

AN UNDERGRADUATE THESIS

**THE USING OF CAROUSEL FEEDBACK TECHNIQUE TO IMPROVE
THE WRITING SKILLS OF THE TENTH GRADE STUDENTS IN
MADRASAH ALIYAH MA'ARIF 09 KOTAGAJAH**

By

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English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H/2021 M

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THE WRITING SKILLS OF THE TENTH GRADE STUDENTS IN
MADRASAH ALIYAH MA'ARIF 09 KOTAGAJAH**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

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ABSTRACT

By:

BAGUS FIRMANSYAH

This study aims to improve the students' descriptive writing skill and their learning activity by using Carousel Feedback technique at tenth graders of Madrasah Aliyah Ma'arif 09 Kotagajah. The subjects of this study were 26 students at Madrasah Aliyah Ma'arif 09 Kotagajah. This research was conducted in two levels (cycles). Each cycle consists of four stages, namely, planning, action, observation, and enrichment (reflection). The material used in this study is a text description of public figures.

Based on the results of research and discussion, this researcher shows that the application of the Carousel Feedback technique can be said to be successful in improving the ability to write descriptive texts because the success criteria have been achieved. This can be seen from the results obtained by students that can exceed predetermined success criteria. This researcher can be said to be successful if 80% or more students can reach MMC 75 and students experience an increase in learning activities. The results showed that there were 84,6% of students who passed the MMC in the Post Test 2. Before the research was conducted, only 15,4% of students were able to pass the MMC. In addition, significant developments can be seen from students' responses to teacher explanations. They seem to be more active during the learning process. Based on the results of this study, it can be said that Carousel Feedback can improve the students'skill in writing descriptive text.

Keywords : *Writing skill, Carousel Feedback, Descriptive text.*

**PENGGUNAAN TEKNIK CAROUSEL FEEDBACK UNTUK
MENINGKATKAN KETERAMPILAN MENULIS SISWA KELAS
SEPULUH DI MADRASAH ALIYAH MA'ARIF 09 KOTAGAJAH**

ABSTRAK

Oleh:

BAGUS FIRMANSYAH

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis teks deskriptif siswa dan aktivitas belajar mereka dengan menggunakan teknik Carousel Feedback pada siswa kelas X Madrasah Aliyah Ma'arif 09 Kotagajah. Objek dalam penelitian ini sejumlah 26 siswa di Madrasah Aliyah Ma'arif 09 Kotagajah. Penelitian ini dilakukan dalam dua tingkatan (siklus). Setiap siklus terdiri dari empat tahapan yaitu, perencanaan (*planning*), pelaksanaan (*action*), pengamatan (*observation*), dan pengayaan (*reflection*). Materi yang digunakan dalam penelitian ini adalah deskripsi text tentang public figure.

Berdasarkan hasil penelitian dan pembahasan, penelitian ini menunjukkan bahwa penerapan teknik Carousel Feedback dapat dikatakan berhasil dalam meningkatkan kemampuan menulis teks deskriptif karena kriteria keberhasilan telah dicapai. Hal ini dapat dilihat dari hasil yang diperoleh siswa yang dapat melampaui kriteria keberhasilan yang telah ditentukan. Penelitian ini dapat dikatakan berhasil apabila 80% atau lebih siswa dapat mencampai KKM 75 dan siswa mengalami peningkatan dalam aktivitas belajar. Hasil penelitian menunjukkan bahwa terdapat 84,6% siswa yang melampaui KKM dalam Post Test 2. Sebelum penelitian dilakukan, hanya ada 15,4% siswa yang mampu melampaui KKM. Selain itu, perkembangan yang signifikan dapat dilihat dari respon siswa terhadap penjelasan guru. Mereka terlihat lebih aktif selama proses pembelajaran. Berdasarkan hasil penelitian tersebut, dapat dikatakan bahwa Carousel Feedback dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif.

Kata Kunci : *Keterampilan menulis, teknik Carousel Feedback, Teks Deskriptif*



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APPROVAL PAGE

Title : THE USING OF CAROUSEL FEEDBACK TECHNIQUE TO
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STUDENTS IN MADRASAH ALIYAH MA'ARIF 09
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of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

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

Wassalmu'alaikum Wr. Wb

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AssalamualaikumWr.Wb.

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Sudah kami setuju dan dapat dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

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An Undergraduate Thesis entitled THE USING OF CAROUSEL FEEDBACK TECHNIQUE TO IMPROVE THE WRITING SKILLS OF THE TENTH GRADE STUDENTS IN MADRASAH ALIYAH MA'ARIF 09 KOTAGAJAH. Written by: BAGUS FIRMANSYAH, Student Number 1601070141, English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 02th 2021 at 13.00 – 15.00 a.m.

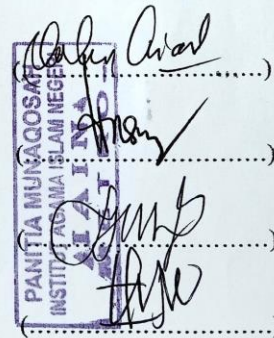
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Study Program : English Education Department

States taht this undergraduate thesis is originally the result of the writer's research.

In exception of certain parts which are quoted from the bibliographies mentioned.

Matro. June 2021



BAGUS FIRMANSYAH
NPM. 1601070141

MOTTO

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

“Seeking for knowledge is the obligation of every moslem” (HR. Ibnu Majah)

DEDICATION PAGE

The Undergraduate Thesis is especially dedicated to:

The lord anything in the world Allah SWT,

*My beloved parents, Father and mother (Mr. Sariman & Mrs. S. Lilik Farida)
who have always keep on praying for my life,*

*My lovely brothers Heri Agus Setiawan and Aris Tri Priyanto thank a lot of your
best support and prayer.*

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In the name of Allah, the most gracious, the most merciful praise it to Allah, the lord of the worlds whom his mercy and blessings, none of these would be possible. The researcher is very grateful for the chances he has given her to accomplish an undergraduate thesis

This undergraduate thesis is presented as a partial fulfillment the requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled: “The Using of Carousel Feedback Technique to Improve the Writing Skills of The Tenth Grade Students in Madrasah Aliyah Ma’arif 09 Kotagajah”.

The researcher cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that researcher could not mention one by one, her big thanks to:

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3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
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8. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

Finally the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis and hopefully this paper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers.

It is Allah who bestows success and guides to the Right Path.

Metro,2021

Bagus Firmansyah
NPM. 1601070141

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Free Letter of English Department Library

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ACC of APD Consultation Card

ACC of Thesis Guidance Consultation Card

Syllabus of Learning

Lesson Plan

Instrument Test

Observation Sheet

Students Score

Documtation Activities

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is an international language and almost all of nations in the world know and learn it. In Indonesia, English is one of subject in the school and English as a second foreign language. The role and the function of English as a first foreign language in Indonesia are very important. It taught from junior high school until senior high school in University.

Meanwhile, English as a language has been commonly accepted has an active universal language in the world. People who study English language consider it as their personal proficiency. Therefore, now days many people, particularly students, ought to master English language. Mastering English language is an important value for the students to have. By mastering the language the students can improve themselves both in academic and life skill. Once the students can comprehend it, he or she can be well-accepted by the society.

The language widely used as a means of communication in the world is English. It is an international language in the world. It is important for people to learn it. Particularly in Indonesia, English is one of famous foreign language which is taught from elementary school up to university school level. By learning English, the students are expected to absorb and keep up with the development of science, technology and art.

Actually, the teaching of English is focused on the ability of learners to be capable of mastering the four language skill, namely: listening, speaking, reading, and writing. Writing is one of productive skill in English. It doesn't only need the theory such as grammar and punctuation but also need a skill to produce and develop the ideas in writing. Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.¹

However, the techniques that are usually used by the teacher in teaching writing is considered Ineffective yet. The teacher usually uses a traditional technique that asks students to work individually. It doesn't have positive and significant influence toward the students' writing skill. The problems are the students still feel strange and face some difficulties in writing process especially in developing text, because they cannot find ideas to express in their writing.

The solution of those problems of learning technique is by the use of a Carousel Feedback technique. Carousel Feedback cooperative learning model recommended Kagan & Kagan to develop social skills, communication skills, knowledge, information processing, and thinking skills.² Carousel Feedback technique is a cooperative learning technique that has principle purpose to ask

¹ Trudy Wallace et al., *Teaching Speaking, Listening and Writing* (the International Bureau of Education (IBE), 2004), p.16.

² Moh Taufiq Al Fajar, Budi Eko Soetjipto, and Achmad Amirudin, "The Implementation of Cooperative Learning Model Carousel Feedback and Two Stay Two Stray To Enhance Social Skill and Learning Outcome of the Ninth Grade Students," *IOSR Journal of Research & Method in Education (IOSR-JRME)* 7, no. 3 (June 2017): p.80.

students work in group, make 4 -5 groups and each part of the group moves to the next group in a clockwise direction to provide feedback. This technique can be a learning strategy that provides opportunities for students to work in groups, develop ideas by asking / expressing ideas and providing mutual feedback.

To identify the students' writing skill before doing a treatment, the researcher held the pre survey that is focused on students' descriptive writing skill by doing a test. Below is the students' test result of descriptive writing skill at the tenth grader of Madrasah Aliyah M a'arif 09 Kotagajah:

Table 1.1
The Students' Test Result of Writing Skill

No	Score	Category	Frequency	Percentage
1	≥ 75	Complete	6	23,1 %
2	< 75	Incomplete	20	76,9 %
Total Students			26	100 %

Source: The Students' Test Result of Descriptive Writing Skill that was taken on Pre survey at January 15th, 2020.

Based on the result of pre-survey above, It can be seen that the student's descriptive writing skill is still low, there are only 6 students from 26 students in total of 26 students who passed from 75 in high category and 20 students who failed from 75 as the Minimum Mastery Criteria (MMC) in fair and low category. The problem is caused by students' difficulty in developing ideas, composing a text with correct grammar and structure and they have low motivation in writing,. Therefore, the researcher tries to apply Carousel

Feedback technique to solve both of problems above especially and to develop the student's writing skill generally.

Based on situation above the researcher will conduct a research entitled: "The Using of Carousel Feedback Technique to Improve the Writing Skills of the Tenth Grade Students in Madrasah Aliyah Ma'arif 09 Kotagajah".

B. Problem Identification

Based on the background of study that is explained above, the researcher can identify some problems that are caused by:

1. The students have difficulties to express their ideas in descriptive writing.
2. Students still have difficulties in composing the text with the correct grammar and text structure.
3. The students have a low motivation in writing.
4. The teaching technique that is usually used by teacher is considered ineffective technique.
5. The students have a low skill especially in descriptive writing.

C. Problem Limitation

Based on the problems above, the researcher limits the problems in the first and second problem that the students have difficulties to express their ideas and the students have difficulties in composing the text with the correct grammar and text structure, especially in descriptive writing. So, the researcher used Carousel Feedback as technique on teaching descriptive writing at the tenth grader of Madrasah Aliyah Ma'arif 09 Kotagajah in order the students get the information and illustration at the beginning of descriptive writing.

D. Problem Formulation

Based on the problems limitation above, the researcher problem is formulated as follows:

How can Carousel Feedback technique improve the writing skill of the tenth grade students in Madrasah Aliyah Ma'arif 09 Kotagajah?"

E. Objectives of the Study

The objective of this research is to improve the writing skill of the tenth grade students by using Carousel Feedback technique in Madrasah Aliyah Ma'arif 09 Kotagajah

F. Benefits of the Study

The benefits of this study were:

1. Theoretical Benefits

- a. The result of the research paper could be useful to enrich input English teaching learning process especially in teaching writing using Carousel Feedback.
- b. The result of this research could be used as reference for those who want to conduct a research in English teaching learning process.

2. Practical Benefits

- a. For the teacher

The writer hoped that this research developed the teacher ability in teaching learning process, especially in teaching writing that could implement Carousel Feedback too.

b. For the students

The students could improve their writing skill and stimulated them to develop their writing skill.

c. For the headmaster

This result could be a positive motivation for the headmaster to always increase the quality of education in the school by upgrading teacher's ability in teaching and learning process.

G. Prio Research

Based on a study entitled "*Implementation of the Carousel Feedback Model to Improve Students Activities in Sociology Learning in XI IPS2 Grade of SMA N 1 Srandakan Academic Year 2011/2012*" This study aims to determine the implementation of the Carousel Feedback model to improve students activity in learning Sociology in XI IPS2 grade of SMA N 1 Srandakan academic year 2011/2012. Researchers conducted by Maya Devi Tri Purnamasari in 2012 from Yogyakarta State University were compiled using classroom action research.

The results of the study concluded that the implementation of learning with the Carousel Feedback model can increase student activity in learning Sociology in XI IPS2 garde of SMA N 1 Srandakan academic year 2011/2012. Increased activity is evidenced by the results of observations before and after the action. Average class activity before the action 3 3.87% (low category). The average activity after the first cycle

action was 48.62% (medium category) or experienced an increase of 10.75%, the second cycle the average class activity after the action 58.55% (medium category) or an increase of 24.68%, and the third cycle average class activity after treatment 73.28% (high category) or experienced an increase of 39.41%³. The obstacles in the implementation of the action at the beginning of the cycle include: non-conducive classroom atmosphere and lack of student motivation. The obstacle for each cycle is time limitation.

In addition, a study entitled *"The Implementation of Carousel Feedback Learning Model To Improve Students' Skills in VIII Grade of SMPN 7 SINGARAJA"*. Research conducted by M. Gozeli Al Hamid in 2019 from the Ganesha Singaraja University of Education.. The data collection methods used in this study was observation, tests, and questionnaires. The results of this study indicated (1) students and teachers look active in carrying out learning activities. This could be seen from the activeness of students in groups and sharing the results of discussions with other groups (2) the application of the Carousel Feedback Learning Model can improve student discussion skills. This can be seen in the comparison of classical average scores, that in the pre-action classical average score was 68.9, the first cycle obtained a classical average score of 73.1, while in the second cycle the average classical score of students became 82.9, (3) students gave very positive responses to the application of the Carousel

³ Maya Devi Tri Purnamasari And Terry Irenewaty, "Implementasi Model Carousel Feedback Untuk Meningkatkan Aktivitas Siswa Dalam Pembelajaran Sosiologi Di Kelas Xi Ips2 Di Sma Negeri 1 Srandakan Tahun Ajaran 2011/2012," *Universitas Negeri Yogyakarta*, 2012, p.2.

Feedback Learning Model in discussion session. From the successful results, the Carousel Feedback learning model needs to be observed to optimize the process and results of language and literature learning⁴.

In another previous study conducted by Nanin Kusuma entitled *"The use of carousel feedback models to improve learning outcomes of map material in class XII IPS 1 students of SMA Negeri 2 Madiun"* shows that the use of the Carousel Feedback technique is also needed to improve learning outcomes of map material in Science students social. Hanin Kusuma conducted this research in 2012 from Malang State University. The author to conduct classroom action research with a qualitative approach that is focused on (1) map components (2) map projections.

From the results of the study found that students feel happy with cooperative learning Carousel Feedback model. This is indicated by their activities and enthusiastic attitude when working on map material problems. Student learning outcomes measured through individual tests at the beginning and end of the cycle have shown that students understand the material well. Students' understanding of the map material can also be seen from the development of student learning outcomes completeness at the beginning and end of the action progress. Obtained increase in mastery learning outcomes in pre-test and post-test in cycle 1 is 4% and up 9% in the acquisition of mastery learning outcomes in pre-test and post-test cycle

2. Based on the findings of this study, some suggestions that are expected

⁴ M Gozeli Al Hamid, "Penerapan Model Pembelajaran Carousel Feedback Untuk Meningkatkan Keterampilan Berdiskusi Siswa Kelas Viii Smp Negeri 7 Singarajz," *Universitas Pendidikan Ganeshha Singaraja*, 2019.p..2.

to improve learning as follows (1) make cooperative learning Carousel Feedback models as an alternative learning that is worth considering (2) can be used to improve students' abilities in the next discussion, namely map making techniques.

Based on the research above, the similarities and differences between previous research and this study. Maya Devi Tri Purnamasari's first research, virtual research with this study used the Carousel Feedback technique and this study both used classroom action research (CAR). Furthermore, the research differences between virtual research and this research are: Maya research, especially in learning sociology subjects, while this research is on English subjects in writing skill.

