AN UNDERGRADUATE THESIS

THE INFLUENCE OF CAROUSEL FEEDBACK TECHNIQUE ON THE STUDENTS' WRITING SKILL OF THE ELEVENTH GRADE OF SMA N 6 METRO

By:

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ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF METRO
1446 H/2024 M

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Presented as a Partial Fulfillment of the Requirements
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In English Education Department

By:
Oktafiana Aisyah
Student Number: 2101052014

Tarbiyah and Teacher Training Faculty
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STATE ISLAMIC INSTITUTE OF METRO
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APPROVAL PAGE

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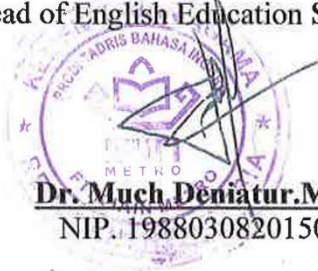
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To be examined in Munaqosyah in Tarbiyah Faculty and Teacher Training of State Islamic Institute (IAIN) of Metro.

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the Munaqosyah**
                of Oktafiana Aisyah

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name   : Oktafiana Aisyah
Student Number : 2101052014
Study Program   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE INFLUENCE OF USING CAROUSEL FEEDBACK TECHNIQUE TOWARDS STUDENTS' WRITING SKILL AT THE ELEVENTH GRADE OF SMA N 6 METRO

       It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Study Program

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NOTA DINAS

Nomor   :
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Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                Saudari Oktafiana Aisyah

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Oktafiana Aisyah
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Judul Skripsi   : THE INFLUENCE OF USING CAROUSEL FEEDBACK TECHNIQUE TOWARDS STUDENTS' WRITING SKILL AT THE ELEVENTH GRADE OF SMA N 6 METRO

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,   Metro, 25 Oktober 2024
Ketua Program Studi TBI   Pembimbing

Dr. Much Deniatur, M.Pd.B.I.   **Eka Yuniasih, M.Pd.**
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RATIFICATION PAGE
No. B- 5266/ In-28.1 / D/ PP.00 9/ 11/ 2024

An undergraduate thesis entitled: THE INFLUENCE OF CAROUSEL FEEDBACK TECHNIQUE ON THE STUDENTS' WRITING SKILL OF ELEVENTH GRADE OF SMA N 6 METRO, Written by Oktafiana Aisyah, student number 2101052014, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, October 30th, 2024 at 11.00 - 13.00 WIB.

BOARD OF EXAMINERS:

Chairperson : Eka Yuniasih, M.Pd. (.............................)

Examiner I   : Dr. Umi Yawisah, M.Hum. (.............................)

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THE INFLUENCE OF CAROUSEL FEEDBACK TECHNIQUE ON THE STUDENTS' WRITING SKILL OF THE ELEVENTH GRADE OF SMA N 6 METRO

ABSTRACT

By:

OKTAFIANA AISYAH

The purpose of this study is to know the influence of carousel feedback technique on the students' writing skill. The subject of this study was the eleventh-grade students of SMA N 6 Metro.

This research is a type of quantitative research where the design model used is a quasi-experiment, which consists of two classes. Eleventh grade of SMA N 6 Metro is the population in this study. There are eight classes in eleventh grade totalling 259 students and researchers used class XI.4 and XI.6 as a sample. In this study, researchers used cluster random sampling technique, which consisted of 31 students in the experimental class and 31 students in the control class. In collecting research data, written tests were used, especially pre-test and post-test, as well as documentation. Data analysis was carried out using an independent sample t-test through the SPSS version 25 program.

Students showed increased understanding and interest in the material. The average post-test score of 75.71 in the experimental class compared to 70.74 in the control class. The results of this study showed a significance value sig (2-tailed) of 0.32, which is smaller than 0.05, indicating that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. Thus, the use of the Carousel Feedback technique has been proven to have a positive and significant influence on the writing skill of students in class eleventh grade at SMA N 6 Metro.

Key Words: *Carousel Feedback Technique, Quantitative Research, Writing Skill*

**PENGARUH TEKNIK CAROUSEL FEEDBACK
TERHADAP KEMAMPUAN MENULIS SISWA
DI KELAS XI SMA N 6 METRO**

ABSTRAK

Oleh:

OKTAFIANA AISYAH

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teknik Corousel Feedback terhadap keterampilan menulis siswa. Subjek penelitian ini adalah siswa kelas sebelas SMA N 6 Metro.

Penelitian ini merupakan jenis penelitian kuantitatif di mana model desain yang digunakan adalah kuasi-eksperimen yang terdiri dari dua kelas. Kelas sebelas SMA N 6 Metro merupakan populasi dalam penelitian ini. Terdapat delapan kelas di kelas sebelas yang berjumlah 259 siswa dan peneliti menggunakan kelas XI.4 dan XI.6 sebagai sampel. Dalam penelitian ini, peneliti menggunakan teknik kluster random sampling, yang terdiri dari 31 siswa di kelas eksperimen dan 31 siswa di kelas kontrol. Dalam mengumpulkan data penelitian, digunakan tes tertulis, khususnya pre-test dan post-test, serta dokumentasi. Analisis data dilakukan dengan menggunakan independent sample t-test melalui program SPSS versi 25.

Siswa menunjukkan peningkatan pemahaman dan ketertarikan terhadap materi. Nilai rata-rata post-test sebesar 75,71 pada kelas eksperimen dibandingkan dengan 70,74 pada kelas kontrol. Hasil penelitian ini menunjukkan nilai signifikansi sig (2-tailed) sebesar 0,32 yang lebih kecil dari 0,05 yang menunjukkan bahwa hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Dengan demikian, penggunaan teknik Carousel Feedback terbukti memberikan pengaruh yang positif dan signifikan terhadap keterampilan menulis siswa kelas sebelas SMA N 6 Metro.

Kata Kunci: *Penelitian Kuantitatif, Keterampilan Menulis, Teknik Carousel Feedback.*

ORISINALITAS PENELITIAN

Saya yang bertanda tangan di bawah ini:

Nama   : Oktafiana Aisyah

NPM   : 2101052014

Program Studi : Tadris Bahasa Inggris (TBI)

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 25 Oktober 2024
Yang Menyatakan,

Oktafiana Aisyah
NPM. 2101052014

STEATMENT OF RESEARCH ORIGINALITY

This Undersigned:

       Name   : Oktafiana Aisyah

       Student Number   : 2101052014

       Department   : English Education Study Program

       Faculty   : Tarbiyah and Teachers Training

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

Metro, October 25th 2024
The Researcher,

Oktafiana Aisyah
St.ID. 2101052014

x

MOTTO

نٓ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ١

For the sake of pens and what they write

(QS. Al-Qalam: 1)

DEDICATION PAGE

This Undergraduate Thesis is dedicated to:

1. My parents, Mr. Sarlan as my father and Mrs. Aristi Mulyani as my mother. Thank you for all your efforts to fulfill my needs, accompany me from childhood to adulthood, always praying for the best and giving so much love that can never be repaid.

2. My brother, Odi Saputra Thank you for always provides encouragement, love and even material in my lectures. Thank you for always being a motivation in every achievement.

3. My cousin, Firli Prasetya Lestari who always supports and accompanies my lecture journey. Thank you for always being there.

4. My family who always provide prayers, support and motivation in every step of the researcher's journey.

5. My supervisor (Eka Yuniasih, M.Pd) Who have provided valuable guidance, direction, and input in the writing of this thesis.

6. My best friend (Amal, Memel, Tutut, Elly, Ayik, Karin, Mutiara and ayo.hijrahh) thank you always supports and accompanies my lecture journey.

7. My classmate in IAIN Metro Thank you for your company during my studies.

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The researcher wishes to extend heartfelt gratitude to Allah SWT for His grace and guidance, without which this proposal could not have been completed.
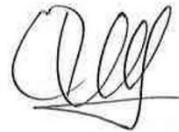
The researcher is also deeply thankful to the numerous individuals who offered invaluable support and guidance during the preparation of the thesis titled, "*The Influence of Using Carousel Feedback Technique on Students' Writing Skills*."

The successful completion of this thesis was made possible through the assistance and guidance of many. In light of this, the researcher would like to express sincere appreciation to all those who contributed along the way:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, PIA, as the Rector of IAIN Metro Lampung

2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung

3. Dr. Much Deiniatur, M.Pd.B.I. as Chief of the English Education Department of IAIN Metro Lampung

4. Eka Yuniasih, M.Pd as the supervisor who has spent a lot of time to give guidance, suggestions, and advice in the accomplishment of this research.

5. All lecturers of the English Education Study Program of IAIN Metro Lampung who have given their thought and shared their experiences with the researcher

6. The Headmaster, Teachers, and Staff of SMA 6 Metro, who have permitted the researcher to conduct the research in this school

The researcher hopes that this research proposal will benefit all readers and our

school in particular.

Metro, October 2024
The Researcher

OKTAFIANA AISYAH
Student Number 2101052014

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CHAPTER I

INTRODUCTION

A. Background of Study

There are many languages in the world, such as Indonesian, German, English, and others. English has a great influence in various fields such as science, technology, business, diplomacy, and education. In education, English has four skills, namely listening, speaking, reading, and writing. In today's digital technology era, writing skills are becoming increasingly important due to the vast amount of information exchanged through various platforms, including social media, blogs, and online publications. Effective writing can help students construct ideas, notions, and emotions, as well as successfully communicate and engage in wider societal conversations.

However, despite the importance of this, students often face various challenges in writing, such as a lack of understanding of writing structures and having limited vocabulary. In addition, they also often have difficulties in developing ideas and lack creativity in organizing their writing. Nevertheless, students often consider writing as one of the most reliable methods of communication, thus making it important. In addition, writing also serves as a valuable means of social communication for students, encouraging engagement and contact with others.[1]

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[1] Gonca Yangın-Ekşi, Sedat Akayoglu, and Leonora Anyango, "New Directions in Technology for Writing Instruction," 2022, 1–389.

Meanwhile, in high school, writing skill are very important because it is a preparation for entering university or the world of work. In this case, the role of teachers is needed to develop students' writing skill. With this, it is important for teachers to use good techniques. The use of good techniques can facilitate students in understanding writing structures, developing limited vocabulary, developing ideas and creativity in composing writing, motivating students, and encouraging students to practice more. That way, students will not be bored and start thinking creatively and imaginatively in the classroom.

To solve these learning difficulties, the recommended approach is to employ the carousel feedback technique. Carousel feedback is a technique that entails organizing students into groups where they engage in discussions on certain themes and move between several stations to provide and receive feedback on their ideas. This technique promotes active involvement, analytical reasoning, and cooperative learning, enabling students to interact with many viewpoints on a topic. The resolution to these educational challenges, this technique can effectively address the issue of students' difficulties in generating ideas and their lack of motivation for writing. A method to address problems is by employing the carousel feedback technique is one way to address writing problems.

To understand more about the obstacles that students face in writing skill, the researcher decided to conduct a pre-survey. This survey was conducted on Tuesday, September 17 2024 at SMA N 6 Metro. In the pre-survey stage, the researcher conducted an interview with the English teacher to

discuss the problems faced by students in learning English. In addition, the researcher also conducted an interview with Mrs. Sri Widayanti the English teacher, to identify the problems experienced by students, especially related to writing skill.

After that, the researcher conducted a pre-test to the students of class XI.4 and XI.6 to find out the students' scores. The results of the pre-test related to writing skill are presented in the following table:

Table 1. 1
Pre-Test Results of Students Writing Skills in Eleventh Grade Students of SMAN 6 Metro

No	Value	Frequency	Percentages %	Category
1	<75	17	85%	Low
2	>75	3	15%	High
	Total	20	100%	

Based on pre-test data related to writing assignments in English, it was revealed that only 3 students or 15% achieved a high grade, while 17 other students or 85% got a low grade. It means that many students have not reached the school's minimum completeness criteria (KKM), that is 75. This is due to students' weak writing skill. The problems faced by students in writing skill include low mastery of English vocabulary, weak mastery of grammar, and difficulty in producing clear and structured ideas. As a result, students become unfocussed and less enthusiastic in writing skill. They also have difficulty in solving problems when learning individually.

