

AN UNDERGRADUATED THESIS

**THE EFFECT OF SELF-CORRECTION TECHNIQUE
ON THE DESCRIPTIVE WRITING SKILLS IN PANDEMIC ERA
OF THE EIGHTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL 1
TULANG BAWANG**

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STATE INSTITUTE ISLAMIC STUDIES OF ETRO

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THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE WRITING
SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE STUDENTS IN
JUNIOR HIGH SCHOOL 1 TULANG BAWANG

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

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

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE DESCRIPTIVE WRITING SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG. Written by: Erni Febrianti Putri, Student Number 1801070024, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, November 09th, 2022 at 14.00 - 16.00 p.m.

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THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE WRITING SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG

ABSTRACT

By:
Erni Febrianti Putri

The purpose of this research was to determine the positive effect and significant of the use the method on students' ability to write descriptive text. The problem faced by students was the difficulty in conveying ideas in writing, especially in english texts. This study was held to discuss how the effectiveness of the method on students' ability to write english texts.

This research is a quantitative research. The methods used in collecting data were tests, observation and documentation. The sampling technique used was cluster random sampling. In this study students were given one pre-test before special treatment and one post-test after special treatment. The subjects of this study were class VIII (B) as the experimental class and VIII (C) as the control class at SMP Negeri 1 Tulang Bawang. This study uses t-test to analyze the data.

From the data analysis computed by t-test especially independent sample t-test, it was obtained sig. (2-tailed) was 0.000. It was lower than $\alpha = 0.05$. So, there was a significant difference in students learning result at the experimental class that used a treatment method between the control class that does not got treatment.

In addition, Based on the result of data analysis, the mean score of post- test in experimental class was 76,07 and the mean score of post-test in control class was 68,81. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. This shows that the used of the method has a positive significant or effectiveness on students' writing ability in class VIII SMP N 1 Tulang Bawang Barat academic years 2022/2023.

Keyword: self-correction, writing skill

THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE WRITING SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG

ABSTRAK

**oleh :
Erni Febrianti Putri**

Tujuan penelitian ini adalah untuk mengetahui pengaruh positif dan kepentingan penggunaan metode terhadap kemampuan menulis teks deskriptif siswa. Masalah yang dihadapi siswa adalah kesulitan dalam menyampaikan ide secara tertulis, khususnya dalam teks bahasa Inggris. Penelitian ini diadakan untuk membahas bagaimana keefektifan metode terhadap kemampuan menulis teks bahasa Inggris siswa.

Penelitian ini merupakan penelitian kuantitatif. Metode yang digunakan dalam pengumpulan data adalah tes, observasi dan dokumentasi. Teknik pengambilan sampel yang digunakan adalah cluster random sampling. Dalam penelitian ini siswa diberikan satu pre-test sebelum perlakuan khusus dan satu post-test setelah perlakuan khusus. Subjek penelitian ini adalah kelas VIII (B) sebagai kelas eksperimen dan VIII (C) sebagai kelas kontrol di SMP Negeri 1 Tulang Bawang Barat. Penelitian ini menggunakan uji-t untuk menganalisis data.

Dari analisis data yang dihitung dengan uji-t khususnya uji independent sample t-test diperoleh sig. (2-tailed) adalah 0.000. Itu lebih rendah dari $\alpha = 0,05$. Jadi, terdapat perbedaan yang signifikan hasil belajar siswa pada kelas eksperimen yang menggunakan metode dengan kelas kontrol yang tidak mendapat perlakuan.

