AN UNDERGRADUATE THESIS

THE INFLUENCE OF CORRECTIVE FEEDBACK STRATEGY ON STUDENTS' WRITING PERFORMANCE AT THE TENTH GRADERS OF MA AL-MUBAROK LAMPUNG TENGAH

BY:

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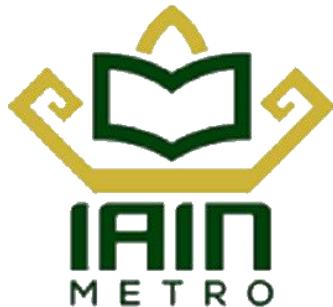
Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

THE INFLUENCE OF CORRECTIVE FEEDBACK STRATEGY ON STUDENT'S WRITING PERFORMANCE AT THE TENTH GRADERS OF MA AL-MUBAROK LAMPUNG TENGAH

Presented as a Partial fulfillment of the Reduirements
for the Degree of Sarjana Pendidikan (S. Pd)
in English Education Department

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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Perihal   : **Mohon dimunaqosyahkan Skripsi**

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Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi : THE INFLUENCE OF CORRECTIVE FEEDBACK STRATEGY ON STUDENTS WRITING PERFORMANCE AT THE TENTH GRADERS OF MA AL-MUBAROK LAMPUNG TENGAH

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

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APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

|		
Title	:	THE INFLUENCE OF CORRECTIVE FEEDBACK STRATEGY ON STUDENTS WRITING PERFORMANCE AT THE TENTH GRADERS OF MA AL-MUBAROK LAMPUNG TENGAH
Name	:	Hermania Putri
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APPROVED

To be discussed in the examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Wassalaamu'alaikum Wr. Wb

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                 Of Hermania Putri

To: The Honorable the

Dean of Faculty of Tarbiyah and Teacher

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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Hermania Putri
Students Number   : 2001052006
Title   : THE INFLUENCE OF CORRECTIVE FEEDBACK STRATEGY ON STUDENTS WRITING PERFORMANCE AT THE TENTH GRADERS OF MA AL-MUBAROK LAMPUNG TENGAH

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE
No: ß-2893 / In.23.1 / D/PP.00 9/06/2024

An Undergraduate thesis entitled: THE INFLUENCE OF CORRECTIVE FEEDBACK STRATEGY ON STUDENTS WRITING PERFORMANCAE AT THE TENTH GRADERS OF MA AL-MUBAROK LAMPUNG TENGAH written by: Hermania Putri, Student Number 2001052006 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, June 07th, 2024, at 10.00-12.00 AM

BOARD OF EXAMINERS

Chairperson	: Dr. Aria Septi Anggaira, M.Pd	(...................)
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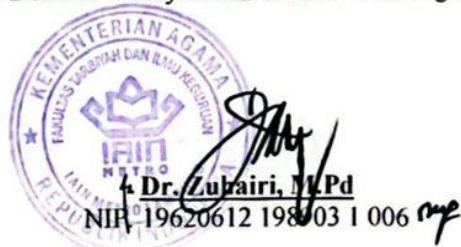
STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

     Name   : Hermania Putri

     NPM   : 2001052006

     Department   : English Education Department

     Faculty   : Tarbiyah and Teachers Training

     States that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, June 07ᵗʰ, 2024

The Researcher,

Hermania Putri

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ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali pada bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalamdaftar Pustaka.

Metro, 07 Juni 2024

Yang membuat pernyataan,

Hermania Putri

NPM. 2001052006

THE INFLUENCE OF CORRECTIVE FEEDBACK STRATEGY ON STUDENT'S WRITING PERFORMANCE AT THE TENTH GRADERS OF MA AL-MUBAROK LAMPUNG TENGAH

ABSTRACT

BY

HERMANIA PUTRI

The goal of this research is to investigate whether there is positive and significant influence of Corrective Feedback strategy on writing performance at MA Al- Mubarok Lampung Tengah. The subjects of this research were 50 students who were divided into 2 classes consisting of class X IIS 1 as the experimental class an X IIS 2 as the control class.

This research is quantitative research which was conducted in the form of quasi-experimental design. For gatering information of this research, the researcher determined cluster sampling. The researcher gave written test to gather the data. There ware pre- test and post- test. The formula that was used analyze yhe data wast t-test. The purpose of the pre- test and post- test is to determine the differences in the ability to write descriptive text before and after treatment. It can be seen that the result pre- test in the experimental class with an average score of 38,48 and in the control class with an average score of 41.04. after pre- test doing the treatment and the result post- test in experimental class with an average score of 82,32 and in the control class with an average score of 68,88.

In addition, it is known that the Sig (2-tailed) is .000. This shows that the Sig (2-tailed) value is less than 0,00. It proves that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In addition, it was investigated that t-observed is 7.547 that was higher that t-table 5% (1.67722), and 1% (2.40835). Therefore, it can be concluded that there is a positive and significant influence of corrective feedback strategy on students writing performance.

Keywords: *Corrective Feedback Strategy, Writing Performance, Quantitative research*

PENGARUH STRATEGI UMPAN BALIK KOREKTIF TERHADAP KINERJA MENULIS SISWA KELAS SEPULUH MA AL- MUBAROK LAMPUNG TENGAH

ABSTRAK

Oleh:

HERMANIA PUTRI

Tujuan utama penelitian ini adalah untuk meneliti apakah ada pengaruh yang positif dan signifikan dari penggunaan strategi Umpan Balik Korektif dapat terhadap kinerja menulis siswa di MA Al- Mubarok Lampung Tengah. Objek penelitian ini berjumlah 50 siswa yang terbagi menjadi 2 kelas yang terdiri dari kelas X IIS 1 sebagai kelas eksperimen dan X IIS 2 sebagai kelas control.

Penelitian ini merupakan penelitian kuantitatif yang dilakukan dalam bentuk quasi- experimental. Untuk mengumpulkan informasi penelitian ini, peneliti menentukan cluster sampling. Penulis memberikan tes tertulis untuk mengumpulkan data, ada pre- tes dan post- tes. Rumus yang digunakan untuk menganalisis data adalah uji-t. Tujuan pre- tes dan –post- tes adalah untuk mengetahui perbedaan kemampuan menulis teks deskriptif sebelum dan sesudah diberi perlakuan. Terlihat bahwa hasil pre- tes di kelas eksperimen dengan skor rata-rata 38,48 dan pada kelas control dengan skor rata-rata 41,04. Setelah dilakukan pre- tes dilakukan treatment dan hasil post- tes di kelas eksperimen dengan skor rata-rata 82,32 dan pada kelas control dengan skor rata-rata 68,88.

Selain itu, diketahui nilai Sig (2-tailed) sebesar .000. Hal ini menunjukkan nilai Sig (2-tailed) kurang dari 0,00 Hal ini membuktikan hipotesis alternative (Ha) diterima dan hipotesis (Ho) ditolak. Selain itu diketahui bahwa t-observed sebesar 7,547 lebih tinggi dari t-tabel 5% (1,67722) dan 1% (2,40835). Oleh karena itu, dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan dari strategi umpan balik korektif terhadap kinerja menulis siswa.

Kata Kunci: *Umpan Balik Korektif, Kinerja Menulis, Penelitian Kuantitatif*

MOTTO

مَنْ خَرَجَ فِى طَلَبُ الْعِلْمِ فَهُوَ فِى سَبِيْلِ اللهِ حَتَّى يَرْجِعَ

"Whoever goes out in search of knowledge, then he is in the way of Allah until he

returns."

Artinya: Barang siapa yang keluar untuk mencari ilmu maka ia berada di jalan

Allah hingga ia pulang. (HR. Turmudzi)

DEDICATION PAGE

Praise be to Allah who has given me endless blessings, even though I often made mistake. I hope for your forgiveness, Aamiin.

To my wonderful parents, Mr. Ansori and Mrs. Ida Sari thank you for being born into the world and being my parents, Alla knows that I love you very much.

Especially my Sponsor Mrs. Aria Septi Anggaira, M. Pd thank you for all the knowledge, patience, and time for guiding me.

To my two younger siblings, Dimas Prasetio and Delta Sapitri, may Allah always give blessings to my two younger siblings. I lovw you even though I often nag you for small things and I hope you both can achieve your goals.

To my best friend Nisrina Alya Rifa, Della Sapitri, Wulan Nur Andini and Putri Aulia Jasmine who has accompanied me through joy and sorrow, thank you very much for everything, I wish you success wherever you are, how much I love you very much

My beloved support (All of the officers and lectures of IAIN Metro) I have gained lot of valueble experience so far study.

ACKNOWLEDGMENT

Thanks to Allah SWT who has been giving the researcher mercies and blessing so that the research can complete this research. It is entitled "THE INFLUENCE OF CORRECTIVE FEEDBACK STRATEGY ON STUDENT'S WRITING PERFORMANCE AT THE TENTH GRADERS OF MA AL-MUBAROK LAMPUNG TENGAH". Sholawat and salam also deliver to our prophet Muhammad SAW who guided us from the darkness until the lightness. Furthermore, this research could not be successful without support,

guidance, advice, help, and encouragement. The researcher reveals big thanks for::

1. Prof. Dr. Siti Nurjanah, M. Ag. PIA, the Rector of State Islamic Institute of Metro.
2. Dr. Zuhairi, M.Pd, Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deniatur, M.Pd, the head of English Education Department of IAIN Metro.
4. Dr. Aria Septi Anggaira, M.Pd, my supervisor who has spent a lot of time to give guidance, suggestion, and advice in the accomplishment of theirresearch.
5. The Lecturer of IAIN Metro, who have given their knowledge and shared their experience to the researcher.
6. Headmaster, Teacher and Staff of MA Al-Mubarok Bandar Mataram Central Lampung who gives permission to conduct the researcher in MA Al-Mubarok Bandar Mataram Central Lampung

The researcher would be pleasure to accept somecritics and corrections to this research because the research realizes that it is not perfect. The researcher hopes that people who read and work in the subject of education find the research benefical.

<div align="right">

Metro, May 15th, 2024
The Researcher

Hermania Putri

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is the human ability to communicate. Language is a collection of written or spoken words. Speaking of language, the international language is English. English is very important because it is a medium of communication used by people all over the world. English has four performance, namely: listening, speaking, reading and writing. Each of these performance is very important in English. Writing is the last aspect that students are expected to understand well. Writing is the process of transferring information from the writer to the reader. The write function uses characters to make notes or information about the environment. Writing is an activity or a person's ability to convey an idea or thought. Writing is usually done on paper-based materials with tools such as pens or pencils.

Writing is very important because writing can provide useful information for others who need it. Writing allows writer to convey important messages effectively without having to meet in person. The first important English writing performance is the ability to communicate with a wider audience. Of course, today's communication is not only about sound language but has taken many forms at this time. Writing can improve students' English vocabulary and make it easier for students to form sentences and express their thoughts. Through writing, students can translate all their ideas into good, correct and interesting writing.

Knowledge of English can be carried out properly supported by several aspects, both from within the writer and from internal or external factors. Many things can affect a writer's writing ability, including passion, motivation, interest, and the ability to feel capable or confident when writing.

Writing performance are influenced by several factors outside the writer or by external factors such as: In addition, external factors that can affect writing ability include the use of writing tools that are versatile and not monotonous, in this case the writer feels continuous interest. in the process of writing. Writing performance can be developed through the use of appropriate teaching strategy, because appropriate teaching strategy can support the achievement of learning objectives set by the teacher.

Writing performance are not easy for some students. This is because writing performance are complex things that need to be understood. Students face many obstacles when learning to write texts in English, these obstacles are limited English vocabulary and low mastery of grammar. In addition, students have difficulty developing writing ideas into a complete paragraph because they have difficulty getting ideas related to the writing topic. Another problem is the inability of students to apply aspects of mechanical concepts such as punctuation errors, capitalization, etc.

The results of the preliminary survey are presented in the following table:

Table 1.1
Pre-Survey Result
Student writing performance of The Tenth Grade at MA AL-MUBAROK
LAMPUNG TENGAH

No.	Grade	Frequency	Percentage	Criteria
1	>75	2	8%	Complete
2	<75	23	92%	Incomplete
Total		25	100%	

Based on the results of the preliminary survey, it is revealed that the students had problems in learning English, especially writing. This is because the students' English performance are low. The problem with students' writing performance is their low mastery of English vocabulary, so students have difficulty expressing the purpose of information that should be written correctly.

Another problem is the students' poor mastery of English grammar. In this case, students have problems connecting words to improve their written English. Another student obstacle is the lack of correct writing, so that the contents of the writing are not well structured due to a lack of English vocabulary. The opening sentence, content and scope are correct.

Related to problems related to students' writing performance in learning English. Teaching strategy play a very important role as a method used by teachers to positively encourage student progress or progress, especially in writing performance. Of course, effective study strategy can influence students in ways that encourage students to continue to develop their writing performance. By applying appropriate teaching strategy, students can develop each student's writing performance in a measurable way.

One of the teaching strategy used in the process of learning writing performance is the corrective feedback strategy. By the help of corrective feedback, it is hoped that students are focused and motivated to learn to write. Therefore, in this case the writer intends to test the use of corrective feedback strategy in learning writing performance.

The corrective feedback strategy is a writing development strategy. According to (Gonca Yangin-Eksi Sedat Akayoglu Leonara Anango, 2022), corrective feedback or error treatment, refers to 'the information that a teacher provides to a learner production[1]. In other words, corrective feedback is giving marks that point out student mistakes, with explanations that give students more information. It can be concluded that the corrective feedback strategy makes it easier for students to find mistakes, allows students to correct these mistakes and increases student curiosity. Of course, this is closely related to writing performance. The benefits of corrective feedback include encouraging additional effort, motivation and participation, and equalizing student achievement of goals. It also aims to develop and improve students' writing performance. Thus, the teacher makes improvements that are considered lacking in learning.

In addition, corrective feedback can help students understand whether the student is right or wrong, or how well the student understood the topic. Another advantage is as a guide for students to improve learning outcomes.

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[1] Gonca Yangin-Eksi and Sedat Akayoglu, *New Directions in Technology for Writing Instruction* (Cham: Springer, 2022), p. 109.

Suggestions for improvement are given at the end of the writing so that students do not make the same mistakes.

Based on the description above, the writer intend to conduct quantitative research using correct response learning strategy to test whether the use of these strategys can have a positive and significant impact on writing ability. In this case the writer constructs the research title namely. The Influence Of Corrective Feedback Str ategy On Student's Writing Performance At The Tenth Graders Of Ma Al-Mubarok Lampung Tengah

B. Problem Identification

1. The student have low writing performance

2. Students have low vocabulary mastery

3. Students have difficulty expressing ideas

4. Students find it difficult to convey the concept of writing mechanics in writing

C. Problem Limitation

Based on the problems identified, the writer limits the research problem by focusing on low writing performance. In this case, the writer answer these problems by planning to conduct quantitative research using experimental research using corrective feedback learning strategy.

D. Problem Formulation

The research problem formulation focuses on: is there any positive and significant influence of corrective feedback strategy on student writing performance at the tenth graders of MA AL-MUBAROK LAMPUNG TENGAH?