Therefore, based on the description above, the researcher had conducted a quantitative study by applying the Carousel Feedback technique. The aim is

to test whether the use of this strategy can have a positive and significant influence on students' writing skill. This research had been titled "THE INFLUENCE OF *CAROUSEL FEEDBACK TECHNIQUE* ON THE STUDENTS' WRITING SKILL OF THE ELEVENT GRADE OF SMA N 6 METRO"

B. Identification of the Problem

Based on the background of the problem, the researcher identified a problem the influence of using carousel feedback technique toward student's writing skill:

1. Students have lack understanding about structure of descriptive text.
2. Students have limited vocabulary to describe objects.
3. Students have difficulty in developing ideas in describing objects.
4. Students have lack of creativity in composing descriptive text.

C. Problem Limitation

The problem that had been discussed in this study is limited only to see the influence of writing skill, especially in writing descriptive text. Therefore, the researcher had used the carousel feedback technique on students' writing skill in the eleventh grade of SMA N 6 Metro.

D. Problem Formulation

Based on the background of the problem and the identification of existing problems. Thus, the problem formulation of this study whether there "is there any positive and significant influence of carousel feedback technique on the students` writing skill at the eleventh grade of SMA N 6 Metro?"

E. Objectives and Benefits of the Study

1. Objectives

   The Objective of the study is to know the influence of carousel feedback technique on the students' writing skill of the eleventh grade of SMA N 6 Metro.

2. Benefits of the Study

   The researcher had hopes that through this research, there would have been many benefits.

   a. For Students

      The results of this study are expected to be a suggestion and input in order to find teaching techniques to improve writing skill that are better and more interesting for students.

   b. For Researcher

      This research is useful to be able to provide more understanding to the author regarding the application of the carousel feedback technique.

   c. For Teacher

      As a special reference for English teachers in applying the carousel feedback technique.

F. Prior Research

   As a reference in conducting research, researcher conducted a search for relevant previous studies. Relevant research in the context of thesis writing had been research by others that was substantively related to the theme or topic

of research that a researcher had intended to conduct. The search results had produced several issues related to the specific research problem:

The first relevant research is a study entitled "The Effectiveness of Teaching Writing Invitation Through Carousel Feedback at Vocational High School Students" conducted by Dessy Ayu Ardini, Annisa Rahmasari, and Wiratno at Universitas PGRI Adi Buana Blitar Campus, Indonesia, aimed to evaluate whether there is a significant difference in the writing achievement of first-year Vocational High School students taught using the Carousel Feedback method compared to the Grammar Translation Method. Using a quasi-experimental research design with pretest and posttest, as well as data analysis through ANCOVA, this study found that the Carousel Feedback method was significantly more effective in improving students' writing ability compared to the Grammar Translation method. This is shown by the posttest significance value of 0.000, which indicates a significant difference between the two groups.[2]

The second relevant research is a study entitled "Improving Social Skills and Learning Outcomes with Carousel Feedback and Inside Outside Circle Modification Methods" The research conducted by Sulistyowati and Siti Jubaidah at MA Al Hidayah Wajak, Malang Regency, East Java, Indonesia, aimed to improve social interaction of class XII students through modified methods of Carousel Feedback and Inside Outside Circle. This study uses the method of classroom action research (PTK) with data collection through

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[2] Dessy Ayu Ardini, Annisa Rahmasari, and Wiratno Wiratno, "The Effectiveness of Teaching Writing Invitation Through Carousel Feedback at Vocational High School Students," *Journal of Development Research* 7, no. 1 (2023): 66–72.

participant observation, interviews, and documentation studies, and data validity is guaranteed through triangulation from various sources. The results showed that the applied learning model was in accordance with cooperative principles and Vygotsky's theory, and effective in improving students' social skills and learning outcomes. However, this study has limitations in terms of representation as it was only conducted in one madrasah. Therefore, future research is recommended to expand the sample and use more diverse evaluation methods so that the results are more general and can be applied in various educational contexts.[3]

The third relevant research is a study entitled "The Analysis of Critical Thinking Ability and Self-Efficacy Toward Carousel Feedback Learning Model" by Nathalia Yohanna Johannes and Elsinora Mahananingtyas at Pattimura University, Naira, Indonesia, aims to analyze students' critical thinking ability and self-efficacy towards the Carousel Feedback learning model. The study used essay tests and questionnaires to measure both aspects. The results showed a significant difference in students' critical thinking skills and self-efficacy before and after the application of the Carousel Feedback learning model, as well as an increase in student learning outcomes after the model was applied.[4]

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[3] Sulistyowati and Siti Jubaidah, "Improving Social Skills and Learning Outcomes with Carousel Feedback and Inside Outside Circle Modification Methods," *Research Journal on Teacher Professional Development* 2, no. 1 (2023): 1–13.

[4] Nathalia Yohana Johannes and Elsinora Mahananingtyas, "The Analysis of Critical Thinking Ability and Self-Effacement Toward Carousel Feedback Learning Model," *Dinamika Jurnal Ilmiah Pendidikan Dasar* 13, no. 1 (April 1, 2021): 1-7.

This research focuses on high school students' writing skill, differentiating it from other studies that emphasize vocational, social skills, critical thinking, or self-efficacy. Using quantitative methods and independent sample t-test, this research provides in-depth statistical analyses compared to the observational or non-quantitative approaches of previous studies. In contrast to other studies that compare Carousel Feedback with other technique, this research only evaluates the influence of this technique on writing skill. It makes a novel contribution by emphasizing the improvement of writing skill at the high school level, expanding the scope of previous studies that focused more on social or cognitive aspects.

Based on the explanation above, there have been many studies on carousel feedback techniques, but until now there has been no research that specifically examines the influence of carousel feedback technique on the students' writing skill.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Skill

1. Concept of Writing Skill

   a. Definition of Writing Skill

   Writing is not just about expressing ideas, but also requires deep critical and reflective thinking skills. Studies states that writing skill refer to the unique ability of a writer to articulate thoughts or ideas through written language. By honing their writing skill, students engage in cognitive interactions with language and ideas. Writing is a fundamental component of language proficiency. Even so, writing is a talent that may be challenging. Writing requires the ability to analyze and examine individual words and complete sentences thoroughly.[1] Thus, writing skill refer to the unique ability to articulate thoughts or ideas through written language, which involves in-depth analysis and is an essential part of language proficiency.

   In addition, Hurmaini claims that writing is the activity of conveying messages through written words as a medium. Therefore, the ideas conveyed must be easily understood to avoid differences in meaning from the author. The unity of writing is realized in several paragraphs, where each paragraph consists of several relevant

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[1] Literature Studies, "An Analysis of Factors Influencing EFL Learners' Writing Skills," *Canadian Journal of Language and Literature Studies* 2, no. 2 (2022): 28–38.

sentences that develop one main topic. These paragraphs form the whole of the writing, which is determined by aspects such as cohesion, coherence, and sentence effectiveness.[2] Writing is thus the process of conveying a message through written words that must be arranged in a cohesive and coherent manner so that ideas can be clearly understood in each paragraph.

Meanwhile, Danielle and Allen conclude that writing is a crucial tool for communicating with others, playing an important role in achieving success and surviving in modern society. Through writing, we can transform thoughts into words that serve as symbols to convey messages. This process often involves planning and editing to improve the quality of communication, including proper word choice, writing style, and clarity to ensure the message is conveyed effectively.[3] Thus, writing is an important tool for communication, which involves turning thoughts into words and often requires planning and editing to ensure effective diction, style, and clarity.

Furthermore, Roza, Harya, dan Cahyadi claim that writing skill not only require mastery of vocabulary and understanding grammar, but also the ability to generate and organize ideas is very important.[4]

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[2] Hurmaini M, "Study of Exposition Paragraph Development in Tarbiyah and Teacher Training Faculty Students," *Jurnal Tarbiyah* 26, no. 1 (2019): 139–166.

[3] Danielle S. McNamara and Laura K. Allen, "Writing," *Institute for Educational Sciences and Office of Naval Research* 32, no. 6 (2019).

[4] Ahmad Subhan Roza, Trisna Dinillah Harya, and Dimas Sukma Cahyadi, "Integration of Mind Mapping and Carousel Feedback as the Effective Brainstorming to Improve EFL Students' Writing Skill," *Universal Journal of Educational Research* 9, no. 5 (2021): 984–993.

This also implies that good command of language and grammar does not always guarantee good writing skill.

Based on the above explanation, the researcher concludes that writing skill include the ability to articulate thoughts or ideas through written language, involving in-depth analysis and planning to ensure the message is conveyed clearly. Writing is an essential component of language proficiency and plays a crucial role in communication, requiring the organization of cohesive and coherent paragraphs. In addition to mastery of vocabulary and grammar, the ability to generate and organize ideas is also very important, as mastery of language alone does not necessarily guarantee effective writing skills.

b. Process of Writing

Writing is a process undertaken by writers in creating a written work, which involves a series of activities such as generating ideas, organizing these ideas into documents or presentations, and perfecting them. Johnson states that the writing process consists of several stages, including:[5]

1) Pre-writing aims to generate ideas. Methods that can be used include making lists, brainstorming, outlining, pondering, discussing, or spontaneous writing. All these methods help stimulate ideas for writing.

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[5] Andrew P. Johnson, *Teaching Reading and Writing : A Guidebook for Tutoring and Remediating Students* (USA: Rowman & Littlefield Education, 2008).

2) Drafting is the initial stage where the writer puts ideas into writing, prioritizing quantity over quality. The results are often random ideas. In the classroom, writing usually only gets to this stage. Only interesting or valuable drafts proceed to the next stage, which Donald Graves calls "hot topics."

3) Revising is at the heart of the writing process, where writing is changed and molded over and over again. Like molding clay, revision involves adding, subtracting and rearranging to find the right flow and structure.

4) Editing is the stage for correcting grammar, spelling and punctuation errors. If these aspects are addressed too early, the flow of ideas and quality of writing can suffer, shifting the focus from idea development to mechanical details.

5) Publishing and sharing are the stage where students' written work is shared with the public. Writing becomes more meaningful when it is published through a class book, school magazine, or displayed, and when students read their work in front of the group.[6]

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[6] *Ibid.*

c. Genre of Writing

Different types of writing have different purposes to influence readers, such as informing, persuading, or entertaining. Kane states that, there are several types of writing, which are as follows:[7]

1) Description relates to perception, especially visual perception. It is concerned with how we organise what we see into meaningful patterns. The main challenge lies in being able to organise these visual elements into a significant structure. Unlike the logic of exposition, these patterns are usually spatial, such as up/down, front/back, and right/left.

2) Expositions aim to explain a variety of topics, including how things work, ideas, facts, history, and controversial issues. It conveys the author's thoughts, information or views using a systematic structure.

3) Narrative consists of conveying a series of interrelated events in a time sequence, forming a story. The challenge in narration is how to organise the events and convey their importance.