Selain itu, berdasarkan hasil analisis data, rata-rata skor post-test kelas eksperimen adalah 76,07 dan rata-rata skor post-test kelas kontrol adalah 68,81. Hal ini menunjukkan bahwa nilai post-test siswa di kelas eksperimen lebih tinggi daripada nilai post-test siswa di kelas kontrol. Hal ini menunjukkan bahwa penggunaan metode berpengaruh positif atau signifikan terhadap kemampuan menulis siswa kelas VIII SMP N 1 Tulang Bawang Barat tahun ajaran 2022/2023

Kata Kunci: self-correction, writing

STATEMENT OF RESEARCH ORIGINALITY

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

Metro, 09 November 2022
Yang Menyatakan,



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MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۖ

“Who taught by the pen. He has taught human what he did not know.”
(Q.S Al – Alaq : 4-5)

DEDICATION PAGE

*“I highly dedicate this undergraduate thesis to: Firstly, my beloved parents Mr. Erlansyah and Mrs. Simah
Secondly, My two lovely little sisters, Suci Safitri And Annisa Trihapsari, my two dear brothers, Ferdian Imam Syah, Elvano Alfarizi Syah.
Thirdly, my beloved friends (Bayu, Elly, Trissa, Adel, Faktih, Mifta, Indah, Aini)
Finally, my beloved almamater IAIN Metro”.*

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Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. The greeting always gives to Prophet Muhammad saw who has brought us from the darkness era into bright era. Peace be upon him, who becomes an inspiration for all people to live as Moslems. This proposal is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Department entitled: “THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE WRITING SKILLS IN PANDEMIC ERA OF EIGHTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG”

The writer would like to express his gratitude to the sponsor, and the co-sponsor. who have sincerely guided the writer to accomplish this proposal in time.

Finally, the writer realizes that this thesis is far for perfect. At last, he hopes that the result of the research will give significant contribution in teaching learning English in IAIN METRO.

Metro, September 2022
The Writer,

Erni Febrianti Putri
St. Number 1801070024

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that is very important for many people in the world to master. In the process of communication both in oral and in written, it played many kinds of important rules.

Meanwhile, 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 for many people in the world to master especially for people in Indonesia. It taught from junior high school until senior high school until university.

Actually, there are four skills in English that must be mastered by students 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.

Teaching by using a great technique is to be important necessary to improve skill in the process of teaching and learning writing. The teacher should choose a technique that can attract students' interest and encourage their involvement. By encourage students' participation, the students' will not be bored and will more creativity during the lesson. Beside that, teacher also need a technique that has character work in group to make students can contribute ideas each other in order to the students can more easy to develop ideas in their

writing.

The solution of those problems of learning technique is by the use of a Self-Correction Technique. Self-Correction Technique cooperative learning model recommended Kagan & Kagan to develop social skills, communication skills, knowledge, information processing, and thinking skills. Self-Correction Technique is a cooperative learning technique that has principle purpose to ask students work in group. This technique are be able to solve the problem about students' difficulties in developing ideas and to solve the problem students' motivation in writing.

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 eighth-grade students in junior high school 1 Tulang Bawang:

Table 1.1
The Students 'Test Result of Descriptive Writing Skill

No	Score	Category	Frequency	Percentage
1	80 – 100	High	5	16, 67 %
2	70 – 79	Fair	7	23, 33 %
3	51 – 69	Low	14	46, 67 %
4	0 – 50	Very low	4	13.33%
Total			30	100%

Source: The Student's Test Result of Descriptive Writing Skill that was taken on Pra survey at November 12Th. 2021.

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 12 from 30 students get score more than Minimum Mastery Criteria (MMC) and 18 students who failed from the Minimum Mastery Criteria (MMC) or low category. The problem is caused by students' difficulty in developing ideas and they have low motivation in

writing. Therefore, the researcher tries to apply Self- Correction Technique to solve both of problems above especially and to develop the student's writing skill.

Based on situation above the writer will conducted a research entitled "The Effect Of Self-Correction Technique On The Writing Skills In Pandemic Era Of Eighth Grade Students In Junior High School 1 Tulang Bawang"

B. Problem Identification

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

1. The students have limited ideas in writing descriptive.
2. The students have limited vocabularies in writing descriptive
3. The students still have low grammar comprehension in writing descriptive.
4. The students have a low motivation in writing.

C. Problem Limitation

For the researcher to determine the focus point of problem that will be analyzed. In this case, the researcher focuses on the second problem namely the students have a low vocabulary especially in descriptive writing.

D. Problem Formulation

Based on the background of the study above, the researcher formulates the problem in this research namely "Is there any positive and significant effect of using Self-Correction Technique on the writing skills in pandemic era of the eighth grade students in junior high school 1 Tulang Bawang?"