E. Objective and Benefits of the Research

1. Objective of the Research

   The purpose of this research there is positive and significant influence of corrective feedback strategy on writing performance at the tenth graders of MA AL-MUBAROK LAMPUNG TENGAH

2. Benefits of the Research

   a. For the Students

   This research is expected to be useful for students by helping students in the process of learning writing performance by applying corrective feedback strategy so that students are more enthusiastic and eager to write during the learning process. Students know the progress of their writing, students are aware of mistakes in the process of writing English, because writing without correction causes students not to know whether the writing is right or wrong.

   b. For the Teacher

   This research is expected to be useful not only for students but also for teachers, especially English teachers, because it provides information about matters related to students' English performance,

especially writing performance. Because the writer provides information about the results of the pre-test and post-test in the form of points related to students' writing abilities, besides that, this study aims to benefit teachers by providing information about several teaching methods used in English. learning. process, especially those related to writing performance, namely corrective feedback strategy, it is expected that teachers can innovate teaching in the process of applying different learning strategy.

c.   For the other Researcher

This research is expected to be useful for other writer by providing information about the effect of corrective feedback strategy on writing performance. In addition, this research can also be useful for other researcher because this research not only provides information about theories of using corrective feedback in writing performance, but also provides examples of evidence from research data on the application of corrective feedback in writing performance. This research can also be useful for other writer because it becomes a reference or alternative reference. Therefore, it is hoped that other researcher can develop it further in other forms of research.

F. Prior Research

This research is conducted by considering several relevant studies that have been carried out by several previous studies. The first relevant research is conducted by Titik Lina Widyaningsih. This research is conducted in Tulung

Agung, East Java in 2018 using qualitative research methods.. This research focused on analyzing the implementation of online corrective feedback (via e-mail) in the writing class. The sample of this research is conducted in the second semester students of English department. The result of this research showed that the implementation of online corrective feedback is really effective for the students' writing performance improvement. The lecturer's activities, the student's responses, and the online corrective feedback implementation itself are the factors that could not be separated in graining a successful teaching and learning process in writing class.[2]

The second research is conducted by Sahyoni. This research is conducted in Paya Kumbuh, West Sumatra in 2018 using a qualitative research method. The main focus of this research is to investigate corrective feedback made by the English teacher during classroom interaction. The sample of this research is grade XI SMA Payakumbuh. There are six types of corrective feedback occurred in the classroom interaction at SMA 1 Payakumbuh namely: recast, repetition, clarification request, explicit correction, elicitation, and paralinguistic correction. Recast, clarification request and elicitation are the most corrective feedback applied by teacher in the classroom interaction.[3]

The third research was conducted by Ratna Dewi Pamungkas and Agus Amroni. This research was conducted in Grogol, Kediri in 2021 using quantitative research method. This research aims to reveal whether corrective

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[2] Titik Lina Widyaningsih, 'An Analysis of Online Corrective Feedback Implementation in Writing Class', 2.1 (2018), 63–78 (p. 63).
[3] Sahyoni, 'Corrective Feedback and Classroom Interaction at Sma 1 Payakumbuh Sumatera Barat', 21.1 (2018), 9–20 (p. 9).

feedback has a positive and significant influence on students writing skills. The sample for this research was class Xl students at SMA N 1 Grogol Kediri. The results show that corrective feedback has a positive and significant influence on students writing skills.[4]

The relevant research by the writer's research has similarities and differences. The similarities lie in the similarity of the research topic, namely corrective feedback on writing performance. The difference is in the research objectives, because the research aims to explore the phenomenon of corrective feedback in teaching writing performance, while this research aims to test whether there is a positive and significant effect of corrective feedback on writing performance.

The novelty of this research is in the efforts of the researcher not only to reveal the phenomenon of corrective feedback on writing performance but also in the efforts the researcher efforts to modify corrective feedback directly as a teaching strategy in the writing learning process before the assignment is submitted to the teacher. Students can exchange assignment with their classmates to correct each other. In other words, peer assignment.

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[4] Ratna Dewi Pamungkas and Agus Amroni, 'The effectiveness of written corrective feedback in teaching writing cause effect at the eleventh grade of sma negeri 1 grogol kediri Ratna Dewi Pamungkas, Agus Amroni', 3.1 (2021), 1–6 (p. 1).

CHAPTER II

THEORITICAL REVIEW

A. Concept of Writing Performance

1. Nature of Writing Performance

Writing is an essential performance that students should develop by practicing both inside and outside of the classroom.[1] In the other words, writing is a way of communicating, expressing ideas both from within and outside of himself able to enrich their experience. Through writing activities, students can take advantage of development. Thus, through learning to write can develop students' talents to express what they want to communicate effectively.

Similarly, Roslyn Petelin states that writing is a process that results in a communicative product that conforms to grammatical, syntactical, mechanical, and genre conventions.[2] In writing there are many elements that must be considered so that the purpose of the information can be conveyed properly, especially matters related to linguistic elements such as grammar, vocabulary, writing mechanics such as punctuation, periods and commas. By considering these important things, the quality of the writing is able to effectively convey an important message from the writer to the reader. Therefore, it is very important to pay attention to these elements.

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[1] Yangin-Eksi and Akayoglu, p. 164.
[2] Roslyn Petelin, *How Writing Works: A Field Guide to Effective Writting* (New York: Routledge, 2022), p. 2.

Writing is a human activity. Particularly, from this perspective, writing is a situated activity that is closely related and even defined by the social, cultural and historical context where it takes places.[3] It has meaning that in the process of writing it is important to make efforts not only to pay attention to the linguistic elements of writing such as grammar and vocabulary. The writer must pay attention to the contents of the writing to whom the writing is addressed. That is because the target audience must be precise so that the information written is conveyed effectively to the reader of the writing.

Performance is aspect that can be figured out by creating learning experience, or eliminating learning and changing the context.[4] This can be achieved by tailoring the learning experience, adjusting content delivery, or modifying the learning environment. Essentially, performance is about strategically shaping the educational process to improve outcomes, whether by refining instructional methods, removing barriers to learning, adapting the context to better suit the learners need.

Performance is something that is influenced by knowledge that displays achievement from achieving learning objectives additionally.[5] Eliminating barriers in learning and in altering the context can directly impact performance by enhancing the relevance and effectiveness of the

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[3] Rosalind Horowitz, *The Routledge Internasional Handbook of Research on Writing* (New York: Roudledge, 2023), p. 367.

[4] Nick Shackleton-Jones, *How People Learn: A New Model of Learning and Cognition to Improve Perpormance and Education* (New York: KoganPege, 2023), p. 145.

[5] Nick Shackleton-Jones, *How People Learn: Designing Education and Training That Work to Improve Performance* (New York: KoganPege, 2019), p. 173.

educational process. Essentially, strategic manipulation of these elements influences or demonstrates understanding and skills, which ultimately reflect performance outcomes.

2. Writing Process

Teachers guide students to write by using the writing process to help students become joyful, proficient composers of text, including of: [6]

a. Planning

Planning consists of selecting a topic, gathering ideas or information and deciding what is relevant to this particular purpose, organizing information or thoughts, writing a preliminary text that can be shared with trusted friends or colleagues for feedback, revise and sometimes share again, editing for sentence structure and mechanics and share or distribute.

b. Selecting Topics

Topic selection is a key feature of good writing. Students are more willing to write if they choose what to write about. In shaping their content, they also think about the audience that listens to or read their pieces.

c. Writing Drafts

After topic selection, students begin writing drafts. Encourage students to write what comes to mind about their topics. Students need

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[6] Joyce Holt Jenings, Joanne Schudt Caldwell, and Janet W. Lerner, *Reading Problems : Assessment and Teaching Strategies* (Boston: Pearson, 2014), p. 334.

not worry about spelling, punctuation, or the other mechanical aspects of writing as they draft their thoughts.

d. Making Revisions

As ideas become clearer, writers revise their pieces. Mature writers do this constantly, making many insertions, deletions, and other changes. However, students with problems in reading and writing are often reluctant to revise. Sometimes, just writing a draft has required extensive effort and making revisions seems overwhelming.

e. Editing

When students are satisfied with the content, they are ready to focus on mechanics (spelling, punctuation, and grammar), which are important so that someone else can easily read their pieces. Do not overburden students with changes.

The writing process guided by the teacher, develops students into good and enjoyable writers. Planning involves choosing a topic, gathering ideas, organizing thoughts, and sharing initial text to get feedback. Choosing a topic empowers students to choose what write about, taking their audience into consideration. Writing encourages freedom of expression without worrying about mechanics. Revision is an ongoing process to gain clarity and refinement. Editing focuses on tidying up the writing by paying attention to spelling, punctuation and grammar.

3. Teaching Writing

Teaching writing is a scholarly endeavor and involves a wide variety of scholarly activities.[7] In the other words, teaching writing as a scientific endeavor includes a variety of academic activities. This includes researching effective pedagogical methods, keeping abreast of educational literature, developing and refining curricula based on evidence based practices. A scholarly approach to teaching writing involves a continuous cycle of learning, adaptation, and contribution to the broader academic discourse about teaching writing.

Teaching writing is of vital importance for every teacher in today's classroom. At no time in recent history has fostering writing in the classroom been more crucial.[8] Teaching writing is essential in today's classroom more than ever. Developing writing is important because of the increasing importance of effective communication in various forms. In a rapidly evolving digital landscape, students need to articulate ideas clearly, think critically, and communicate persuasively. Teaching writing not only develops important communication skills but also empowers students to navigate and make meaningful contributions to the complex information landscape of the modern world.

Teaching writing concentrates on writing to direct students to be able to carry out the writing process which includes prewriting, drafting,

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[7] Amy E. Dayton, *Assesing The Teaching of Writing* (Logan: Utah State University Press, 2015), p. 28.

[8] Richard Gentry, Jan McNeeel, and Vickie Wallace-Nesler, *Fostering Writing in Today's Classroom* (Huntington: Shell Education, 2014), p. 9.

revising, editing and publishing.[9] In the other words, teaching writing involves providing meaningful guidance and instruction to enable students to navigate and each step of the writing journey, so that students can write with good thoughts and ideas. Teaching writing emphasizes guiding students though the sequential stages of writing process.

4. **Writing Assessment**

Table 2.1

Writing assessment is done by using the following rubric:[10]

Level	Topic development
5	Knowledgeable; supported, is well organized and logical. Clearly a superior
4	Knowledgeable; adequate details and elaboration provided; ideas are relevant to the topic and stated clearly
3	Adequate knowledge of subject; limited elaboration, limited range of thoughts and considerable lack of details;
2	Most phrases are difficult to understand; often times incoherent
1	Not enough text to permit evaluation
Level	**Organization**
5	Minor problems with the sequencing of thoughts, details and topic development
4	Some problem evident with the sequencing of thoughts, details and topic development
3	Major problems with the sequencing thoughts, details and topic development
2	Most phrases are difficult to understand; often times incoherent
1	Not enough text to permit evaluation
Level	**Conveying meaning**
5	Excellent range of vocabulary; conveys meaning accurately; good use of descriptive language
4	Some use of descriptive language; conveys meaning

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[9] Gentry, McNeeel, and Wallace-Nesler, p. 56.

[10] Lee McCallum and Christine Coombe, *The Assessment of L2 Written English across the MENA Region: A Synthesis of Practice*, *The Assessment of L2 Written English across the MENA Region: A Synthesis of Practice* (Switzerland: Palgrave Macmillan, 2020), p. 289.

	adequately; words are broad, precise and literate
3	Limited and simple word choice; lacks descriptive language usage
2	Most phrases are difficult to understand; often times incoherent
1	Not enough text to permit evaluation
Level	**Sentence construction**
5	Creates complex constructions; few errors with parts of speech; little or no evidence of fragmented or run-on sentences; native-like control of grammar
4	Has minor problems with complex construction; some errors in agreement, tense number, word/order, function, pronouns, articles or prepositions; produces some fragments or run-on sentences
3	Has major problems with complex construction; produces simple construction; major problems with fragmented or run-on sentences
2	Most phrases are difficult to understand; often times incoherent
1	Not enough text to permit evaluation
Level	**Mechanics**
5	Mastery of conventions; very few errors in spelling, capitalization, punctuation and paragraphing
4	Some errors in spelling, punctuation, capitalization and paragraphing
3	Numerous errors in spelling, punctuation, capitalization and paragraphing
2	Most phrases are difficult to understand; often times incoherent
1	Not enough text to permit evaluation

5. **Descriptive Text**

Descriptive text is a text that is always in around us when we want to describe something or someone.[11] In other word, it aims to create an image for the reader by using clear language and expressive expressions.

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[11] Ade Dwi Jayanti, 'Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang', 3.1 (2019), 72–94 (p. 77).

Basically, it provides detailed explanations to help students imagine and understand the subject being explained.

Descriptive text is a text that can give the reader full information about the object, then they can easily have an imagination about the object.[12] Descriptive text functions to provide information about a particular object, allowing students to form a clear mental picture or imagination about the subject. Through detailed descriptions, it allows students to visualize and understand the details of the objects being described.

Descriptive text is to describe what we see, describe a person, place, thing, or idea using concrete and also vivid details.[13] It can be said that descriptive text articulate observations about a person, place, thing, or idea by including details. The aims is to paint a clear picture in the students mind, using real elements that engage the senses and provide a rich and detailed picture of the subject, in this way, students can give gain a clearer understanding of what is being explained.

Descriptive text has purpose to describe a particular person, place or thing. Through descriptive text, the students can describe someone, their favorite place or thing.[14] Therefore, descriptive text can also help students to develop observation skills, choosing the right words. Apart

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[12] Endru Dwi Yuninan and Zakiya Isnani, 'The Effectiveness of Spatial Order in Writing a Descriptive Text', 7.1 (2020), 1–9 (p. 3).

[13] Cicih Nuraeni, 'Students ' Experienceson Using Mind Mapping in Writing Descriptive Text', 5.3 (2022), 584–89 (p. 585).

[14] Testiana Deni Wijayatiningsih and Meti Yunia Wardhani, 'Genre-Based Analysis of Students' Descriptive Text in the Tenth Grade Students of MAN 2 Semarang', 4.1 (2014), 43–47 (p. 44).

from that, descriptive text can also improve students ability to write and organize paragraphs in a logical and structured order.

Descriptive is also an English text to describe objects of living things that we describe either the appearance or texture of it.[15] This means that, descriptive text is a form of writing that aims to clearly describe an object or living creature by detailing its appearance, texture or other relevant characteristics and creating a clear and evocative picture for students. Descriptive writing allows the writer to convey sensory experiences, allowing students to visualize and connect with the subject being described.

B. Concept of Corrective Feedback

1. Definition of Corrective Feedback

Corrective feedback is understood as being any sort of indication showing that there is an error in a learner's oral or written production.[16] Corrective feedback refers to any form of indication that communicates errors in learner oral or written expression serving as a means to guide the learner toward correct language use, encouraging increased student language mastery and proficiency until the student can develop ideas.

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[15] Nada Raudhotul Muthoharoh and Anita, 'Using Feedback in Teaching Writing Descriptive Text', 11.1 (2018), 40–56 (p. 41).

[16] Hossein Nassaji and Eva Kartchava, *Book Review: The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching*, *Frontiers in Psychology* (New York: Cambridge University Press, 2021), XII, p. 111.

Corrective feedback refers to the specific strategies used to address learner's written errors.[17] In this respect, when attempting to classify such strategies, the task is close to impossible due to overlapping and clarity issues. These difficulties can be gleaned from the two main dichotomies present in the research base: direct and indirect corrective feedback as well as explicit and implicit.

Corrective feedback is a strategy for responding to writing.[18] In other words, corrective feedback in writing involves providing constructive criticism and guidance to improve the quality of the written work. It focuses on pointing out specific errors, such as grammar or punctuation mistakes, while also addressing larger issues like clarity, coherence, and organization. Meaningful feedback goes beyond mere correction,, it explains why changes are necessary and suggests alternatives or improvements. This strategy aims to help the writer understand and learn from their mistakes, ultimately enhancing their writing performance.