4) Persuasion aims to influence readers' thoughts or beliefs, often by raising controversial issues and using arguments, evidence and logic. Satire, as another form of persuasion, mocks the ridiculous or wicked with varying degrees of subtlety or crudity. In addition,

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[7] Thomas S. Kane, *The Oxford Essential Guide to Writing*, Berkley Ed (New York: Arrangement with Oxford University Press, 2000).

persuasion can also be rhetorical, drawing attention to ideals and noble feelings.[8]

The previous explanation mentioned that there are various types of writing, including exposition, description, narration, and persuasion. The type of writing applied in this study is description writing.

d. Writing Assessments

Writing achievement assessment aims to determine how well students write and measure their skill level. Teachers can give tests to assess how students express and organize their ideas effectively in writing. As a guide and evaluator, teachers must have the right concept of writing assessment in order to evaluate students' written work accurately. Usually, writing skill scores are taken from writing test criteria. Heaton states that there are five aspects of writing in the Scoring Rubric of Writing, namely:[9]

Table 2.1 Scoring Rubric of Writing

Writing Aspect	Range Score	Class Performance	Indicators
Content	30-27	Excellent to Very Good	Knowledgeable, Substantive, etc.
	26-22	Very Good to Good	Some Subject Knowledge, Adequate Range, etc.
	21-17	Good to Average	Limited Subject Knowledge, Little Substance, etc.
	16-13	Average to Poor	Doesn't Show Knowledge of Subject, Non-Substantive, etc.
Organization	20-18	Excellent to	Fluent Expression, Ideas Clearly

[8] *Ibid.,379.*
[9] J. B. Heaton, *Writing English Language Tests: Longman Handbook for Language Teachers*, New Editio (London: Longman Group UK Ltd., 1988).

		Very Good	Stated, etc.
	17-14	Very Good to Good	Somewhat Choppy, Loosely Organized but Main Ideas Stand Out, etc.
	13-7	Good to Average	Non-Fluent, Ideas Confused or Disconnected, etc.
	9-7	Average to Poor	Does Not Communicate, No Organization, etc.
Vocabulary	20-18	Excellent to Very Good	Sophisticated Range, Effective Word Choice and Usage, etc.
	17-14	Very Good to Good	Adequate Range and Occasional Errors of Word Form, Choice, Usage but Meaning Not Obscured.
	13-10	Good to Average	Limited Range and Frequent Errors of Word Form, Choice, Usage.
	9-7	Average to Poor	Essentially Translation and Little Knowledge of English Vocabulary.
Language Use	25-22	Excellent to Very Good	Effective Complex Constructions, etc.
	21-18	Very Good to Good	Effective but Simple Constructions, etc.
	17-11	Good to Average	Major Problems in Simple/Complex Constructions, etc.
	10-5	Average to Poor	Virtually No Mastery of Sentence Construction Rules, etc.
Mechanics	5	Excellent to Very Good	Demonstrates Mastery of Conventions, etc.
	4	Very Good to Good	Occasional Errors of Spelling, Punctuation, etc.
	3	Good to Average	Frequent Errors of Spelling Punctuation, Capitalization, etc.
	2	Average to Poor	No Mastery of Conventions and Dominated by Errors of Spelling, Punctuation, Capitalization, Paragraphing.[10]

2. The Concept of Descriptive Text

   a. The Definition of Descriptive Text

   Nurwanti claims that descriptive text is one type of text that is often studied by students, where the writer aims to give the reader a description of someone or something. This text describes people,

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[10] *Ibid.*

animals, plants, sights, sounds, food, inanimate objects, and others through descriptions of the five senses. The purpose of descriptive text is to give the reader clear information about the object described by the writer.[11] Thus, descriptive text is a type of text that students often learn to give a clear picture of someone or something through descriptions of the five senses.

Furthermore, Divarianti and Abbas argue that descriptive text is used to describe a person, place, or thing based on visual experience. This text aims to explain, describe, or convey information about someone or something. Through descriptive sentences, readers can feel as if they see, hear, and experience directly what is conveyed in the text. This text allows readers to deeply imagine the object or situation described, as if they were present at the scene.[12] In this way, descriptive text describes a person, place or thing so that the reader can feel and imagine the object or situation in depth.

b. The Structure of Descriptive Text

Gerot and Wignell argue that descriptive text has two structures, which are as follows:[13]

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[11] H. & Sultiani Nurwanti, "An Error Analysis of Simple Present in Writing Descriptive Text through the Eleventh Grade Students," *Uniqbu Journal of Social Sciences* 2, no. 2 (2021): 107–114.

[12] Ririn Divarianti and M. Fadhly Farhy Abbas, "Students' Perception toward the Use of Pair Work Strategy in Writing Descriptive Text at Senior High School Level," *Enlighted Journal* 1, no. 2 (2024): 113–124.

[13] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar Australia: Gerd Stabler* (Sydney: Antipodeon Educational Enterprisses Publishing, 1994).

1) Identification

In this structure, students describe a phenomenon or object. Identification is very important to avoid statements that are too general. The identification part serves to introduce or identify the object to be described. Therefore, if students are able to write the identification part clearly, they will find it easier to develop ideas in the description part in the following sentences.

2) Description

Description is the part of the paragraph that details the characteristics of the object being described. In this section, students convey all the information related to the topic. In this structure, students describe the object in a specific and unique way. Therefore, students must ensure that each idea is well connected and organized, so that readers can easily understand the phenomenon even if they do not directly interact with the writer.

c. Example of Descriptive Text

Biography of Mohammad Hatta

Mohammad Hatta is one of the key figures in Indonesia's history, known as a Founding Father. Born in Bukittinggi, West Sumatra, on August 12, 1902, Hatta was an intelligent, humble, and principled individual. From a young age, he showed a strong interest in education and politics, which led him to continue his studies in the Netherlands, where he studied economics.

Hatta is widely known for his role alongside Sukarno in proclaiming Indonesia's independence on August 17, 1945. Following this, he became Indonesia's first vice president, making significant

contributions to the formulation of the country's foundational principles and economic policies. He had a clear vision of the importance of education and economic development as the foundation for the nation's progress.

Outside his role as a leader, Hatta was a skilled diplomat and a respected orator, able to build good relationships with various parties. His simple and highly principled life earned him the respect of many. Mohammad Hatta passed away on March 14, 1980, but his thoughts and legacy continue to inspire future generations of Indonesians.

B. The Concept of Carousel Feedback Technique

1. The Definition of Carousel Feedback Technique

According to Brown, techniques are defined as various exercises, activities, or tasks used in language teaching to achieve learning objectives.[14] Richards and Rodgers claim that there are three levels of conceptualization and organization which he refers to as "approach, method and technique". The point is that techniques are used to implement methods that are aligned with the approach.[15]

From these two experts, techniques can be summarized as various exercises, activities or tasks used to support language learning. They are part of the teaching methods that fit into a broader approach to language teaching.

Carousel Feedback is a co-operative learning technique developed by Spencer Kagan. In this technique, group projects are placed on tables or

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[14] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, fourth (United States of America, 2015).

[15] Jack C. Theodore S. Rogers, Richards, *Approaches and Methods in Language Teaching*, *Cambridge University Press*, Third Edit (New York: Cambridge University Press, 2014).

taped around the room with feedback forms. Each group stands in front of their project, then rotates clockwise to the next group's project. Each group discusses the project they encounter in the allotted time. Once the time is up, one group member records the feedback, and the group then moves on to the next project to discuss and record new feedback.[16]

In addition, Boud and Molloy claim that also Carousel feedback encourages students to engage in active dialogue with their classmates. Instead of just passively receiving feedback, students also play a role in providing input. This process strengthens their reflective and evaluative skills.[17] Brookhart states that effective feedback should be clear, given at the right time, and give students the opportunity to improve their work. Carousel feedback offers a variety of opportunities for students to get feedback from different perspectives. This can help improve the overall quality of their work.[18] Thus, Carousel feedback not only enriches the learning process, but also enhances students' self-evaluation and collaboration skills through active and diverse interactions.

Meanwhile, Clarke argues that the carousel feedback technique is effective for increasing student participation in formative assessment. This method provides an opportunity for students to learn from each other. In addition, they can also develop their evaluative skills through the

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[16] Spencer Kagan and Miguel Kagan, *Cooperative Learning*, *Kagan Cooperative Learning* (San Clemente: Kagan Publishing, 2009).

[17] D Boud and E Molloy, *Feedback in Higher and Professional Education: Understanding It and Doing It Well* (London: Routledge, 2013).

[18] Susan M. Brookhart, *How to Give Effective Feedback to Your Students*, *Alexandria, V USA: ASCD* (USA: Alexandria, V USA: ASCD, 2017).

process.[19] Petty concludes that Carousel feedback helps to improve students' reflective ability. In this process, they assess different works from different perspectives. This expands their learning opportunities in more diverse ways.[20] Thus, the Carousel feedback technique not only increases students' participation in formative assessment, but also expands their reflective and evaluative abilities through collaborative learning and diverse perspectives.

2. Advantages and Disadvantages of Carousel Feedback Technique

a) Advantages

The following is a paraphrase of the advantages of the Carousel Feedback learning model:

1) Teachers and students are required to actively participate in teaching and learning activities, so students do not just note and listen.

2) Students are encouraged to work together in group discussions.

3) Students are accustomed to expressing their opinions and giving feedback.

4) Students are trained to develop critical thinking skills on the subject matter.

b) Disadvantages of Carousel Feedback Learning Model:

1) Learning with this model takes quite a long time.

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[19] S Clarke, *Formative Assessment in Action: Weaving the Elements Together* (UK: Hodder Murray, 2005).

[20] Geoff Petty, *Teaching Today*, 4th Editio (Inggris: Nelson Thornes, 2009).

2) There is dependence between students in one group when working on problems.

3) Students who tend to be quiet are difficult to motivate.

C. Teaching of Descriptive Writing Skill Through Carousel Feedback Technique

Spencer Kagan claims that the procedure of carousel feedback technique. Teams rotate from project to project to provide feedback to other teams. Teams place their projects in various locations in the room, with each project equipped with a feedback form.

a) Each team stands in front of the project (Descriptive Text) they have been assigned.

b) Teams move clockwise to the next project.

c) During the allotted time, teams discuss their reactions to the other team's project without writing it down.

d) The first student records the feedback on the feedback form, with encouragement to make positive comments.

e) The teacher marks the time.

f) The team moves to the next project, observing, discussing and giving feedback, with a new note-taker chosen each round.

g) Teams continue to rotate until they return to their own project, or until the Teacher signals.

h) Each team then reviews the feedback they have received from the other teams.[21]

D. Theoretical Framework and Paradigm

1. Theoretical Framework

Every research involves variables. In general, variables can be defined as categories or factors that the researcher focuses on, including objects, events, situations, characteristics, or certain attributes. In this study, the researcher has identified and determined two variables that will be investigated further.[22] Independent variable (X) and dependent variable (Y). Carousel Feedback Technique is the independent variable (X), while the dependent variable (Y) is writing skill.

One of the basic language skills that is very important for students to master is writing. Through writing, students can express their ideas in written form, construct meaning, think critically, and solve problems. Therefore, efforts are needed to improve the quality of students' writing skills. Teachers also need special learning techniques when teaching writing skills to students.

There are many writing teaching techniques that can influence students' writing skills. In this study, the researcher applied the carousel feedback technique to see the influence of writing skills of tenth grade students at SMA N 6 Metro. This study hypothesis that the use of carousel feedback

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[21] *Ibid.,6.25*
[22] Mark Balvanes and Peter Caputi, *Introduction to Quantitative Research Methods* (New Delhi: Sage Publications, 2001).

technique in writing instruction will make it easier for students to plan, organize and priorities their writing.

Based on this explanation, if the carousel feedback technique proves to be effective in teaching writing, then this will have a positive impact on students' writing skills. However, if the carousel feedback technique is not effective, then there will be no positive impact on students' writing skills.