E. Objectives and Benefit of Study

1. Objectives of the Study

Related to the problem formulated above this research is intended to find out and know whether is there any the positive and effect Self-Correction Technique toward the students' descriptive writing skill.

2. Benefits of Study

The benefits of the study in this research can be organized as follows:

a. Theoretical Benefits

The result of the research paper can be useful in English teaching learning process for teaching writing using Self-Correction Technique.

b. Practical Benefits

There are three kinds of practical benefit in this research namely:

1) For the English teacher

This research will be as a positive in for the teacher in teaching and learning process, especially in teaching writing that can implementate Self-Correction Technique.

2) For the students

The students can more participate fully in the class. So the students will have more motivation in writing descriptive text.

3) For the headmaster

This result can 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.

F. Prior Research

Based on This thesis entitled ‘Using Translog to Analyze Self-Corrections in Translating English- Indonesian Text Done by Professional Translators’ purposes to find out the method and type of self-corrections done by two professional translators in translating English- Indonesian text. The data in this research is the recording of Translog II and Camtasia Studio 8. In doing this research, the researcher applied descriptive qualitative method while the theory of self-corrections that used is from Malkiel and Kuoroni. The findings of this research were (1) Meaning Correction was the most type of self-correction applied by both professional translators with the frequency of 36.2 %. (2) Return Correction was never used by both professional translators with frequency 0% and Spelling Correction was the rarest with frequency 0.8%. (3) Both professional translators applied multidirectional method in doing self-correction. From this research it can be concluded that self-correction is the crucial part in translation process that cannot be missed by translator in order to produce better quality of translation. This research also proved that Google Translate cannot deliver the meaning from source text (ST) into target text (TT) well. Because of that translation made by Google Translate need to be revised.¹

In another previously study entitled “The Use of Self-Correction in Teaching Recount Text Writing”. The aims of this study were to investigate the students’ achievement on writing of recount text after the students were taught through self-correction and to see the aspect of writing which improved

¹ Yosua Permata Adi*, Cucu Sutarsyah, Ari Nurweni, The Use Of Self-Correction In Teaching Recount Text Writing.

significantly. This study was a quantitative study. The self-correction guidance sheet was used as the instrument to elicit the data. The subjects of this research were the second grade students of senior high school. The results showed that there was statistically significant improvement of students' writing.²

Based on previously study entitled "The effect of Self-correction Programs and Applications on Applying Error Analysis Theory on Al-Aqsa University English Majors". Error analysis plays a vital role in enhancing and developing students' skills under the supervision of the teacher. But what if the learners want to observe and correct themselves using technology, is it possible? This paper aimed to investigate how would self-correction programs/apps increase/decrease the effectiveness of Error Analysis theory. Moreover, it aimed to reveal how such programs would develop students' skills. Using two tests and with the help of 60 volunteers, the researcher discovered that learners depend largely on self-correction programs to the extent it makes it not only useless but also harmful. The tests constituted one of two tools which the researcher used, whereas the other instrument was an interview making. Fifteen participants, amongst who engaged in answering both tests, were interviewed. The interview emphasized the same results the tests provided before. Hence, the researcher recommended that teachers/ lecturers must not prevent their students from using self-correction programs. On the contrast, they need to encourage them to do so under teachers' eyes. Lecturers must promote students' self-confidence, and they

² Clara Brigita Silaban, Using Translog to Analyze Self - Corrections in Translating English- Indonesian Text Done by Professional Translators (Departement of English Faculty of Cultural Sciences University of Sumatera Utara Medan: 2021).

must provide them with full knowledge on when and when not to depend on self-correction programs/apps, and afford them with strategies on how to correct themselves using such apps.³

Based on the research above, the similarities and differences between previous research and this research, the first research of Joshua Pertama Adi, Cucu Sutarsyah, Ari Nurweni, with this analysis, this research is a quantitative research study.