The second is M. Gozeli Al Hamid's research, namely M. Gozeli's research using the Carousel Feedback technique and using classroom action research (CAR). The difference between M. Gozeli's research and this research is: M. Gozeli's research which is the target is the junior high school level while this research is at the high school level.

The latest, from Nanin Kusuma's research, the similarities between Nanin's research and this research also use the Carousel Feedback technique. The differences between Nanin's research and this research are: Nanin's research uses a type of classroom action research with a qualitative approach that focuses on the map component and between projections this study focuses on students' writing skills.

Previous studies rarely used this technique to determine the effect of student learning on writing skills. Therefore this research will be conducted mainly for students in the group-based learning process to find out how the influence of the Carousel Feedback technique on students' writing skills.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. The Concept of Writing Skill

1. The Concept of Writing

a. Definition of Writing Skill

According to Ken Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.⁵ It can be concluded that writing is the activity that engage human thought and human act or involves physic and mental activities about certain topic in a context with a specific purpose.

On the other hand, Graham and Perrin in Karen explained that ‘writing is used to explore ideas across the curriculum.. It is a primary means for learning and expressing their world knowledge’.⁶ So, it should be noted that the ideas that is expressed in writing is based on the background of knowledge probing or the result of collecting information in the social envirointment.

Furthermore, Jonathan elaborated that “Skill is usually used to refer to a level of performance, in the sense of accuracy and speed in performing particular tasks (skilled performance). Skilled performance

⁵ Ken Hyland, *Second Language Writing* (Cambridge; New York: Cambridge University Press, 2003), p.9

⁶ Karen Kuelthau Allan, ed., *Learning to Write with Purpose: Effective Instruction in Grades 4-8, Solving Problems in the Teaching of Literacy* (New York; London: Guilford Press, 2009), p.47.

has long been a subject of psychological studies, which consider both physical psychomotor abilities and mental cognitive abilities”.⁷ So, skill is the ability that involves physic and mind to apply knowledge and use know-how to complete tasks and solve problems.

Related to the writing skill, it can be concluded that writing skill is the ability how to apply idea, information, and knowledge in written language. The task that is usually given by teacher to evaluate the students’ wriing skill such as making a paragraph or text. The sudents must be able to apply their grammar mastery, vocabulary mastery and background of information to do this task.

b. Process of Writing

Related to the researcher’s statement in the previous discussion, there is cognitive process that is realized in the writing when the writer tries to express his idea in a written form.

Concerning about the cognitive process in writing, Karen, said that “we crafted a model of writing that includes three writing processes: *planning, producing text, and reviewing*”.⁸ Firstly, planning is the preparation before writing that refers to think about purposes and ideas. Secondly, producting text is generating the language that refers to arranged words tobe systematic sentences and paragraph. Finally,

⁷ Jonathan Winterton, Françoise Delamare-Le Deist, and Emma Stringfellow, *Typology of Knowledge, Skills and Competences: Clarification of the Concept and Prototype*, CEDEFOP Reference Series (Luxembourg: Office for Official Publications of the European Communities, 2006), p.7.

⁸ Karen Kuelthau Allan, ed., *Learning to Write with Purpose: Effective Instruction in Grades 4-8, Solving Problems in the Teaching of Literacy* (New York ; London: Guilford Press, 2009), p.21.

reviewing is the process that consists of evaluating, revising and editing the result of writing.

On the other hand, a much deeper Donal Graves in Andrew P. Johnson explains that there are five steps of writing process. There are:

1) Prewriting

The goal of prewriting is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.⁹ It means that before the students are going to write, they must to plan or generate idea in order to know what the matter that they want to write.

2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.¹⁰ The drafting process refers to the writer's effort to infuse his idea with a systematic language on the paper.

3) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing

⁹ Andrew P Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (Lanham, Md.: Rowman & Littlefield Education, 2008), p.179.

¹⁰ *Ibid.*;

a large blob of clay on the potter's wheel. Revising is where the students shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here the students look for flow and structure. The students reread paragraphs and move things around.¹¹

4) Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.¹²

5) Publishing and sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by

¹¹ *Ibid.*

¹² *Ibid.*, p. 180

having students read their work out loud in small groups, to another classmate, or in a large group setting.¹³

c. Composition of Writing

Furthermore, According to Brown H. Douglas, the upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce final product.¹⁴

A good deal of attention was placed on “model” compositions that students would emulate and on how well a student’s final product measured up against a list of criteria that include:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammmarr
- 5) Mechanical considerations (spelling and punctuation)¹⁵

Regarding on the statement above, it should be remembered that the process in writing is an important aspect that determine the result

¹³ *Ibid.*

¹⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed (White Plains, NY: Longman, 2001), p.335.

¹⁵ *Ibid.*

of writing itself. Beside that, the final product of writing also has to agree with several measurement criteria in writing compositions such as content, organization, vocabulary, grammar and mechanical consideration.

d. Kinds of Writing

In generality, there are three kinds of writing namely academic writing, personal writing, and creative writing. Alice Oshima explained that “Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing and personal writing”.¹⁶ It should be noted that creative writing is the kind of writing such as stories, poetries etc. Then, personal writing is kind of writing such as letters or e-mails. Beside that, creative writing and personal writing are informal and academic writing is formal.

Focus on academic writing, there are several types of writing that is usually used in high school and college classes are as follows:

a. Description

Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.¹⁷

It means that description has principle purpose to describe the object from the visual appearance that we can looks, smells and tastes.

¹⁶ Alice Oshima, Ann Hogue, and Alice Oshima, *Introduction to Academic English*, 3rd ed, Longman Academic Writing Series (White Plains, NY: Pearson/Longman, 2007), p.33.

¹⁷ Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Berkley Books, 2000), p.351.

b. Narration

Narration is an account or description of events in the past which entails following a time sequence or chronological.¹⁸ It can be concluded that narration refers to a past story in writing because it has purpose to describe events in the past with a certain chronological systematically.

c. Exposition

Expository paragraphs deal with facts, ideas, beliefs. They explain, analyze, define, compare, illustrate. They answer questions like What? Why? How? What was the cause? The effect? Like what? Unlike what? They are the kinds of paragraph we write in reports or term papers or tests.¹⁹

In a expository type, the writer tries to show the fact of an object in order to make the readers believe or disbelieve something related to the object. It means that expository or expositions just show the fact of an object without a goal to make the reader agree with the writer's opinion.

d. Argumentation

Argumentation is a text in which you agree or disagree with a problem, using reasons to support your opinion, your goal is to convince your reader that your opinion is right. It means that

¹⁸ R. R. Jordan, *Academic Writing Course: Study Skills in English*, 3. ed., 13. impr (Harlow: Longman, 2010), p.27.

¹⁹ Thomas S. Kane, *Essential Guide*, p.89

argumentation is used to make a case or to prove or disprove a statement or proposition.

e. Report

Report is one kinds of writing that has purpose to provide generalism informations about whole class of things.²⁰ So, report text just has purpose to tell a general informations of the object. It doesn't have purpose to tell a stories, procedure or arguments.

2. The Concept of Descriptive Text

a. The Definition of Descriptive Text

According to Alice Oshima, Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.²¹

Based on statements above, the researcher conclude that descriptive is the text that has principle purpose to describe the object (person, thing or place) from specific until general character to make the reader are able to imagine the object in their mind based on the writer's elaboration in his writing. To find all of characters of the object, the writer can look at the appearance or looking for the factual data of the object.

²⁰ Graeme D. Kennedy, *Structure and Meaning in English: A Guide for Teachers* (Harlow: Longman, 2003), p.334.

²¹ Alice Oshima & Ann Haque, *Introduction to Academic*, p.61

b. The Structure of Descriptive Text

Certainly, every text has a structure that is defined as a web of meaning relationships which relate the sentences to each other, give direction to the text and make it hold together.²² It means that structure stands as a direction to write a text with a good coherence or meaning relationship.

There are two generic structures of descriptive text namely:

1) Identification

Identification is about introducing subject or thing that will be described.

2) Description

Description is brief details about who, or what of the subject.²³

Related to the statement above, there are two structures in descriptive text namely general identification and description. Below is the example of the text structure that is applicated in descriptive text:

Text Structure²⁴

My Toy

Identification

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it

²² Graeme Kennedy, *Structure and Meaning*, p.321

²³ Imelda Wardani, HasanBasri, and Abdul Waris, "Journal of English Language Teaching Society (ELTS)" 2 (2014): p.2.

²⁴ *Ibid.*, p.3

Description

as a present for my tenth birthday last year.

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

c. The Language Feature of Descriptive Text

There are several language features of descriptive text concluded by Noprianto which can be organized as follows:²⁵

- 1) Focus on specific participants as the main character.
- 2) Use present tense as dominant tenses.
- 3) Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or function of the participant).

²⁵ Noprianto E, "Student's Descriptive Text Writing in SFL Perspectives," *IJELTAL (Indonesan Journal of English Language Teaching and Applied Linguistics)* 2 (2017): p.67.

- 4) Use action verbs or material process and behavioral process in giving additional description regarding action and behaviour done by the participants in text.
- 5) Use mental verb or mental process when describing feelings.
- 6) Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic.
- 7) Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which function as circumstances.

B. The Concept of Carousel Feedback Technique

1. Definition of Carousel Feedback Technique

According to Brown, he defines that technique as any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson activities.²⁶

Additional definition according to Edward Anthony, he identified three levels of conceptualization and organization, which he termed “approach, method, and technique”.²⁷ The organizational key is that technique carry out a method which is consistent with an approach.

²⁶ Brown, *Teaching by Principles*, 16.

²⁷ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, Third edition (New York: Cambridge University Press, 2014), 15.

According to Kemp, he explained that “learning strategy is learning activity done by teacher and students to reach the purpose of learning effectively and efficiently”.²⁸

Based on the descriptions of the experts above, the researcher concludes that the technique is a wise way and effort made by the teacher to achieve learning objectives in the most practical way, and is based on a particular learning method. So, Carousel Feedback is one of the techniques in written learning because it is a teacher technique that is applied in the classroom.

Carousel Feedback is considered as one kinds of cooperative learning techniques in teaching and learning activity that is created by Spencer Kagan. According to Kagan, Carousel Feedback is the technique which placed the team projects on the team’s desk or posted around the room with a feedback form. Each team stands in front of their project.²⁹ They rotate clockwise to the next team’s project. For a specified time, the team discusses their reaction to the project. Timed RoundRobin works well for this team discussion. When discussion time is up, Student 1 records the team’s feedback. The team rotates to the next project, discusses it, and Student 2 records.

Carousel Feedback Cooperative learning model is one of the models developed by Kagan. This lesson provides an opportunity for students to work in groups to discuss and understand issues, problems, and

²⁸ Suyadi, *Pembelajaran Pendidikan Karakter* (Bandung: PT. Remaja Rosdakarya Offset, 2013), 13.

²⁹ Spencer Kagan, *Cooperative Learning* (San Clemente, CA: Kagan, 1994), p.13.9.

concepts to remember facts, beliefs, information, and/or agreements. During this process, the students work together to produce a response to the question posed by the teacher and reflect responses generated by fellow students. This learning enables the students to practice the skills of evaluating, observing, and discussing a variety of tasks, demonstrating their efforts, and evaluating the work of others and expressing opinions through the feedback sheet.

It can be concluded that Carousel Feedback is one of the cooperative learning techniques that has a principle goal for students to work in groups to discuss and understand problems, and concepts to remember facts, beliefs, information, and / or agreements. To apply this technique, the teacher divides students into groups, asks some students in the group to move to the next group in a clockwise direction and discusses one another on certain topics to gather information related to team projects, then students meet again with group colleagues then back to their own groups to show their efforts, and evaluate the work of others and express their opinions through feedback sheets, share what information they got and start doing team projects. When the teacher applies this technique, all students can participate fully during the lesson. Also, this technique is very effective to support the teaching process especially in planning, reviewing, or practice.

Regarding to the concept of cooperative learning. Van Dat Tran elaborated that “cooperative learning comprises instructional methods in

which teachers organize students into small groups, which then work together to help one another learn academic content.³⁰ Also, Damon and Phelps argued that, "three types of group learning may be distinguished: Tutoring, cooperative learning, and collaborative learning. In cooperative learning, students are seated in groups and have a mutual goal. Typically, student assignments in a cooperative learning setting do not require students to work together: The assignments can also be completed individually."³¹

The relevant theory also comes from Jack C. Richards, "with cooperative learning, students work together in groups whose usual size is two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members".³²

Based on the elaborations about cooperative learning above, it can be noted that the principal purpose of cooperative learning is not only has student to solve and finish a project together but also it has purpose to increase individual ability through contribution of all members in the

³⁰ Van Dat Tran, "The Effects of Cooperative Learning on the Academic Achievement and Knowledge Retention," *International Journal of Higher Education* 3, no. 2 (May 6, 2014): p.131.

³¹ Edda Luzzatto and Giordano DiMarco, *Collaborative Learning Methodology, Types of Interactions and Techniques* (Hauppauge, N.Y.: Nova Science Publishers, 2010), p.199.

³² Jack C Richards and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge, UK; New York: Cambridge University Press, 2002), p.52

group. So, although it has character works in groups, the evaluation in cooperative learning is allocated individually. Then, as a instructional method that applies work in group, cooperative learning also can be a solution to develop student's motivation in learning process.

2. The Advantages of Carousel Feedback Technique

The advantages and disadvantages of using Carousel Feedback technique can be mentioned are as follows:

a. The advantages

- 1) Demand teachers and students to be active in Teaching and Learning Activities, so that student activities are not just taking notes and listening.
- 2) Stimulate students to collaborate between students in a group discussion.
- 3) Students are trained to dare to express opinions and provide feedback
- 4) Train students to develop critical thinking skills on subject matter.

b. The disadvantages

- 1) Procedure for implementing the Carousel Feedback model
- 2) Which is complicated enough to make the classroom atmosphere crowded.
- 3) Turning or moving places makes the classroom atmosphere becomes crowded and noisy.
- 4) Requires a lot of time in the implementation of learning.

5) Dependence of students on one group to work on the problem.

6) Students who have a quiet nature cannot be motivated.

C. The Teaching of Descriptive Writing Skill through Carousel Feedback Technique.

1. The Procedure of Descriptive Writing Skill through Carousel Feedback Technique.

The students were given a descriptive writing teaching procedure design through the Carousel Feedback technique as follows:

- a. The students were explained about descriptive text: definition, structure, language feature, and example.
- b. The students were divided into 5 - 6 groups. Then each group was asked to surround the table.
- c. The Students were given different descriptive writing topics for each group. All groups were instructed to compose descriptive texts together in groups. After finishing the project the teacher applied carousel feedback. the team projects placed on the team's desk or posted around the room with a feedback form. Each team stood in front of their project. They rotated clockwise to the next team's project. For a specified time, the team discussed their reaction to the project. Timed RoundRobin worked well for this team discussion. When discussion time was up, Student 1 recorded the team's

feedback. The team rotated to the next project, discussed it, and Student 2 recorded.

- d. The students had to discuss and did their team project namely writing a descriptive text with the certain topic that had been divided by the teacher before.
- e. The students corrected each other's projects in each group and all group names were written by the teacher on the board. The students were asked to correct all projects and wrote on the board how many errors for each group.
- f. The students whose groups had the fewest mistakes or the best groups were told. then evaluated and explained further about the text of the student error report in writing.

D. Action Hypothesis

Based on the frame of the theories and assumptions, the researcher formulated the action hypothesis that the use of Carousel Feedback technique will be able to improve the students' writing descriptive text skill at Madrasah Aliyah Ma'arif 9 Kotagajah

CHAPTER III

RESEARCH METHOD

A. Variables and Definition of Operational Variables

1. Variable of Research

Based on the explanation before, this research consists of two variables, there are using Carousel Feedback technique as independent variable and students' writing descriptive text skill as dependent variable. The definition of two variables above can be explained as follows:

a. Independent Variable (X)

The independent variable is a variable that functions to influence other variables. The independent variable of this study is the Carousel Feedback technique. This technique can be used as a technique in the process of writing descriptive texts to find keywords and ideas. The technique is done by writing descriptive text, starting from the teacher giving the main rules of the questions, distributing descriptive text written through the Feedback Carousel technique then asking students to solve the questions.