2. Paradigm

A paradigm is a pattern of interaction between the variables to be studied. In addition, researchers describe the paradigm using the theoretical framework previously described.
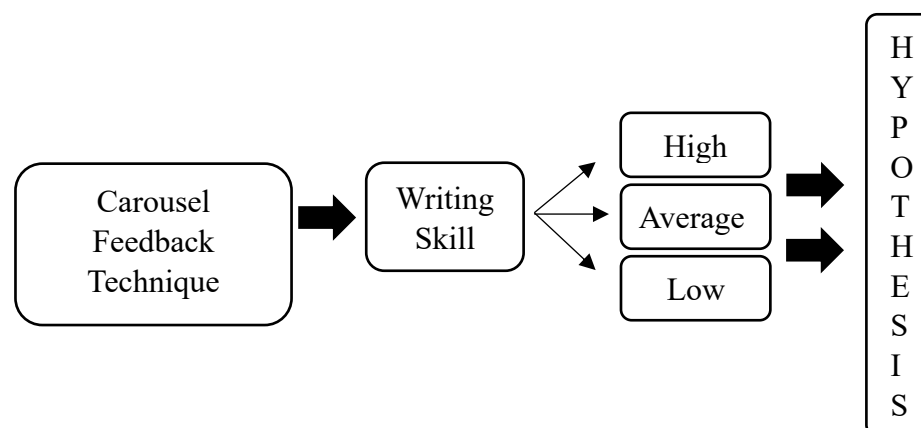
Based on this paradigm, the researcher assumes that if students score high in the writing test, then the carousel feedback technique can influence their writing skill. Conversely, if students score low in the writing test, then the carousel feedback technique cannot influence their writing skill.

E. Action Hypothesis

1. Alternative Hypothesis (Ha)

   There is a positive and significant influence of Carousel Feedback Technique on the students` writing skill of the eleventh grade of SMA N 6 Metro.

2. Null Hypothesis (Ho)

   There is no a positive and significant influence of Carousel Feedback Technique on the students` writing skill of the eleventh grade of SMA N 6 Metro.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is quantitative research. According to Muijs,[1] quantitative research aims to explain phenomena by collecting numerical data that is analysed using mathematical methods, especially statistics. The researcher concluded that this study is quantitative in nature as it involves the use of numerical data obtained from students. Therefore, this approach allows the researcher to get a more objective and measurable picture of the phenomenon under study.

This research had been a type of quantitative research with an experimental approach, where the design model used had been a quasi-experiment. This quasi-experimental design had involved two or more groups selected without using random assignment. The participants in the groups had not been randomized. In this study, two classes had been involved as research samples, consisting of an experimental group and a control group. The experimental group had received the specific treatment that had been the focus of the research, while the control group had not received the treatment, so that it can be used as a comparison to evaluate the effectiveness of the intervention provided.

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[1] Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, 2nd Ed (London: SAGE Publications, 2011).

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B. The Operational Definition of Variables

An operational definition had explained the meaning of a construct by specifying the procedures that had been used to measure or manipulate the construct in research.[2] In quantitative research, operational definitions had played an important role in determining how the variables to be studied had been measured. There had been two types of variables in this context, namely:

1. Independent Variables

Independent variable, also known as grouping variables, had been used to differentiate groups in research. In experimental studies, the groups that had been compared were generally similar in many ways. However, they had differed in the degree to which the independent variable had been applied. This difference allows researcher to evaluate the specific impact of the independent variable.[3]

The independent variable (X) in this study had been the Carousel Feedback Technique. As previously explained, the Carousel Feedback Technique had been a technique that involves students working together in teams. Each team had discussed and taken turns rotating to other groups to scrutinize, criticize and discuss and then leave feedback on the group's work. This technique had made students feel confident and comfortable when writing descriptive text, as well as allowing them to share their opinions with each other. The treatment using Carousel Feedback

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[2] Donal Ary et al., *Introduction to Research in Education*, 8th Editio (USA: Cengage Learning, 2009).
[3] Disha Experts, *Material for Teaching & Research Aptitude with Higher Education System* (New Delhi: Disha Publications, 2020).

Technique had been given by the researcher after they had complated the pre-test.

2. Dependent Variables

The dependent variable had been the variable that was measured as a result of the research on each subject. This variable is potentially affected by changes or manipulations in the independent variable. In other words, the dependent variable reflects the effect of the intervention or condition applied. The measurement of this variable had helped researchers determine if there is a relationship between the independent variable and the observed outcome.[4]

The dependent variable in this study had been writing skill. Based on the previous description, this study had used the carousel feedback technique as the treatment for eleventh-grade students at SMAN 6 Metro. The researcher had also collected data through a writing test.

C. **Population, Sample and Sampling Technique**

1. Population

Population is all members of a group consisting of people, objects, or activities that are determined in a study. In this study, the population used included all eleventh-grade students at SMA N 6 Metro. They are divided into eight different classes starting from class 11.1 to 11.8. The total number of students included in this population is 259 students.

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[4] *Ibid.*

2. Sample

Elizabeth DePoy and Laura N. Gitlin claim that the sample is a representation of the population.[5] The sample in this study had consisted of two classes, namely the experimental class and the control class, each of which had been class XI.4 and XI.6. The experimental class had been class XI.4, which had numbered 31 students, while the control class had been class XI.6, which had numbered 31 students. The total number of students who had become the sample of this study had been 62 students.

3. Sampling Technique

In this study, researcher had used cluster random sampling technique, where cluster random samples are selected based on groups as sampling units, not individuals. Researcher had chosen cluster random sampling technique because there had been more than two classes in grade eleven. This technique had also been called simple because the selection of sample members from the population had been carried out randomly without regard to the strata that existed in the population, and this approach had been applied when the population had considered homogeneous. The sampling steps had been carried out by drawing eight classes in the eleventh grade at SMA N 6 Metro, starting from class 11.1 to 11.8. The total number of students included in this class is 259 students. The names of the classes had been written on paper and drawn randomly, that classes 11.4 and 11.6 had been selected as the research sample.

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[5] Elizabeth Depoy and Laura Gitlin, *Introduction to Research: Understanding and Applying Multiple Strategies*, Fifth Edit (Elsevier Health Sciences, 2015).

D. Data Collecting Method

In the data collection process, researchers used several techniques such as:

1. Test

   To measure both variables, the researcher had used tests as a data collection method. The researcher had evaluated writing skill by applying the Carousel Feedback technique through written tests. In this study, two tests had been used as follows:

   a) Pre-test

   The pre-test had been conducted at the initial meeting before the implementation of the intervention, with the aim of assessing students' abilities before the study had begun.

   b) Post-test

   The post-test had been conducted at the last meeting after the treatment had been given, to determine whether the treatment had contributed significantly to the students' writing skill in the classroom.

2. Documentation

   Documentation had been a method used to collect information from written sources (such as books, syllabi, lesson plans, and so on), as well as from photographs, recordings, or videos. Researcher had used this documentation method to obtain detailed information about the number of teachers, employees, students, and organizational structure at SMA N 6 Metro.

E. Research Instrument

The research instrument used in this study had been a test, which has been explained as follows:

1. Instrument Blueprint

To collect data related to the research problem, researcher designed indicators that had been determined. In addition, the researcher had also used Pre-test and Post-test instruments. To evaluate students' writing skill, researcher measured their writing skill by asking students to create descriptive texts. The researcher had directed the students to compose a simple descriptive text according to the predetermined provisions. In addition, the researcher had used a test instrument with a standardized scale to assess the writing score as follows:

Table 3.1
Instrument Blueprint

Test Objective	Writing Aspect	Indicators	Measurement
To assess students' writing skills in creating descriptive texts	- Content	Students are able to choose an appropriate topic, have clear and detailed ideas, supported by relevant information, and show originality and creativity.	Write one topic descriptive text with two paragraph, Writing test, Instruction, performance test
	- Organization	Students are able to write texts with a logical structure, cohesive flow, and effective use of paragraphs to clearly connect idea	
	- Vocabulary	Students are able to use appropriate, varied, and contextually appropriate vocabulary.	
	- Grammar	Students are able to use correct grammar, including sentence structure, tenses, and	

		subject-predicate agreement.	
	- Mechanics	Students are able to use spelling, punctuation, and writing format correctly and consistently.	

F. Data Analysis Technique

In this study, SPSS version 25.0 had been used to analyze the data collected from the control group and the experimental group, in order to evaluate whether the Carousel Feedback technique had a significant influence on the writing skill of eleventh grade students of SMA N 6 Metro. The researcher had applied the independent sample t-test to compare the scores between the experimental group and the control group. This t-test had aims to determine whether there had been a significant difference between the means of two unpaired samples.

Donald Ary claims that the t-test for independent samples should be formulated as follows:[6]

$$s_{\bar{x}^1 - \bar{x}^2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

Note:

$S_{\overline{x_1} - \overline{x_2}}$ = standard error of the difference between two means

n_1 = number of cases in group 1

n_2 = number of cases in group 2

$\sum x_1^2$ = sum of the squared deviation scores in group 1

$\sum x_2^2$ = sum of the squared deviation scores in group 2

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[6] Ary et al., *Introduction to Research in Education*.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Research

1. Description of Research Location

a. The History of SMA N 6 Metro

SMA Negeri 6 Metro is the youngest senior high school in Metro City, Lampung, located at Jalan FKPPI No 01, Rejomulyo, South Metro. Initially, the school focused on developing athletes, but has now transformed into SMA Negeri 6 Metro.

On November 05, 2019, for the 2019-2020 academic year, SMA Negeri 6 Metro had received a change in School Accreditation status from Accredited "B" to Accredited "A" based on the Decree of the National Accreditation Board for Schools.

In addition, SMA Negeri 6 Metro is trusted by the Metro City Government to be a pilot school in the Adiwiyata programme and Tourism-Inspired School. This is supported by the presence of animal breeding facilities, rare tree planting, fishery ponds for local content activities, and plans to build a mini-stadium that will support annual events such as the Smansix Fair.

SMA N 6 Metro was led by the principal during several changes as follows:

Table 4.1

Period of Position Headmaster of SMA N 6 Metro

No	Name	Period
1	Drs. Supaijan	2011-2014
2	Ibnu Budi Cahyana, S. Sos, M.Pd.	2015-2017
3	Jamaludin, S.Pd.	2017-2019
4	Sunarti, M.Pd.	2019-now

b. Vision and Mission of SMA N 6 Metro

1) Vision

The Vision of SMA N 6 Metro is "Creating excellent students who have good character, knowledge, high achieving, care for culture and environment".

2) Mission

The Mission of SMA N 6 Metro:

a) Developing the religious behaviour of school members so that they can practice the teachings of the religion they adhere to in all aspects of life.

b) Cultivate discipline, tolerance, mutual respect, self-confidence so as to form the attitude of students who are polite and virtuous.

c) Developing the spirit of nationalism and state defence rooted in the nation's cultural values while keeping up with the development of science and technology, and fostering an anti-corruption culture.

d) Fostering students in academic and non-academic achievements at the Regency/City, Provincial and national levels;

e) Developing the achievements of educators and education personnel

f) Creating a synergistic working atmosphere between leaders, educators, and education personnel

g) Implementing school management that refers to Quality Management Standards by involving all school members, alumni, and the community

h) Implementing curriculum and institutional strengthening to accelerate school quality improvement based on the National Education Standards (SNP) by strengthening the involvement of parents/guardians of students and all school stakeholders

i) Fostering students in obtaining school exam scores and national assessments and successfully entering state universities

j) Realising a school environment that is family-friendly ASRI BERSERI (Safe, Healthy, Neat, Beautiful, Clean, Fresh, and Shady).

k) Developing a school culture that cares about the environment.

l) Realising an IT (Science and Technology) based learning system at school,

m) Realising optimal inclusive education services for children with special needs and special services.

n) Realising a child-friendly school (SRA).

c. **Organization Structure at SMA N 6 Metro**

STRUKTUR ORGANISASI SMA NEGERI 6 METRO

d. **The Condition of Teacher and Administration Staff at SMA N 6 Metro**

1) Teacher

SMA N 6 Metro is an A accredited school with 51 active teachers. Of these, 35 teachers are permanent civil servants (PNS), while 13 teachers are government employees with work agreements (PPPK). In addition, there are three honorary teachers.