Written corrective feedback is a vast concept involved in different strategies and types, but the focus, scope, and tone written corrective

[17] Bonilla López and Marisela, 'An Updated Typology of Written Corrective Feedback: Resolving Terminology Issues', *Revista Educación*, 45 (2021), 0–14 (p. 5) <https://doi.org/10.15517/revedu.v45i1.43289>.

[18] Kanokpan Wiboolyasarin and others, 'EFL Learners' Preference for Corrective Feedback Strategies in Relation to Their Self-Perceived Levels of Proficiency', *English Language Teaching Educational Journal*, 5.1 (2022), 32–47 (p. 34) <http://journal2.uad.ac.id/index.php/eltej/article/view/4403>.

feedback carry equal significance.[19] Meanwhile, corrective feedback is an important role in its effectiveness and can provide encouragement that tends to be more conducive to learning. Overall, it can increase the impact of written corrective feedback on the learning process.

Corrective feedback strategy respective advantages, which means they can used for different types of errors.[20] In other words, selection of an appropriate strategy depends on the nature of the error and the desired learning outcomes, allowing for a tailored approach to achieving learning goals.

Corrective feedback is recorded as a significant strategy in the learning process.[21] Therefore, corrective feedback has an important role in language learning by raising awareness, reinforcing correct language patterns, providing personalized support, confidence in their language abilities.

2. **The Advantages and Disadvantages of Corrective Feedback**

Corrective feedback has some Advantages including of :[22]

a. Corrective feedback is necessary and assists language acquisition, others have contended that there is no need for corrective feedback and that it has little impact on development.

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[19] Ushba Rasool, Saqlain Muhammad, and Babar Nawaz Abbasi, 'Written Corrective feedback strategy : A Systematic Review', 2.2 (2023), 67–83 (p. 68) <https://doi.org/10.58622/vjes.v2i2.19>.

[20] Wenling Chen, 'The Effects of Corrective feedback strategy on English Majors ' Writing', 11.11 (2018), 55–64 (p. 60) <https://doi.org/10.5539/elt.v11n11p55>.

[21] Sitti Syakira and Sahril Nur, 'Learners ' Perceptions on the Use of Oral Corrective Feedback in One-to-One EFL Classroom', 6.2 (2022), 286–306 (p. 293).

[22] Nassaji and Kartchava, XII, p. 2.

b. Corrective feedback is both needed and facilitative of language acquisition. From a cognitive perspective, corrective feedback promotes noticing of language forms and also help learners to test their hypothesis about the language learning.

c. Corrective feedback is essential as it helps the formation of our initial declarative knowledge.

d. Corrective feedback is also important from an interaction perspective.

Corrective feedback is very necessary to function as a facilitator in language acquisition. Examining it through a cognitive lens reveals its role in increasing awareness of language forms and enabling learners to test hypothesis in their language journey. Additionally, corrective feedback is seen as important for the formation of initial declarative knowledge, helping students build a basic understanding of language rules. Corrective feedback is also important from an interaction standpoint. This plays an important role in perfecting language use, ultimately improving overall language proficiency.

Corrective feedback also has Disadvantages :

Push the learners to question their hypotheses about the language, but they may also lead to frustration.[23] Students may feel frustrated or less motivated if the feedback is too critical or not presented in a supportive manner. If feedback is not presented clearly or is not followed by

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[23] Danielle Guénette, 'The Pedagogy of Error Correction : Surviving the Written Corrective Feedback Challenge', 30.1 (2012), 117–26 (p. 121).

additional guidance, students may feel confused or not know how to correct their mistakes.

3. **Teaching step of Corrective Feedback**

Planning:

a. Genre presented: is comprised of the presentation and exemplification of a specific genre.

b. A task is assigned and Pre-writing activity: regarding the assignment of a task and prewriting activities, primarily outlining.

Drafting :

a. Writing activity: included the writing of a first draft

b. Teacher's or peer feedback on organization: teacher educator's feedback was given on general organization macro and micro structure

c. Rewriting an improved version : involved the writing of the second draft.

Editing :

a. Teacher's feedback on language: consisted of the teacher educator's written corrective feedback to the second draft

b. Final draft: was editing the text and writing the final draft

c. Reflection : focused on reflection at the end of each academic term, as well as every time the student-teacher had to hand in a final draft.[24]

This process aims to develop student's writing skills through an approach involving various stages and corrective feedback.

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[24] Dario Luis Banegas, *Content Knowledge in English Language Teacher Education* (London: Bloomsbury Academic, 2020), p. 176.

Corrective feedback teaching steps between other :[25]

Step 1 : Provide effective written corrective feedback on individual student writing such that teachers can mark, map, and discuss errors in student writing.

Step 2 : Design a mini-lesson in class on grammar and editing strategies such as by researching and preparing a mini-lesson for the students themselves, based on a self-chosen or assigned topic.

Step 3 : Consider language issues in classroom assessment, namely teachers can be presented with examples of various assessment rubric source.

In other words, the steps involve providing feedback, conducting focused grammar lessons, and considering language issues in assessments to improve students overall writing proficiency.

4. **Teaching Descriptive text through Corrective Feedback**

a. Presentation genre : The teacher introduces the descriptive genre by providing text examples. Then explain the characteristics of the structure and writing style in descriptive text.

b. Assignment and Pre-writing Activities : The teacher gives descriptive writing assignments to students. Involves pre-writing activities, especially detailing the steps for writing descriptive text.

c. Drafting : Teachers guide students to write their first drafts, giving them freedom to explore ideas.

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[25] John Bitchener and Dana R Ferris, *Written Corrective Feedback in Second Language Acquisition and Writing* (New York: Routledge, 2012), pp. 190–92.

d. Writing Activities : The teacher asks students to focus on developing ideas and first writing descriptive text

e. Feedback on Organization : The teacher provides feedback regarding the structure of descriptive text on students writing results.

f. Rewriting an Improved Version : The teacher directs students to rewrite descriptive text after receiving feedback from the teacher.

g. Editing : the teacher conveys the basic concepts of descriptive text which must be revised by students.

h. Teacher's Feedback on Language : The teacher provides feedback on the language use and descriptive text writing skills of the student's writing.

i. Final Draft : Teachers assist students in drafting their final texts after revision and editing.

j. Reflection : The teacher encourages students to reflect on the learning process regarding their understanding of their descriptive text writing.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables available in this research. Namely the independent variable (X) and the dependent variable (Y). The independent variable (X) is the use of corrective feedback strategy, and the dependent variable (Y) is writing performance.

Writing is an important activity in English language skills. The role of writing is as a means of communication, conveying more complete

information, as a manipulation strategy, as a means to broaden horizons and apply several strategies to make writing more interesting. In this writing performance, one of the strategies applied is the corrective feedback strategy. Related to the problem of increasing student's writing performance, many experts have explained that the application of this corrective feedback strategy can help in the process of student's writing performance, so that students can be more interested and can develop ideas when writing by being given feedback.

Although sometimes not all students have the same level of thinking and creativity, this is not and an obstacle to using this strategies because using this strategy makes students more creative and active in developing ideas when writing. Therefore the purpose of this research is to influence writing performance of the corrective feedback strategy in teaching writing, that is expected to know whether the corrective feedback strategy can be used as an alternative techniques to develop students writing performance, as well as to know what students and teacher think about corrective feedback strategy and to find out problems occur during teaching writing skill through this corrective feedback strategy.

Thus, the theoretical framework in this research is the corrective feedback strategy carried in the process of teaching and learning process, then writing skill is good. Whereas, if the corrective feedback strategy is not carried out in the teaching and learning process, writing skill is bad.

2. Paradigm

Paradigm is the correlation between two variables, namely the independent variable (X) and dependent variable (Y). In this research, the variable X is the corrective feedback strategy and the variable Y is writing performance. Therefore the writer describe the paradigm in this research as follows:

Figure 1
The influence of Corrective Feedback Strategy on writing performance
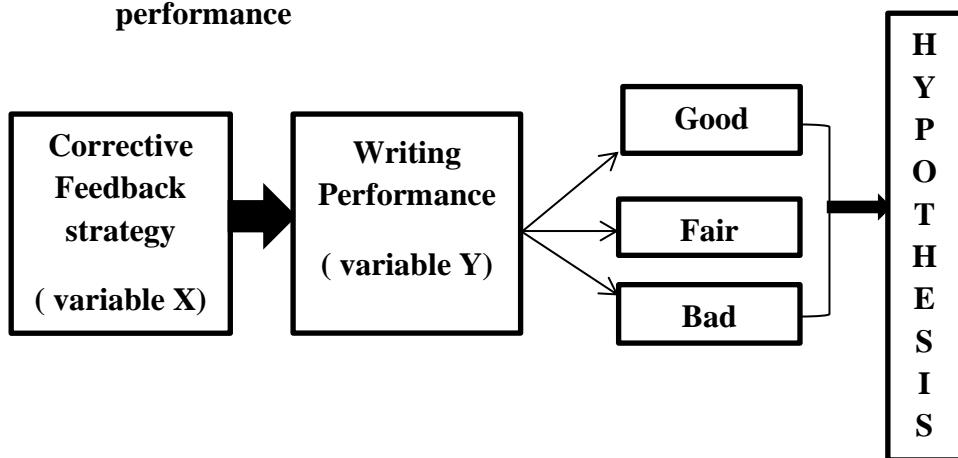
Based on paradigm above, the writer conclude in this research there is a positive and significant on the influence of corrective feedback strategy on writing performance.

D. Hypothesis

1. Hypothesis Formulation

Based on the theoretical framework and paradigm above, the writer formulation the hypothesis as following:

    a.   Alternative Hypothesis (Ha): There is a significant influence of using corrective feedback on students writing performance at the tenth grade of MA AL-Mubarok Lampung Tengah

    b.   Null Hypothesis (Ho): There is no a significant influence of using corrective feedback on students writing performance at the tenth grade of MA AL-Mubarok Lampung Tengah

2. Statistical Hypothesis

In their study, statistical hypothesis are formulated as follow:

If = To> Tt, Ha is accepted, and Ho is rejected

If = To>Tt, Ha is rejected, and Ho is rejected.

CHAPTER III

RESEARCH METHOD

A. Research Design

Quantitative research is an approach to testing objective theories by examining relationships between variables or comparisons between groups.[1] It is concluded. Quantitative research involves the systematic collecting and analysis of numerical data to test objective theories. This approach focuses on exploring relationships between variables or making comparisons between groups, thereby allowing researches to draw statistical conclusions.

Type of the research is experimental research. Experimental research is to determine the impact of a given intervention or whether a particular hypothesis is supported. Intervention research is not about trying to prove that an intervention is successful or not, or whether the hypothesis is true or not.[2] In other words. Experimental research is a scientific method used to investigate the impact of a particular hypothesis is supported by evidence. The aim is to collect evidence that can confirm or refute a hypothesis, contributing to our understanding of the relationship between various factors in a controlled and systematic way.

The design of the research is conducted by using experimental design. The model of the experimental design of their study quasi-experimental research. Quasi experimental research in which individuals are not randomly

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[1] John W. Creswell and J David Creswell, *Research Design Quanlitative, Quantitative, and Mixed Methods Approaches* (London New Delhi Singapore Wwashington DC and Melbourne: Sage, 2023), p. 39.
[2] Bruce A. Thyer, *Experimental Research Designs in Social Work* (New York: Columbia University Press, 2023), p. 309.

assigned to groups.[3] This is an experiment carried out with a group participants, and the group is divide into two groups, the group without strategy. Their research used two group, experimental and a controlled group and this group is selected using random sampling.

The experimental group doing pre-test, received treatment, and worked on it post-test, therefore the control group performed the pre-test and post-test only with conventional strategies in the classroom. The treatment is carried out after the pre-test. The pre-test is intended tp determine students previous understanding of writing maintenance. Meanwhile, the post-test is intended to determine students abilities understanding of writing after being given treatment. The writer conducted the research at the tenth grade of MA AL-Mubarok Lampung Tengah.

Table 3.1
The True Experimental Design

	Pre-test	Treatment	Post-test
Experimental group	X	X	X
Control group	X	X	X

B. Operational Definition of Variable

1. Independent Variable

    Independent variables are variables that are likely to influence the outcome. The independent variable of this research is corrective feedback strategy to measure the implementation of the strategy. The researcher used corrective feedback strategy. The complete each step independent variable corrective feedback strategy in their study included:

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[3] W. Creswell and David Creswell, p. 294.

a. Students can writer correctly

b. Students can use the correct language

c. Students can develop ideas

d. Students can use punctuation marks correctly

2. Dependent Variable

The variable that is measured and observed is called the dependent variable. Dependent variables depend on the independent variables. [4] The dependent variable of their research is students writing performance, test is used. The type of test that is carried out is a written test. In this case, the researcher asks students to write the English text. The dependent variable indicator consists of:

a. Students can find out errors in writing

b. Students can write with correct vocabulary

c. Students can write by developing ideas

d. Students can write correctly by looking at the correction the writing correctly.

3. Indicator of Writing

a. Students are able to write by developing topics well

b. Students are able to write using good organization.

c. Students are able to write using vocabulary that forms meaning well

d. Students are able to write using correct grammar[5]

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[4] W. Creswell and David Creswell, p. 78.
[5] McCallum and Coombe, p. 289.

C. Population, Sample, and Sampling Technique

1. Population

Population is the entire group that the research aims to draw conclusions about by examining a sample.[6] Thus, a population is a subject, event or object that is studied to make a conclusion.

The population of the research is the tenth graders of MA AL-Mubarok Lampung Tengah, which consists of class students who are divided into two classes. MA AL-Mubarok Lampung Tengah has two class for students who are currently in tenth grade now. The classes are X 1 and X 2 and the total number of class X students is 91.

2. Sample

Sample is part of population. Sample is one that is representative of the population it came from.[7] The sample in the researcher are two classes, one as the experimental class and the other as the control class. They are X class consist of 50 students, divided into two class. This are X 1 consist 25 students to class control and class X 2 consists 25 students to class to class experiment.

3. Sampling Technique

The researcher used cluster sampling as a cluster sampling technique in their research. Cluster sampling is the type of sampling is

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[6] Sofie Bager-Charleson and Alistair McBeath, *Supporting Research in Counselling and Psychotherapy: Qualitative,Quantitative, and Mixed Method Research* (Switzerland: Palgrave Macmillan, 2022), p. 120.

[7] R. Burke Johnson and Larry Christensen, *Educational Research: Quantitavive, Qualitative, and Mixed Approaches* (California: Sage, 2014), p. 344.

carried out in a way that cluster are selected randomly.[8] This technique is used samples have the same properties characteristics. Moreover, this technique is not an individual, but a group or class problem. To ensure that all members of the population studied have the opportunity to become samples, the researcher used class X 1 as the control class and class X 2 as an experimental class.

D. Data Collection Technique

In their collection procedure, there are there steps that have to follow in their research:

1. Test

Tests are usually carried out using survey elements and determining how they work. There are two tests used in this study as follows:

a. Pre-test

Pre-test was given to the experimental class and control class, before giving treatment to measure student's writing understanding. The experimental and control classes received the same pre-test. To measure students writing performance, the researcher used a writing test. In this case the researcher provides a writing test. The researcher corrected the assignment if there are errors in the writing, then return the assignment to the students so that the students knows where the errors in the writing are.

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[8] Johnson and Christensen, p. 359.

b. Post-test

After providing treatment, the researcher provided post-test in both the experimental class and the control class to find out the results of the treatment whether the use of corrective feedback strategy is effective or not in teaching student's writing skill. To measure student's writing performance, with a writing test. The type of test used is a written test that asks students to describe the given picture.

