas : X IPA 2/ Experimental Class  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 2 x 45 Menit

#### A. Kompetensi Inti

13. **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
14. **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
15. **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

#### B. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

#### 4.4 Teks deskriptif

- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

- 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li> <li>• Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks</li> <li>• Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li> <li>• Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li> </ul>
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li> <li>• Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya</li> <li>• Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</li> </ul>

#### D. Tujuan Pembelajaran

Setelah Mengikuti serangkaian kegiatan pembelajaran peserta didik dapat :

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya
- Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

#### E. Materi Pembelajaran Reguler

Tema : Descriptive Text

- Fungsi Sosial  
Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
- Struktur Teks  
Dapat mencakup
  - Identifikasi (nama keseluruhan dan bagian)
  - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
  - Fungsi, manfaat, tindakan, kebiasaan
- Unsur kebahasaan
  - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
  - Adverbia terkait sifat seperti quite, very, extremely, dst.
  - Kalimat deklaratif dan interogatif dalam tense yang benar
  - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik  
Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

## 1. Definition of Descriptive Text

A descriptive text is a text by which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. For example, when a student wants to describe about his house, so, he should have background knowledge about parts of his house. the students wrote a place. Where is the place?, How big is it? How cold or warm is the place?, How does the place make you feel? What things can you see in this place? etc.

## 2. The generic structure

The generic structure of descriptive text are identification and description.

### c) Identification

The aim of identification is to identify the phenomenon to be described. It identifies who or what to be described. The identification is usually stated in the first paragraph to introduce to the readers what is going to be described in the next paragraph.

### d) Description

The function of description is to describe parts, qualities, and characteristic. In this part, the writer explains about subject in detail. It is used to support the identification. there are three language features in descriptive text. They are as follows:

#### (4) Focusing on Specific Noun

purpose of descriptive text is to describe a particular person, thing, or place. A good description has to use details to help the reader to imagine the thing. The subject that is going to be described is not general, but more specific. We can describe a particular person, for example : my mother, my city, my school, etc.

#### (5) Using Different Kinds of Adjectives

Another feature of descriptive text is using different kinds of adjectives. The adjective express physical qualities

or opinions or classify something. Some examples are : good, tall, excellent, etc.

#### (6) Using Simple Present

Simple present tense is usually used in writing a descriptive text. Simple present tense is used for a present state, a feeling, an opinion, or the fact that something belongs to someone. It is also used for repeated action such as routines, habits, jobs, hobbies, and things that always happen.

#### F. Metode Pembelajaran

- Metode pembelajaran menggunakan metode scientific yaitu kegiatan mengamati, menanya, mengumpulkan informasi, dan mengkomunikasikan dalam setiap materi yang diajarkan.

#### G. Media dan Bahan

1. Media : Worksheet atau lembar kerja (Siswa)
2. Bahan : Spidol, Alat Tulis.

#### H. Sumber Belajar

Buku siswa dan guru : Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2017. *Bahasa Inggris*. Jakarta : Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

#### I. Kegiatan Pembelajaran I (Pre Test)

##### 7. Kegiatan Pendahuluan

- c. Guru mengkondisikan suasana belajar yang menyenangkan.
- f. Guru mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya, yaitu dengan cara mereview pelajaran pada pertemuan minggu sebelumnya.
- g. Guru menyampaikan kegiatan pembelajaran dan penilaian yang akan dilakukan, yaitu dengan menunjukkan kompetensi dasar dan indikator pencapaian kompetensi.