In measuring this variable, the researcher used observation sheet to observe the use of Carousel Feedback technique. As

indicator of success in using Carousel Feedback technique, can be seen, as follows:

- 1) The students have good participation in teaching learning process by using Carousel Feedback technique.
- 2) Ask/answer the question from the teacher.
- 3) This technique runs well and the students were enthusiastic to follow teaching learning process.
- 4) The students' achievement of writing descriptive text can be improved by using Carousel Feedback technique in teaching learning process.

b. Dependent Variable (Y)

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is writing descriptive text which can be interpreted as students' knowledge in finding keywords in a topic, namely; character, place, time, and so on.

In measuring this variable, the researcher used written test as a tool to measure the students' writing descriptive text skill. The test consisted only one question in description test. The indicator of students' writing descriptive text mastery, as follows:

- 1) The student can write certain words correctly and organizing their ideas.
- 2) The students' can get high score in writing descriptive text.

B. Research Settings

1. Place

This research was conducted at Madrasah Aliyah Ma'arif 09 Kotagajah. Most of the students come from the central Lampung Region. Sometimes students feel bored with old techniques when they learn English in class, therefore researchers chose this school to apply the Carousel Feedback technique to improve students' writing skills in descriptive texts and to call out their motivation when learning to write English in particular.

2. Time

This research was conducted in the December. Researcher chose one of the basic competencies in English material.

The basic competence is compiling the text of the interaction, in short and transactional oral and written in an activity related to asking and providing information about oneself involving social functions, text structure, and usage with context in language.

3. Cycle

Because the researcher chose classroom action research (CAR), the researcher used two cycles to determine the success of the strategy used. The number of cycles required depended on the success criteria. If the success criteria was achieved in the second cycle, then the cycle can be stopped. After that the researcher wanted to analyze the data obtained.

C. Research Subject

1. Population

According to Donal Ary e.al population is defined as all members of any well-defined class of people, events or subject.³³ So, populations are all members that will be observed. The populations of this research were the students of the tenth grade of MA Ma'arif 09 Kotagajah that consist 80 students who are devided into three classes.

2. Sample

According to Donal Ary states that sample is portion of population.³⁴ So, Sample is the small group of population that will be researched. It means that the sample of this research was the part of number of the tenth grader at MA Ma'arif 09 Kotagajah. The sample of this research as respondent was X IPA 1 that consists of 26 students.

3. Sampling technique

The sampling technique used simple purposive sampling. Purposive sampling is taken from considerations, for example, the nature of the population and previously known features.

D. Research Procedure

According to Jean McNiff, he stated that, "Action research share certain sets of beliefs, commitments, and hopes. What they do (action

³³ Donald Ary, et.al, *Introduction to Research in Education*, (Canada: Wadsworth, 2006), p. 148

³⁴ *Ibid*, p.148

research) is a set of practices which demonstrates those beliefs, commitments, and hopes in practice.”³⁵

According to Muslich, he stated that “classroom action research is the kinds of research which is used to solve the problem in learning activity by apply it directly in the classroom”.³⁶

Based on the statement above, the researcher concluded that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helped the teacher to solve problem by applying a method, strategy, or technique as an alternative way leading to innovation.

The Researchers used classroom actions to be carried out by collecting data and information systematically through four stages. In classroom action research, this research will be conducted in two cycles. Each cycle from planning, acting, observing, and reflecting. Here's the explanation:

1. Planning

In this section, the researcher planed the planning that consisted of three activities. The activity started with arranging the way to solve the problems. Next, the researcher arranged the way to test the hypothesis

³⁵ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice* (New York: RoutledgeFalmer, 2002), Second Edition, p.15.

³⁶ Muslich Mansur, *Melaksanakan PTK (Penelitian Tindakan Kelas) Itu Mudah, Classroom Action Research Pedoman Praktis Bagi Guru Profesional* (Jakarta: Bumi Aksara, 2012.), p. 8.

and prepares the instrument. And the last, the researcher arranged the lesson plan, the materials, and the objectives of learning process in the classroom.

2. Acting

- 1) The teacher applies the lesson plan
- 2) The teacher explains the advantages of using Problem Based Learning Method in learning process
- 3) The teacher explains the strategies of learning process by using Carousel Feedback
- 4) The teacher guides the students in teaching learning process based on the lesson plan.

3. Observing

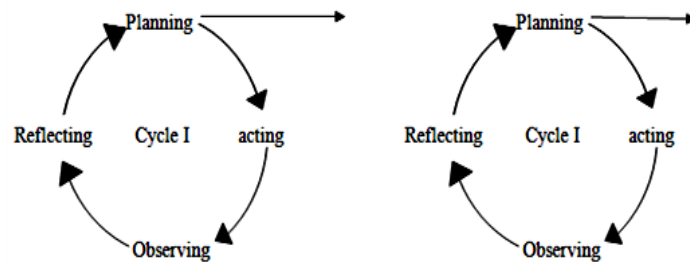
Because the researcher also used the collaborator classroom action research, so the observing activity also done in the same time with acting activity in learning process. When the observing process, it is important to researcher noticed and collected the data about the conditions and the problems faced in the classroom. This phase held in the post test.

4. Reflecting

This is the last phase for the researcher and the teacher. After finish the three steps of classroom action research before, finally the collaborator and the researcher discussed and analyzed together the data as the result. After that, the conclusion of this phase can answer whether the Carousel Feedback technique can improve students' writing

descriptive text or not. The researcher describes the cycles through the scheme of action research design by Kurt Lewin as follows:

Figure 3.1
Kurt Lewin's Action Research Design



Source: Adapted from Jean McNiff³⁷

For the specific explanation, here is the activity that includes in each cycle:

a. Cycle I

1) Planning

- a) Preparing the lesson plan
- b) Preparing the materials of writing descriptive text
- c) Preparing the form of pre test and post test.

2) Acting

- a) The teacher greeted and tried to motivate students about their learning goals so that they could get points in the learning process.

³⁷ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, 41.

- b) The teacher gave them a pre-test form.
 - c) The teacher explained the material about writing descriptive text using the Carousel Feedback technique
 - d) The teacher gave the form of post test to the students.
 - e) If the students finished the post test, then the researcher made a discussion with the student about the answer.
- 3) Observing
- a) The Researcher observed conditions in the classroom and evaluated the test results.
- 4) Reflecting
- a) Commonly, in the first cycle students are still not too understand in answering the test about writing descriptive text using Carousel Feedback technique.
 - b) Also in this cycle, they still faced many problems in answering the question such as vocabulary, grammar, etc. So the second cycle is needed to be done.

b. Cycle II

- 1) Planning
 - a) Preparing the lesson plan
 - b) Preparing the materials of writing descriptive text
 - c) Preparing the form of pre test and post test
- 2) Acting

- a) The teacher greeted and tried to motivate the students about the objectives their study so that they could get the point in the learning process.
 - b) The teacher explained the materials about writing descriptive text by using Carousel Feedback technique.
 - c) The teacher gave the form of post test to the students.
 - d) If the students finished the post test, then the researcher made a discussion with the student about the answer.
- 3) Observing
- a) The researcher observed the condition in the classroom and evaluated the result of the test after doing the second cycle.
- 4) Reflecting
- a) In the second cycle commonly students looked more enthusiastic than the first cycle. The students have made a significant result. Then, the researcher and the teacher made an agreement if the target was not achieved, the action will be continued to cycle 3, but if the target is reached, the action will be stopped.
 - b)

E. Data Collecting Technique

In this research, the researcher chose Classroom Action Research (CAR) as her research. For more explanation, there are the following data:

1. Observation

In the observation phase, the researcher could get interactions in the classroom and every event that occurred. According to Anne, “observation is being used in the sense of taking regular and conscious notice of classroom actions and occurrence which are particularly relevant to the issues or topics being investigated”.³⁸ The researcher helped by the teacher as the collaborator to observe and got description directly about the students’ participation in the learning process. This section was taken in each cycle to get the data about the implementation of Carousel Feedback technique to improve students’ writing descriptive text.

2. Test

As researchers, researchers used tests to collect data. In this study, the test used by researchers was a written test. The test was divided into two types, namely pre-test and post-test.

a. Pre-test

The Researcher gave a pre-test at the first meeting before doing treatment to see students' abilities before doing action research.

b. Post-test

The post-test, was given by the researcher after treatment to see if the treatment contributed to student achievement in class or not.

This increase could be seen if the post-test average score is higher

³⁸ Anne Burns, *Collaborative Action Research for English Language Teacher* (United Kingdom: Cambridge University Press, 1999), p.80.

than the pre-test. This step was carried out after the treatment could improve students' descriptive text writing skills through the Carousel Feedback technique.

3. Documentation

Documentation is a collection of various documents that are relevant to research. These documents could be in the form of worksheets and answers to student questions, student noted and school profiles, class materials, lesson plans, and so on.

F. Research Instrument

Writing involves the mastery of all elements in target language such as content, organization, vocabulary, language use, and mechanics. It involves complex process. There are five general categories in writing, they are:

According to Jacobs the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So the total of the score of writing skill is 100.

Table 3.1

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive ; through development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge able of subject; adequate range; limited development of thesis;

		mostly relevant to topic; but lacks detail
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized but main ideas stand out; limited support; logical sequencing; cohesive
	17-14	Good to average: somewhat copy; loosely organized; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence

		construction rules; dominated b errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate.

In conclusion, there are some criteria to measure the students' writing skill and it has each writing score and level of score for each criteria. And all of the score criteria it can be the total score of students' writing skill.

G. Data Analysis Technique

The researcher conducted data analysis by using a statistical technique in scoring the pre test and post test. There are the following formulas:³⁹

$$P = \frac{F}{N} \times 100\%$$

Notes: P = Percentage of Students Activity

F = The total number of students' scores

N = Number of students

³⁹ Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), Eighth edition, p.108.

H. Indicator of Success

The research called success if 75% of the students get minimum score 75 and the students learning activity could improve in writing descriptive text. If the target has been already achieved, then the cycle can be stopped.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of The Research

1. Description of Research Location

a. The History of Madrasah Aliyah Ma'arif 09 Kotagajah

Madrasah Aliyah Ma'arif 09 Kotagajah is located in Purworejo Village, Kotagajah District, Central Lampung Regency, and Lampung Province. This madrasah was started on July 16, 1990, at that time the founder was Bpk.KH.Aminan with a Notary Deed of Establishment: 03 of 1990 for the first time Madrasah Aliyah Ma'arif 9 Kotagajah was led by Bpk.Ngaliman Marzuki and as his deputy Mr. Sugiyanto, BA .

b. Vision and Mission of Madrasah Aliyah Ma'arif 09 Kotagajah

Vision:

Leading in achievement, those are based on faith, science and property, and able to actualize in personal and community.

Mission:

- 1) Delivering education in active, innovative, creative, effective and fun that halful wal jama'ah a nahdliyah.
- 2) Developing skills in Arabic and English.
- 3) Make integrated means of information and communication technology.
- 4) Conducting worship activities.

c. The Condition of Teacher and Official Employees at Madrasah Aliyah Ma'arif 09 Kotagajah

The numbers of the teacher and official employers in MA Ma'arif 09 Kotagajah are 43 the teachers and 6 official employees that can be seen on the table below:

Table 4.1
The Condition of Teacher and Official Employers at MA Ma'arif 09 Kotagajah

NO	NAMA	JABATAN
1	Didik Fitri Cahyono, S.Si	Principal
2	Drs. Usman Gatri, M.Pd.I	Teacher
3	Eko Marsono, S.Pd	Vice Principal
4	Laila Rahmawati, S.Ag	Teacher
5	Mabrur Mustangin, S.Pd.I	Teacher
6	Sugiyanto, BA	Teacher
7	Moh. Samsul Hani	Teacher
8	Hi. Drs. Muhabkir	Teacher
9	Solekhan, S.Ag	Teacher
10	Endang Martilawati, S.Pd.	Teacher
11	Subandi, SE	Teacher
12	Siti Haryani, S.Pd	Teacher
13	Sumardiyah, S.Pd	Teacher
14	Drs. Prayitno	Teacher
15	Hj. Wiwik Fitri Handayani, S.Pd	Teacher

16	Fitri Astuti, S.Pd	Teacher
17	Heroyogi Sulendra, S.Kom	Teacher
18	Susi Harnani, S.Si., M.Pd	Teacher
19	Andra Rotama, S.Pd. M.Pd	Teacher
20	Didik Fitri Cahyono, S.Si	Teacher
21	Mugiasih, S.Pd	Teacher
22	Syarifah Handayani, S.Pd.I	Teacher
23	Johan Dwi Wibowo, S.Pd.	Teacher
24	Winarsih, S.Pd	Teacher
25	Warna Sari, S.Pd	Teacher
26	Tabah Erma Damayanti, S.Pd	Teacher
27	Imelda Savitri, S.Pd	Teacher
28	Sudin. S.Ag	Teacher
29	Sri Hidayati, S.Pd.I	Teacher
30	M. Ikhwanuddin, S.Pd	Teacher
31	Kayat, S.Pd.I	Teacher
32	M. Badaruddin, M.Pd.I	Teacher
33	Maylisa Handayani, S.Pd	Teacher
34	Mohammad Zaimul Umam, M. Pd	Teacher
35	Indah Ansani Putri, S.Pd	Teacher
36	Didik Kurniawan, S.Pd.I	Teacher
37	Tika Fitriasih, S.Pd.I	Teacher

38	Ade Siska Febriani, S.Pd	Teacher
39	Indah Yuni Wulandari, S.Pd	Teacher
40	Dwi Puspitasari, S.Pd	Teacher
41	Rizqy Asshiddiqy A. S.	Teacher
42	Burhanuddin	Teacher
43	Eli Purwanti, S.Pd	Teacher
44	Ayin Ashari, S. Pd	Head of the Library
45	Rizki Tri Yulianti, S.Pd.I	Staff TU
46	Muhammad Wahyudi	Staff TU
47	Lukman Hakim	Staff TU
48	Wakrun	Staff TU

d. Students Quantity of Madrasah Aliyah Ma'arif 09 Kotagajah

The students' quantity of Madrasah Aliyah Ma'arif 09 Kotagajah can be seen on the table below:

Table 4.2

The number of the students of Madrasah Aliyah Ma'arif 09 Kotagajah

No	Class	Male	Female	Total
1	X	32	48	80
2	XI	35	54	89
3	XII	33	86	119
Total				288

Source : Documentation of Students' Quantity at Madrasah Aliyah Ma'arif 09 Kotagajah

e. The Building of Madrasah Aliyah Ma'arif 09 Kotagajah

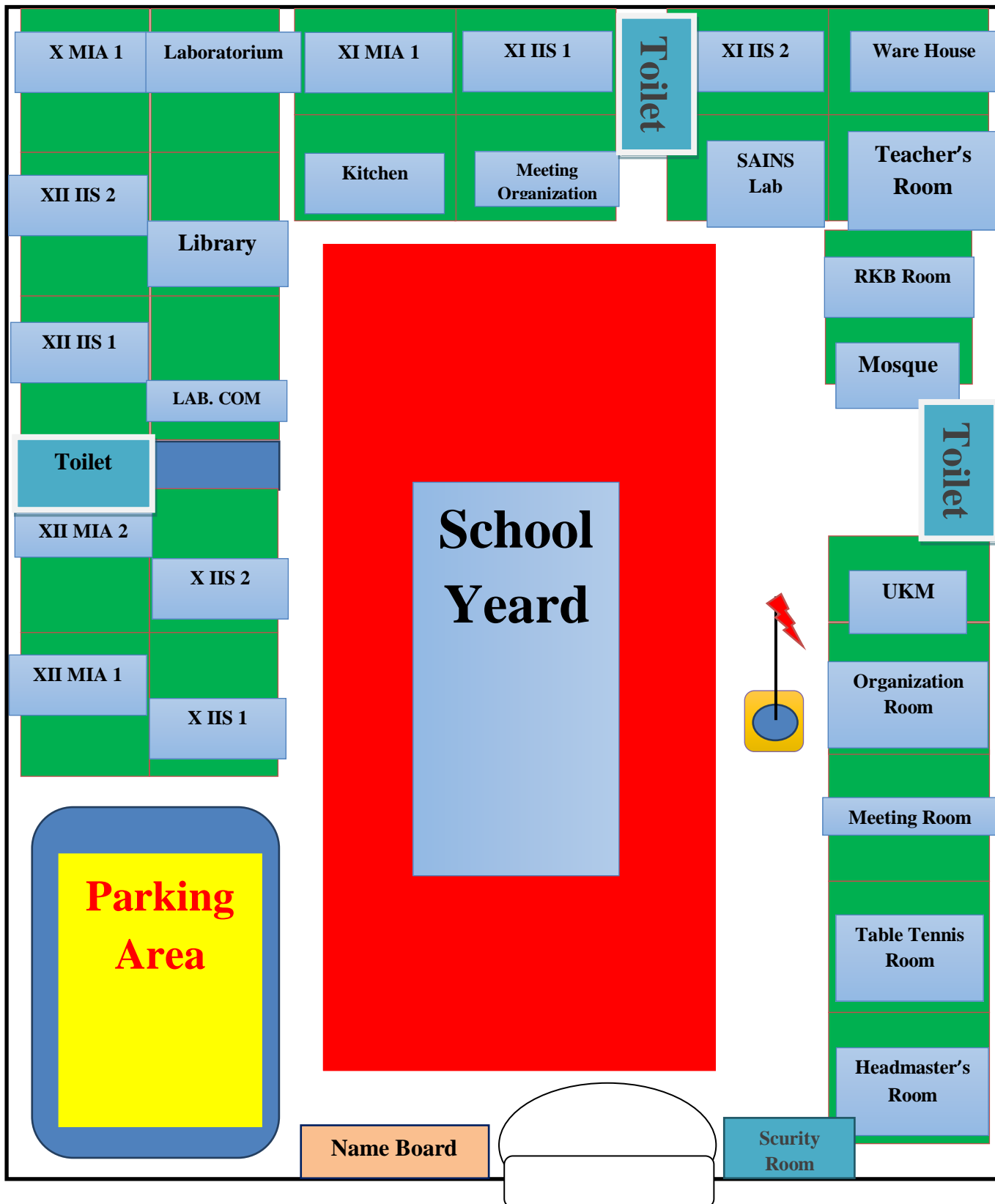
The condition of facilities of Madrasah Aliyah Ma'arif 09 Kotagajah that can be seen on the table below:

Table 4.3
The Building of facilities in Madrasah Aliyah Ma'arif 09 Kotagajah

No	Building Facility	Quantity
1	Classroom	10
2	Headmaster Room	1
3	Vice Principal Room	2
4	The researcher Room	1
5	Computer Laboratory Room	1
6	Language Laboratory Room	1
7	TU Room	1
8	Mosque	1
9	Science Laboratory Room	1
10	The resarcher's Toilet	2
11	Student's Toilet	6
12	Library	1
13	Kitchen	1
14	Guidance and Counseling Room	1
15	Staff TU Room	1

g. Location Sketch

Figure 4.2



2. Description of the Data

In this research, researcher used classroom action research, the researcher used classroom action research, conducted the research in two cycles and each consist of planning, acting, observing and reflecting.

To measure the student writing descriptive skill, the researcher used the pretest before giving the treatment. The researcher gave the students a pre-test to see their knowledge about descriptive text. The researcher gave topic about public figure, then the student start to write. So, the result of pre-test could be shown on the table below:

Table 4.4

The Students' Pre-test Result of Writing Descriptive Text

No	Name	The Component of Writing Scores					Score	Note
		C	O	V	L	M		
1	AM	23	13	14	17	3	70	Incomplete
2	AO	24	17	15	16	5	77	Complete
3	AFB	21	16	16	14	3	70	Incomplete
4	ANH	14	13	14	13	3	57	Incomplete
5	AN	23	17	10	13	3	66	Incomplete
6	AS	16	11	10	14	3	54	Incomplete
7	DAS	25	15	16	17	3	76	Complete
8	ICN	23	13	14	16	4	70	Incomplete
9	L	16	11	9	11	2	49	Incomplete
10	MAH	14	8	7	10	2	41	Incomplete
11	MJ	21	13	14	14	3	65	Incomplete
12	MS	22	12	13	14	4	65	Incomplete
13	MV	19	12	13	15	3	62	Incomplete
14	NJ	18	16	13	21	2	70	Incomplete
15	NQ	25	14	15	17	5	76	Complete
16	NNH	20	17	16	12	2	67	Incomplete
17	NVD	20	13	14	12	3	62	Incomplete

18	RPO	19	13	12	10	4	58	Incomplete
19	RF	23	15	14	14	5	71	Incomplete
20	RR	19	13	14	16	4	66	Incomplete
21	RIA	22	15	16	18	5	76	Complete
22	S	10	9	8	7	4	38	Incomplete
23	SAR	12	8	10	13	4	47	Incomplete
24	SR	19	12	14	15	3	63	Incomplete
25	SA	20	12	14	14	4	64	Incomplete
26	WS	13	11	14	14	4	56	Incomplete
Total Score		501	339	339	367	90	1636	
Average		19,27	13,04	13,04	14,12	3,46	62,92	

Source: the result of Pre-test

Table 4.5

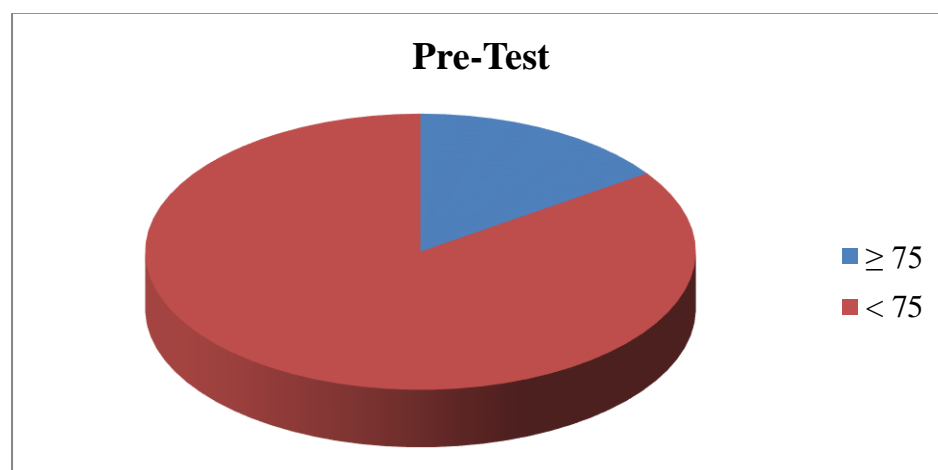
Frequency of students' grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	4	15,4%	Complete
2	< 75	22	84,6%	Incomplete
	Total	26	100%	

Source: The result of Pre-test on December 7th, 2020

Figure 4.3

The Percentage of the Students' Grade in Pre-test



Based on the data above, it could be inferred that 22 students (84,6%) were not successful and 4 other students (15,4%) were successful. The successful students were those who got the minimum mastery criteria of English subject at MA Ma'arif 09 Kotagajah least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 62,92 , so the result was unsatisfied. Therefore, the researcher used Carousel Feedback technique to improve the students' writing skill.

a. Cycle 1

1) Planning

In this section the researcher planned to give the material about descriptive text. The researcher prepared several things related to learning process such as prepared the lesson plan for the action based on the problems faced by students. The researcher selected material and exercise into a lesson plan. In the lesson plan, there was Carousel Feedback technique to improve student's writing skill in descriptive text. Beside of making lesson plan the researcher also made the instrument that would be done as the pre-test and post-test in the cycle I, made observation sheet of the student's activity, identified the problem and found the cause of problem at the first and the end of learning process, so planned to giving the evaluation to measure the students skill in received the material that have been taught.

2) Action

a) The first meeting

This meeting was conducted on Monday, December, 8th 2020 at 09.30 until 11.00 and followed by 25 students. The meeting was started by praying, greeting and checking the attendance list.

The condition of the class is less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher conducted the research in the class. It showed that some students gave their full nice attention to the researcher during the learning process.

In the beginning, the researcher introduced Carousel Feedback technique to the students. The researcher explains about descriptive text and discuss about the topic. After the discussion, the researcher gave the example of descriptive text.

In the end of meeting, the researcher gave motivation to the students and stimulated the students to conclude the material. And then, the researcher greets to closing the meeting. Then, the researcher greeted closing the meeting.

b) The second meeting

The second meeting was used as the implementation of the action in the cycle 1 and it was conduct on Friday, December 11th, 2020 at 09.30 – 11.00. The meeting was started by praying and

greeting, checking the attendance list, asking the students condition, and giving motivation to students.

Then, the researcher gave post-test to the students. The kind of test was written test, the researcher gave some themes, and then the researcher gave time about 60 minutes to students and they should make a descriptive text based on the theme. In the post-test only 11 students who get good score, but the result of the students test was better than the students test before giving treatment.

Table 4.6
The Students' Post-test 1 Result of Writing Descriptive Text

No	Name	The Component of Writing Scores					Score	Note
		C	O	V	L	M		
1	AM	26	14	16	17	5	78	Complete
2	AO	24	17	17	16	5	79	Complete
3	AFB	22	15	18	15	4	74	Incomplete
4	ANH	15	14	16	13	4	62	Incomplete
5	AN	24	17	16	13	3	73	Incomplete
6	AS	16	11	15	14	4	60	Incomplete
7	DAS	25	15	17	16	3	76	Complete
8	ICN	23	14	15	16	4	72	Incomplete
9	L	21	12	15	17	3	68	Incomplete
10	MAH	16	10	12	10	3	51	Incomplete
11	MJ	23	14	17	19	5	78	Complete
12	MS	24	15	16	17	5	77	Complete
13	MV	25	15	16	15	4	75	Complete
14	NJ	20	17	15	21	3	76	Complete
15	NQ	25	15	17	21	4	82	Complete
16	NNH	21	18	17	12	4	72	Incomplete
17	NVD	24	17	16	12	5	74	Incomplete
18	RPO	20	14	15	13	5	67	Incomplete
19	RF	23	15	16	18	5	77	Complete
20	RR	20	15	16	20	4	75	Complete
21	RIA	22	15	17	22	5	81	Complete

22	S	11	10	11	7	5	44	Incomplete
23	SAR	12	9	16	13	4	54	Incomplete
24	SR	21	13	15	16	4	69	Incomplete
25	SA	23	13	15	16	4	71	Incomplete
26	WS	19	11	16	15	4	65	Incomplete
Total Score		545	365	408	404	108	1830	
Average		20,96	14,04	15,69	15,54	4,15	70,38	

Source: The result of Post-test 1

Table 4.7

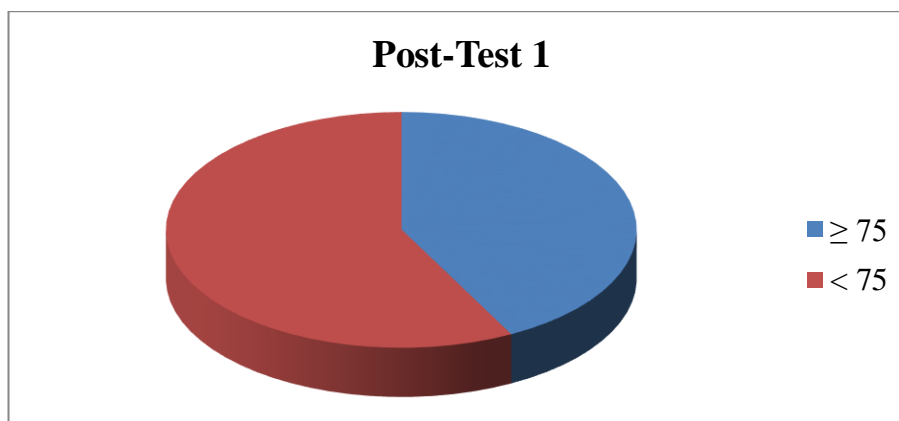
Frequency of students' grade in Post-test 1

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	11	42,3%	Complete
2	< 75	15	57,7%	Incomplete
Total		26	100%	

Source: The result of Post-test 1 on December 11th, 2020

Figure 4.4

The Percentage of the Students' Grade in Post-test 1



Based on the result above, it could be seen that 11 students (42,3%) got grade up to the standard and 15 students (57,7%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the

material should get minimum mastery criteria, at least 75. Learning process was said successful when 75% students got grade ≥ 75 . The fact showed that the result was unsatisfied.

3) Observation

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

While the treatment was executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 4.8
The Students' Learning Activity Observation in Cycle I

No	Name	The Aspects that Observed			
		Give participation to the researcher explanation	Ask/answer the question from the teacher	Enthusiasm in group	The students able do task to researcher explanation
1.	AM	√	-	√	-
2.	AO	-	-	-	-
3.	AFB	√	-	√	√
4.	ANH	√	√	-	-
5.	AN	√	√	-	-
6.	AS	√	-	-	√
7.	DAS	√	-	√	-
8.	ICN	-	√	-	√
9.	L	√	-	√	-
10.	MAH	-	-	-	√
11.	MJ	-	-	√	√

12.	MS	√	-	√	-
13.	MV	-	-	-	√
14.	NJ	√	√	√	-
15.	NQ	√	-	√	-
16.	NNH	√	-	-	√
17.	NVD	-	-	-	√
18.	RPO	√	-	-	√
19.	RF	√	√	-	-
20.	RR	√	-	-	-
21.	RIA	-	√	√	-
22.	S	-	-	-	√
23.	SAR	-	-	√	-
24.	SR	-	√	√	-
25.	SA	-	-	√	-
26.	WA	√	-	-	-
→	TOTAL	15	7	12	10

Source: The students' activity at the tenth grade of MA Ma'arif 09 Kotagajah.

Table 4.9
The Frequency Students' Activities in Cycle I

No	Aspect Of The Research	Frequency	Percentage
1	Give participation to the researcher explanation	15	57,7%
2	Ask/answer the question from the teacher	7	26,9%
3	Enthusiasm in group	12	46,1%
4	The students able do task to researcher explanation	10	38,5%

Based on the data above explain that the total of students who give attention to the researcher explanation are 15 students (57,7%). Students ask/answer the question only 7 students (26,9%). 12 students who were active in group (46,1%) and 10 students (38,5%) who were able do the task.

4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

After the researchers held a pre test and post test 1 researcher get students who have not met the indicator, therefore researchers will continue to cycle II. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test 1 grade. The comparison between post-test grade and post-test 1 grade was as follows:

Table 4.10
The Comparison between Pre-test and Post-test 1 Grade in Cycle I

No	Name	Pre Test score	Post Test 1 Score	Deviation	Explanation
1	AM	70	78	8	Improve
2	AO	77	79	2	Improve
3	AFB	70	74	4	Improve
4	ANH	57	62	5	Improve
5	AN	66	73	7	Improve
6	AS	54	60	6	Improve
7	DAS	76	76	0	Constant
8	ICN	70	72	2	Improve

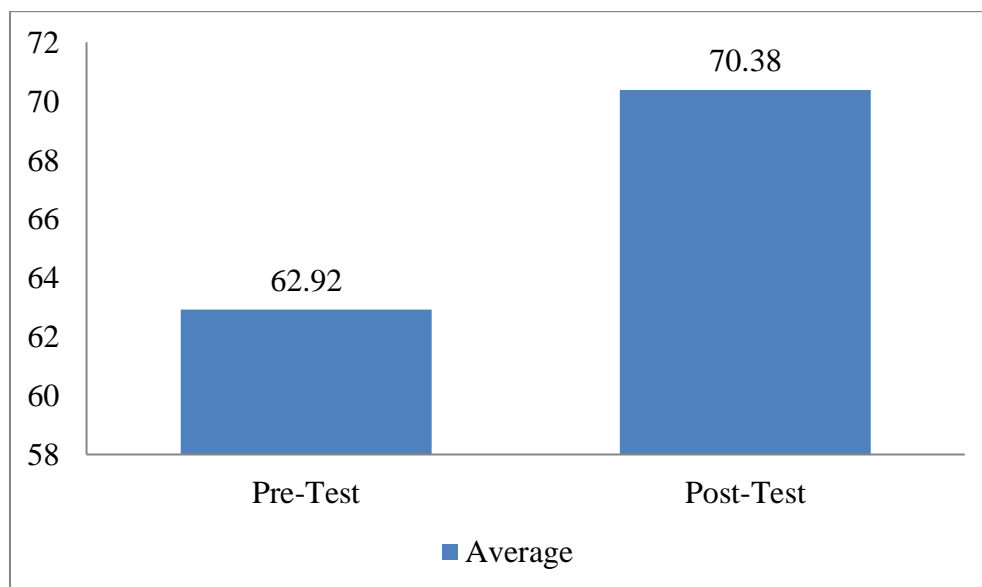
9	L	49	68	19	Improve
10	MAH	41	51	10	Improve
11	MJ	65	78	13	Improve
12	MS	65	77	12	Improve
13	MV	62	75	13	Improve
14	NJ	70	76	6	Improve
15	NQ	76	82	6	Improve
16	NNH	67	72	5	Improve
17	NVD	62	74	12	Improve
18	RPO	58	67	9	Improve
19	RF	71	77	6	Improve
20	RR	66	75	9	Improve
21	RIA	76	81	5	Improve
22	S	38	44	6	Improve
23	SAR	47	54	7	Improve
24	SR	63	69	6	Improve
25	SA	64	71	7	Improve
26	WS	56	65	9	Improve
Total Score		1636	1830		
Average		62,92	70,38		

Table 4.11
The Comparison of Students' Pre-Test and Post-Test 1 in Cycle I

Interval	Pre-Test	Post-Test 1	Explanation
≥ 75	4	11	Complete
< 75	22	15	Incomplete
Total	26	26	

Then, the graph of comparison students' comparison writing of pre-test and post-test 1 grade in cycle I could be seen as follow:

Figure 4.5
The Comparison of Percentage of the Students' Completeness Grade on Pre-test and Post-test 1



Based on the result above it could be concluded that there was an improving of students' result in pre test and post test, only one student experiences constants. It could be seen from the average result in pre test and post test 1. In pre test the average was 62,92 and become 70,38 in post test 1. It means that the average score of the students' improve 7,46 from pre test to post test 1.