2. Documentation

Documentation is widely applied and has different meaning.[9] The researcher uses the documentation method to get some information about from the data observation such as the data of English teachers at MA AL-Mubarok Lampung Tengah.

E. Research Instrument

1. Writing Test

To identify the student's writing performance of the tenth grade of MA AL-Mubarok Lampung Tengah, the researcher provided a writing test. The test measures student's ability to write.

The test consists of a pre-test and post-test, the research consists of asking students to write the text.

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[9] Manuel Guzman and Bert Verstappen, *What Is Documentation* (Switzerland: Huridocs, 2003), II, p. 6.

2. Documentation

The researcher used the documentation to complete the research information about :

a. The history of MA AL-Mubarok Lampung Tengah

b. The vision and mission of MA AL-Mubarok Lampung Tengah

c. The condition teachers and officials employs in MA AL-Mubarok Lampung Tengah

d. The quantity of the students of MA AL-Mubarok Lampung Tengah

e. The condition of building and the sketch of MA AL-Mubarok Lampung Tengah

f. The organization structure of MA AL-Mubarok Lampung Tengah

F. Data Analysis Technique

T-test are used to test mean differences between two group. In general, require a single dichotomous independent variable (e.g., an experimental and a control group) and a single continuous dependent variable.[10]

To answer question "can corrective feedback strategy give influence student's in writing performance at the tenth graders of MA AL-Mubarok Lampung Tengah". The researcher analysis the data by paired sample t-test from SPSS 25 version.

This is formula of paired t-test :

$$t = \frac{\overline{d}(\mu_y - \mu_x)}{s_{\overline{d}}}$$

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[10] Geoffrey Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology* (Hoboken: John Wiley & Sons, Inc., 2005), p. 220.

t = T- test

$\overline{d}$ = Difference score

y = Score after treatment

x = Score before treatment

$s_{\overline{d}}$ = Standard deviation

CHAPTER IV

RESULT OF THE RESEARCH

A. Research Results

1. Description of the Research Location

In this section, the school profile, condition of students, condition of educators, educational staff, vision and mission, organization structure and infrastructure of MA Al- Mubarok is presented:

a. Profile of MA Al- Mubarok

1) Madrasah Name : MA Al Mubarok
2) Madrasah Statistical number : 131218020022
3) Madrasah accreditation : TERAKREDITASI
4) Madrasah addres : Uman Agung Kecamatan Bandar Mataram. Kabupaten Lampung Tengah. Provinsi Lampung. No.Telp. 085383522976.
5) NPWP Madrasah :.00.777.905.1-321.000
6) Headmaster Madrasah : Nana Suyadi, S.Ag
7) No.Telp./ HP : 0853 8352 2976
8) Foundation name : Hidayatul Mubarok
9) Foundation addres : Uman Agung Kec.Bandar Mataram Kab.Lampung Tengah.
10) No.Telp. Foundation : 081379 365933
11) Establishment Deed Number : 02 (21 Mei 2005)
12) Land ownership : Milik Yayasan Luas Tanah : 3.910 m2
13) Building Status : Milik Yayasan
14) Building Area : 1250   m2

TEACHER NAME

1. Fatkhul Aziz, S.Sy.,M.H.
2. MURTANDO, S.ThI
3. IMAM SUBKY AL FAQIH
4. TUMIN, S.Pd
5. MARYANTO, S.Pd
6. AGUS SUHARSONO, S.Pd
7. AHMAD SIKIN, S.Pd.I
8. RUSTIYONO, S.Pd.I
9. NURUL ANWAR, S.PdI
10. WAHID KHOIRUL ANAM, S.Pd.I
11. DIDIK SAPUTRA,S.Pd
12. BUNAYAR,S.Pd
13. MAKHRUFAH, S.Ag
14. ENDANG HASTUTI, S.Si
15. MARYAMAH, S.Pd.I
16. ANIK EKOWATI, S.Pd
17. AINI NUR MA'RIFAH, S.H.I
18. NIKMATUL ISTIQOMAH, S.PdI
19. KOMARUDIN, S.Pd.I
20. TENTREM PERTIWI

b. Vision and mission:

1) Vision

The vision of MA Al-Mubarok is creating high-achieving, culture and devout people.

2) Mission

The schools mission is as follows:
a) Implementing religious values and behave with good morals in everyday life.
b) Carrying out active, creative, effective and fun learning to develop students scientific potential.
c) Fostering a spirit of achievement in all students, teachers and school residents.
d) Guiding and developing students talents and interests.

e) Implementing extracurricular programs to produce students who excel and are useful for everyday life.

f) Implementing participatory school-based management by involving all school members.

g) Developing students work.

h) Increasing awareness of preserving the environment.

c. Geographical conditions Madrasah Aliyah

GERBANG

| KANTIN |

PARKIR

POSKO

PARKIR GURU

| RKB | RKB |

**DENAH LOKASI
MA AL MUBAROK UMAN AGUNG
BANDAR MATARAM**

KANTOR MTS

| RKB | RKB |

RKB

RKB

RKB

RKB

RKB

ESKUL

RKB

WC SISWA

WC GURU

OSIS

LAB KOM	KANTOR MA	PERPUS
RKB	**RKB**	**RKB**

| KANTIN |
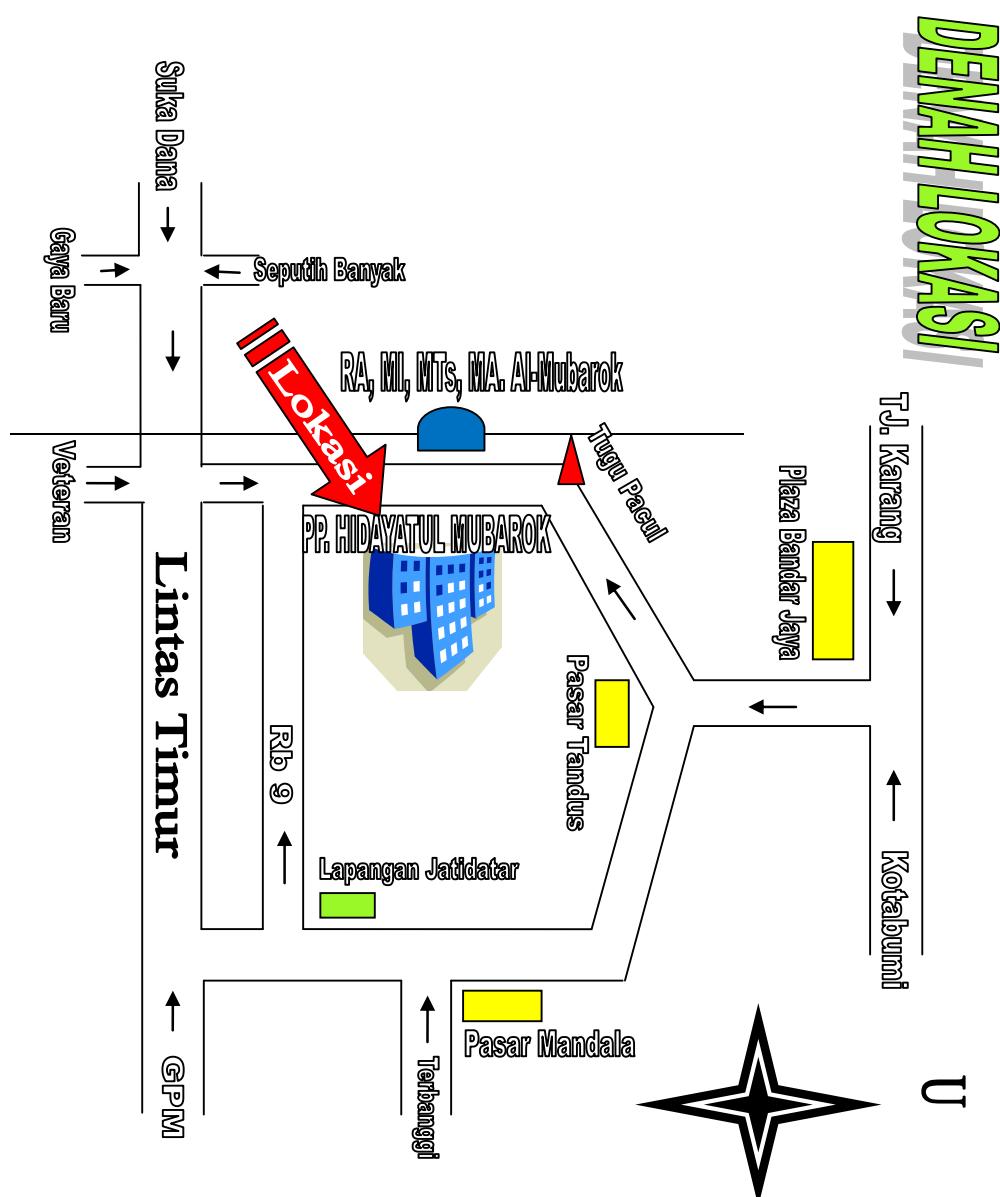
For more details, the state of the MA Al- Mubarok organizational structure can be seen in the following picture:

Figure 2
STRUKTUR ORGANISASI MA AL MUBAROK

PENGASUH	PENASEHAT	KOMITE
Hj. MASRUROTUN NAHRI, AL HAFIDZOH	MURTANDO,S.Th.I	BISRI MUSTOFAH

KEPALA MADRASAH
Fatkhul Aziz, S.Sy.,M.H.

KEPALA TATA USAHA
KOMARUDIN,S.Pd.I

STAF TATA USAHA
TENTREM PERTIWI

KEPALA PERPUSTAKAN
AINI NUR MA'RIFAH.S.H.I

WAKASEK KURIKULUM	WAKASEK KESISWAAN	WAKASEK HUMAS
MARYANTO. S.Pd	ENDANG HASTUTI. S.Si	MAKHRUFAH.S.Ag

GURU BK
NURUL ANWAR.S.Pd.I

WALI KELAS

XA Ni'matul Istiqomah,S.Pd.I

XB Aini Nur Ma'rifah,S.Pd.I

XIA Ahmad Sikin,S.Pd.I

XIB Maryamah,S.Pd.i

XIIA Makhrufah,S.Ag

XIIB Endang Hastuti,S.Si

S I S W A

2. **Description of the Research Result Data**

   a. **The Pre- Test Result**

   Researcher conducted a pre- test at the first meeting to determine the influence of corrective feedback strategy on students' writing performance. The pre- test used in this research is in the form of descriptive text. The pre- test results can be identified as follows:

   Table 4.4

   Pre- test Result

PRE- TEST					
Experimental Class			Control Class		
No	Name of Students	Grade	No	Name Students	Grade
1	AA	44	1	ADD	42
2	AM	28	2	AP	52
3	AS	36	3	AJ	36
4	BP	48	4	AVA	36
5	DA	40	5	AP	32
6	EM	36	6	AR	40
7	ECD	40	7	APL	32
8	FMS	24	8	AR	40
9	FN	24	9	CN	32
10	INR	44	10	DS	20
11	IMS	28	11	DAL	46

12	KH	28	12	DPP	32
13	LS	20	13	EW	34
14	MRW	38	14	FY	32
15	MRA	24	15	FP	24
16	NIAL	52	16	FWW	26
17	NS	52	17	IBR	28
18	NH	44	18	IBNH	68
19	PAK	40	19	MI	20
20	PS	74	20	MIK	40
21	RP	20	21	NMP	76
22	RA	20	22	NK	56
23	RNF	68	23	RAP	56
24	RS	52	24	SAL	68
25	SA	38	25	SY	58
TOTAL		962	TOTAL		1026
AVERAGE		38,48	AVERAGE		41,04
HIGHEST SCORE		74	HIGHEST SCORE		76
LOWEST SCORE		20	LOWEST SCORE		20

The test was taken by 25 students in the experimental class with the highest score of 74 and the lowest score of 20 with a total score of 962 and an average score of 38,48. Then in the control class there were 25 students with the highest score of 76 and the lowest score of 20 with a total score of 1026 and the average score was 41,04.

b. The Post- Test Result

The post- test was used in the final program of this research after providing treatments and exercises to students. The test used in this research is the same types as the pre- test but the title different. The post- test was carried out to determine students achievement after being given treatment. The result of the students pre- test and post- test are to find out whether treatment using corrective feedback strategy affects students writing performance. Student post- test results can be seen as follows:

Table 4.5

Post- test Result

POST- TEST					
Experimental Class			Control Class		
No	Name Students	Grade	No	Name Students	Grade
1	AA	78	1	ADD	62
2	AM	80	2	AP	54
3	AS	84	3	AJ	68
4	BP	88	4	AVA	70
5	DA	80	5	AP	84
6	EM	78	6	AR	72
7	ECD	84	7	APL	66
8	FMS	88	8	AR	58
9	FN	80	9	CN	70

10	INR	84	10	DS	76
11	IMS	74	11	DAL	68
12	KH	88	12	DPP	74
13	LS	86	13	EW	72
14	MRW	84	14	FY	76
15	MRA	82	15	FP	68
16	NIAL	88	16	FWW	76
17	NS	90	17	IBR	78
18	NH	80	18	IBNH	56
19	PAK	78	19	MI	60
20	PS	92	20	MIK	72
21	RP	80	21	NMP	68
22	RA	72	22	NK	62
23	RNF	80	23	RAP	60
24	RS	78	24	SAL	76
25	SA	82	25	SY	76
TOTAL		2058	TOTAL		1722
AVERAGE		82,32	AVERAGE		68,88
HIGHEST SCORE		92	HIGHEST SCORE		82
LOWEST SCORE		72	LOWEST SCORE		54

The test was taken by 25 students from experimental class with the highest scores is 92 and the lowest score is 73 with a total score of 2058 and an average score of 82,32. Then 25 students participated in the control class with the highest score of 82 and the lowest score of 54 with a total score of 1722 and an average score of 68,88.

3. Hypothesis Testing

The researcher gave treatment by corrective feedback strategy, the researcher analyzed the data by using Normality Test and Independent Sample T- Test in order to know whether there was any positive and significant influence of corrective feedback strategy on students writing performance of MA Al- Mubarok Lampung Tengah as a follow (Ho) is accepted, if there was a positive and significant influence of corrective feedback strategy on the students writing performance. And (Ho) was rejected, if there was no positive and significant influence of corrective feedback strategy on the students writing performance.

a. Normality Test

Normality test was a test that conducted to determine whether the distribution of data was normally distributed or not. Normality test useful to determine data that has been collected was normally distributed or taken from a normal population. In order get the data about normality test the research used SPSS 25 version for windows with:

Null Hypothesis (Ho) : The data that has been collected was abnormality distributed.

Alternative Hypothesis (Ha) : The data that has been collected was normally distributed.

Normality Test Guidelines:

1) If the probability or Sig. (Shapiro-Wilk)>α (0,05), then the null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted.

2) If the probability or Sig. (Shapiro-Wilk)<α (0,05), then the null hypothesis (Ho) is accepted, and alternative hypothesis (Ha) is rejected.

Table 4.6

The Result of Normality Test by using SPSS

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score	.119	50	.074	.966	50	.151

a. Lilliefors Significance Correction

Based on the table above, it is known that the Sig (Shapiro Wilk) value obtained from the normality test using Sig (Shapiro Wilk) is .151 this indicates that the Sig (Shapiro Wilk) value of this study is more than 0.05. Therefore, it is proven that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In other words, the data from this study was proven to be normal.

After the normality test, the researcher continued the test by testing the data with the homogeneity test. The researcher carried out the homogenrity test using SPSS use the Levene test the hypothesis that the variances in different groups are equal.