## 8. Kegiatan Inti

### d. Eksplorasi

- i. Peserta didik diminta untuk mendefinisikan pernyataan opini dan idea
- ii. Peserta didik diminta untuk membedakan antara pernyataan opini dan idea
- iii. Peserta didik diminta untuk memberikan contoh pernyataan opini dan idea

### e. Elaborasi

- v. Mengaitkan kegiatan sehari – hari dengan materi yang akan di sampaikan
- vi. Menayangkan gambar/foto/video yang relevan.
- vii. Meminta siswa untuk mendeskripsikan dengan lisan gambar atau video yang telah ditayangkan
- viii. Memberikan penjelasan tentang descriptive text (Pre Test)

### f. Konfirmasi

- iv. Memberikan kesempatan bertanya kepada siswa
- v. Meminta siswa membuat deskriptif teks sesuai tema

## 9. Kegiatan Penutup

- i. Guru memfasilitasi peserta didik membuat butir-butir simpulan mengenai materi yang disampaikan.
- j. Guru bersama-sama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran (yaitu kegiatan mengamati, menanya, merumuskan pertanyaan, mengumpulkan informasi dengan cara pengamatan, menjawab pertanyaan dengan informasi yang diperoleh.
- k. Guru memberi umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanya dan menjelaskan kembali hal-hal terkait dengan materi yang belum dipahami.

1. Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya.

#### J. Kegiatan Pembelajaran II (Treatment)

##### 10. Kegiatan Pendahuluan

- d. Guru mengkondisikan suasana belajar yang menyenangkan.
- h. Guru mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya, yaitu dengan cara mereview pelajaran pada pertemuan minggu sebelumnya.
- i. Guru menyampaikan kegiatan pembelajaran dan penilaian yang akan dilakukan, yaitu dengan menunjukkan kompetensi dasar dan indikator pencapaian kompetensi.

##### 11. Kegiatan Inti

- d. Eksplorasi
  - II. Memberikan hasil deskriptif text yang telah di beri feedback kepada siswa
- e. Elaborasi
  - II. Meminta siswa untuk memahami kembali hasil tugas deskriptif teks mereka sendiri Memberi penjelasan tentang hasil kerja siswa beserta penjelasan dari guru.
- f. Konfirmasi
  - vi. Mengkonfirmasi kepada siswa tentang feedback yang diberikan.

##### 12. Kegiatan Penutup

- m. Guru memfasilitasi peserta didik membuat butir-butir simpulan mengenai materi yang disampaikan.
- n. Guru bersama-sama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran (yaitu kegiatan mengamati, menanya, merumuskan pertanyaan, mengumpulkan informasi dengan cara pengamatan, menjawab pertanyaan dengan informasi yang diperoleh.

- o. Guru memberi umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanya dan menjelaskan kembali hal-hal terkait dengan materi yang belum dipahami.
- p. Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya.

#### K. Kegiatan Pembelajaran III (Post test)

##### 13. Kegiatan Pendahuluan

- e. Guru mengkondisikan suasana belajar yang menyenangkan.
- j. Guru mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya, yaitu dengan cara mereview pelajaran pada pertemuan minggu sebelumnya.
- k. Guru menyampaikan kegiatan pembelajaran dan penilaian yang akan dilakukan, yaitu dengan menunjukkan kompetensi dasar dan indikator pencapaian kompetensi.

##### 14. Kegiatan Inti

###### g. Eksplorasi

III. Meminta siswa untuk memahami kembali hasil tugas deskriptif teks mereka sendiri.

###### h. Elaborasi

III. Meminta siswa untuk membuat 1 opini tentang tempat wisata

IV. Guru memberikan kesempatan bertanya kepada siswa

###### i. Konfirmasi

vii. Meminta siswa membuat deskriptif teks sesuai tema (Post Test)

##### 15. Kegiatan Penutup

- q. Guru memfasilitasi peserta didik membuat butir-butir simpulan mengenai materi yang disampaikan.
- r. Guru bersama-sama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran (yaitu kegiatan mengamati, menanya, merumuskan pertanyaan, mengumpulkan informasi dengan cara pengamatan, menjawab pertanyaan dengan informasi yang diperoleh).

- s. Guru memberi umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanya dan menjelaskan kembali hal-hal terkait dengan materi yang belum dipahami.
- t. Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya.