However, almost students were not fulfilling the standard minimum criteria. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 75% students got grade ≥ 75 . The fact showed that the result was unsatisfied. Furthermore the researcher

conducted the cycle II in order to make students can reach the standard minimum criteria.

b. Cycle II

Based on the result of cycle I was not success, the cycle must be continued to cycle I. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activity in cycle I, the process at the cycle II was focused on the problem in cycle I. There were still many weaknesses on cycle I. The researcher and the collaborator planned the materials. The researcher prepared the lesson plan, material, gave the post-test and evaluation. By using Carousel Feedback Technique the researcher tried to improve the students' interest in learning English.

2) Action

a) The first meeting

The first meeting was conducted on, December 15th 2020 at 9.30 until 11.00. This meeting was opened by praying, greeting, asking the students' condition and checking the attendance list. In this meeting, the researcher asked to the students about previous lesson and cycle I test. While teaching and learning process using Carousel Feedback Technique well and more interested in the class to be more enthusiastic, interest, and the students gave full attention to be researcher explanation, so, it can make the students interest in learning

process, especially in teaching descriptive text using Carousel Feedback Technique.

Meanwhile, the researcher was explaining the material more clearly than before, and the researcher explained more about language feature and present tense. The researcher gave example of descriptive text about public figure. Next, the researcher gave a text about Rhoma Irama. The student read the text, and then researcher asked the students about the text. Most of student did not understand. The researcher said “Let’s reread the text. Right here on the first line it says “Rhoma Irama is the king of dangdut in Indonesia”. Researcher described about Rhoma Irama. Then student created image in their mind about Rhoma Irama. The researcher gave the clue until the last instruction. After that, the researcher gave pos-test cycle II with the similar task on post-test cycle 1 before. He gave 60 minutes to the students to finish their task.

b) The Second Meeting

The second meeting was conducted on December 18th 2020. This meeting used to post-test 2 in the end of cycle II for 2x45 minutes. The researcher gave post-test to the students to write a descriptive text with theme: Ahmad Dhani, Sule, Deddy Corbuzer, Rhoma Irama, Raffi Ahmad, and the result can be seen in the table as follows:

Table 4.12
The Students' Post-test 2 Result of Writing Descriptive Text

No	Name	The Component of Writing Score					Score	Note
		C	O	V	L	M		
1	AM	27	14	17	22	5	85	Complete
2	AO	25	18	19	22	5	89	Complete
3	AFB	22	16	19	15	4	76	Complete
4	ANH	20	15	18	13	4	70	Incomplete
5	AN	24	17	17	13	3	74	Incomplete
6	AS	17	11	15	15	4	62	Incomplete
7	DAS	25	15	18	22	5	85	Complete
8	ICN	23	14	17	16	5	75	Complete
9	L	27	14	17	17	5	80	Complete
10	MAH	24	16	17	15	4	76	Complete
11	MJ	22	15	17	21	5	80	Complete
12	MS	25	17	17	16	5	80	Complete
13	MV	26	18	18	23	5	90	Complete
14	NJ	21	17	16	20	5	79	Complete
15	NQ	27	15	18	22	5	87	Complete
16	NNH	23	19	17	20	4	83	Complete
17	NVD	24	17	17	15	5	78	Complete
18	RPO	22	16	17	21	5	81	Complete
19	RF	23	18	17	21	5	84	Complete
20	RR	23	14	17	20	4	78	Complete
21	RIA	22	15	18	23	5	83	Complete
22	S	23	11	13	8	5	60	Incomplete
23	SAR	26	14	17	18	5	80	Complete
24	SR	22	14	16	20	4	76	Complete
25	SA	23	14	16	17	5	75	Complete
26	WS	21	17	16	18	5	77	Complete
Total Score		607	401	441	473	121	2043	
Average		23,35	15,42	16,96	18,19	4,65	78,58	

Table 4.13
Frequency of students' grade in Post-test 2

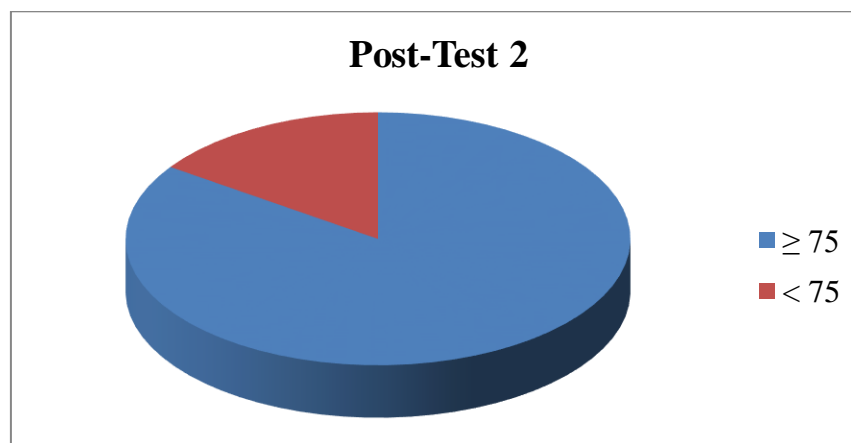
No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	22	84,6%	Complete

2	< 75	4	15,4%	Incomplete
	Total	26	100%	

Source: The result of Pre-test on December 18th, 2020

Figure 4.6

The Percentage of the Students' Grade in Post-test 2



The table above is the result of students' score at post test 2. The lowest score was 44 and the highest score was 90 and the average score was 77,96. According to minimum standard criteria 84% students passed the test. Most of students could improve their writing descriptive text. It means that cycle II is successful.

3) Observation

At this stage, the observation was done by researcher during learning process. There were some observation that had been done, such as; observation sheet on the students' activities, the researcher's note, and observation on the result of the evaluation.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow:

Table 4.14
The Students' Learning Activity Observation in Cycle II

No	Name	The Aspects that Observed			
		Give participation to the researcher explainaion	Ask/answer the question from the teacher	Enthusiasm in group	The students able do task to researcher explanation
1.	AM	√	-	√	√
2.	AO	-	√	√	√
3.	AFB	√	-	√	√
4.	ANH	√	√	√	√
5.	AN	√	√	√	-
6.	AS	√	√	-	√
7.	DAS	√	-	√	√
8.	ICN	√	√	√	√
9.	L	√	-	√	√
10.	MAH	√	√	-	√
11.	MJ	-	√	√	√
12.	MS	√	√	√	-
13.	MV	√	-	-	√
14.	NJ	√	√	√	-
15.	NQ	√	-	√	√
16.	NNH	√	-	√	√
17.	NVD	√	√	-	√
18.	RPO	√	-	√	√
19.	RF	√	√	√	-
20.	RR	√	-	√	√
21.	RIA	-	√	√	-
22.	S	√	√	-	√
23.	SAR	√	√	√	-
24.	SR	√	√	√	-
25.	SA	√	√	√	-
26.	WA	√	-	√	√
→	TOTAL	23	16	21	18

Source: The students' activity at the tenth grade of MA Ma'arif 09 Kotagajah.

Table 4.15
The Frequency Students' Activities in Cycle II

No	Aspect Of The Research	Frequency	Percentage
1	Give participation to the researcher explanaion	23	88,5%
2	Ask/answer the question from the teacher	16	61,5%
3	Enthusiasm in group	21	80,8%
4	The students able do task to researcher explanation	18	69,2%

4) Reflection

Based on the result of cycle II, the researcher did reflection together. Based on the result of observation learning process on cycle II, can be inferred that most of the students pay attention the researcher and they could accept the material more clearly, from the test result, the researcher found in this phase, students and had a good progress. They improved their understanding of Carousel Feedback significantly and improving more writing descriptive text that has proved by successfully doing the post test.

Table 4.16
The Comparison between Post-test 1 and Post-test 2 Grade in Cycle II

No	Name	Pre Test 1 score	Post Test 2 Score	Deviation	Explanation
1	AM	78	85	7	Improve
2	AO	79	89	10	Improve
3	AFB	74	76	2	Improve
4	ANH	62	70	8	Improve
5	AN	73	74	1	Improve

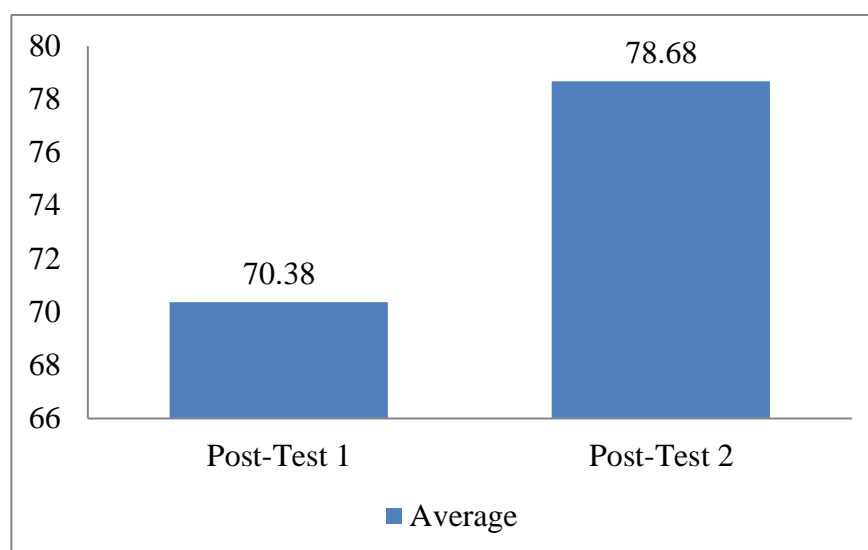
6	AS	60	62	2	Improve
7	DAS	76	85	9	Constant
8	ICN	72	75	3	Improve
9	L	68	80	12	Improve
10	MAH	51	76	25	Improve
11	MJ	78	80	2	Improve
12	MS	77	80	3	Improve
13	MV	75	90	15	Improve
14	NJ	76	79	3	Improve
15	NQ	82	87	5	Improve
16	NNH	72	83	11	Improve
17	NVD	74	78	4	Improve
18	RPO	67	81	14	Improve
19	RF	77	84	7	Improve
20	RR	75	78	3	Improve
21	RIA	81	83	2	Improve
22	S	44	60	16	Improve
23	SAR	54	80	26	Improve
24	SR	69	76	7	Improve
25	SA	71	75	4	Improve
26	WS	65	77	12	Improve
Total Score		1830	2043		
Average		70,38	78,58		

Table 4.17
The Comparison of Students' Post-Test 1 and Post-Test 2 in Cycle II

Interval	Post-Test 1	Post-Test 2	Explanation
≥ 75	4	11	Complete
< 75	22	15	Incomplete
Total	26	26	

Then, the graph of comparison students' comparison writing of post-test 1 and post-test 2 grades in cycle II could be seen as follow:

Figure 4.7
The Comparison of Percentage of the Students' Completeness Grade on post-test 1 and post-test 2



From the table above, in post-test 1 in cycle I and post-test 2 in cycle II the students' writing skill in descriptive text improved. Their average scores improved from 70,38 up to 78,68. From the table we had known that in post-test 2, There were four students who got the score below the target or under Minimum Mastery Criteria (MMC), and 22 students got score more than Minimum Mastery Criteria. So, based on the result of post-test 1 and post-test 2, it could be seen that the target of teaching based on MMC had been achieved and also meant that Carousel Feedback can improve the students' writing descriptive text. Because the indicator of success has been achieving in this cycle, it means that it was not continued in the next cycle.

B. Interpretation

1. The Result of Students Pre-Test

In this phase, the researcher presented the pre-test to measure the students' skill before implementing the treatments. The researcher obtained the data through test in the form of essay which completed for 60 minutes. It was done on Monday, December 7th 2020. From the result of pre-test showed that most of the students got difficulty for doing the test. Based on the table 4.4 the students average were 62,92 , it showed that most of the students had not completed yet in achieving the Minimum Mastery Criteria at least 75. In this phase, only 4 students of 26 students completed the minimum mastery criteria.

2. The Result of Students Post-Test 1 in Cycle I

After did the pre-test, the researcher gave the treatment to the students in cycle I on Tuesday, December 8th 2020. The treatment was conducted by teaching the students how to make a descriptive text using carousel feedback technique. Furthermore, the researcher gave the post-test in the next meeting on and the post-test was named post-test 1. This research had done on Friday, December 11th 2020.

From the result of post-test, we know that there were 15 students (57,7%) students complete the post-test 1. the lowest score was 44, the highest score was 82, and the average score was 70,38.

Based on the result of students' score in pre-test and post-test 1, there was an improving from the students' result score. It could be seen from the

average in pre-test 62,92 and post-test 70,38. Although there was improving of students' achievement, cycle I was not successfully yet because only 15 students (57,7%) who completed in post-test 1. It means that in the cycle I, the students' achievement could enough but it was not successful because the indicator of success was not reached yet.

3. The Result of Students Post-test 2 in Cycle II

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 57,7% of students who completed the minimum mastery criteria. The researcher presented the post-test 2 to measure the students' skill after implementing the treatment. The researcher obtained the data trough test in from of essay which completed for 60 minutes. It was done on Friday, December 18th, 2020. Based on the table 4.12, the students' average were 78,58. It showed that most of the students have achieving the Minimum Mastery criteria (MMC) at least 75. In this phase, 22 students of 26 students of 84,6% students completed of the minimum mastery criteria and the research was successful.