Table 4.7

The Homogeneity result

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	4.017	1	48	.051
	Based on Median	3.614	1	48	.063
	Based on Median and with adjusted df	3.614	1	40.753	.064
	Based on trimmed mean	3.976	1	48	.052

Based homogeneity research data, it is known that the value of Sig. research is (.052). That means the value of Sig. reseach results > 0.05. Therefore, it can be conducted that the data from this study homogeneous. The researcher found that the research data were normally distributed and homogeneous, so the researcher continued to process the data prametric test, namely by applying the independent sample t- test. Independent sample t- test is this test is used when there are two experimental conditions and different participants were assigned to each condition. This is sometimes called the independent-measure of independent sample t- test.

b. T- Test

To find out whether there is an effect of corrective feedback strategy on students writing performance, the researcher conducted statistical tests using independent sample tests through the use of SPSS. The results of the calculations can be displayed in the following table:

Table 4.8

The result of independent sample test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	4.017	.051	7.547	48	.000	13.520	1.791	9.918	17.122
	Equal variances not assumed			7.547	41.727	.000	13.520	1.791	9.904	17.136

From the results of the independent test table, it is known that the Sig (2-tailed) is .000 this shows that the Sig (2-tailed) value is less than 0,00, thus proving that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Therefore, it can be concluded that there is a positive and significant influence from the use of corrective feedback strategy on students writing performance.

From the research results through the SPSS independent sample t-test statistical test, it is known from the table that the df is 48 $t_{observed}$ is 7.547, then the researcher compared the t-observed with the t_{table}.

Table 4.9

Critical Value of t_{table}

	5%	1%
d.f 48	**1.67722**	**2.40835**

From all the data analysis above, it can be know that:

$t_{observed} = 7.547$

$t_{table} = 1.67722$ (5%) and 2.40835 (1%)

Honestly, the researcher has formulated the null hypothesis (Ho) and alternative hypothesis (Ha) are as follows:

1) Null hypothesis (Ho)

There is no positive and significant influence of corrective feedback strategy on the students writing performance of the tenth graders at MA Al-Mubarok Lampung Tengah. Furthermore, after Ha and Ho has formulated, the researcher consulted $t_{observed}$ to t_{table} and $ƒo$ to $ƒh$ as follows:

a) If $t_{observed} > t_{table}$, So Ha is accepted and Ho is rejected.

b) If $t_{observed} > t_{table}$, So Ha is rejected and Ho is accepted.

It means that if the $t_{observed}$ is higher than t_{table} there is a positive influence, Ha is accepted and Ho is rejected. On the other way, if the $t_{observed}$ is smaller than t_{table} there is no positive influence, Ha is rejected and Ho is accepted.

2) Alternative hypothesis (Ha)

The hypothesis applied in this present research is there is a positive influence of corrective feedback strategy on the students writing performance of the tenth graders at MA Al-Mubarok Lampung Tengah.

Furthermore, the data confirm that $t_{observed}$ is higher than t_{table}, or it can be writer as $1.67722 < 7.547 > 2.40835$. it means that there is a positive influence of corrective feedback strategy on the students writing performance of the tenth graders at MA Al-Mubarok Lampung Tengah.

B. Discussion

The research result is that alternative hypothesis (Ha) is accepted. In the other words, there is a positive and significant influence of corrective feedback strategy on students writing performance of the tenth graders at MA Al-Mubarok Lampung Tengah. That is because the research data confirms that $t_{observed} = 7.547$ is higher than t_{table} 1.67722 at the 5% significance level and 2.40835 at the 1% significance level.

The results of this research show that the use of corrective feedback strategy has an influence on students' writing performance because the teacher

in experimental class applied corrective feedback steps very well. In the first step, the teacher introduced the descriptive genre by providing text examples. Then the the teacher explained the characteristics of the structure and writing style in descriptive text. In the second step, the teacher gave descriptive writing assignment to the students that involves pre-writing activities, especially detailing the steps for writing descriptive text. In the first trestment the teacher asked students to write a descriptive text on the topic Taj Mahal, while in the second treatment the teacher asked students to write a descriptive text on the topic National Monument.

In the third step, the teacher guided students to write their first drafts by giving them freedom to explore ideas. In the fourth step, the teacher asked the students to focus on developing ideas and first writing descriptive text. In the fifth step, the teacher provided feedback regarding the structure of descriptive text on students writing results. In the sixth step, the teacher directed the students to rewrite descriptive text after receiving feedback from the teacher. In the seventh step, the teacher conveyed the basic concepts of descriptive text which must be revised by students. In this research, before the teacher gives corrective feedback, students in pairs correct each others writing by exchanging ways to correct errors in the written descriptive text. In the eighth step, the teacher provided feedback on the language use and descriptive text writing skills of the student's writing. In the next step, the teacher assisted the students in drafting their final texts after revision and editing. In the last

step, the teacher encouraged the students to reflect on the learning process regarding their understanding of their descriptive text writing.

In the process of learning to write descriptive text through the use of corrective feedback strategy in the experimental xlass, students show high enthusiasm in going through the stages of writing. This is shown by the students' seriousness in carrying out the assignment. If students get difficulties, they ask the teacher and the teacher carefully provides feedback to students know the mistakes thet make in the process of writing descriptive text using English.

However, in the process of implementing corrective feedback carried out by teacher in experimental classes, there are also obstacles experiemced by students, namely students difficulty in developing writing ideas according to the topic because they experience limited English vocabulary and students have difficulty applying correct grammar concepts in the writing process. However, with the application of corrective feedback strategy by teacher in experimental classes, students can find out that there are errors in the elements they apply in writing descriptive text and they get solution to these errors so that students writing performance become better

Related to the results of this research which shows that there is an influence of corrective feedback on students writing performance, which is very much in line with research conducted by Ratna Dewi Pamungkas and Agus Amroni which proves that it also has a positive and significant on students writing performance, especially experiments. They research result It is found that the experimental class out performed the control class in writing achievement with t = 9.021, df = 66 and P = .000 and 95% Confidence

Interval ranging from 9.138 to 14.332. From the sig. (2-tailed) we can see the P is lower than 5% (0.000 < 0.005). So, it can be concluded that the value is significant in 5% significant level. Thus, the significance different between the mean value of both class is found.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher concludes the result of this research. It is known that the Sig (2-tailed) is .000. This shows that the Sig (2-tailed) value is less than 0,00. It proves that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In addition, it was investigated that t-observed is 7.547 that was higher that t-table 5% (1.67722), and 1% (2.40835). Therefore, it can be concluded that there is a positive and significant influence of corrective feedback strategy on students writing performance.

Moreover, by the use of corrective feedback strategy, the students can find out that there are errors in the elements they apply in writing descriptive text and they get solution to these errors so that students writing performance become better.

B. Suggestion

The researcher provide several suggestion to teachers, students and schools, as follows:

1. For Teachers

   Teacher should choose a great strategy in teaching English, especially in writing classes so that students can participate more fully in class and understand the material presented by the teacher, because good strategy in teaching and learning can automatically increase student motivation in learning process and try as hard as possible to accept the material taught by the teacher.

2. For Students

   Students should be more active in learning English, otherwise understand the lessons taught by their teachers, they have to ask them teacher. Staudents are adviseed to focus more on the process of learning English, especially those related to writing performance, by being more careful in choosing vocabulary, applying grammar and developing ideas.

3. For School

   The researcher really hope that this research can make a contribution to the school, as a good inspiration for further studies in the field of writing. The school is advised to carry out further studies in its implementation guide to corrective feedback strategy used by teacher in teaching writing.

C. Implication

Implications with findings. The research produced findings that There are significant differences in students' writing performance between students who are taught using corrective feedback strategies and others are taught using strategies usually taught by the teacher subject, namely the lecture discussion.

Given the conclusions drawn above, this implies that the use of Corrective feedback can influence the improvement of students' abilities can be seen from the progress of students' writing performance scores afterwards given treatment with a corrective feedback strategy. This is expected that teachers are strongly advised to utilize corrective feedback in writing.

Students are motivated and enjoy the process of learning to write when they know where their mistakes lie. Because of that. This implies that the use of corrective feedback strategies can be maintained students' interests and help them develop ideas and increase knowledge of vocabulary.In short, the use of corrective feedback strategies during research can improve student achievement in writing performance. Therefore, the application of corrective feedback strategy needs to be applied continuously to teach writing, because the use of corrective feedback strategy can be an influential strategy to help students in writing. Therefore, this may help learning process so that learning competency standards process can be achieved.

Not only for MA Al Mubarok students, however It is hoped that the use of this corrective feedback strategy can also be used by various levels of

schools and universities, especially IAIN Metro because basically learning is centered on cooperative learning, namely Corrective feedback strategy can make students feel happy and happy during the learning process.

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APPENDICES

SILABUS

Mata Pelajaran   : **BAHASA INGGRIS - WAJIB**

Kelas   : **X.MIIA/IIS**

Kompetensi Inti   :

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku	**Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri** *Fungsi sosial* Menjalin hubungan dengan guru, teman dan orang lain *Ungkapan* *My name is... I'm ... I*	**Mengamati** • Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. **Mempertanyakan** • Dengan bimbingan dan	**Kriteria penilaian:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi,	2 x 2 JP	• Audio CD/ VCD/D VD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman. 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemapar	*live in ... I have ... I like ….* dan semacamnya *Unsur kebahasaan*: (1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi. (2) Kata kerja dalam simple present tense : *be*, *have* dalam simple present tense (3) Kata	arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri **Mengeksplorasi** • Siswa mencari pemaparan jati diri dari berbagai sumber. • Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. • Siswa berlatih memaparkan jati diri melalui tulisan **Mengasosiasi** • Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan. • Secara berkelompok siswa	ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog yang menyebutkan jati diri didepan kelas • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksana		.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
an jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	tanya *What? Who? Which?* (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi (5) Rujukan kata *Topik* Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.	mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (*learning journal*).	kan Komunikasi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. **Penilaian Diri dan Penilaian**		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan	**Teks lisan dan tulis untuk memuji bersayap (extended) serta responnya** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* "Excellent! You really did it well, Tina." "That's nice, Anisa. I really like it." "It was great. I like it, thank you," *Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	**Mengamati** • Siswa mendengarkan/menonton interaksi memuji bersayap. • Siswa mengikuti interaksi memuji bersayap. • Siswa menirukan model interaksi memuji bersayap • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada	KRITERIA PENILAIAN: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memuji bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian CARA PENILAIAN: **Unjuk kerja** • Bermain peran (role play) dalam bentuk interaksi yang berisi	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa memuji bersayap dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (*learning journal*).	pernyataan pujian dan responnya . • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajar		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			• an di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.	**Teks lisan dan tulis untuk menunjukkan perhatian (*care*)** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* Ungkapan untuk memberi perhatian dan cara meresponnya: *You look pale . Are you OK? Not, really. I've got a headache.* *Unsur kebahasaan:* Ucapan,	**Mengamati** • Siswa mendengarkan/menonton interaksi menunjukkan perhatian. • Siswa mengikuti interaksi menunjukkan perhatian. • Siswa menirukan model interaksi menunjukkan perhatian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya. 4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	tekanan kata, intonasi	perbedaan antara berbagai ungkapan menunjukan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menunjukan perhatian dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menunjukan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menunjukan perhatian dengan bahasa Inggris, di	interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukan perhatian dalam jurnal belajar (*learning journal*).	kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertangg	**Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu** *Fungsi Sosial* Menyatakan rencana *Struktur Teks* 'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend *Unsur Kebahasaa*	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks • Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat	**Kriteria penilaian**: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan	2 x 2 JP	• Audio CD/ VCD/D VD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.d ailyeng lish.com • http://a merica nenglis h.state .gov/fil es/ae/r esource _files • http://l

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
ung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya 4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakuka n	*n* Kata kerja *I'd like to ..,* *I will .., I'm going to ...;* tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.	melakukan sesuatu • Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb. **Mengekslorasi** • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstuktur • Siswa berusaha menyatakan dan	• Kesesuaian format penulisan/ penyampaian **Cara Penilaian:** **Pengamatan (observasi)** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Berperilaku jujur, disiplin,		earnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
n sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks		bertanya tentang niat melakukan sesuatu **Mengasosiasi** • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa inggris dan dalam bahasa Indonesia **Mengkomunikasikan** • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas • Siswa menuliskan permasalahan dalam jurnal belajar (*learning journal*)	percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi		
1.1 Mensyukuri	**Teks lisan dan tulis**	**Mengamati** • Siswa memperhatikan	Kriteria penilaian:	2 x 2 JP	• <u>Audio CD/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional 3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.	**untuk mengucapkan dan merespon ucapan selamat bersayap (extended)** *Fungsi Sosial* Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. *Struktur text* Ungkapan baku dari sumber-sumber otentik. *Unsur kebahasaan* (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan,	beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). • Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan(questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan	• Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian:** **Unjuk kerja** • Melakukan *role-play* (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam		VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	tekanan kata, intonasi, ketika mempresentasikan secara lisan *Topik* Keteladanan tentang perilaku peduli dan cinta damai.	yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber • Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat • Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. **Mengasosiasi** • Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (*feedback*) dari	situasi nyata • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		guru dan teman tentang hasil analisis yang disampaikan dalamkerja kelompok. **Mengkomunikasikan** • Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa membuat kartu ucapan selamat • Siswa memperoleh feedback dari guru dan teman sejawat	berisi ucapan selamat • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat,		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			berupa komentar atau cara penilaian lainnya		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	**Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya** **(Past Simple dan Present Perfect Tense)** *Fungsi sosial* Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat *Past Simple* dan *Present perfect tense*, dalam berbagai konteks. • Siswa berinteraksi menggunakan kalimat *Past Simple* dan *Present perfect tense* selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat *Past Simple* dan *Present Perfect tense*, • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat *Past Simple* dan *Present Perfect tense*, (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan	Kriteria penilaian: • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kelengkapan dan keruntutan struktur teks • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran	2 x 2 JP	• Audio CD/VCD/DVD • SUARA GURU • Koran/majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/ kejadian yang dilakukan /terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya. 4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kejadian yang	yang merujuk pada kesudahannya *Struktur teks* *I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car* *My friend has prepared everything before we left* *Unsur kebahasaan* (1) Past Simple, Present Perfect (2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak	dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai *past simple* dan *present perfect* yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. **Mengeksplorasi** • Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa	penilaian • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dilakukan /terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	yang jelas dan rapi. *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	Inggris selama proses pembelajaran. **Mengasosiasi** • Siswa membandingkan kalimat *Past Simple* dan *Present Perfect tense* yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara kalimat *Past Simple* dan *Present Perfect tense* dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya	lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku	**Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal** *Fungsi sosial* Membanggakan, mengenalkan, mengidentifi	**Mengamati** • Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata,	9 x 2 JP	• Audio CD/ VCD/D VD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana. 4.9. Menyunting teks deskriptif	kasi, memuji, mengritik, mempromosikan, dsb. *Struktur text* (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan (2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan (3) Penye	informasi tertentu dari teks **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif **Mengeksplorasi** • Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.	intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi		• http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan,	butan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. *Unsur kebahasaan* (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (2) Kata sifat	• Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunanan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (*feedback*) dari guru dan	untuk tujuan memberi balikan. Sasaran penilaian • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. .	yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. (5) Rujukan kata *Topik* Keteladanan tentang perilaku toleran, kewirausahaan, nasionalism	teman tentang setiap yang dia sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk	catatan atau rekaman monolog teks deskriptif. • Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	e, percaya diri.	menyebutkan dukungan dan kendala yang dialami. • Siswa dapat menggunakan 'learning journal'	khusus, komentar, atau bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasa	**Teks tulis berbentuk *announcement* (pemberitahuan)** *Fungsi sosial* Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi *Struktur Teks* Ungkapan yang lazim digunakan dalam teks *announcement* di media massa	**Mengamati** • Siswa mendengarkan/membaca teks *announcement* dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. • Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses *skimming* dan *scanning* untuk mendapatkan informasi khusus. **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks *announcement* • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk pemberitahuan	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
an dari teks pemberitahuan (*announcement*), sesuai dengan konteks penggunaannya. 4.11. Menangkap makna pemberitahuan (*announcement*). 4.12. Menyusun teks tulis pemberitahuan (*announcement*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	maupun di internet, secara urut dan runtut. *Unsur kebahasaan* Kosa kata , tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi *Multimedia:* Layout, dekorasi, yang membuat tampilan teks lebih menarik	antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa mencari teks lain untuk mendengarkan/membaca teks *announcement* dengan strategi yang digunakan dari berbagai sumber. • Siswa berlatih membaca teks *announcement* dengan strategi yang digunakan bersama teman **Mengasosiasi** • Siswa menganalisis teks *announcement* dengan memperhatikan format penulisannya melalui strategi yang digunakan. • Siswa membandingkan teks *announcement* yang didengar/dibacaka	(*announcement*) di depan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (*announcement*) **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan komunikasi - perilaku tanggung jawab, peduli, kerjasama, dan cinta		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		n dari guru dengan yang dipelajari dari berbagai sumber lain. • Secara berkelompok siswa mendiskusikan teks *announcement* yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat teks *announcement* dalam kerja kelompok • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Membuat jurnal belajar (*learning*	damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		journal)	untuk dipublikasi • Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi	**Teks *recount* lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/p eristiwa**. *Fungsi sosial* Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan. *Struktur* a. Menyebutkan tindakan/ peristiwa/kejadi	**Mengamati** • Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadianb/peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks recount • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja**	7 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.b