Table 4. 2
Teacher data at SMA N 6 Metro 2024/2025

NO	JENIS	GENDER			WORKING TIME		
		M	F	Total	≤ 5 Year	5-20 Year	≥ 20 Year

1	Teacher PNS	9	26	35	-	39	12
2	Teacher PPPK	2	11	13	-	-	-
3	Teacher honorary	1	2	3	-	-	-
	TOTAL	**12**	**39**	**51**	**-**	**39**	**12**

2) Administration Staff

SMA N 6 Metro has a total of eleven administration staff.

Table 4. 3
Administration Staff (TU) Data at SMA N 6 Metro

NO	JENIS	GENDER			WORKING TIME		
		M	F	Total	≤ 5 Year	5-20 Year	≥ 20 Year
1	Staff PNS	-	2	2	-	-	-
2	Staff PPPK	-	-	-	-	-	-
3	Staff honorary	10	3	13	-	5	-
	TOTAL	**10**	**5**	**15**	**-**	**5**	**-**

e. The Quantity of Students at SMA N 6 Metro

Students at SMA N 6 Metro are divided into 23 study groups, consisting of 8 study groups in class X, 8 study groups in class XI, and 7 study groups in class XII. Data regarding the number of students at SMA N 6 Metro can be seen in the following table:

Table 4. 4
Student data at SMA N 6 Metro in 2024

No	Class	Male	Female	Total
1	X-1	10	24	34
2	X-2	14	22	36
3	X-3	11	21	32
4	X-4	9	24	33
5	X-5	12	22	34
6	X-6	12	23	35
7	X-7	10	21	31
8	X-8	12	23	35

9	XI-1	10	19	29
10	XI-2	6	24	30
11	XI-3	5	30	35
12	XI-4	10	25	35
13	XI-5	16	17	33
14	XI-6	15	16	31
15	XI-7	13	19	32
16	XI-8	19	14	33
17	XII-1	17	18	35
18	XII-2	17	19	36
19	XII-3	13	23	36
20	XII-4	19	16	35
21	XII-5	15	20	35
22	XII-6	17	19	36
23	XII-7	15	21	36
TOTAL		**297**	**480**	**777**

f. **The Location Sketch of SMA N 6 Metro**

SMA N 6 Metro a school location sketch as follows:

2. **Description of Result Data Research**

The results of this study include a description of the students' pre-test, treatment, and post-test scores. The following is an explanation for each part of the study.

a. **The Result of Pre-test**

On October 2 and 3, 2024, the researcher conducted a pre-test by giving a written test to eleventh grade students at SMA N 6 Metro. This pre-test aimed to measure the students' writing ability before the treatment was conducted. The researcher asked the students to write a descriptive text about their favourite person. The results of the pre-test can be described as follows:

Table 4.5

The Result of the Students Pre-Test (Experimental Class) in writing skill at the Eleventh Grade of SMA N 6 Metro

No	Name	Score
1	AR	61
2	ADA	64
3	AW	67
4	ADL	52
5	DN	54
6	DAD	68
7	DAG	61
8	GR	71
9	HTNW	66
10	HAN	76
11	IQ	54
12	KI	57
13	KOS	68
14	KVP	58
15	LNE	61
16	MISD	66
17	MTW	79
18	ME	66
19	MYJ	70
20	MDO	64
21	MR	62
22	NPS	55
23	OOS	78

24	PR	75
25	QMI	57
26	RDP	61
27	RN	63
28	RNP	55
29	SFT	68
30	SNI	62
31	SA	66
	Total	**1985**
	The highest score	**79**
	The lowest score	**52**
	Average	**64**

This test was attended by 31 students with the highest score of 79 and the lowest score of 52. The total overall score was 1985 with an average of 64. Based on this data, the researcher calculated the class interval as follows:

R = The highest score – The lowest score

  = 79-52

  = 27

K = 1+3,3 log n

  = 1+3,3 log 31

  = 1+4,9

  = 6

L $= \frac{27}{6}$ = 4,5 = 5

Notes:

R = A distance from score maximum and score minimum

K = The number of interval class

L = The length of interval class

The number of class intervals for the pre-test results is 6. After determining the class intervals, the data is then entered into the frequency distribution table shown below:

Table 4.6
Frequency Distribution of Pre-Test Score at the Eleventh Grade of SMA N 6 Metro (Experimental Class)

No	Interval	Frequency	Percentages%
1	52-56	5	16%
2	57-61	7	22,6%
3	62-66	9	29%
4	67-71	6	19,4%
5	72-76	2	6,5%
6	77-81	2	6,5%
	Total	**31**	**100%**

Based on the frequency distribution table presented, only 3 students scored >75. Therefore, it can be concluded that the students' writing skill scores were still relatively low in the pre-test. If this data is displayed in the form of a graph, the results will look like the following:

Graph 1
Frequency of Student Score in Pre-test (Experimental Class)
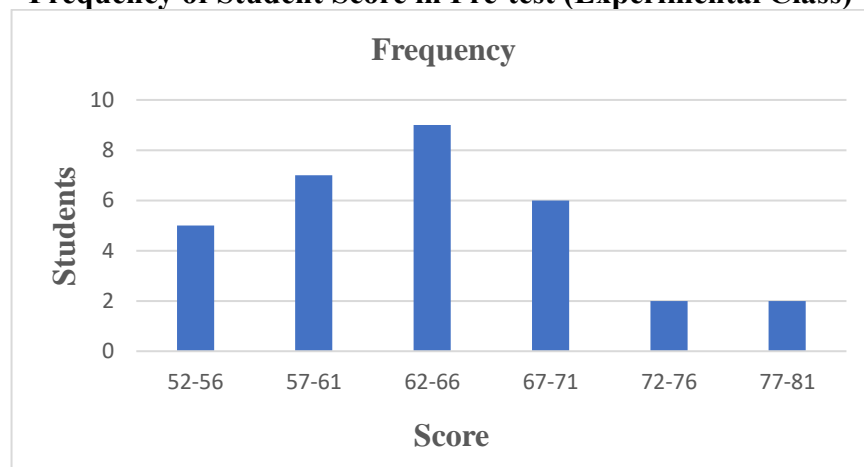
Based on the frequency distribution table graph above, it can be concluded that the results of student scores on the pre-test (Experimental Class) show that there are 5 students (16%) who get scores between 52-56. In addition, there were 7 students (22.6%) who scored between 57-61, 9 students (29%) with scores between 62-66, 6 students (19.4%) who scored between 67-71, 2 students (6,5%) who scored between 72-76, and 2 students (6.5%) who scored between 77-81. From these data, it can be seen that students' achievements in the pre-test (Experimental Class) were classified as unsatisfactory.

Table 4.7

The Result of the Students Pre-Test (Control Class) in writing skill at the Eleventh Grade of SMA N 6 Metro

No	Name	Score
1	AAP	73
2	ANA	64
3	AAP	68
4	ARP	80
5	CAR	63
6	CDC	80
7	CAT	62
8	DJS	59
9	DF	66
10	EAM	57
11	ETW	63
12	FI	68
13	FDH	62
14	IOS	64
15	JA	81
16	NAZ	79
17	NN	57
18	NPS	59
19	NA	67

20	PST	64
21	QZP	60
22	RAAM	54
23	RI	71
24	RP	61
25	RSA	78
26	RA	75
27	RF	64
28	RZW	59
29	RVO	58
30	TY	61
31	WFP	80
	Total	**2057**
	The highest score	**81**
	The lowest score	**54**
	Average	**66,3**

This test was attended by 31 students with the highest score of 81 and the lowest score of 54. The total overall score was 2057 with an average of 66,3. Based on this data, the researcher calculated the class interval as follows:

R = The highest score – The lowest score

= 79-52

= 27

K = 1+3,3 log n

= 1+3,3 log 31

= 1+4,9

= 6

L $= \frac{27}{6}$ = 4,5 = 5

The number of class intervals for the pre-test results is 6. After determining the class intervals, the data is then entered into the frequency distribution table shown below:

Table 4.8

**Frequency Distribution of Pre-Test Score at the Eleventh Grade
of SMA N 6 Metro (Control Class)**

No	Interval	Frequency	Percentages%
1	54-58	4	12,9%
2	59-63	10	32,3%
3	64-68	8	25,8%
4	69-73	4	12,9%
5	74-78	2	6,5%
6	79-83	3	9,7%
	Total	31	100%

Based on the frequency distribution table presented, only 5 students scored >75. Therefore, it can be concluded that the students' writing skill scores were still relatively low in the pre-test. If this data is displayed in the form of a graph, the results will look like the following:

Graph 2

Frequency of Student Score in Pre-test (Control Class)
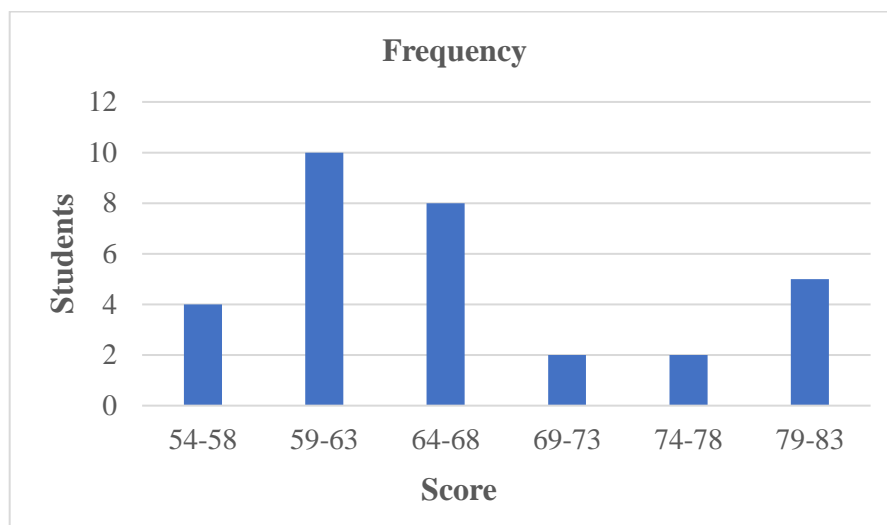
Based on the frequency distribution table graph above, it can be concluded that the results of student scores on the pre-test (Control Class) show that there are 4 students (12,9%) who get scores between 54-58. In addition, there were 10 students (32.3%) who scored between 59-63, 8 students (25.8%) with scores between 64-68, 4 students (12,9%) who scored between 69-73, 2 students (6.5%) who scored between 74-78, and 3 students (9.7%) who scored between 79-83. From these data, it can be seen that students' achievements in the pre-test (Control Class) were classified as unsatisfactory.

b. **The Result of Post-Test**

The researcher conducted the post-test on 9 and 10 October 2024 by giving written tests to class XI students at SMA N 6 Metro. This post-test was conducted to measure students' writing skills after being given treatment. The researcher asked students to create descriptive

texts by choosing one topic, such as describing national heroes. The

results of the post-test were identified as follows.