4. Comparison of Score in Pre-Test, Post-Test 1 in cycle I, and Post-Test 2 in Cycle II.

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test 1 was higher than pre-test. Moreover, in cycle II, the students' average score was

higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

Table 4.18
The Comparison of writing skill of
Pre-Test, Post-Test 1 in Cycle I and Post-Test 2 in Cycle II

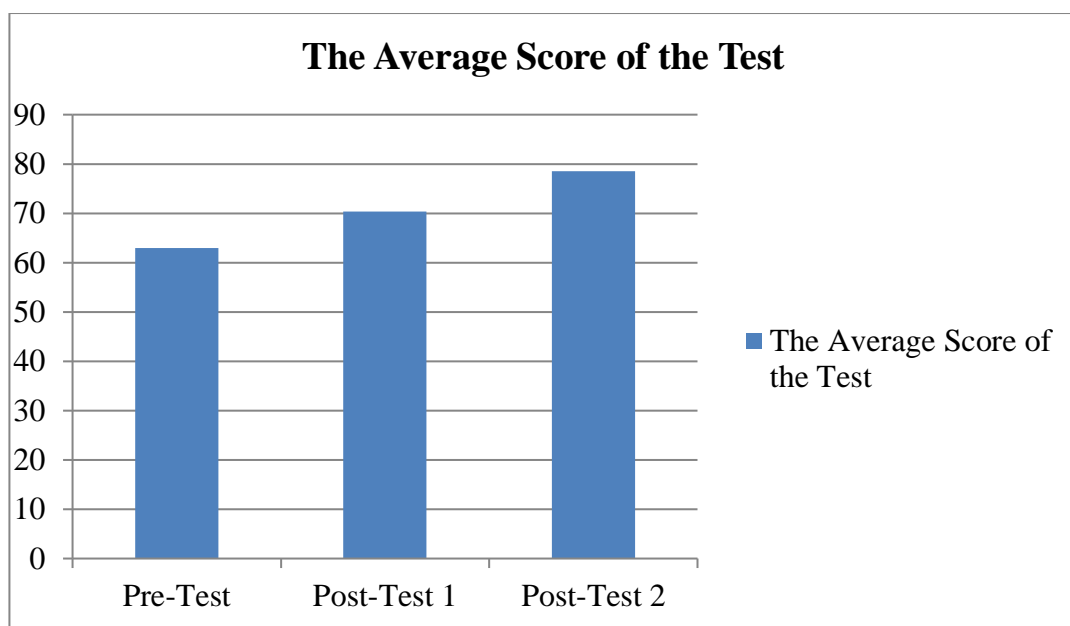
No	Name	Pre Test score	Pre Test 1 score	Post Test 2 score	Explanation
1	AM	70	78	85	Improve
2	AO	77	79	89	Improve
3	AFB	70	74	76	Improve
4	ANH	57	62	70	Improve
5	AN	66	73	74	Improve
6	AS	54	60	62	Improve
7	DAS	76	76	85	Improve
8	ICN	70	72	75	Improve
9	L	49	68	80	Improve
10	MAH	41	51	76	Improve
11	MJ	65	78	80	Improve
12	MS	65	77	80	Improve
13	MV	62	75	90	Improve
14	NJ	70	76	79	Improve
15	NQ	76	82	87	Improve
16	NNH	67	72	83	Improve
17	NVD	62	74	78	Improve
18	RPO	58	67	81	Improve
19	RF	71	77	84	Improve
20	RR	66	75	78	Improve
21	RIA	76	81	83	Improve
22	S	38	44	60	Improve
23	SAR	47	54	80	Improve
24	SR	63	69	76	Improve
25	SA	64	71	75	Improve
26	WS	56	65	77	Improve
Total Score		1636	1830	2043	
Average		62,92	70,38	78,58	

Table 4.19
The Comparison of Students' Pre-Test, Post-Test 1 Score in Cycle I and
Post-Test 2 Score in Cycle II

Interval	Pre-Test	Percentage	Post - Test 1	Percentage	Post - Test 2	Percentage	Explanation
≥ 75	4	15,4%	11	42,3%	22	84,6%	Complete
< 75	22	84,6%	15	57,7%	4	15,4%	Incomplete
Total	26	100%	26	100%	26	100%	

The researcher shows the average score the result of pre-test, post-test 1 and post-test 2, as follow:

Figure 4.8
The Average Score on Pre Test, Post Test 1 and Post Test 2



Based on the graph above, it could be inferred that carousel feedback technique could improve the students' writing skill in descriptive text. It is

supported by improving score of the students from pre-test to post-test 1 and from post-test 1 to post-test 2.

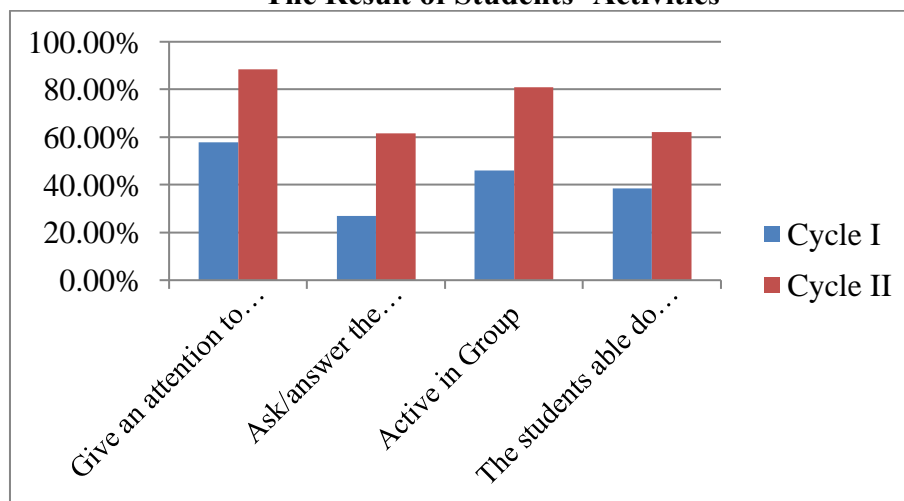
5. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 4.20

No	Students' Activities	Cycle I		Cycle II		Note
		Frequency	Percentage	Frequency	Percentage	
1	Give participation to the researcher explanation	15	57,7%	23	88,5%	Improve
2	Ask/answer the question from the teacher	7	26,9%	16	61,5%	Improve
3	Enthusiasm in group	12	46,1%	21	80,8%	Improve
4	The students able do task to researcher explanation	10	38,5%	18	69,2%	Improve
	Total Score		169%		300%	Improve
	Average		42,3%		75,0%	Improve

Figure 4.9s
The Result of Students' Activities



Based on line of graph, the students' activities improved from cycle I and cycle II. The students who gave attention to the researcher explanation 15 students (57,7%) became 23 students (88,5%). There are only 7 students (26,9%) students who ask/answer the question from teacher improved up to 16 students (61,5%). The students' activity of active in group has reached out from 12 students (46,1%) up to 21 students (80,8%). 18 students (69,2%) from 10 students (38,5%) is in the students able do the task.

Based on the result, it can be seen that the students activities in cycle I up to cycle II improved from 42,3% to 75,0%. The improving is 32,7% . Therefore this research considers finish at cycle 2. It could be concluding that the use Carousel Feedback Technique could improve the students' writing descriptive text at the tenth graders of Madrasah Aliyah Ma'arif 09 Kotagajah.

C. Discussion

In teaching writing at the tenth grades of MA Ma'arif 09 Kotagajah based on pre-survey there were some problems, such as some students' difficulties to express their ideas in writing descriptive text. The researcher chose the task based instruction method to improve the students' writing descriptive text.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of carousel feedback technique could improve the students' writing descriptive text. There was a progress in average score from pre-test was 62,92,

post-test I was 70,38 and become 78,58 in post-test 2. It could be seen that there was an improving in the average score and total of the students who passed the test from pre-test, post-test 1 and post-test 2.

In improving students' skill to write descriptive text, researchers used carousel feedback techniques to train students in writing descriptive text and made students understand more about descriptive text in writing and are interested in learning to write English because they get feedback. More precisely, a positive and significant increase in the use of carousel feedback technique based on cooperative learning that students improve after receiving feedback. The carousel feedback technique can be a solution in the teaching and learning process, especially in writing descriptive text because this method brings all students to provide feedback among other students. With this technique, the teaching and learning process becomes more interesting, fun, and makes the classroom atmosphere active because it forms student groups so that they can play a more active role during the learning process.

As a solution in teaching English especially in writing descriptive text the teacher have to gave some method to make the students interest and pay attention in order they did not bored to catch the material. After the students were interested, the material that given by the teacher would be understood by students more easily.

Based on the discussion above, we could take a conclusion that the students felt comfort and active with the learning process because most of the

students shown good improving in learning activities when carousel feedback technique was applied in the learning process from the cycle 1 up to cycle 2.

The advantages of this technique had been proven, many students are active in the learning process, although not all of them. so students not only take notes and listen, but they dare to express their opinions on the results of other groups by providing feedback on their critical thinking patterns.

There are deficiencies or problems in this learning process, with complicated technical procedures making the classroom atmosphere crowded because this technique always turns or moves to another group. then students who have a quiet nature just follow the group.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

It could be concluded that there is improvement in the students' writing skill in descriptive text by using Carousel Feedback Technique at the tenth graders of MA Ma'arif 09 Kotagajah, Central Lampung. The results of the score of the pre test 1636 with an average of 62.92. Then the results of the post test 1 1830 with an average of 70.38. Then the score of the post test 2 2043 with an average of 78.58. Therefore, the carousel feedback can be the effective method and it could be used as the alternative way in teaching writing because the method was easy to be implemented and it was the one of interesting method which very closed to the students' learning activities. The students were involved actively in teaching learning process. It made the students easier to develop their idea so it could improve the students' writing skill.

It means that result of cycle II had already achieved the indicator of success that is 75 % of the students achieve the Minimum Mastery Criteria (MMC). It is because Carousel Feedback technique consists of the effective teaching procedures that significantly encourage and improve the students' writing skill.

In addition Carousel Feedback can improve students' learning activity at the tenth graders of MA Ma'arif 09 Kotagajah. It was investigated that the frequency of learning activity of cycle 1 is 169% with a percentage 42,3%, then frequency of cycle 2 is 300% with a percentage 75,0%. It means that Carousel Feedback technique can improve the student's learning activity. It is because the use of all teaching procedures in Carousel Feedback technique can support the researcher effectively in improving the students' learning activities.

B. Suggestion

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. For the Students

The students are suggested to be more active in learning writing in descriptive text by using carousel feedback.

2. For the Teacher

It is suggested for the English teacher to use Carousel Feedback Technique as alternative method in the classroom because this technique can improve the students' writing descriptive text in the learning process. Then, the teacher is expected to give motivation for the students in order to be excited in English learning since many students regard that English is difficult subject to learn.

3. For the Headmaster

It is suggested for the headmaster to persuade the teacher to use this technique because it is effective in teaching the material for the teacher.

4. For the next Researcher

It is recommended that future researchers use this technique to improve other English learning.

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Nomor : B-0056/In.28.1/JJ/TL.00/01/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MA MA'ARIF 09 KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **BAGUS FIRMANSYAH**
NPM : 1601070141
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUENCE OF CAROUSEL FEEDBACK TOWARD THE STUDENTS' WRITING SKILL AT THE TENTH GRADE OF SENIOR HIGH SCHOOL

untuk melakukan *pra-survey* di MA MA'ARIF 09 KOTAGAJAH.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

06 Januari 2020
Ketua Jurusan
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Nomor : MA-h / 154/ 422/ I/ 2020
 Lampiran : -
 Perihal : **SURAT BALASAN PRA SURVEY**

Kepada Yth
 Ka. Jurusan Tadris Bahasa Inggris
 IAIN Metro Lampung
 Di-
 Metro

AssalamualaikumWr. Wb

Salam Ta'zim dan Silaturahmi, teriring Do'a semoga kita selalu dalam petunjuk dan Ridho-Nya. Berdasarkan Surat Izin Prasurvey / Research dengan Nomor : B-0056/ In. 28.1/ J/ TL.00/ 01/ 2020, dengan ini kami Kepala MA. Ma'arif 9 Kotagajah Kab. Lampung Tengah menerangkan bahwa :

Nama : **BAGUS FIRMANSYAH**
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Nama tersebut diatas telah melaksanakan Penelitian pada Hari Sabtu, 15 Januari 2020 dalam rangka menyelesaikan Tugas Akhir / Skripsi.

Demikian Surat Keterangan ini dibuat, semoga dapat dipergunakan sebagaimana mestinya.

WallahulmuafiqIlhaAqwamithoriq
WassalamualaikumWr. Wb



Kotagajah, 15 Januari 2020
 Kepala Madrasah

LAILA RAHMAWATI, M.Pd



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Nomor : B-2816/In.28.1/J/TL.00/10/2020 Metro, 27 Oktober 2020
 Lampiran : -
 Perihal : **BIMBINGAN SKRIPSI**

Kepada Yth.,
 1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
 2. Linda Septiyana, M.Pd (Pembimbing II)

Di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama : BAGUS FIRMANSYAH
 NPM : 1601070141
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : TBI
 Judul : THE USING OF CAROUSEL FEEDBACK TECHNIQUE TO IMPROVE THE WRITING SKILLS OF THE TENTH GRADE STUDENTS IN MADRASAH ALIYAH MA'ARIF 09 KOTAGAJAH

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

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

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP.197506102008011014





**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

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

Nomor : B-3279/In.28/D.1/TL.00/12/2020
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA MADRASAH ALIYAH 09
 KOTAGAJAH
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3278/In.28/D.1/TL.01/12/2020, tanggal 18 Desember 2020 atas nama saudara:

Nama : **BAGUS FIRMANSYAH**
 NPM : 1601070141
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MADRASAH ALIYAH 09 KOTAGAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USING OF CAROUSEL FEEDBACK TECHNIQUE TO IMPROVE THE WRITING SKILLS OF THE TENTH GRADE STUDENTS IN MADRASAH ALIYAH MA'ARIF 09 KOTAGAJAH".

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

Wassalamu'alaikum Wr. Wb.

Metro, 18 Desember 2020
 Wakil Dekan I,

Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



LEMBAGA PENDIDIKAN MA'ARIF NU
MA. MA'ARIF 9 KOTAGAJAH

TERAKREDITASI DENGAN NILAI B (84) NOMOR : Ma. 034467 Tahun 2016
 Jln. Pendidikan No. 07 Purworejo, Kec. Kotagajah Telp. (0725) 44557 Fax. 0725 – 44557

Website: www.ma-maarif9kotagajah.sch.id

Nomor : MA-h/ 071/ 422/ XII/ 2020
 Lampiran : -
 Perihal : SURAT BALASAN RISET

Kepada Yth
 Ketua Dekan I IAIN Metro Lampung
 di-
 Tempat

Assalamualaikum Wr. Wb

Salam ta'zim dan silaturahmi, teriring Do'a semoga kita selalu dalam petunjuk dan Ridho-Nya. Berdasarkan Surat Izin dengan nomor : B-3279/ In.28/ D.1/ TL.00/ 12/ 2020, Dengan ini kami Kepala Madrasah Aliyah Ma'arif 9 Kotagajah Kabupaten Lampung Tengah menerangkan bahwa :

Nama : **BAGUS FIRMANSYAH**
 NIM : 1601070141
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas : Pendidikan Bahasa Inggris
 Judul : **USING OF CAROUSEL FEEDBACK TECHNIQUE TO IMPROVE THE WRITING SKILLS OF THE THENTH GRADE STUDENTS IN MADRASAH ALIYAH MA'ARIF 9 KOTAGAJAH**

Nama tersebut diatas telah melaksanakan Riset di Madrasah Aliyah Ma'arif 9 Kotagajah pada hari Selasa, 08 Desember 2020 guna untuk menyelesaikan Tugas Akhir / Skripsi .
 Demikian Surat ini dibuat, semoga dapat dipergunakan sebagaimana mestinya.