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
fungsional 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana. 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/ kejadian/ peristiwa, dengan memperh	an secara umum b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut c. Jika perlu, ada kesimpulan umum. *Unsur kebahasaan* (1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicar	perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount **Mengeksplorasi** • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. • Siswa secara	• Melakukan monolog dalam bentuk recount dalam kelompok / berpasangan/ didepan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan - perilaku tanggung jawab, peduli, kerjasama, dan		<u>ritishcouncil.org/en/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
atikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	akan. (2) Penyebutan kata benda (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (5) Rujukan kata *Topik* Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.	berkelompok menuliskan/menyalin teks *recount* lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut **Mengasosiasi** • Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasi**kan • Siswa membuat	cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. • Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (*learning journal*)	dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa penganta	**Teks naratif lisan dan tulis berbentuk legenda sederhana.** *Fungsi sosial* Meneladani	**Mengamati** • Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif • Ketepatan	6 x 2 JP	• Audio CD/ VCD/D VD • SUARA GURU • Koran/ majalah

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
r komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.15. Menangkap makna teks	nilai-nilai moral, cinta tanah air, menghargai budaya lain. *Struktur* a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita *Unsur kebahasaan* (3) Kata-kata terkait karakter, watak, dan setting dalam legenda (4) Modal auxiliary verbs. (4) Ejaan dan tulisan tangan dan cetak	kebahasaannya • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu	unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan		berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
naratif lisan dan tulis berbentuk legenda, sederhana	yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (6) Rujukan kata *Topik* Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.	• Siswa melengkapi rumpang dari beeberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menyampaikan informasi fungsi	memberi balikan. Sasaran penilaian: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca • • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal'	yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris	**Lagu sederhana** *Fungsi sosial* Menghibur, mengungka	**Mengamati** • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan	**Pengamatan (observations)**: Bukan penilaian formal seperti tes, tetapi	2 x 2 JP	• Audio CD/ VCD/D VD • www.youtube

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16. Menangkap makna lagu sederhana.	pkan perasaan, mengajarkan pesan moral *Unsur kebahasaan* (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan	menyalinnya • Siswa menirukan penguncapan dengan menyanyikan sesuai dengan lagu yang didengar **Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu **Mengeksplorasi** • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar	untuk tujuan memberi balikan. Sasaran penilaian: - Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan		• SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	secara lisan *Topik* Keteladanan tentang perilaku yang menginspirasi.	**Mengasosiasi** • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin **Mengkomunikasikan** • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.	terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

Sekolah   : MA AL-Mubarok

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X/2

Materi Pokok   : Descriptive Text

Alokasi Waktu   : 2 JP

A. **Kompetensi Inti**

KI 4   : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. **Kompetensi Dasar dan Indikator**

4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. **Tujuan Pembelajaran**

1. **P**eserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

2. Peserta didik dapat mendeskripsikan makna dalam teks deskriptif.

3. Peserta didik dapat mengidentifikasi teks deskriptif tulis, sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

4. Peserta didik dapat mendeskripsikan teks deskriptif tulis, sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan

memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata.

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur text

(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan

(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Unsur kebahasaan

(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal

(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal

(3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi

(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

(5) Rujukan kata

Describing Historical Place.

Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the inest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise)that form the intricate designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magniicent beauty at different time during the day. At dawn when the irst rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays relect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.

E. Strategi Pembelajaran:

Strategi Corrective Feedback

F. Media Pembelajaran

Buku siswa kelas X K13 yang berjudul: Buku Bahasa Inggris karya Utami
Widiati, Zulaiha Rohmah, dan Furaidah

G. Langkah-Langkah Kegiatan Pembelajaran

Pendahuluan/Kegiatan awal

Kegiatan	Rincian (T=Guru, S=Peserta Didik)
Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;	- Berdo'a; - Menyapa (How are you?); - Mengecek presensi; - Mengecek kesiapan media pembelajaran
Mengajukan pertanyaan-pertanyaan pengalaman pergi ke tempat bersejarah	*T: Do you ever go to historical place?*
Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau KD yang akan dicapai; dan	*T: Today we are going to learn about Describing Historical Place.*
Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelasaikan permasalahan atau tugas.	*T: Please mention some historical place that you know!*

Kegiatan Inti

Kegiatan	Rincian (T=Guru, S=Peserta Didik)
Mengamati • Guru menyajikan teks tentang bangunan bersejarah dilengkapi dengan gambar pada topic Taj Mahal • Guru meminta siswa untuk membaca teks dan gambar tentang bangunan bersejarah pada topic Taj Mahal. • Guru meminta siswa untuk menemukan gagasan pokok, informasi rinci dari teks tentang bangunan bersejarah pada topic Taj Mahal.	*T: Please read the text by yourself.* *Find any difficult word and main idea for each paragraph.*
Mempertanyakan (questioning) • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif	Siswa mencari arti dari kata-kata sulit serta informasi yang didapat dengan bimbingan dan arahan guru. *T: What did you get from those examples?* *Did you find any difficult word?*
Mengeksplorasi • Guru meminta siswa untuk menulis draft pertama tentang topic teks deskriptif bangunan bersejarah	*T: Please write first draft of descriptive text about historical building*
Mengasosiasi	

• Guru memberikan feedback terhadap tulisan draft pertama siswa tentang teks deskriptif mengenai topik bangunan bersejarah	
Mengkomunikasikan • Setelah mendapatkan koreksi dari guru siswa merevisi atau mengedit hasil feedback dari guru dengan menyusun draft akhir • Guru memberikan feedback terhadap draft akhir yang dikumpulkan siswa.	

Penutup

Kegiatan	Rincian (T=Guru, S=Peserta Didik)
Pendidik bersama-sama dengan Peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.	Menyimpulkan kegiatan yang telah dilaksanakan.
Pendidik bersama-sama dengan peserta didik dan/atau sendiri melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.	*T : What did we learn just now? What new words did you learn?*
Pendidik bersama-sama dengan peserta didik dan/atau sendiri memberukan umpan balik terhadap proses dan hasil pembelajaran.	*T : Did you enjoy the lesson? Did you get the point?*
Pendidik bersama-sama dengan peserta didik dan/atau sendiri merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling	*T : Please describe any Historical Place that you ever know.*

dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai hasil belajar peserta didik.	
Pendidik bersama-sama dengan peserta didik dan/atau sendiri menyampaikan rencana pembelajaran pada pertemuan berikutnya.	*T : Tomorrow we will still discuss about Describing Historical Place.*

Mengetahui,
Guru Pamong

Metro, 02 Maret 2024
Peneliti

Ni'matul Istiqomah, S. Pd.I

Hermania Putri
NPM. 2001052006

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

Sekolah	: MA AL-Mubarok
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/2
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 2 JP

A. Kompetensi Inti

KI 4   : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

2. Peserta didik dapat mendeskripsikan makna dalam teks deskriptif.

3. Peserta didik dapat mengidentifikasi teks deskriptif tulis, sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

4. Peserta didik dapat mendeskripsikan teks deskriptif tulis, sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan

memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata.

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur text

(4) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

(5) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan

(6) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Unsur kebahasaan

(6) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal

(7) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal

(8) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi

(9) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

(10)   Rujukan kata

Describing Historical Place.

National Monument

Monas or National Monument is an icon of the city of Jakarta. It is located in the center of Jakarta. This is a tourist attraction and educational center that is attractive to residents of Jakarta and surrounding areas. It was built in August 1959. The entire Monas building was designed by Indonesian architects namely Soedarsono, Frederich Silaban and Ir. Rooseno On August 17, 1961, Monas was inaugurated by President Soekarno and began to be opened to the public since July 12, 1975.

It was built as high as 132 meters and shaped yoni phallus. The whole building is coated in marble. At the top there is a cup on which there is a bronze flame that is 17 meters high and 6 meters in diameter and weighs 14.5 tons. This flame is coated by gold of 45 kg weight. Monas's flame tongue consists of 77 parts put together. Peak court area of 11x11 m. To reach the top court, visitors can use the elevator with a long trip of about 3 minutes. Around the elevator there is a fire escape. From the Monas peak yard, visitors can see skyscrapers in the city of Jakarta. Even if the air is clear, visitors can see Mount Salak in West Java and the Java Sea with the Thousand Islands. The lower court is 45x45 m wide. Height from the bottom of the Monas to the lower court is 17 meters. In this section visitors can see the Monas Park which is a beautiful urban forest.

At the bottom of Monas there is a large room, the National Museum. Its height is 8 meters. This museum displays the history of the struggle of the Indonesian people. The area of this museum is 80x80 m. On the four sides of the museum there are 12 dioramas (window displays) that display the history of Indonesia from the era of the kingdoms of the ancestors of the Indonesian Nation to the PKI G30S

E. Strategi Pembelajaran:

Strategi Corrective Feedback

F. Media Pembelajaran

Buku siswa kelas X K13 yang berjudul: Buku Bahasa Inggris karya Utami

Widiati, Zulaiha Rohmah, dan Furaidah

G. Langkah-Langkah Kegiatan Pembelajaran

Pendahuluan/Kegiatan awal

Kegiatan	Rincian (T=Guru, S=Peserta Didik)
Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;	• Berdo'a; • Menyapa (How are you?); • Mengecek presensi; • Mengecek kesiapan media pembelajaran
Mengajukan pertanyaan-pertanyaan pengalaman pergi ke tempat bersejarah	*T: Do you ever go to historical place?*
Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau KD yang akan dicapai; dan	*T: Today we are going to learn about Describing Historical Place.*
Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelasaikan permasalahan atau tugas.	*T: Please mention some historical place that you know!*

Kegiatan Inti

Kegiatan	Rincian (T=Guru, S=Peserta Didik)
Mengamati • Guru menyajikan teks tentang bangunan bersejarah dilengkapi dengan gambar pada topic National Monumen • Guru meminta siswa untuk membaca teks dan gambar tentang bangunan bersejarah pada topic National Monumen.. • Guru meminta siswa untuk menemukan gagasan pokok, informasi rinci dari teks tentang bangunan bersejarah pada topic National Monumen..	*T: Please read the text by yourself.* *Find any difficult word and main idea for each paragraph.*
Mempertanyakan (questioning) • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif	Siswa mencari arti dari kata-kata sulit serta informasi yang didapat dengan bimbingan dan arahan guru. *T: What did you get from those examples?* *Did you find any difficult word?*
Mengeksplorasi • Guru meminta siswa untuk menulis draft pertama tentang topic teks deskriptif	*T: Please write first draft of descriptive text about historical building*

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bangunan bersejarah	
Mengasosiasi • Guru memberikan feedback terhadap tulisan draft pertama siswa tentang teks deskriptif mengenai topik bangunan bersejarah	
Mengkomunikasikan • Setelah mendapatkan koreksi dari guru siswa merevisi atau mengedit hasil feedback dari guru dengan menyusun draft akhir • Guru memberikan feedback terhadap draft akhir yang dikumpulkan siswa.	

Penutup

Kegiatan	Rincian (T=Guru, S=Peserta Didik)
Pendidik bersama-sama dengan Peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.	Menyimpulkan kegiatan yang telah dilaksanakan.
Pendidik bersama-sama dengan peserta didik dan/atau sendiri melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.	*T : What did we learn just now? What new words did you learn?*
Pendidik bersama-sama dengan peserta didik dan/atau sendiri memberukan umpan balik terhadap proses dan hasil pembelajaran.	*T : Did you enjoy the lesson? Did you get the point?*
Pendidik bersama-sama dengan peserta didik dan/atau sendiri merencanakan kegiatan tindak	*T : Please describe any Historical Place that you ever know.*

lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai hasil belajar peserta didik.	
Pendidik bersama-sama dengan peserta didik dan/atau sendiri menyampaikan rencana pembelajaran pada pertemuan berikutnya.	*T : Tomorrow we will still discuss about Describing Historical Place.*

Mengetahui,
Guru Pamong

Metro, 02 Maret 2024
Peneliti

Ni'matul Istiqomah, S. Pd.I
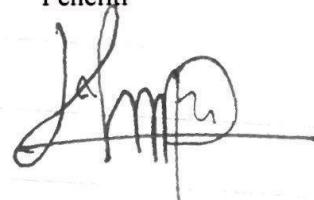
Hermania Putri
NPM. 2001052006

RUBRIC OF PRE-TEST

CLASS EXPERIMENTAL

WRITER 1

No	Students Name	Aspect					Total
		Topic development	Organization	Conveying meaning	Sentence construction	Mechanics	
1	Agil Alinta	2	2	2	3	2	44
2	Ali Mustofa	1	1	1	2	2	28
3	Almar'atus Solekhah	2	2	2	2	1	36
4	Bagas Prasetya	2	2	3	3	2	48
5	Devina Aurelia	2	1	2	3	2	40
6	Endang Mulyani	2	2	2	2	1	36
7	Eva Cahya Defriyanti	2	2	3	2	1	40
8	Farhan M Sidik	1	1	1	1	2	24
9	Fatimatun Nabila	1	2	2	1	1	28
10	Imam Nur Rohim	3	2	2	2	2	44
11	Indah Mawar Sari	1	2	2	2	2	36
12	Khumaidi Harist	1	2	1	2	1	28
13	Lutvis Samudra	1	1	1	1	1	20
14	Miftakhul Rahma Wati	2	2	2	2	2	40
15	Muhammad Rafi Adilah	1	1	2	1	1	24
16	Nabilatul Ilmal Aulia L	2	3	3	3	2	52
17	Nayla Safitri	2	3	3	3	2	52
18	Nurul Hidayati	2	2	2	2	3	44
19	Putri Aulia Kinasih	2	1	2	3	2	40