L. Penilaian hasil pembelajaran

No	Criteria	Level	Score
1	<b>Grammar :</b> <ul style="list-style-type: none"> <li>• Very effective complex construction – No errors in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> <li>• Effective complex construction – few error in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> <li>• Effective but simple constructions – minor problem in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> <li>• Major problem in simple/ complex construction – frequent error in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> <li>• virtually no mastery of sentence construction rules – dominated by errors in the use of present tense, pronouns, number word order/ function, articles, prepositions</li> </ul>	Excellent	5
		Good	4
		Fair	3
		Poor	2
		Very Poor	1
2	<b>Vocabulary :</b> <ul style="list-style-type: none"> <li>• Very effective word choice and word form mastery – very appropriate vocabulary.</li> <li>• Sophisticated range - Effective word/ idiom choice – appropriate vocabulary</li> <li>• Adequate range – occasional errors of word/ idiom form</li> <li>• Limited range – frequent errors of word/ idiom form</li> <li>• Very limited range – little knowledge of English vocabulary</li> </ul>	Excellent	5
		Good	4
		Fair	3
		Poor	2
		Very Poor	1
3	<b>Mechanics :</b> <ul style="list-style-type: none"> <li>• Very good demonstrates mastery of conventions</li> <li>• Demonstrates mastery of conventions</li> </ul>	Excellent	5
		Good	4
		Fair	3

	<ul style="list-style-type: none"> <li>Occasional errors of spelling, punctuation, capitalization</li> <li>Frequent errors of spelling, punctuation, capitalization</li> <li>No mastery of convention – dominated by errors of spelling, punctuation, capitalization, handwriting illegible.</li> </ul>	Poor Very Poor	2 1
4	Content : <ul style="list-style-type: none"> <li>The content of the text is very relevant with the topic and can be understood easily.</li> <li>The content of the text is quite relevant with the topic and can be understood easily. – substantive</li> <li>The content of the text is relevant with the topic and can be understood easily, but lacks in detail</li> <li>Limited knowledge of subject - Inadequate development of topic</li> <li>Does not show knowledge of subject or not enough to evaluate</li> </ul>	Excellent Good Fair Poor Very Poor	5 4 3 2 1
5	Organization : <ul style="list-style-type: none"> <li>Very fluent expression – very clearly ideas – very well organized (first paragraph is identification contains general information and next paragraph is description contains detail information)</li> <li>Fluent expression – ideas clearly stated/ supported (first paragraph is identification but contains general information with a little detail information, and next paragraph is description contains detail information)</li> <li>Loosely organized but main ideas stand out (first paragraph is identification contains general information and little detail information, and next paragraph is description but contains detail information and a little general information.</li> <li>Non fluent and ideas confused or disconnected (first paragraph contain detail information and the next paragraph contain general information)</li> <li>Does not communicate – no organization – or not enough to evaluate.</li> </ul>	Excellent Good Fair Poor Very Poor	5 4 3 2 1

Jember, 01 Oktober 2019

Mengetahui,

Guru Mata pelajaran

Peneliti

Ilham jauhari

Dina Fitriah

NIM T20156037



## Appendix 12 : Reseacher's Biodata

### RESEACHER'S BIODATA



#### Personal Information

Full name : Dina Fitriah  
NIM : T20156037  
Gender : female  
Place, Date of bird : Jember, February 03<sup>rd</sup> 1998