Wallahulmuafiq Illa Aqwamithorieq
Wassalamualaikum Wr. Wb

Kotagajah, 08 Desember 2020 M





**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

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

SURAT TUGAS

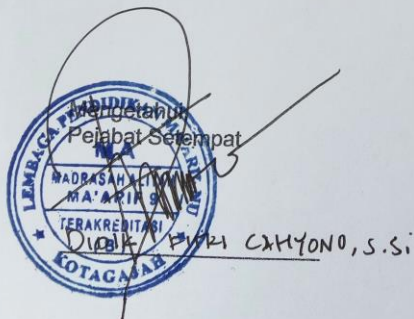
Nomor: B-3278/In.28/D.1/TL.01/12/2020

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

Nama : **BAGUS FIRMANSYAH**
 NPM : 1601070141
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MADRASAH ALIYAH 09 KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USING OF CAROUSEL FEEDBACK TECHNIQUE TO IMPROVE THE WRITING SKILLS OF THE TENTH GRADE STUDENTS IN MADRASAH ALIYAH MA'ARIF 09 KOTAGAJAH".
 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 : 18 Desember 2020

Wakil Dekan I,

Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-876/ln.28/S/U.1/OT.01/11/2020

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

Nama : BAGUS FIRMANSYAH
NPM : 1601070141
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070141.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 November 2020
Kepala Perpustakaan



Drs. Mokhtaridi Sudin, M.Pd
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Bagus Firmansyah
 NPM. : 1601070141
 Fakultas : Tarbiyah
 Jurusan : TBI
 Angkatan : 2016

Telah menyerahkan buku berjudul Enhanced Ethnographic methods

Metro,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Bagus Firmansyah
 NPM. : 1601070141
 Fakultas : Tarbiyah
 Jurusan : TBI
 Angkatan : 2016

Telah menyerahkan buku berjudul Enhanced Ethnographic methods

Metro,
 Ketua jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Bagus Firmansyah Fakultas/Jurusan : FTIK/TBI
 NPM : 1601070141 Semester/TA : VIII/ 2020

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	Jum'at 7 Agustus 2020		Outline + Ch 1	
2.	Senin, 16 Agustus 2020		Revisi ch 2 and 3	
3.	Selasa 19 Agustus 2020		Revisi ch 2 + Add Characteristic descriptive Writing	
4.	Rabu 26 Agustus 2020		Revisi ch 3 + Use action Research	
5.	Senin 31 Agustus 2020		Agg Adminislr	

Diketahui :
 Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP.197506102008011014

Dosen Pembimbing I

Dr. Mahrus As'ad M.Ag
 NIP. 146112211996031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Bagus Firmansyah Fakultas/Jurusan : FTIK/TBI
 NPM : 1601070141 Semester/TA : VIII/ 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Friday/ June 19 th 2020	✓	Chapter 1 + outline	
2.	Wednesday/ July, 1 st 2020	✓	Revision Chapter 1 + Chapter 2 and 3	
3.	Thursday/ July, 9 th 2020	✓	Revision chapter 2 & 3, Bibliography	
4.	Friday July, 24 th 2020	✓	Acc chapter 1-3	

Diketahui :
 Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 197506102008011014

Dosen Pembimbing II

Linda Septivana, M.Pd
 NIP. 199009162049



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Bagus Firmansyah
 NPM : 1601070141

Fakultas/Jurusan : FTIK/TBI
 Semester/TA : IX/ 2020

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	Senin 30/2020 November		Revisi skripsi Bee di operanda	

Diketahui :
 Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP.197506102008011014

Dosen Pembimbing I

Dr. Mahrus As'ad M.Ag
 NIP. 196112211996031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Bagus Firmansyah Fakultas/Jurusan : FTIK/TBI
 NPM : 1601070141 Semester/TA : IX/ 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Jum'at 13/2020 November		Revisi APD	
2.	Jum'at 20/2020 November		Revisi APD	
3.	Jum'at 27/2020 November		Acc APD	

Diketahui :
 Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP.197506102008011014

Dosen Pembimbing II

Linda Septiyana, M.Pd
 NIDN. 2016099001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Bagus Firmansyah
 NPM : 1601070141

Fakultas/Jurusan : FTIK/TBI
 Semester/TA : X/ 2021

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.		✓	Revise Abstrack	
2.		✓	Revise Chapter 1	
3.		✓	Revise chapter 2 d 3	
4.		✓	Revise chapter 3 d 4	
5.		✓	Revise chapter 4 d 5	
6		✓	Acc Muqosyah	

Diketahui :
 Kepala Jurusan TBI

Andjanto, M.Pd
 NIP. 198711022015031004

Dosen Pembimbing I

Dr. Mahrus As'ad M.Ag
 NIP. 196112211996031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Bagus Firmansyah Fakultas/Jurusan : FTIK/TBI
 NPM : 1601070141 Semester/TA : X/2021

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	22/01 2021	✓	Chapter 9	
2.	02/02 2021	✓	Revise chapter 9 & 5	
3.	09/03 2021	✓	Revise chapter 9,5 and abstract	
4.	02/04 2021	✓	Revise abstract dari Bab 1-5	
5.	09/04 2021	✓	Revise Bab 5	
6.	19/04 2021	✓	Acc Munagasyah	

Diketahui :
 Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP.197506102008011014

Dosen Pembimbing II

Linda Septiyana, M.Pd
 NIDN. 2016099001

SILABUS BAHASA INGGRIS

Satuan Pendidikan : MA MA'ARIF 09 KOTAGAJAH

Kelas : X

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)</p> <p>4.1 Menyusun teks interaksi transaksional</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You,</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>We, They, He, She, It</i></p> <ul style="list-style-type: none"> - Kata ganti possessive <i>my, your, his</i>, dsb. - Kata tanya <i>Who? Which? How?</i> Dst. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik <p>Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat</p>	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
yang benar dan sesuai konteks	menumbuhkan perilaku yang termuat di KI	
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>keseluruhan dan bagian)</p> <ul style="list-style-type: none"> - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan <p>• Unsur kebahasaan</p> <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik</p> <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</p> <ul style="list-style-type: none"> - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<p>• Fungsi Sosial</p> <p>Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</p> <p>• Struktur Teks</p> <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna <p>• Unsur Kebahasaan</p>	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.5 Teks pemberitahuan (<i>announcement</i>)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	<p>jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain</p> <ul style="list-style-type: none"> - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense vs present</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogative dalam <i>simple past tense, present perfect tense</i>. - Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p><i>perfect tense</i>)</p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>4.7 Teks <i>recount</i> – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p><i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dengan teks tentang peristiwa bersejarah lainnya</p> <ul style="list-style-type: none"> - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense, past continuous</i>, dan lainnya yang relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.9 Menafsirkan fungsi sosial dan unsur</p>	<ul style="list-style-type: none"> • Fungsi sosial 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	Mengembangkan nilai-nilai kehidupan dan karakter yang positif <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	lisan <ul style="list-style-type: none"> - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : Madrasah Aliyah Ma'arif 09 Kotagajah
 Kelas : X
 Mata pelajaran : Bahasa Inggris
 Topik : Teks Deskriptif
 Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

KI-1 dan KI-2

Menghargai dan menghayati ajaran agama yang dianutnya. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3

Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4

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

B. Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Siswa dapat mengidentifikasi teks deskriptif • Siswa dapat mengetahui generic structure dari teks deskriptif • Siswa dapat mengetahui perbedaan teks deskriptif dengan teks lainnya.

Kompetensi Dasar	Indikator
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> , lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.	<ul style="list-style-type: none"> Siswa dapat menyusun teks deskriptif pendek

C. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional.
2. Siswa dapat mengidentifikasi tujuan komunikatif teks fungsional.
3. Siswa dapat mengidentifikasi ciri kebahasaan teks fungsional.
4. Siswa dapat berkerja sama dalam suatu kelompok belajar.
5. Siswa dapat membuat atau menulis dalam bentuk descriptive Paragraph.

D. Materi Pembelajaran

1. Definition of Descriptive Paragraph

A descriptive paragraph is a paragraph in which describes about someone, something, or a certain place. The purpose is to describe a particular person, place or thing.

2. The Generic Structure of Descriptive Paragraph

The generic structure is:

- 1) Identification: to identify phenomenon to be described.
- 2) Description: to describes the parts, the characteristics, or qualities of something.

3. The Language Feature of Descriptive Paragraph

The language feature of Descriptive:

1) Using simple present tense

The formula of simple present tense is:

S + Verb 1 _(s/es) + O/C

Example: The monkey *likes* banana.

2) Using adjectives

Example: The elephant has a *long* trunk.

3) Using of linking verbs

Example: The dress *looks* beautiful.

4. The Example of Descriptive Paragraph

My Toy

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday last year.

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

E. Teknik Pembelajaran

1. Teknik Carousel Feedback

F. Media/alat/sumber

1. Media/alat : Laptop, Papan Tulis, Spidol dan LCD
2. Sumber Belajar : Buku Siswa Bahasa Inggris Kelas X SMA

G. Kegiatan Pembelajaran

1. Pertemuan Pertama:

a. Kegiatan Pendahuluan

- 1) Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- 2) Memotivasi peserta didik.
- 3) Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- 4) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

- 1) Memberikan kesempatan kepada siswa untuk berkomunikasi dan bertukar pikiran mengenai descriptive Paragraph dengan teman-temannya.
- 2) Bersama dengan siswa berdiskusi tentang descriptive Paragraph.
- 3) Bersama dengan siswa mencari contoh tentang descriptive Paragraph.
- 4) Memfasilitasi siswa melalui pemberian evaluasi soal tentang descriptive Paragraph yang sudah diberikan oleh guru dengan cara diskusi kelompok kecil yang beranggotakan 5-6 orang perkelompok.

- 5) Saat siswa berdiskusi tentang soal yang telah diberikan, guru mengelilingi siswa untuk memastikan bahwa seluruh siswa aktif dalam diskusi kelompok.
- 6) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- 7) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- 8) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum jelas mengikuti materi dalam descriptive Paragraph.

c. Kegiatan Penutup

- 1) Memberikan apresiasi terhadap aktivitas siswa dalam proses pembelajaran.
- 2) Menyimpulkan apa yang telah dipelajari.
- 3) Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

H. Penilaian

1. Teknik Penilaian : Tes tertulis
2. Tipe tes : Essay
3. Instrumen Penilaian :

Question

Write a descriptive text about your favorite person (at least two paragraphs)

Example answer:

Title	Rhoma Irama
Identification	Everybody know Rhoma Irama. He is the king of Dangdut in Indonesia.he is a vocalist of Soneta group.
Description	Physically, Rhoma Irama has wavy hair and thick whiskers. His body is litle fat. He always wears special costume and guitar when he perfoms on the stage. Then, he has beatiful voice, he many song religous them.

4. The Measurement Rubrics of Writing

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; through development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge able of subject; adequate range; limited development of thesis; mostly relevant to topic; but lucks detail

	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized but main ideas stand out; limited support; logical sequencing; cohesive
	17-14	Good to average: somewhat copy; loosely organized; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization; or no enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; mean in confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated b errors; does not

		communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate.

In order to transform the scores in the table above, than scores in the range of 1-100, the researcher used the following formula:

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Lampung Tengah, Desember 2020

Guru Mata Pelajaran

Peneliti

Indah Ansani, S.Pd.
NIP : -

Bagus Firmansyah
NPM. 1601070141

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : Madrasah Aliyah Ma'arif 09 Kotagajah
 Kelas : X
 Mata pelajaran : Bahasa Inggris
 Topik : Teks Deskriptif
 Alokasi Waktu : 2 x 45 menit

I. Kompetensi Inti (KI)

KI-1 dan KI-2

Menghargai dan menghayati ajaran agama yang dianutnya. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3

Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4

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

J. Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Siswa dapat menggunakan kata sifat dalam penyusunan teks deskriptif • Siswa mengetahui penggunaan kata sifat yang benar • Siswa dapat menyusun kalimat menggunakan kata

Kompetensi Dasar	Indikator
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> , lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.	sifat <ul style="list-style-type: none"> • Siswa dapat mengetahui kesalahan dalam penggunaan kata sifat

K. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi kata sifat dalam penulisan teks deskriptif.
2. Siswa dapat berkerja sama dalam suatu kelompok belajar.

L. Materi Pembelajaran

In English, it is common to use more than one adjective (*kata sifat*) to describe a noun (*kata benda*). Have a look at this picture. How would you describe this pair of earring?

For example:



Ahmad Dhani is the most popular musician in Indonesia.

terkenal banget banget yah

Popular is the adjectives. The adjectives describe a noun, musician. *Jadi bagaimana cara kita mengurutkan penggunaan kata sifat? Itu yang akan kita bahas hari ini. Yuk kita mulai!*

Urutan adjectives ada 8, yaitu opinion, size/dimension, age, shape, color, origin, material, and purpose. Dikenal juga dengan singkatan 'OSASCOMP'.

1. **Opinion** adalah adjective yang menunjukkan pendapat tentang sesuatu/seseorang.
 - Example:
 - funny, beautiful, popular, handsome, pretty, ugly, silly, etc.
2. **Size/Dimension** adalah adjective yang menunjukkan ukuran besar kecilnya sesuatu/seseorang.
 - Example:
 - Tall, tiny, short, fat, etc.
3. **Age** adalah adjective yang menunjukkan umur sesuatu/seseorang.
 - Example:
 - New, young, old, etc.
4. **Shape** merupakan adjective yang menunjukkan bentuk sesuatu.
 - Example:
 - square, round, flat, rectangular, heart shaped, sphere, etc.
5. **Color** merupakan adjective yang menunjukkan warna sesuatu.
 - Example:
 - blue, bluish, pink, pinkish, red, reddish, mix colored, etc.
6. **Origin** adalah adjective yang menunjukkan asal sesuatu/seseorang atau kenegaraan seseorang.
 - Example:
 - Mexican, Chinese, eastern, northern, etc.
7. **Material** -merupakan Adjective yang menunjukkan materi yang membentuk suatu benda.
 - Example:
 - wooden, metal, cotton, paper, stone, etc.
8. **Purpose** adalah adjective yang menunjukkan tujuan/kegunaan benda, sering kali berupa gerund (V-ing).
 - Example:
 - sleeping bag, baking pan, watering can, etc.

Dari urutan 8 adjectives yg baru kita bahas, tidak harus digunakan semua. Kalau hanya ingin menggunakan dua adjectives? Boleh, tapi disesuaikan dengan urutannya.

Contoh 1:

- *Benar:* "A good-looking young boy."
- *Salah:* "A young good-looking boy."

Ingat urutan OSASCOMP? Opinion: good-looking, age: young.

Contoh 2:

- *Benar:* "A small red car."
- *Salah:* "A red small car."

Urutannya, aize/dimension: small, color: red.

M. Teknik Pembelajaran

1. Teknik Carousel Feedback

N. Media/alat/sumber

3. Media/alat : Laptop, Papan Tulis, Spidol dan LCD
4. Sumber Belajar : Buku Siswa Bahasa Inggris Kelas X SMA

O. Kegiatan Pembelajaran**2. Pertemuan Pertama:****d. Kegiatan Pendahuluan**

- 5) Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- 6) Memotivasi peserta didik.
- 7) Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- 8) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

e. Kegiatan Inti

- 9) Memberikan kesempatan kepada siswa untuk berkomunikasi dan bertukar pikiran mengenai penggunaan kata sifat dalam teks deskriptif dengan teman-temannya.
- 10) Bersama dengan siswa berdiskusi tentang kata sifat sifat dalam teks deskriptif.
- 11) Bersama dengan siswa mencari contoh tentang kata sifat pada teks deskriptif.
- 12) Memfasilitasi siswa melalui pemberian evaluasi soal tentang teks deskriptif yang sudah diberikan oleh guru dengan cara diskusi kelompok kecil yang beranggotakan 5-6 orang perkelompok.
- 13) Saat siswa berdiskusi tentang soal yang telah diberikan, guru mengelilingi siswa untuk memastikan bahwa seluruh siswa aktif dalam diskusi kelompok.
- 14) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- 15) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- 16) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum jelas mengikuti materi dalam kata sifat pada teks deskriptif.

f. Kegiatan Penutup

- 4) Memberikan apresiasi terhadap aktivitas siswa dalam proses pembelajaran.
- 5) Menyimpulkan apa yang telah dipelajari.
- 6) Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

P. Penilaian

1. Teknik Penilaian : Tes tertulis
2. Tipe tes : Essay
3. Instrumen Penilaian :
Question

Write a descriptive text about your favorite person (at least two paragraphs)

Example answer:

Title	Ahmad Dhani
Identification	Actually, Ahmad Dhani is a famous musician in indonesia. He is a singer, but his voice is not good.but, he is a smart producer and music player.he is the member of Dewa 19 and The Rock Band
Description	Beside that, His body is tall with white skin. He has bald head and long beard. He likes a rocker style. He usually wears a black shirt, jacket and rock shoes. Dhani has 3 handsome childs. They Al, El, and Dul

4. The Measurement Rubrics of Writing

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; through development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge able of subject; adequate range; limited development of thesis; mostly relevant to topic; but lucks detail
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	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized but main ideas stand out; limited support; logical sequencing; cohesive
	17-14	Good to average: somewhat copy; loosely

		organized; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
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Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
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Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : Madrasah Aliyah Ma'arif 09 Kotagajah
 Kelas : X
 Mata pelajaran : Bahasa Inggris
 Topik : Teks Deskriptif
 Alokasi Waktu : 2 x 45 menit

Q. Kompetensi Inti (KI)

KI-1 dan KI-2

Menghargai dan menghayati ajaran agama yang dianutnya. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3

Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4

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

R. Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Siswa mengetahui kosa kata terkait public figure • Siswa dapat membuat kalimat dari kosa kata terkait public figure

4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	
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S. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi kosa kata terkait public figure dalam penulisan teks deskriptif.
2. Siswa dapat berkerja sama dalam suatu kelompok belajar.