20	Putri Septiana	3	5	4	4	2	72
21	Rafi Pratama	1	1	1	1	1	20
22	Riky Ardiansyah	1	1	1	1	1	20
23	Risma Nur Fadhila	3	3	4	4	3	68
24	Riyan Suyanto	3	2	3	3	2	52
25	Sindy Aulianingsih	2	2	2	2	2	40

RUBRIC OF PRE-TEST

CLASS CONTROL

WRITER 1

No	Students Name	Aspect					Total
		Topic development	Organization	Conveying meaning	Sentence construction	Mechanics	
1	Abi Dava Diwingga	2	2	2	3	2	44
2	Aldita Prakasa	2	3	3	3	2	52
3	Alfiah Juliana	2	2	2	2	1	36
4	Allika Vovella A	2	1	2	3	1	36
5	Angga Prayogi	1	2	1	3	1	32
6	Anisatun Rohmah	2	2	2	2	2	40
7	Anni Puji Lesrtari	1	2	2	2	1	32
8	Azah Rotusita	1	1	1	1	1	20
9	Chelsi Nabila	1	1	1	1	1	20
10	Daffa Saputra	1	1	1	1	1	20
11	Dewi Andian Lialesa	2	2	2	3	2	44
12	Dika Pratama Putra	2	1	2	2	1	32
13	Ema Wulandari	2	2	2	1	1	32
14	Fahri Yudiansyah	1	2	2	1	2	32
15	Fahrul Prayoga	1	1	2	1	1	24
16	Fina Widiya Wati	1	1	1	2	1	24
17	Intan Bela Rahma Wati	1	1	2	2	1	28
18	Intan Bibit Nur Hidayah	4	3	4	3	3	68
19	Malik Ibrahim	1	1	1	1	1	20
20	Muhammad Iqbal	2	2	2	2	2	40

	Kholidin						
21	Naishylla Melani Putri	4	4	4	3	4	76
22	Nanang Kurrohman	3	3	3	2	3	56
23	Refando Adi Pratama	2	3	3	3	2	52
24	Sindi Ayu Latifa	4	4	4	2	3	68
25	Supiyati	3	3	3	2	3	56

RUBRIC OF POST-TEST

CLASS EXPERIMENTAL

WRITER 1

No	Students Name	Aspect					Total
		Topic development	Organization	Conveying meaning	Sentence construction	Mechanics	
1	Agil Alinta	5	4	4	3	3	76
2	Ali Mustofa	5	5	4	3	3	80
3	Almar'atus Solekhah	5	5	4	4	3	84
4	Bagas Prasetya	5	4	5	4	4	88
5	Devina Aurelia	4	5	4	3	3	76
6	Endang Mulyani	5	5	4	3	3	80
7	Eva Cahya Defriyanti	5	4	5	4	3	84
8	Farhan M Sidik	5	4	5	4	4	88
9	Fatimatun Nabila	5	5	4	4	2	80
10	Imam Nur Rohim	5	5	4	4	3	84
11	Indah Mawar Sari	3	3	4	3	5	72
12	Khumaidi Harist	5	5	4	4	4	88
13	Lutvis Samudra	5	4	5	4	4	88
14	Miftakhul Rahma Wati	5	4	5	4	3	84
15	Muhammad Rafi Adilah	5	4	4	4	4	84
16	Nabilatul Ilmal Aulia L	5	5	5	3	4	88
17	Nayla Safitri	5	5	5	4	4	92
18	Nurul Hidayati	5	5	4	3	3	80
19	Putri Aulia Kinasih	5	4	4	3	3	76

20	Putri Septiana	5	5	5	4	4	92
21	Rafi Pratama	5	5	4	3	4	80
22	Riky Ardiansyah	4	3	4	3	3	68
23	Risma Nur Fadhila	5	5	4	3	3	80
24	Riyan Suyanto	4	5	4	3	3	76
25	Sindy Aulianingsih	5	5	4	3	3	80

RUBRIC OF POST-TEST

CLASS CONTROL

WRITER 1

No	Students Name	Aspect					Total
		Topic development	Organization	Conveying meaning	Sentence construction	Mechanics	
1	Abi Dava Diwingga	3	3	4	2	3	60
2	Aldita Prakasa	3	3	3	3	2	52
3	Alfiah Juliana	4	3	4	3	3	68
4	Allika Vovella A	3	4	4	3	3	68
5	Angga Prayogi	4	4	4	4	4	80
6	Anisatun Rohmah	4	4	4	3	4	76
7	Anni Puji Lesrtari	4	3	3	2	5	68
8	Azah Rotusita	3	3	3	2	3	56
9	Chelsi Nabila	4	4	4	2	3	68
10	Daffa Saputra	5	4	4	3	3	76
11	Dewi Andian Lialesa	4	4	4	3	2	68
12	Dika Pratama Putra	4	4	4	3	4	76
13	Ema Wulandari	5	4	3	3	3	72
14	Fahri Yudiansyah	5	4	4	3	3	76
15	Fahrul Prayoga	4	4	4	2	3	68
16	Fina Widiya Wati	4	4	4	3	4	76
17	Intan Bela Rahma Wati	5	5	4	2	3	76
18	Intan Bibit Nur Hidayah	3	3	3	2	3	56
19	Malik Ibrahim	3	3	4	2	3	60
20	Muhammad Iqbal	5	4	3	3	3	72

	Kholidin						
21	Naishylla Melani Putri	3	4	3	4	3	68
22	Nanang Kurrohman	4	3	3	2	3	60
23	Refando Adi Pratama	3	4	3	3	2	60
24	Sindi Ayu Latifa	3	5	4	3	3	72
25	Supiyati	4	4	4	3	4	76

RUBRIC OF PRE-TEST

CLASS EXPERIMENTAL

WRITER 2

No	Students Name	Aspect					Total
		Topic development	Organization	Conveying meaning	Sentence construction	Mechanics	
1	Agil Alinta	2	2	2	3	2	44
2	Ali Mustofa	1	1	1	2	2	28
3	Almar'atus Solekhah	2	2	2	2	1	36
4	Bagas Prasetya	2	2	3	3	2	48
5	Devina Aurelia	2	1	2	3	2	40
6	Endang Mulyani	2	2	2	2	1	36
7	Eva Cahya Defriyanti	2	2	3	2	1	40
8	Farhan M Sidik	1	1	1	1	2	24
9	Fatimatun Nabila	1	1	1	1	1	20
10	Imam Nur Rohim	3	2	2	2	2	44
11	Indah Mawar Sari	1	1	1	1	1	20
12	Khumaidi Harist	1	2	1	2	1	28
13	Lutvis Samudra	1	1	1	1	1	20
14	Miftakhul Rahma Wati	2	2	2	2	1	36
15	Muhammad Rafi Adilah	1	1	2	1	1	24
16	Nabilatul Ilmal Aulia L	2	3	3	3	2	52
17	Nayla Safitri	2	3	3	3	2	52
18	Nurul Hidayati	2	2	2	2	3	44
19	Putri Aulia Kinasih	2	1	2	3	2	40

20	Putri Septiana	3	5	4	4	3	76
21	Rafi Pratama	1	1	1	1	1	20
22	Riky Ardiansyah	1	1	1	1	1	20
23	Risma Nur Fadhila	3	3	4	4	3	68
24	Riyan Suyanto	3	2	3	3	2	52
25	Sindy Aulianingsih	2	2	2	2	1	36

RUBRIC OF PRE-TEST

CLASS CONTROL

WRITER 2

No	Students Name	Aspect					Total
		Topic development	Organization	Conveying meaning	Sentence construction	Mechanics	
1	Abi Dava Diwingga	2	2	2	2	2	40
2	Aldita Prakasa	2	3	3	3	2	52
3	Alfiah Juliana	2	2	2	2	1	36
4	Allika Vovella A	2	1	2	3	1	36
5	Angga Prayogi	1	2	1	3	1	32
6	Anisatun Rohmah	2	2	2	2	2	40
7	Anni Puji Lesrtari	1	2	2	2	1	32
8	Azah Rotusita	1	1	1	1	1	20
9	Chelsi Nabila	1	1	1	1	2	24
10	Daffa Saputra	1	1	1	1	1	20
11	Dewi Andian Lialesa	2	2	2	3	3	48
12	Dika Pratama Putra	2	1	2	2	1	32
13	Ema Wulandari	2	2	2	1	2	36
14	Fahri Yudiansyah	1	2	2	1	2	32
15	Fahrul Prayoga	1	1	2	1	1	24
16	Fina Widiya Wati	1	1	1	2	2	28
17	Intan Bela Rahma Wati	1	1	2	2	1	28
18	Intan Bibit Nur Hidayah	4	3	4	3	3	68
19	Malik Ibrahim	1	1	1	1	1	20

20	Muhammad Iqbal Kholidin	2	2	2	2	2	40
21	Naishylla Melani Putri	4	4	4	3	4	76
22	Nanang Kurrohman	3	3	3	2	3	56
23	Refando Adi Pratama	2	3	3	3	3	60
24	Sindi Ayu Latifa	4	4	4	2	3	68
25	Supiyati	3	3	3	3	3	60

RUBRIC OF POST-TEST

CLASS EXPERIMENTAL

WRITER 2

No	Students Name	Aspect					Total
		Topic development	Organization	Conveying meaning	Sentence construction	Mechanics	
1	Agil Alinta	5	4	5	3	3	80
2	Ali Mustofa	5	5	4	3	3	80
3	Almar'atus Solekhah	5	5	4	4	3	84
4	Bagas Prasetya	5	4	5	4	4	88
5	Devina Aurelia	4	5	5	4	3	84
6	Endang Mulyani	5	4	4	3	3	76
7	Eva Cahya Defriyanti	5	4	5	4	3	84
8	Farhan M Sidik	5	4	5	4	4	88
9	Fatimatun Nabila	5	5	4	4	2	80
10	Imam Nur Rohim	5	5	4	4	3	84
11	Indah Mawar Sari	3	3	4	4	5	76
12	Khumaidi Harist	5	5	4	4	4	88
13	Lutvis Samudra	5	4	4	4	4	84
14	Miftakhul Rahma Wati	5	4	5	4	3	84
15	Muhammad Rafi Adilah	5	4	4	3	4	80
16	Nabilatul Ilmal Aulia L	5	5	5	3	4	88
17	Nayla Safitri	5	5	5	4	3	88
18	Nurul Hidayati	5	5	4	3	3	80
19	Putri Aulia Kinasih	5	4	4	4	3	80

20	Putri Septiana	5	5	5	4	4	92
21	Rafi Pratama	5	5	4	3	3	80
22	Riky Ardiansyah	4	3	4	3	4	72
23	Risma Nur Fadhila	5	5	4	3	3	80
24	Riyan Suyanto	4	5	4	3	4	80
25	Sindy Aulianingsih	5	5	4	3	4	84

RUBRIC OF POST-TEST

CLASS CONTROL

WRITER 2

No	Students Name	Aspect					Total
		Topic development	Organization	Conveying meaning	Sentence construction	Mechanics	
1	Abi Dava Diwingga	3	3	4	3	3	64
2	Aldita Prakasa	3	3	3	3	3	56
3	Alfiah Juliana	4	3	4	3	3	68
4	Allika Vovella A	3	4	4	3	4	72
5	Angga Prayogi	4	4	5	4	4	84
6	Anisatun Rohmah	4	4	4	3	4	76
7	Anni Puji Lesrtari	4	3	3	2	4	64
8	Azah Rotusita	3	3	4	2	3	60
9	Chelsi Nabila	4	4	4	3	3	72
10	Daffa Saputra	5	4	4	3	3	76
11	Dewi Andian Lialesa	4	4	4	3	2	68
12	Dika Pratama Putra	4	4	4	3	3	72
13	Ema Wulandari	5	4	3	3	3	72
14	Fahri Yudiansyah	5	4	4	3	3	76
15	Fahrul Prayoga	4	4	4	2	3	68
16	Fina Widiya Wati	4	4	4	3	4	76
17	Intan Bela Rahma Wati	5	5	4	3	3	80
18	Intan Bibit Nur Hidayah	3	3	3	2	3	56
19	Malik Ibrahim	3	3	4	2	3	60
20	Muhammad Iqbal	5	4	3	3	3	72

	Kholidin						
21	Naishylla Melani Putri	3	4	3	4	3	68
22	Nanang Kurrohman	4	3	4	2	3	64
23	Refando Adi Pratama	3	4	3	3	2	60
24	Sindi Ayu Latifa	4	5	4	3	3	76
25	Supiyati	4	4	4	3	4	76

Student data for the last three years

School Years	Class : 1		Class : 2		Class : 3		Number of Genders		Number of Students
	L	P	L	P	L	P	**L**	**P**	
2009/2010	12	10	19	13	16	8	**47**	**31**	**78**
2010/2011	32	23	12	15	14	10	**58**	**48**	**106**
2011/2012	30	33	19	23	25	23	**74**	**79**	**153**
2012/2013	34	36	30	28	25	23	**93**	**71**	**176**
2013/2014	32	25	39	25	26	23	**97**	**73**	**170**
2014/2015	35	45	32	45	20	25	**90**	**112**	**202**
2016/2017	39	45	35	45	32	21	**108**	**105**	**213**

Infrastructure data

No	Type of Infrastructur	Number of room	Number of Room is in Good Condition	Number of Room in Damaged Condition	Damage Category		
					Slightly damaged	Moderate Damage	Heavily Damaged
1	Class Room	4	3	1	1	-	-
2	Library	1	-	-	-	1	-
3	Science Lab Room	-	-	-	-	-	-
4	Biology Lab Room	-	-	-	-	-	-
5	Physics Lab Room	-	-	-	-	-	-
6	Chemistry Lab Room	-	-	-	-	-	-

7	Computer Lab Room	1	-	-	-	-	-
8	Language Lab Room	-	-	-	-	-	-
9	Leadership Room	1	1	-	-	-	-
10	Teachers' Room	1	1	-	-	-	-
11	Administration Room	1	1	-	-	-	-
12	Counseling Room	-	-	-	-	-	-
13	Worship Place	1	1	-	-	-	-
14	UKS Room	1	-	-	-	-	-
15	Toilet	4	1	1	-	-	1
16	Warehouse	1	-	1	-	1	-
17	Court Room	-	-	-	-	-	-
18	Sports Venues	1	1	-	-	-	-
19	Student Organization Space	1	-	-	-	-	-
20	Other Room	-	-	-	-	-	

Data on aducatores and teaching staff

No	Information	Amount
1	Civil Servant Teacher / Seconded	-
2	Foundation Permanent Teacher	16
3	Honorary Teacher	6
4	Non- Permanent Teachers	2
Educational Staff		
1	Administration	1
2	Teasurer	1

128

ANSWER SHEET OF PRE-TEST

Name : Indah M

Class : 10 IPS 1

Date : ....

Time : 45 minutes

T : 1
O : 2
C : 2
S : 2
M : 2

$\frac{9}{25} \times 100 = 36$

"Lubang Buaya" Museum

M
(m)useum lubang buaya hole is place where
pemakaman corpes-corpes is in kii secara
tragic on period pirrbutan island

10

ANSWER SHEET OF PRE-TEST

Name : Imam N.

Class : X IIS 1

Date : ....

Time : 45 minutes

T = 3
O = 2
C = 2
S = 2
M = 2

$\frac{11}{25} \times 100 = 44$

"Lubang Buaya" Museum

The coenplex coentres of moenyument, myuscum
buildings and the halt whec the badics
of reualutianality heroes were dumPcd on
september 30, 1965 (nine teen sixty five)
Holes or wxlls wisth a depth of 12 (welue)
meters and a diameter of 75
(seuenty five) cm in lubang buaya
Qt cam be seen righ in fran of us that is a
stacchoo of an eagle and seuen TNIAD officers

ANSWER SHEET OF PRE-TEST

Name : Fatimatun . N

Class : X IIS 1

Date : ....