Table 4.9
The Result of the Students Post-Test (Experimental Class) at the
Eleventh Grade of SMA N 6 Metro

No	Name	Score
1	AR	61
2	ADA	82
3	AW	78
4	ADL	79
5	DN	55
6	DAD	72
7	DAG	65
8	GR	69
9	HTNW	86
10	HAN	70
11	IQ	56
12	KI	84
13	KOS	78
14	KVP	85
15	LNE	75
16	MISD	83
17	MTW	77
18	ME	76
19	MYJ	82
20	MDO	71
21	MR	89
22	NPS	77
23	OOS	89
24	PR	75
25	QMI	78
26	RDP	63
27	RN	79
28	RNP	90
29	SFT	73
30	SNI	74
31	SA	76
	Total	**2347**
	The highest score	**90**
	The lowest score	**55**
	Average	**75,7**

This test was attended by 31 students with the highest score of 90 and the lowest score of 55. The total overall score was 2347 with an average of 75,7. Based on this data, the researcher calculated the class interval as follows:

R   = The highest score – The lowest score

    = 79-52

    = 27

K   = 1+3,3 log n

    = 1+3,3 log 31

    = 1+4,9

    = 6

L $= \frac{27}{6}$ = 4,5 = 5

The number of class intervals for the post-test results is 6. After determining the class intervals, the data is then entered into the frequency distribution table shown below:

Table 4.10

**Frequency Distribution of Post-Test Score at the Eleventh
Grade of SMA N 6 Metro (Experimental Class)**

No	Interval	Frequency	Percentages%
1	55-60	2	6,5%
2	61-66	3	9,7%
3	67-72	4	12,9%
4	73-78	11	35,5%
5	79-84	6	19,4%
6	85-90	5	16,1%
Total		31	100%

Based on the frequency distribution table presented, there are 20 students who scored >75. Therefore, it can be concluded that the students' writing skill scores were classified as improved in the post-test. If this data is displayed in the form of a graph, the results will look as follows:

Graph 3

Frequency of Student Score in Post-test (Experimental Class)
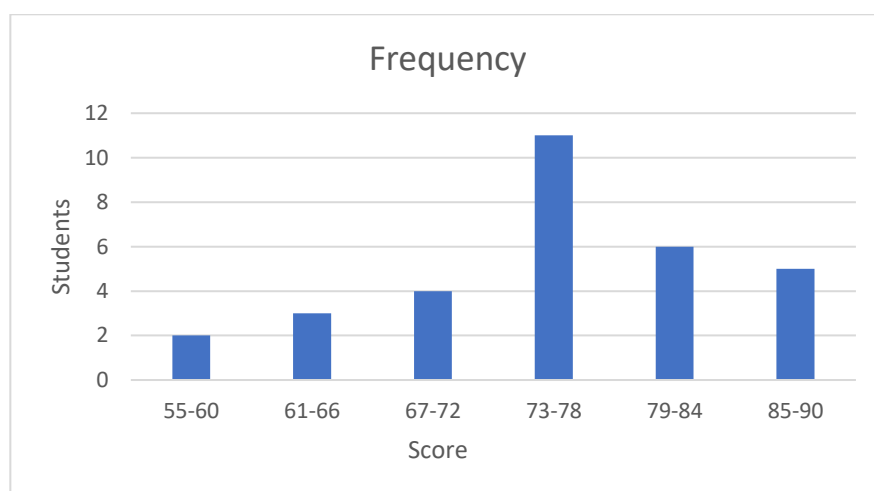
Based on the frequency distribution table graph above, it can be concluded that the results of student scores on the post-test (Experimental Class) show that there are 2 students (6.5%) who get scores between 54-60. In addition, there were 3 students (9.7%) who scored between 61-66, 4 students (12,9%) with scores between 67-72, 11 students (35.5%) who scored between 73-78, 6 students (19.4%) who scored between 79-84, and 5 students (16%) who scored between 85-90. From these data, it can be seen that student

achievement in the post-test (Experimental Class) was classified as

satisfactory.

Table 4.11
The Result of the Students Post-Test (Control Class) at the
Eleventh Grade of SMA N 6 Metro

No	Name	Score
1	AAP	73
2	ANA	64
3	AAP	69
4	ARP	84
5	CAR	65
6	CDC	81
7	CAT	74
8	DJS	76
9	DF	66
10	EAM	82
11	ETW	72
12	FI	74
13	FDH	79
14	IOS	75
15	JA	70
16	NAZ	83
17	NN	58
18	NPS	56
19	NA	67
20	PST	60
21	QZP	65
22	RAAM	79
23	RI	82
24	RP	72
25	RSA	71
26	RA	75
27	RF	62
28	RZW	79
29	RVO	73
30	TY	52
31	WFP	55
	Total	**2193**
	The highest score	**84**
	The lowest score	**52**
	Average	**70**

This test was attended by 31 students with the highest score of 84 and the lowest score of 52. The total overall score was 2193 with an average of 70. Based on this data, the researcher calculated the class interval as follows:

R   = The highest score – The lowest score

         = 79-52

         = 27

K   = 1+3,3 log n

         = 1+3,3 log 31

         = 1+4,9

         = 6

L   = $\frac{27}{6}$ = 4,5 = 5

The number of class intervals for the post-test results is 6. After determining the class intervals, the data is then entered into the frequency distribution table shown below:

Table 4.12

Frequency Distribution of Post-Test Score at the Eleventh Grade of SMA N 6 Metro (Control Class)

No	Interval	Frequency	Percentages%
1	52-57	3	9,7%
2	58-63	3	9,7%
3	64-69	6	19,4%
4	70-75	10	32,3%
5	76-81	5	16%
6	82-87	4	12,9%
Total		31	100%

Based on the frequency distribution table presented, there are 11 students who scored >75. Therefore, it can be concluded that the students' writing skill scores were classified as improved in the post-test. If this data is displayed in the form of a graph, the results will look as follows:

Graph 4

Frequency of Student Score in Post-test (Control Class)
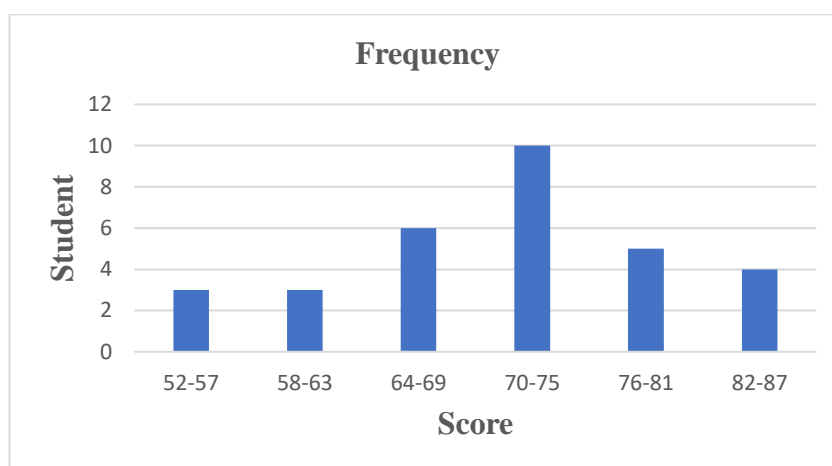
Based on the frequency distribution table graph above, it can be concluded that the results of student scores on the post-test (Control Class) show that there are 3 students (9.7%) who get scores between 52-57. In addition, there were 3 students (9.7%) who scored between 58-63, 6 students (19,4%) with scores between 64-69, 10 students (32.3%) who scored between 70-75, 5 students (16%) who scored between 76-81, and 4 students (12,9%) who scored between 82-87. From these data, it can be seen that student achievement in the post-test (Control Class) was classified as satisfactory.

Based on the results of the post-test, it is known that the average score of the experimental class is 75,7, while the average score of the control class is 70. This indicates an increase in students' writing ability after they receive certain treatments. After the complete data was collected, the researcher analysed the effect of using carousel feedback on the writing skills of eleventh grade students by using the SPSS version 25 program.

3. **Hypothesis Testing**

Before processing data using the Independent Sample T-test, researchers first conducted normality and homogeneity tests on student scores. The results of the normality test can be seen in the following table:

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Descriptive Text	Post-Test Experimental Class	,114	31	,200[*]	,956	31	,221
	Post-Test Control Class	,105	31	,200[*]	,960	31	,294
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table showing the results of the normality test, the Sig. value for the Experiment and Control groups is greater than 0.05 (Experiment: 0.200 and Control: 0.200). In accordance with statistical rules, if the value of Sig. > 0.05, then the data can be considered normally distributed. Thus, it can be concluded that the data in this study are normally distributed.

After conducting the normality test, the researcher continued with data homogeneity testing. The results of the homogeneity test can be seen in the following table:

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Descriptive Text	Based on Mean	,066	1	60	,798
	Based on Median	,041	1	60	,841
	Based on Median and with adjusted df	,041	1	59,061	,841
	Based on trimmed mean	,067	1	60	,797

Based on the homogeneity test results, the Sig. values for all conditions (based on mean, median, median with adjusted df, and trimmed mean) were greater than 0.05 (0.798, 0.841, 0.841, 0.797 respectively). In accordance with statistical convention, if the value of Sig. > 0.05, then the data in this study can be considered homogeneous. Therefore, it can be concluded that the data in this study are homogeneous.

Based on the results of the normality test and homogeneity test, it is known that the data is normal and homogeneous. Thus, hypothesis testing can be continued using the Independent Sample T-test through SPSS 25.0 for Windows. The following are the SPSS results for the Independent Sample T-test test:

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Descriptive Text	Post Test Experiment Class	31	75,71	8,993	1,615
	Post Test Control Class	31	70,74	8,775	1,576

Based on the data provided, the average post-test score of students in the experimental class was 75.71, while the average post-test score of students in the control class was 70.74.

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
Descriptive Text	Equal variances assumed	,066	,798	2,201	60	,032	4,968	2,257	,454
	Equal variances not assumed			2,201	59,964	,032	4,968	2,257	,454

Based on the table, it can be seen that the Sig.(2-tailed) value is 0.32. This means that Sig.(2-tailed) <0.05, so Ha is accepted and Ho is rejected. That is, there is a positive and significant influence of using the carousel feedback technique towards the writing skill of eleventh grade students at SMA N 6 Metro.

B. Discussion

Based on the table, it can be seen that Ha is accepted and Ho is rejected. This shows that there is a significant effect of using the Carousel Feedback technique on the writing skills of grade XI students at SMA N Metro. This study involves the implementation of procedures that include pre-

test and post-test assessments as well as the provision of treatment to measure students' writing skills. The pre-test was administered on 2 and 3 October 2024, the treatment on 7 October, and the post-test was conducted on 9 and 10 October 2024.

Data analysis showed a significant improvement in students writing skill based on the post-test scores compared to the pre-test scores, indicating the effect of the carousel feedback technique in improving students' writing skill. The results of the Independent Sample T-test with a significance level of 0.32 showed a significant difference in learning outcomes between the experimental and control classes. This shows that the application of the carousel feedback technique has a positive impact on the learning process, especially in improving descriptive text writing skill.

In addition, the Carousel Feedback technique helped to increase students' engagement in providing constructive feedback, correcting errors in writing, and expanding their understanding through the mutual feedback process. By actively engaging through this technique, students showed increased understanding and interest in the material. The average post-test score of 75.71 in the experimental class compared to 70.74 in the control class further strengthens the effectiveness of the Carousel Feedback technique in developing students' writing skills.

In conclusion, based on the results of the study, it can be concluded that the use of Carousel Feedback technique plays an important role in

improving the writing skills of eleventh grade students at SMA N 6 Metro. This finding emphasises the importance of applying innovative learning strategies such as Carousel Feedback to improve learning outcomes in writing skills among secondary school students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The Objective of the study is to know the influence of carousel feedback technique on the students' writing skill of the eleventh grade of SMA N 6 Metro. The results showed that the Carousel Feedback technique significantly and positively influenced the writing skill of eleventh grade students at the school.

This is indicated by the significance value sig (2-tailed) of 0.32, which is smaller than 0.05, so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Thus, the use of Carousel Feedback technique proved to have a positive and significant influence on the writing skill of eleventh grade students at SMA N 6 Metro.

This study makes an important contribution in understanding how this technique affects students' writing skill at the secondary school level, especially in eleventh grade. The results indicate that structured and focused techniques such as Carousel Feedback can be an effective method in improving students' writing skill.

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. To Teacher

   Teachers should choose the right media in teaching English, especially in writing classes, so that students can participate optimally in class and understand the material presented. By using effective learning techniques, students' motivation in the teaching and learning process will increase, encouraging them to put more effort in understanding the material taught by the teacher.