Address : Dusun Krajan II RT/RW 002/027 Desa Jombang  
kec. Jombang Kab. Jember

Major/ Department : Language education/ English Department

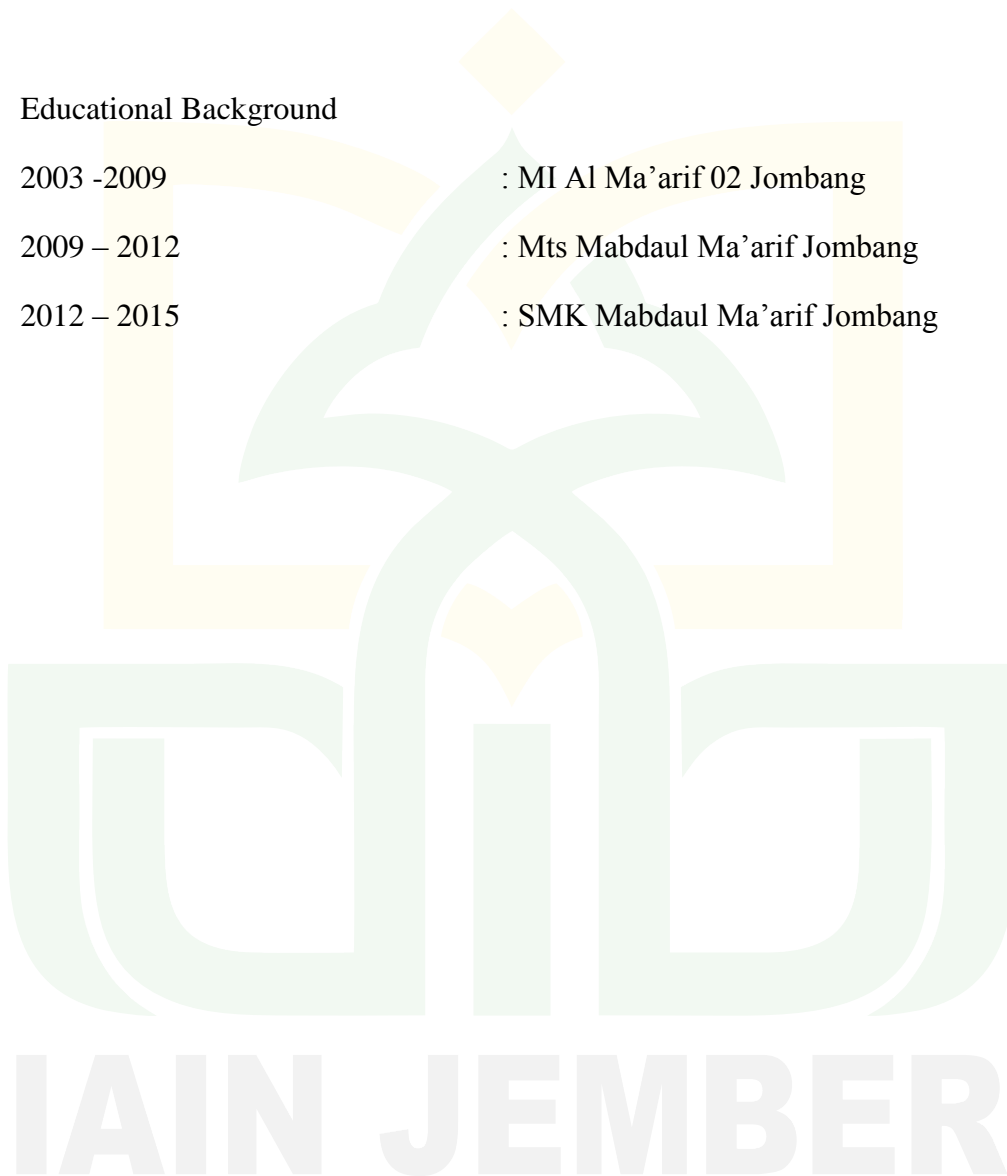
Email : [dinafitriah98@gmail.com](mailto:dinafitriah98@gmail.com)

#### Educational Background

2003 -2009 : MI Al Ma'arif 02 Jombang

2009 – 2012 : Mts Mabdaul Ma'arif Jombang

2012 – 2015 : SMK Mabdaul Ma'arif Jombang





## RESEACHER'S BIODATA



### Personal Information

Full name : Dina Fitriah  
NIM : T20156037  
Gender : female  
Place, Date of birth : Jember, February 03<sup>rd</sup> 1998  
Address : Dusun Krajan II RT/RW 002/027 Desa Jombang  
kec. Jombang Kab. Jember  
Major/ Department : Language education/ English Department  
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### Educational Background

2003 -2009 : MI Al Ma'arif 02 Jombang  
2009 – 2012 : Mts Mabdaul Ma'arif Jombang  
2012 – 2015 : SMK Mabdaul Ma'arif Jombang