T. Materi Pembelajaran

Vocab tentang public figure

Actor : Pemeran laki-laki

Actress : Pemeran perempuan

Audience : Penonton

Artist : Seniman

Ballerina : Penari Balet

Choreographer : Koreografer

Cast : Pemeran

Composer : Orang yang membuat lagu

Conductor : Pemandu paduan suara

Dancer : Penari

Director : Sutradara

Drummer : Pemain Drum

Guitarist : Gitaris

Magician : Pesulap

Musician : Musisi

Orchestra Sekelompok musisi yang memainkan musik secara bersama-sama

Painter : Pelukis

Pianist : Pianis

Playwright : Penulis naskah drama

Producer : Produser

Singer : Penyanyi

Vocalist : Vokalis

Violinist : Pemain Biola

Carving : Seni mengukir

Drawing : Seni menggambar

Knitting : Seni merajut

Painting : Seni melukis

Pottery : Gerabah

Sculpture : Patung

Sewing : Seni menjahit

Ballet : Tari Balet

Concert : Konser

Film: Film

Opera : Opera

Gallery : Gallery

Lighting: Pencahayaan

Microphone : Mikrofon

Screen : Layar

U. Teknik Pembelajaran

1. Teknik Carousel Feedback

V. Media/alat/sumber

5. Media/alat : Laptop, Papan Tulis, Spidol dan LCD
6. Sumber Belajar : Buku Siswa Bahasa Inggris Kelas X SMA

W. Kegiatan Pembelajaran

3. Pertemuan Pertama:

g. Kegiatan Pendahuluan

- 9) Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- 10) Memotivasi peserta didik.
- 11) Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- 12) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

h. Kegiatan Inti

- 17) Memberikan kesempatan kepada siswa untuk berkomunikasi dan bertukar pikiran mengenai penggunaan vocab tentang public figure dalam teks deskriptif dengan teman-temannya.
- 18) Bersama dengan siswa berdiskusi tentang kata vocab tentang public figure dalam teks deskriptif.
- 19) Bersama dengan siswa mencari contoh tentang vocab tentang public figure pada teks deskriptif.
- 20) Memfasilitasi siswa melalui pemberian evaluasi soal tentang teks deskriptif yang sudah diberikan oleh guru dengan cara diskusi kelompok kecil yang beranggotakan 5-6 orang perkelompok.
- 21) Saat siswa berdiskusi tentang soal yang telah diberikan, guru mengelilingi siswa untuk memastikan bahwa seluruh siswa aktif dalam diskusi kelompok.
- 22) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- 23) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- 24) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum jelas mengikuti materi dalam vocab tentang public figure pada teks deskriptif.

i. Kegiatan Penutup

- 7) Memberikan apresiasi terhadap aktivitas siswa dalam proses pembelajaran.
- 8) Menyimpulkan apa yang telah dipelajari.
- 9) Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

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Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4

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

Z. Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Siswa dapat menggunakan adverbial yang sesuai dalam penggunaan adjective • Siswa dapat mengidentifikasi pronoun yang sesuai dalam penyusunan teks deskriptif

Kompetensi Dasar	Indikator
4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> • Siswa dapat menyusun kalimat menggunakan adverbial dan adjective • Siswa dapat menuliskan kalimat dengan pronoun

AA. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi adverbial yang sesuai dalam penggunaan adjective.
2. Siswa dapat berkerjasama dalam suatu kelompok belajar.

BB. Materi Pembelajaran

Pretty, fairly, really, very, and quite are placed directly in front of adjectives or adverbs to add to their meaning. Often they make the meaning of the adverb or adjective stronger, or *more intense*. For this reason, these words are called *intensifiers*.

However, some intensifiers weaken the meaning of the adjective or adverb that they modify. In the descriptions below, the intensifiers mentioned above are presented in order of their strength, from strongest to weakest.

Really, very, and extremely

Really and *very* are strong. When one of these words is placed in front of an adjective or adverb, it makes the meaning of that adjective or adverb more intense, more powerful, as in the examples shown. The meaning of *really* and *very* is similar to the meaning of another intensifier: *extremely*.

- She did *very* well on the show. (=she didn't simply do well, she did extremely well)
- The voice is *really* good. (=the voice isn't just good, it's extremely good)

Quite

When *quite* is placed in front of an adjective or adverb, it adds strength, but not as much strength as *really* or *very*. One way to think of *quite* is that it tells you that the degree of intensity is noticeable and more than expected.

- The entertainment was *quite* good. (=the entertainment was noticeably good, perhaps better than expected)
- Raffi Ahmad is *quite* common in this area. (=blue jays are noticeably common, more common than you might expect.)

Fairly, pretty, and somewhat

Fairly and *pretty* weaken the adverbs or adjectives that they modify. They tell you that the quality described by the adverb or adjective is present, but only to a limited extent, as shown in the examples below. The meaning of *fairly* and *pretty* is similar to the meaning of another intensifier: *somewhat*.

- It's a *fairly* common disease. (=It's not common, but it's not rare, either. It's somewhat common.)
- The movie was *pretty* good but not great. (=The movie wasn't good, but it wasn't bad either. It was okay.)
- I have to leave *pretty* soon. (=I don't have to leave right now, but I can't stay for a long time.)

Caution: Although these intensifiers are common in spoken and informal English, in written English, their use is often discouraged. Many writers and writing teachers feel that using words like *really*, *very*, and *pretty* weakens your writing and that writers should find other ways to communicate intensity.

CC. Teknik Pembelajaran

1. Teknik Carousel Feedback

DD. Media/alat/sumber

7. Media/alat : Laptop, Papan Tulis, Spidol dan LCD
8. Sumber Belajar : Buku Siswa Bahasa Inggris Kelas X SMA

EE. Kegiatan Pembelajaran

4. Pertemuan Pertama:

j. Kegiatan Pendahuluan

- 13) Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- 14) Memotivasi peserta didik.
- 15) Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- 16) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

k. Kegiatan Inti

- 25) Memberikan kesempatan kepada siswa untuk berkomunikasi dan bertukar pikiran mengenai penggunaan adverbial yang sesuai dalam penggunaan adjective dalam teks deskriptif dengan teman-temannya.
- 26) Bersama dengan siswa berdiskusi tentang adverbial yang sesuai dalam penggunaan adjective dalam teks deskriptif.
- 27) Bersama dengan siswa mencari contoh tentang adverbial yang sesuai dalam penggunaan adjective pada teks deskriptif.
- 28) Memfasilitasi siswa melalui pemberian evaluasi soal tentang teks deskriptif yang sudah diberikan oleh guru dengan cara diskusi kelompok kecil yang beranggotakan 5-6 orang perkelompok.
- 29) Saat siswa berdiskusi tentang soal yang telah diberikan, guru mengelilingi siswa untuk memastikan bahwa seluruh siswa aktif dalam diskusi kelompok.
- 30) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- 31) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- 32) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum jelas mengikuti materi dalam adverbial yang sesuai dalam penggunaan adjective pada teks deskriptif.

l. Kegiatan Penutup

- 10) Memberikan apresiasi terhadap aktivitas siswa dalam proses pembelajaran.
- 11) Menyimpulkan apa yang telah dipelajari.
- 12) Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

FF. Penilaian

1. Teknik Penilaian : Tes tertulis
2. Tipe tes : Essay
3. Instrumen Penilaian :
Question

Write a descriptive text about your favorite person (at least two paragraphs)

Example answer:

Title	Rhoma Irama
Identification	Everybody know Rhoma Irama. He is the king of Dangdut in Indonesia. he is a vocalist of Soneta group.
Description	Physically, Rhoma Irama has wavy hair and thick whiskers. His body is little fat. He always wears special costume and guitar when he performs on the stage. Then, he has beautiful voice, he many song religious them.

4. The Measurement Rubrics of Writing

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; through development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge able of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized but main ideas stand out; limited support; logical sequencing; cohesive
	17-14	Good to average: somewhat copy; loosely organized; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or

		disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured

	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate.
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In order to transform the scores in the table above, than scores in the range of 1-100, the researcher used the following formula:

$$Score = \frac{\text{the score gained by student}}{\text{maximum score (100)}} \times 100$$

Lampung Tengah, Desember 2020

Guru Mata Pelajaran

Peneliti

Indah Ansani, S.Pd.
NIP : -

Bagus Firmansyah
NPM. 1601070141

PRE-TEST

Name : Ana Olivia

Class : X, Mia I

Direction :

- Write your name and class on your answer sheet!
- Do not cheating!
- You may use English dictionary!
- You have time 60 minutes for doing this test!

Instruction:

Write a descriptive text about your favorite person (at least two paragraphs)!

Answer:

Rina Mose

Murina permata Putri, whose real name is Rina
Nose is a Indonesia actress, presenter, singer, comedian,
she He was born with a twin named Krisna. she is
beautiful even though her nose is pug.

CU : 24

OR : 17

VO : 15

LI : 16

ME : 5

77

77

PRE-TEST

Name : Andini Ferginia Bilqis

Class : X m19 1

Direction :

- Write your name and class on your answer sheet!
- Do not cheating!
- You may use English dictionary!
- You have time 60 minutes for doing this test!

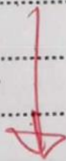
Instruction:

Write a descriptive text about your favorite person (at least two paragraphs)!

Answer:

Dodit Mulyanto

Indonesia → Dodit Wahyu ^M Mulyadito or Dodit Mulyanto is a Indonesian single comedian. ^T He most memorable characteristic of dodit's performance on stage is his calm demeanor and carrying a violin. although some times ^H he doesn't play it



CO : 21

OR : 16

VO : 16

WA : 14

ME : 3

70

70

POST-TEST

Name : Ana Olivia

Class : X. Mia 1

Direction :

- Write your name and class on your answer sheet!
- Do not cheating!
- You may use English dictionary!
- You have time 60 minutes for doing this test!

Instruction:

Write a descriptive text about person based on the provided topics below (at least two paragraphs)!

1. Atta Halilintar

3. Afgan

5. Jokowi

2. Ariel Noah

4. Syahrini

Answer:

Ariel Noah

Ariel Noah is ^a famous vocalist in the peterpan group. Now the band has changed to the band Noah.

The genre of ^{song} that he often ^{performs} perform^s Many ^{storie} are presented in the song from sad ^{storie} to happy ^{storie} the most famous song at that time was entitled "Bintang Disurga".

CO : 24

OR : 17

VO : 17

LU : 16

ME : 5

79

POST-TEST

Name : Andini Firjania Belgis

Class : X MIA 1

Direction :

- Write your name and class on your answer sheet!
- Do not cheating!
- You may use English dictionary!
- You have time 60 minutes for doing this test!

Instruction:

Write a descriptive text about person based on the provided topics below (at least two paragraphs)!

1. Atta Halilintar

3. Afgan

6. Jokowi

2. Ariel Noah

5. Syahrini

Answer:

Ariel Noah

Ariel Noah a famous singer in Indonesia. He also sang oversea. He is a Indonesia muslim who is the vocalist of the rock band noah.

Hobbies: Actually, he has tall and white straight hair. His hobby is playing guitar and singing, because of that he has a good voice and very good at playing guitar. He looks friendly and smiles when he in front of camera.

CO : 22

OK : 15

VO : 10

LU : 15

ME : 4

74

74

POST-TEST 2

Name : Ana Olivia

Class : X Mia 1

Direction :

- Write your name and class on your answer sheet!
- Do not cheating!
- You may use English dictionary!
- You have time 60 minutes for doing this test!

Instruction:

Write a descriptive text about person based on the provided topics below (at least two paragraphs)!

1. Ahmad Dhani

3. Deddy Corbuzier

6. Raffi Ahmad

2. Sule

5. Rhoma Irama

Answer:

Rhoma Irama

Raden Haji Oma Irama who is paparaly known as Rhoma Irama is a dangdut musician from Indonesia who is nicknamed "Raja Dangdut" who is 73 years. He have also been a movie star player has

On stage, Rhoma used to appear dressed like Elvis presley. He doesn't just hold a microphone like A Raffiq. Rhoma always with gitar He often performs with a broken gitar without his head. Regarding himself with his distinctive broken gitar, through his film Satria bergitar he seemed to calm himself as Satria bergitar

CO : 25

OR : 10

VO : 19

LU : 22

MC : 5

89

89

POST-TEST 2

Name : Andri Fajino Bilqis

Class : X MIA 1

Direction :

- Write your name and class on your answer sheet!
- Do not cheating!
- You may use English dictionary!
- You have time 60 minutes for doing this test!

Instruction:

Write a descriptive text about person based on the provided topics below (at least two paragraphs)!

1. Ahmad Dhani
2. Sule

3. Deddy Corbuzier
5. Rhoma Irama

6. Raffi Ahmad

Answer:

Rhoma Irama

Rhoma Irama is the king of Indonesia dangdut - it began to transform into a more Islamic oriented style. Born in Tasikmalaya he has also built his career in film industry.

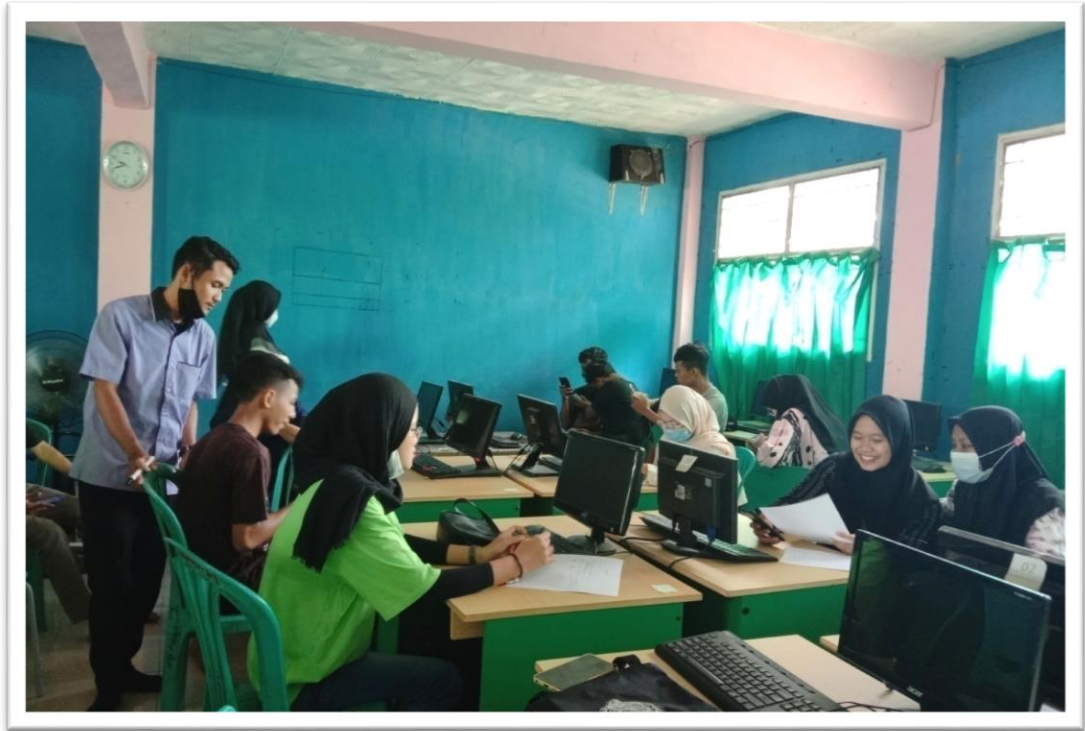
Starting from the late 1960. He started his musical career as Rhoma Irama as part of the pop band orkes Melayu Purnama pioneering several elements of dangdut music. He then formed his band soneta group achieving much musical success with an innovative dangdut music. He then formed his band soneta group success with an combining western Malay and Bollywood influence.

CO 22
 OR 16
 VO 19
 LU 15
 MC 4
 76

76

DOCUMENTATION

First Meeting



Second Meeting



Third Meeting



Fourth Meeting



Last Meeting



CURRICULUM VITAE



The writer's name is Bagus Firmansyah. He was born in Bandar Lampung, East Lampung, on July 01, 1998. He is the last son of the little family of Sariman and S. Lilik Farida. The writer took his elementary school at SDN 3 Sritejokencono on 2010, and then he took his junior high school at SMP Negeri 1 Kotagajah for three years and graduated on 2013. After graduating from junior high school, he continued his high school studies at SMA Negeri 1 Pekalongan, and from 2016-2020 he planned to study at the State Islamic Institute (IAIN) of Metro in the English Education Program.