2. To Students

   a. Students are encouraged to be more diligent in learning English, and if there are things they do not understand from the teacher's explanation, they should ask the teacher.

   b. Students should pay more attention to the use of grammar and punctuation in their writing.

   c. Students are advised to continue honing their writing skill.

3. To Headmaster

   a. The researcher hopes that this study can contribute to the school, such as being a positive source of inspiration for further research related to learning writing skill.

   b. Schools are encouraged to conduct more in-depth research on the use of Padlet as a medium used by teachers in teaching writing.

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APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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Nomor   : 3621/In.28/J/TL.01/07/2024
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMA NEGERI 6
METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**OKTAFIANA AISYAH**
NPM	:	2101052014
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING CAROUSEL FEEDBACK TECHNIQUE TOWARDS STUDENTS` WRITING SKILL

untuk melakukan prasurvey di SMA NEGERI 6 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Juli 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

SURAT KETERAGAN
Nomor: 421.3/510/06/D.3/2024

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan, nomor: 3621/In.28/J/TL.01/07/2024 tanggal 24 Juli 2024, perihal Izin Prasurvey, maka dengan ini atas nama Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa:

Nama	:	OKTAFIANA AISYAH
NPM	:	2101052014
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING CAROUSEL FEEDBACK TECHNIQUE TOWARDS STUDENTS WRITING SKILL

Yang bersangkutan di atas diizinkan untuk melakukan *Prasurvey* di SMA Negeri 6 Metro.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Dikeluarkan di : Metro
Pada Tanggal : 1 Agustus 2024
Kepala SMA Negeri 6 Metro

SUNARTI, M.Pd.
NIP. 19700705 199702 2 003

RATIFICATION PAGE
No:

The Research Proposal entitled: THE INFLUENCE OF USING CAROUSEL FEEDBACK TECHNIQUE TOWARDS STUDENTS' WRITING SKILL AT THE ELEVENTH GRADE OF SMA N 6 METRO, Written by: Oktafiana Aisyah, Student Number: 2101052014, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Tuesday, September 10th 2024 at 9.30-11.00 WIB.

BOARD OF EXAMINERS

Chairperson	: Eka Yuniasih, M.Pd.	(.................................)
Examiner I	: Dr. Ahmad Subhan Roza, M.Pd.	(.................................)
Examiner II	: Aisyah Sunarwan, M.Pd.	(.................................)
Secretary	: Lenny Setyana, M.Pd.	(.................................)

Head of English Education Department

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

Nomor   : 4450/In.28.1/J/TL.00/10/2024
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
EKA YUNIASIH (Pembimbing 1)
(Pembimbing 2)
di-
　　Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**OKTAFIANA AISYAH**
NPM	:	2101052014
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING CAROUSEL FEEDBACK TECHNIQUE TOWARDS STUDENTS` WRITING SKILL AT THE ELEVENTH GRADE OF SMA N 6 METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Oktober 2024
Ketua Jurusan,

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SURAT TUGAS
Nomor: B-4512/In.28/D.1/TL.01/10/2024

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

Nama	:	**OKTAFIANA AISYAH**
NPM	:	2101052014
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMA N 6 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING CAROUSEL FEEDBACK TECHNIQUE TOWARDS STUDENTS` WRITING SKILL AT THE ELEVENTH GRADE OF SMA N 6 METRO".

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 : 09 Oktober 2024

Mengetahui,
Pejabat Setempat

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Nomor : B-4513/In.28/D.1/TL.00/10/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 6 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4512/In.28/D.1/TL.01/10/2024, tanggal 09 Oktober 2024 atas nama saudara:

Nama	:	**OKTAFIANA AISYAH**
NPM	:	2101052014
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA N 6 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 6 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING CAROUSEL FEEDBACK TECHNIQUE TOWARDS STUDENTS' WRITING SKILL AT THE ELEVENTH GRADE OF SMA N 6 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 09 Oktober 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT KETERAGAN
Nomor: 421.3/736/06/D.3/2024

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruaan, nomor : B-4513/In.28/D.1/TL.00/10/2024 tanggal 9 Oktober 2024 perihal Izin Research, maka dengan ini atas nama Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa:

Nama	:	OKTAFIANA AISYAH
NPM	:	2101052014
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING CAROUSEL FEEDBACK TECHNIQUE TOWARDS STUDENTS WRITING SKILL AT THE ELEVENTH GRADE OF SMA N 6 METRO

Yang bersangkutan di atas sudah melakukan *Research* di SMA Negeri 6 Metro.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Dikeluarkan di : Metro
Pada Tanggal   : 28 Oktober 2024
Kepala SMA Negeri 6 Metro

SUNARTI, M.Pd.
NIP. 19700705 199702 2 003

ALUR TUJUAN PEMBELAJARAN (ATP)

NAMA PENYUSUN	:	SRI WIDAYATI, S.Pd.
MATA PELAJARAN	:	BAHASA INGGRIS
FASE - KELAS	:	F- XI
TAHUN PELAJARAN	:	2024- 2025
SEKOLAH	:	SMA NEGERI 6 METRO

ATP BAHASA INGGRIS FASE F KELAS XI (*MENGIKUTI BAHAN BACAAN YANG ADA DI BUKU PAKET YANG DIGUNAKAN***)**

MATERI	ELEMEN	TUJUAN PEMBELAJARAN	Kode TP (Fase-Kls-No. urut)	Alokasi Waktu
		Chapter 1. Digital Literacies and My Identities		
Digital safety and Digital literacies and Youth's Identity Construction (expression opinion and agree and disagree)	**Menyimak – Berbicara**	• Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. • Peserta didik menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku, dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan mereka.	F – 11- 01	3 x 45 menit
	Membaca - Memirsa	• Peserta didik membaca dan merespons berbagai jenis teks secara mandiri	F – 11– 02	3 x 45 menit
	Menulis – Mempresentasikan	• Peserta didik menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya	F – 11- 03	3 x 45 menit
		Chapter 2. Love your Environment		
Environmental Awareness and preserving our Environment (Adjective Phrase, descriptive text, Punctuation)	**Menyimak – Berbicara**	• Peserta didik memahami dan mengidentifikasi ide utama dan detail relevan dari teks lisan dalam diskusi atau presentasi mengenai berbagai macam topik. • Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan.	F – 11– 04	3 x 45 menit

	Membaca - Memirsa	• Peserta didik membaca dan merespons berbagai jenis teks secara mandiri • Peserta didik menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai jenis teks.	F – 11– 05	3 x 45 menit
	Menulis – Mempresentasikan	• Peserta didik menulis berbagai jenis teks fiksi dan faktual (nonfiksi) secara mandiri, menunjukkan pemahaman mereka terhadap tujuan dan target pembaca/pemirsa.	F – 11- 06	3 x 45 menit

Mengetahui,
Kepala Sekolah Negeri 6 Metro

Metro, July 2024
English Teacher

SUHARTI, M.Pd
NIP. 19700705 199703 2 002

Sri Widayati S.Pd.
NIP. 198310302010012011

IDENTITAS MODUL

Nama Penyusun	:	**Oktafiana Aisyah**
Satuan Pendidikan	:	**SMA**
Kelas / Fase	:	**XI (Sebelas) - F**
Mata Pelajaran	:	**Bahasa Inggris**
Prediksi Alokasi Waktu	:	**2x45 Menit JP/Minggu**
Tahun Penyusunan	:	**2024/ 2025**

A. TUJUAN PEMBELAJARAN

- Peserta didik memahami dan mengidentifikasi ide utama dan detail relevan dari teks lisan dalam diskusi atau presentasi mengenai berbagai macam topik.
- Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan.
- Peserta didik menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai jenis teks.
- Peserta didik menulis berbagai jenis teks fiksi dan faktual (nonfiksi) secara mandiri, menunjukkan pemahaman mereka terhadap tujuan dan target pembaca/pemirsa.

B. MODEL PEMBELAJARAN

Pembelajaran berbasis proyek *(Project-Based Learning)* dengan strategi pembelajaran kolaboratif dan berpusat pada siswa.

Picture 4.1 Mohammad Hatta

Look at the picture and discuss the following questions with your classmate.
Listen to your classmate carefully and respect each other's opinion.

1. Who is the person in the center of the image?
2. What is the context of the event shown in the image?

C. KEGIATAN PEMBELAJARAN

Pertemuan 1 (Pengenalan Teks Deskriptif)

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan memperkenalkan konsep teks deskriptif, dengan fokus pada deskripsi tentang seseorang. Sebuah pengenalan singkat tentang Mohammad Hatta
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu mandiri, bernalar kritis, dan bergotong royong, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (75 Menit)

Activity 1

- Siswa membaca contoh teks deskriptif tentang Mohammad Hatta.
- Guru menjelaskan struktur teks deskriptif (Identifikasi dan Deskripsi) serta ciri kebahasaan (kalimat present tense, kata sifat, dll.).

Activity 2

- Siswa bekerja berpasangan untuk menganalisis struktur teks contoh dan mengidentifikasi kata sifat dan kata kerja kunci.
- Guru berkeliling memberikan dukungan jika diperlukan.

Activity 3

- Siswa menulis paragraf deskriptif singkat tentang Mohammad Hatta menggunakan lembar kerja bertahap (mengidentifikasi nama, peran, prestasi, dan karakteristiknya).

Kegiatan Penutup (10 Menit)

- Peserta didik dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian peserta didik (formatif asesmen), dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

Pertemuan 2

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan Tinjauan singkat tentang biografi Mohammad Hatta dan elemen-elemen kunci dari teks deskriptif.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu mandiri, bernalar kritis, dan bergotong royong, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (75 Menit)

Activity **1**

- Siswa membaca contoh teks deskriptif tentang Mohammad Hatta.
- Guru menjelaskan struktur teks deskriptif (Identifikasi dan Deskripsi) serta ciri kebahasaan (kalimat present tense, kata sifat, dll.).

Activity **2**

- Siswa menempelkan paragraf deskriptif mereka di sekitar kelas. Dalam kelompok kecil, mereka berputar mengelilingi ruangan, membaca karya teman-teman mereka dan memberikan umpan balik terstruktur (menggunakan formulir umpan balik yang fokus pada struktur, kejelasan, dan penggunaan bahasa).
- Setelah menerima umpan balik, siswa kembali ke tulisan asli mereka dan menggunakan umpan balik untuk memperbaiki paragraf mereka..

Activity **3**

- Siswa menulis ulang paragraf mereka, mengintegrasikan umpan balik yang diterima selama aktivitas carousel.

Kegiatan Penutup (10 Menit)

- Peserta didik dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian peserta didik (formatif asesmen), dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa

E. ASESMEN / PENILAIAN

Scoring Rubric of Writing

Writing Aspect	Range Score	Class Performance	Indicators
Content	30-27	Excellent to Very Good	Knowledgeable, Substantive, etc.
	26-22	Very Good to Good	Some Subject Knowledge, Adequate Range, etc.
	21-17	Good to Average	Limited Subject Knowledge, Little Substance, etc.
	16-13	Average to Poor	Doesn't Show Knowledge of Subject, Non-Substantive, etc.
Organization	20-18	Excellent to Very Good	Fluent Expression, Ideas Clearly Stated, etc.
	17-14	Very Good to Good	Somewhat Choppy, Loosely Organized but Main Ideas Stand Out, etc.
	13-7	Good to Average	Non-Fluent, Ideas Confused or Disconnected, etc.
	9-7	Average to Poor	Does Not Communicate, No Organization, etc.