Time : 45 minutes

T = 1
O = 2
C = 2
S = 1
M = 1
_____
$\frac{7}{25} \times 100 = 28$

"Lubang Buaya" Museum

M

~~Thees~~ (the puncasila sakti monyument
myuseum com plex, operates every tuesday
to Sunday FRom < 9 < nine > am until y
< Four > pm. on mon day the museum
is closed. while an narional hai days
the Museum Remains opon.   C

ANSWER SHEET OF PRE-TEST

Name : Eva Cahya

Class : X IIS 1

Date : ....

Time : 45 minutes

T : 2
O : 2
C : 3
S : 2
M : 1
——————
$\frac{10}{25} \times 100 = 40$

"Lubang Buaya" Museum

lubang buaya is ~~secer~~ scene of the murder of seven
Indonesian army officers this place became became the
center of attention of the six generals Indonesian
army kidnapped and eventually executed by a
group military personnel

ANSWER SHEET OF PRE-TEST

Name : Farhan M

Class : X US 1

Date : ....

Time : 45 minutes

T : 1
O : 1
C : 1
S : 1
M : 2

$\frac{6}{25} \times 100 : 29$

"Lubang Buaya" Museum

Lubang buaya (literally "crocodile's pit") is an administrative village (kelurahan in Indonesia) in Cipayung east Jakarta, Indonesia located on the outskirt of Jakarta neas the halim Perdana Kusuma.

The of lubang buaya comes from a local leleum that tell of the existent of whait chocodail in the aren. O

ANSWER SHEET OF PRE-TEST

Name : Abi Dava .D

Class : X IPS 2

Date :...............

Time : 45 minutes

T = 2
O = 2
C = 2
S = 3
M = 2
_____

$\frac{11}{25} \times 100 = 44$

"Lubang Buaya" Museum

The G30S PKI (M)Incident killed six

generals three officers one policeman

and one general's ()daughter(.) These six

generals were then *put* into the

old well. ()

S

ANSWER SHEET OF PRE-TEST

Name : Fahrul Yoga

Class : X IIS 2

Date : ....

Time : 45 minutes

$T = 1$
$O = 1$
$C = 2$
$S = 1$
$M = 1$

$\dfrac{6}{25} \times 100 = 24$

"Lubang Buaya" Museum

Lubang buaya, as location which in think of it as silent witness from one cruel tragedy in history Indonesia, This incident lefts a deep imperession memory many people as on most moments darkst in the past.

ANSWER SHEET OF PRE-TEST

Name : fahri Kudiansyah

Class : X 115 2

Date : ....

Time : 45 minutes

T = 1
O = 2
C = 2
S = 1
M = 2

$\frac{8}{25} \times 100 = 32$

"Lubang Buaya" Museum

lubang Buaya (is a place which (in

jakarta timur lubang buaya known as

place disposal seven corpse victim G30S PKI

on date 30 september 1965 and (in

make (it monument Pancasila sakti . O

ANSWER SHEET OF PRE-TEST

Name : Alpiah Juliana

Class : X IIS 2

Date :...............

Time : 45 minutes

T : 2
O : 2
C : 2
S : 2
M : 1
_____
$\frac{9}{25} \times 100 = 36$

"Lubang Buaya" Museum

M   MM

(according to the BSN libary Page (.) the name of to crocodils has cannot be Scearated from a legend that isi well know in the local community . the legend states that many white crocodiles live near the river an the area.

      C   M

      S

ANSWER SHEET OF PRE-TEST

Name : Dewi Andan. L

Class : XIIS 2

Date : ....

Time : 45 minutes

T = 2
O = 2
C = 2
S = 3
M = 2
_____
$\frac{11}{25} \times 100 = 44$

"Lubang Buaya" Museum

Lubang buaya is a location in cipayung District east Jakarta. Lubang buaya became the dumping place for TNI AD officers who were victims of the G30S PKI. a total of seven officers' bodies were puts into a small holes lubang buaya is an important place to learn about indonesian history and the events that shaped the country.

ANSWER SHEET OF POST-TEST

Name : Erdang Mulyani

Class : X IIS 1

Date : ....

Time : 45 minutes

T : 5
O : 5
C : 9
S : 3
M : 3

$$\frac{20}{25} \times 100 = 80$$

BOROBUDUR TEMPLE

Borobudur is a buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all overs the world. Its construction is influanced by the gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls andorned with Buddhist sclupture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape Stupa. The entire upper structure is crowned by a large stupa at the center of the top circle.

ANSWER SHEET OF POST-TEST

Name : Bagas Prasetya

Class : XIIS 1

Date : ....

Time : 45 minutes

T : 5
O : 4
C : 5
S : 4
M : 4

$\frac{22}{25} \times 100 = 88$

BOROBUDUR TEMPLE

Borobudur is a buddhist temple. It (wash) built in the ninth century under seilendra dynasty of ancient mataram kingdom. Borobudur is located in magelang, central Java. Indonesia.

Borobudur is well-known all over the world(it)s construction is influenced by the gupta architecture of India. the temple is constructed on a hills 46 meter high and consists of eight steps like stone teface. the first fiveterraces are square and surrounded by walls adorned with buddhist sculpture in bas-relief. the upper three arccircular. each of them is with a circle of bell shape-stupa. (t)he entire upper structure is crowned by a large stupaat the center of the top circle. the way to the summit extends through some 4.8 km of passage and stairwars

ANSWER SHEET OF POST-TEST

Name : Miftakhul . R

Class : XII S I

Date : ....

Time : 45 minutes

T : 5
O : 9
C : 5
S : 9
M : 3

$\frac{21}{25} \times 100 = 84$

BOROBUDUR TEMPLE

Borobudur is an buddhist temple. It was built in the ninth century under sailendra dynasty of ancient mataram kingdom. borobudur is located in magelang central Java indonesia.

Borobudur is well-known all over the word. Its temple construction is influenced by the gupta architecture of india. the temple is constructed on a hill u6 meter high and consisted of plat6 steps like stone terrace. the first five terraces are square and surrounded by walls adorned with buddhist sculpture in bas-relief. the upper three are circular in bas-relief. the upper three are circular. each of them is with a circle of bell shape-stupa.

ANSWER SHEET OF POST-TEST

Name : Nayla safitri

Class : X IIS 1

Date : ....

Time : 45 minutes

T : 5
O : 5
C : 5
S : 9
M : 9

$\frac{23}{25} \times 100 = 92$

BOROBUDUR TEMPLE

Borobudur temple is one of the most beautiful tourist in Indonesia. it is situated in Central Java. The pople all over the world know that Boro budur is one of the greatets. Boro budur temple was built by syailend Dynasty during the eighth century. it is the biggest temple in the world.

Borobudur is well-known all overs the world. it construction on a hill 46 meter high and consists of eight steeps like stone terrace.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is davided into three spiritual spheres, kamadhatu rupha datu and aruphadatu. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable

ANSWER SHEET OF POST-TEST

Name : Eva Cahya Defriyanti

Class : X IIS 1

Date : ....

Time : 45 minutes

T : 5
O : 9
C : 5
S : 9
M : 3

$$\frac{21}{25} \times 100 = 84$$

BOROBUDUR TEMPLE

Borobudur is a buddhist temple. Itf was buit in the ninth century under sailendra dynasty of ancited mataram kingdom. borobudur is located in magelang, central Java, indonesia. Borobudur is well-know all over the world. Its construction is influenced by the gupta architecture of india. the temple is construced on a hill 46 meter high and consists of eight steps like stone terrace. the first five terraces are square and surrounded By walls adorned with buddhist sculpture in bas-relief. the upper theree are circular. each of them is with a circle of bell shape-stupa. the entire upper structure AS crowned by a large stupaat the center of the top circle. the way to the summit extends through some 4.8 km of passage and stairways. O

ANSWER SHEET OF POST-TEST

Name : Fabri Yudiansyah

Class : X IIS 2

Date : ....

Time : 45 minutes

T : 5
O : 4
C : 4
S : 3
M : 3

$\frac{19}{25} \times 100 : 76$
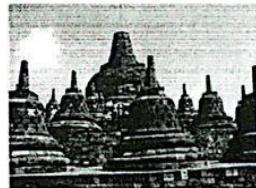
BOROBUDUR TEMPLE

Borobudur temple is one of the most beautiful tourist resort
in indonesia. after going into somes restorastions. Borobudur
is visited by more and more tourist. both domestic and foreign
tourist. Domestic touristh usually ga there by bus or private
cars. while foreign tourist like to Join travel bureau because
they don't needs to think of the transportation, accommodation
and itinerary. But some of them like to bring credit cards
and checks. O

ANSWER SHEET OF POST-TEST

Name : Dewi Andian

Class : X IIS 2

Date : ....

Time : 45 minutes

T : 4
O : 4
C : 4
S : 2
M : 3
___
$\frac{17}{25} \times 100 = 68$

BOROBUDUR TEMPLE

M

This temple is known for its ⓇReliefs depicting stories about Buddha's previous lives and stories about the life of Gautama Buddha. Borobudur is anPopular tourist site and
S
also an important Pilgrimage site for Buddhists, especially during Vesak.
M
After experiencing, Ⓓecline and being forgotten for centuries, Borobudur Temple was rediscovered an the 19th century
S
and has been restored several times. O

ANSWER SHEET OF POST-TEST

Name : Chelsi Nabila

Class : X IIS 2

Date : ....

Time : 45 minutes

T : 4
O : 4
C : 4
S : 2
M : 3
───
$\frac{17}{25} \times 100 = 68$

BOROBUDUR TEMPLE

M
One scilendra dynasty built this largest buddist monument
C
in the world between (AD) 780 and 840. the scilendrs
M
are the ruling dynasty in central Java. @ the time
S
It was built as a place for glorifying buddha and a
pilloramage seut to guide mankind from worldy desires
into enlightenment and wisdom according for buddha. O
S

ANSWER SHEET OF POST-TEST

Name : Dika Pratama

Class : X.11S.2

Date : ....

Time : 45 minutes

T : 4
O : 4
C : 4
S : 3
M : 4

$\frac{19}{25} \times 100 = 76$

BOROBUDUR TEMPLE

Borobudur is well-known all over the worlds. Its Construction is influenced by the Gupta architecture of Indian. The temple is Constructed on a' hill 46 meter high and Consists of about steps like Stono terrace.

Borobudur is a buddhist temples. It was built in the ninth century under Salendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang central Java, Indonesia.

ANSWER SHEET OF POST-TEST

Name : Aldita Prakasa

Class : X IIS 2

Date : ....

Time : 45 minutes

T : 3
O : 3
C : 3
S : 3
M : 2
$\frac{14}{25} \times 100 = 52$

BOROBUDUR TEMPLE

baredu   M   C
M

(Borobudur) (is) (sebuah) candi budha which is located in borobudur, magelang, Java tengah, Indonesia. candi
                                                                                        C
this located more of less 100 km (disebelah) barat
                     S
daya

T

Borobudur is an buddist temple it was (built) in the
                S   C
century under sallendra dyanst of ancient
                                        M
Mataram kingdom borobudur is (located) in magelang,
central Java, Indonesia.
                                                                   M
borobudur is well-known all over the world, (the
temple is constructed on a hill 46 meter high and
consist of eight steps like stone terrace. O

- **Pre-test**

- **Treatment**

- **Post-test**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1612/In.28/D.1/TL.00/03/2024
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MA AL MUBAROK
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1613/In.28/D.1/TL.01/03/2024, tanggal 15 Maret 2024 atas nama saudara:

Nama : **Hermania Putri**
NPM : 2001052006
Semester : 8 (Delapan)
Jurusan : **Tadris Bahasa Inggris**

Maka dengan ini kami sampaikan kepada KEPALA MA AL MUBAROK bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA AL MUBAROK, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF CORRECTIVE FEEDBACK STRATEGY ON STUDENTS WRITING PERFORMANCE AT THE TENTH GRADERS OF MA AL-MUBAROK LAMPUNG TENGAH".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Maret 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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S U R A T   T U G A S
Nomor: B-1613/In.28/D.1/TL.01/03/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**Hermania Putri**
NPM	:	2001052006
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MA AL MUBAROK, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF CORRECTIVE FEEDBACK STRATEGY ON STUDENTS WRITING PERFORMANCE AT THE TENTH GRADERS OF MA AL-MUBAROK LAMPUNG TENGAH".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 Maret 2024

Mengetahui,
Pejabat Setempat
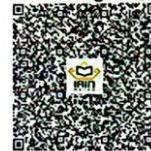
Wakil Dekan Akademik dan Kelembagaan,

Fatkhul Aziz.,S.Sy.,M.H

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : 03/470/MA.MB/01/2024
Lampiran   : -
Perihal   :Balasan

Kepada Yth:
Ketua Jurusan
Dr. Much Deiniatur,M.Pd.B.I.
Di Tempat

DenganHormat, Yang bertanda tangan dibawah ini :

     Nama   :Fatkhul Aziz,S.Sy.,M.H.

     Jabatan   :Kepala Madrasah Aliyah AlMubarok

Menerangkan bahwa,

     Nama   : Hermania Putri

     NIM   : 2001052006

     Program Studi : Tadris Bahasa Inggris

     Jenjang   :Strata 1

Telah kami setujui untuk melaksanakan penelitian pada Madrasah Aliyah AlMubarok, sebagai syarat dalam rangka menyelesaikan **Tugas Akhir/Skripsi**.

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami mengucapkan terima kasih.

                     Lampung Tengah, 24 April 2024

                     Kepala Madrasah MA AlMubarok,

                     FatkhulAziz.S.Sy.,M.H.

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Hermania Putri   Program Studi : TBI
NPM : 2001052006   Semester : 8

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu, 15 - Mei - 2024		Chapter I, 2, 3, 4	
	Selasa, 21-Mei-2024		Appendices, Chapter V	
	Rabu, 22-Mei-2024		Abstract, appendices	
	Kamis, 30-Mei-2024		Acc For Munaqosah	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Aria Septi Anggaira, S.Pd., M.Pd.
NIP. 197909292005022006

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-346/In.28/S/U.1/OT.01/05/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Hermania Putri
NPM	: 2001052006
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001052006

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 Mei 2024
Kepala Perpustakaan
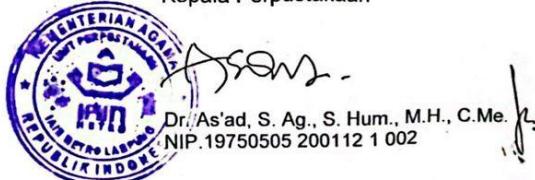
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
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KEMENTRIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Hermania Putri
NPM : 2001052006
Prodi : Tadris Bahasa Inggris
Judul Skripsi : THE INFLUENCE OF CORRECTIVE FEEDBACK STRATEGY ON STUDENTS WRITING PERFORMANCE AT THE TENTH GRADERS OF MA AL-MUBAROK LAMPUNG TENGAH

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Juni 2024
Ketua Prodi TBI

Dr. Mach Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

CURRICULUM VITAE

The name of a researcher is Hermania Putri. She was born in Ogan Lima on July 04th, 2002. She is the first daughter of happy couple Mr. Ansori and Mrs. Ida Sari. She has graduated from Elementary school (SD N 1 Gunung Betuah) on 2014. And then she continued her study in Junior High School (SMP N 1 Abung Barat) and graduated on 2017. After graduated from Junior High School, she continued to Senior high school (SMA N 1 Abung Barat) and graduated on 2020. And on 2020 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies Metro (IAIN Metro).