Vocabulary	20-18	Excellent to Very Good	Sophisticated Range, Effective Word Choice and Usage, etc.
	17-14	Very Good to Good	Adequate Range and Occasional Errors of Word Form, Choice, Usage but Meaning Not Obscured.
	13-10	Good to Average	Limited Range and Frequent Errors of Word Form, Choice, Usage.
	9-7	Average to Poor	Essentially Translation and Little Knowledge of English Vocabulary.
Language Use	25-22	Excellent to Very Good	Effective Complex Constructions, etc.
	21-18	Very Good to Good	Effective but Simple Constructions, etc.
	17-11	Good to Average	Major Problems in Simple/Complex Constructions, etc.
	10-5	Average to Poor	Virtually No Mastery of Sentence Construction Rules, etc.
Mechanics	5	Excellent to Very Good	Demonstrates Mastery of Conventions, etc.
	4	Very Good to Good	Occasional Errors of Spelling, Punctuation, etc.
	3	Good to Average	Frequent Errors of Spelling Punctuation, Capitalization, etc.
	2	Average to Poor	No Mastery of Conventions and Dominated by Errors of Spelling, Punctuation, Capitalization, Paragraphing.

Mengetahui,
English Teacher

Metro, October 2, 2024
Researcher

Sri Widayati S.Pd.
NIP. 198310302010012011

Oktafiana Aisyah
NPM. 2101052014

PRE-TEST

Name :

Class :

Direction :
- ➤ **Write your name and class on the answer sheet!**
- ➤ **You may use an English dictionary!**
- ➤ **The time given to complete this test is 45 minutes!**
- ➤ **Do not cheating!**

Instruction:

Write a descriptive text about your favorite person. Your text should be made up of two paragraphs. Make sure to use correct capitalization, punctuation, and standard spelling

Answer:

_____

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POST-TEST

Name :

Class :

Direction :

- ➤ **Write your name and class on the answer sheet!**
- ➤ **You may use an English dictionary!**
- ➤ **The time given to complete this test is 45 minutes!**
- ➤ **Do not cheating!**

Instruction:

Write a descriptive text about person based on provided topics below. Your text should be made up of two paragraphs. Make sure to use correct capitalization, punctuation, and standard spelling.

1. Ir. Soekarno
2. Cut Nyak Dhien
3. R.A. Kartini
4. Ki Hajar Dewantara
5. Sultan Hasanuddin
6. Raden Intan II

Answer:

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DOCUMENTATION SHEET

No	Documented Points	Availability
1	The Historical Background of SMA N 6 Metro	✓
2	The Condition of Teacher and Administration Staff SMA N 6 Metro	✓
3	The Quantity of Students at SMA N 6 Metro	✓
4	The Condition of Facilities of SMA N 6 Metro	✓
5	The Location Sketch of SMA N 6 Metro	✓

The Result of the Students Post-Test (Experimental Class) at the Eleventh Grade of SMA N 6 Metro

No	NAME	CO	OR	VO	LU	ME	Score
1	AR	17	16	14	11	3	61
2	ADA	22	18	19	19	4	82
3	AW	22	17	18	18	3	78
4	ADL	20	19	18	19	3	79
5	DN	15	13	14	11	2	55
6	DAD	19	17	18	15	3	72
7	DAG	18	17	13	15	2	65
8	GR	18	17	15	17	2	69
9	HTNW	25	20	19	18	4	86
10	HAN	18	17	15	16	4	70
11	IQ	17	13	12	11	3	56
12	KI	24	19	19	18	4	84
13	KOS	20	20	18	17	3	78
14	KVP	24	19	20	18	4	85
15	LNE	18	17	17	20	3	75
16	MISD	24	18	20	17	4	83
17	MTW	22	18	17	17	3	77
18	ME	22	16	17	18	3	76
19	MYJ	22	19	19	18	4	82
20	MDO	21	17	16	14	3	71
21	MR	25	20	20	20	4	89
22	NPS	22	17	17	18	3	77
23	OOS	26	20	19	20	4	89
24	PR	22	16	16	18	3	75
25	QMI	23	18	16	18	3	78
26	RDP	19	17	14	11	2	63
27	RN	22	18	19	17	3	79
28	RNP	27	19	20	20	4	90
29	SFT	21	17	16	16	3	73
30	SNI	22	18	16	15	3	74
31	SA	19	17	19	18	3	76
Total		656	544	530	518	99	2347
The highest score							90
The lowest score							55
Average							75,7

The Result of the Students Post-Test (Control Class) at the Eleventh Grade of SMA N 6 Metro

No	NAME	CO	OR	VO	LU	ME	Score
1	AAP	20	16	17	17	3	73
2	ANA	22	14	14	12	2	64
3	AAP	22	18	14	12	3	69
4	ARP	26	18	17	19	4	84
5	CAR	19	17	14	13	2	65
6	CDC	23	18	18	18	4	81
7	CAT	21	16	17	17	3	74
8	DJS	22	17	16	18	3	76
9	DF	18	15	14	17	2	66
10	EAM	23	18	18	19	4	82
11	ETW	20	18	16	15	3	72
12	FI	19	19	16	17	3	74
13	FDH	20	19	18	18	4	79
14	IOS	22	18	17	15	3	75
15	JA	19	17	16	15	3	70
16	NAZ	24	18	17	20	4	83
17	NN	15	14	14	12	3	58
18	NPS	15	13	14	12	2	56
19	NA	21	17	14	12	3	67
20	PST	20	13	14	11	2	60
21	QZP	18	16	14	15	2	65
22	RAAM	22	18	17	18	4	79
23	RI	25	18	17	18	4	82
24	RP	19	17	16	17	3	72
25	RSA	18	16	17	17	3	71
26	RA	21	18	16	17	3	75
27	RF	20	14	14	12	2	62
28	RZW	24	16	17	18	4	79
29	RVO	21	18	16	15	3	73
30	TY	16	12	11	11	2	52
31	WFP	16	14	12	11	2	55
Total		631	510	482	478	92	2193
The highest score							84
The lowest score							52
Average							70,7

Name : Kornelio Lilo Putri

Class : XI.4

Direction :

➢ Write your name and class on the answer sheet!
➢ You may use an English dictionary!
➢ The time given to complete this test is 45 minutes!
➢ Do not cheating!

Instruction:

Write a descriptive text about your favorite person. Your text should be made up of two paragraphs. Make sure to use correct capitalization, punctuation, and standard spelling

Answer:

Tiara Andini

Tiara Andini is a talented young singer from Indonesia who has gained popularity in the music world. Her melodious voice and graceful appearance have earned her many fans. She continues to captivate audiences with her performances and ever-growing presence in the industry.

CO : 17
DS : 16
VO : 11
LU : 12
Me : 2

58

Name : Rabel Asya Al Mafira

Class : XI.6

Direction :

> ➤ Write your name and class on the answer sheet!
> ➤ You may use an English dictionary!
> ➤ The time given to complete this test is 45 minutes!
> ➤ Do not cheating!

Instruction:

Write a descriptive text about your favorite person. Your text should be made up of two paragraphs. Make sure to use correct capitalization, punctuation, and standard spelling

Answer:

MINGYU SEVENTEEN

Mingyu, a member of the South korean boy group Seventeen, is my favorite person due to his charm and talent. His tall stature and handsome features make (her) stand out on stage, while his dazzling smile creates a special connection with fans. (as a skilled rapper and dancer, he pours (her) heart into every performance and even contributes to writing Seventeen's songs, showcasing (her) dedication.

CO = 16
OR = 14
Vo = 11
W = 11
Me = 2

(54)

POST-TEST

Name   : Kornelia Vilia Putri

Class   : XI.4

Direction   :

> Write your name and class on the answer sheet!
> You may use an English dictionary!
> The time given to complete this test is 45 minutes!
> Do not cheating!

Instruction:

Write a descriptive text about person based on provided topics below. Your text should be made up of two paragraphs. Make sure to use correct capitalization, punctuation, and standard spelling.

1. Ir. Soekarno
2. Cut Nyak Dhien
3. R.A. Kartini
4. Ki Hajar Dewantara
5. Sultan Hasanuddin
6. Raden Intan II

Answer:

R.A. Kartini

R.A. Kartini is on Indonesian national hero known as a pioneer of women's emancipation. Born in Jepara in 1879, Kartini grew up in a culture that restricted women's rights, especially in education. Despite being bound by tradition, Kartini continued to learn through books and letters with friends from the Netherlands, which gave her new insights into equality.

Kartini's letters were later published under the title Out of Darkness Comes Light, symbolizing her struggle. Kartini believed that education was the key for women to achieve equality with men. Her revolutionary ideas made Kartini an inspiration for the gender equality movement in Indonesia.

LO = 24
OT = 10
VO = 19
LU = 19
Me = 4

85

POST-TEST

Name   : Rabel Asya Al Mafira

Class   : XI. 6

Direction   :

➢ Write your name and class on the answer sheet!
➢ You may use an English dictionary!
➢ The time given to complete this test is 45 minutes!
➢ Do not cheating!

Instruction:

Write a descriptive text about person based on provided topics below. Your text should be made up of two paragraphs. Make sure to use correct capitalization, punctuation, and standard spelling.

1. Ir. Soekarno
2. Cut Nyak Dhien
3. R.A. Kartini
4. Ki Hajar Dewantara
5. Sultan Hasanuddin
6. Raden Intan II

Answer:

Ki Hajar Dewantara

Ki Hajar Dewantara, born as Raden Mas Soewardi Soerjaningrat, is a pivotal figure in Indonesian education history. He is known as the Father of National Education for his dedication to making education accessible to all. His famous philosophy, "Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani," reflects his approach to teaching: leading by example, inspiring from the middle, and encouraging from behind. He founded Taman Siswa, an institution focused on independent thinking and creativity, which continues to influence Indonesian education today.

Beyond education, Ki Hajar Dewantara was also involved in the Indonesian independence movement. Through his writings, he often criticized the dutch colonial government. His bold stance led to his exile in the netherlands, where his determination to fight for education and freedom grew stronger.

CO = 22
OR = 18
VO = 17
UM = 18
Me = 4

79

Dipindai dengan CamScanner

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Oktafiana Aisyah

NPM : 2101052014

Program Studi : TBI

Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	12/2024 8		- tambahkan jenjang sekolah, lokasi; - revisi identifikasi masalah - revisi prior research. - Continue to Chapter II	
	13/2024 8		Acc Chapter I	
	27/2024 8		Gabungkan antara teori, indicator dan scoring rubrik	
	29/2024 8		Acc Chapter II. - populasi detail - teknis sampel - instrumen blue print - Bibliography.	

Mengetahui,
Ketua Program Studi TBI

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

Dosen Pembimbing

Eka Yuniasih, M.Pd
NIDN. 210078702

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Oktafiana Aisyah   Program Studi : TBI
NPM : 2101052014   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	30/2024 8		Acc Chaper III. Acc For Seminar	
	21/2024 10		- Revise chapter IV - Continue to chapter V - Complete all. (Abstract, Motto, etc.).	
	24/2024 10		- Revise abstract. Complete All.	
	25/2024 10		Acc For munaqosyah	

Mengetahui,
Ketua Program Studi TBI

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

Dosen Pembimbing

Eka Yuniasih, M.Pd
NIDN. 210078702

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama   : Oktafiana Aisyah
NPM   : 2101052014
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mampunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 25 Oktober 2024
Ketua Program Studi TBI

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1122/In.28/S/U.1/QT.01/10/2024

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

Nama	: OKTAFIANA AISYAH	
NPM	: 2101052014	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101052014

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, 25 Oktober 2024
Kepala Perpustakaan

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➢ **Pre- Test**

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CURRICULUM VITAE

Oktafiana Aisyah, born on 31 October 2002 in Tanjung Mas Makmur, is the youngest of the three children, to Sarlan and Aristi Mulyani. She started her education at SD N 1 Tanjung Mas Makmur (2009-2015), then continued to SMP N 2 East Mesuji (2015-2018), and continued her education at SMA Muhammadiyah 1 East Mesuji (2018-2021). In 2021, she continued her studies at IAIN Metro by majoring in English Education Department.