Furthermore, the differences in this study are: The use of self-correction in teaching writing recount text. The second is the journal Clara Brigita Silaban, namely the journal Clara Brigita Silaban with a qualitative descriptive method using self-correction theory. Clara Brigita Silaban's differences, especially in studying: Translation Process, Self-Correction, Translog, Professional Translator. From the journal Abdallah M. Abdalrahim, the similarity between the journals of Abdallah M. Abdalrahim using the self-correction program. Research differences: Abdallah M. Abdalrahim, observing and correcting own use strategy technology on how to fix it yourself using the app.

³ Abdallah M. Abdalrahim, The effect of Self-correction Programs and Applications on Applying Error Analysis Theory on Al-Aqsa University English Majors. november 2021

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. The Concept of Writing Skill

1. The Concept of Writing

a. Definition of Descriptive Writing

Writing is an activity which used by the researcher to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the researcher written. According to Brown, he states that “writing is a way to end up thinking something you couldn’t have started out thinking. Writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive”.⁴

b. Definition of Writing

Writing is an activity which used by the researcher to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the researcher written. According to Brown, he states that “writing is a way to end up thinking something you couldn’t have started out thinking. Writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive”.⁵

Furthermore, Harmer says that “writing as a skill, is basic

⁴ H. Douglas Brown, *Teaching by Principle; An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p. 337

⁵ H. Douglas Brown, *Teaching by Principle; An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p. 337

language skill just as important as speaking, listening, and reading.⁶ The researcher aims that the attractive written need the knowledge which get from reading, training writing and also practice of writing itself and it has basic skill which develop writing, for instant, the hand writing or typing, spelling, the grammar, and punctuation. 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’.⁷ 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 environment.

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 has long been a subject of psychological studies, which consider both physical psychomotor abilities and mental cognitive abilities”.⁸ So, skill is the abilities 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

⁶ Jeremy Harmer, *How to Teach English*, (England: Pearson Longman, 2007), p. 79

⁷ Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, (New York: The Guilford Press, 2009). p. 47

⁸ Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 7

language. The task that is usually given by teacher to evaluate the students' writing skill such as making a paragraph or text. The students must be able to apply their grammar mastery, vocabulary mastery and background of information to do this task.

c. 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*".⁹ Firstly, planning is the preparation before writing that refers to think about purposes and ideas. Secondly, producing text is generating the language that refers to arranged words to be systematic sentences and paragraph. Finally, reviewing is the process that consist 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

⁹ Karen Kuelthau, *Learning to Write*, p.21

generate ideas.¹⁰ 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.¹¹ 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 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.¹²

¹⁰ Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: British Library Cataloging, 2008), p. 179

¹¹ Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: British Library Cataloging, 2008), p. 179

¹² *Ibid.* p. 179

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.¹³

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 having students read their work out loud in small groups, to another classmate, or in a large group setting.¹⁴

¹³ *Ibid.*P.18

¹⁴ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, p.335

2. 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.¹⁵

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:

- a. Content
- b. Organization
- c. Vocabulary
- d. Grammmarr
- e. Mechanical considerations (spelling and punctuation)¹⁶

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

¹⁵ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, p.335

¹⁶ Alice Oshima& Ann Haque, *Introduction to Academic Writing*, (The United State of America: Longman, 2007), 3th Edition, p.3

3. Kinds of Writing

In general, there.¹⁷ 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”.

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.¹⁸

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

¹⁷ Thomas S. Kane, *Essential Guideto Writing*, (New York: Oxford University Press, 2000), p.351

¹⁸ R.R Jordan, *Academic writing Course Study Skills in English*, (Cambridge: Longman, 1999), p. 27

b. Narration

Narration is an account or description of events in the past which entails following a time sequence or chronological. 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 exposition just shows the fact of and object without a goal to make the reader agree with the writer's opinion.

d. Argumentation

While in argumentation type, in addition to only convincing the readers to believe or disbelieve something the truth of the fact of an object, the also has a goal to persuade the readers in order to take a certain course of action related to the new truth exposed to them.²⁰

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

²⁰ SanggamSiahaan, *Issue in Linguistics*, p. 217

So, 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 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.²¹ 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.

4. Descriptive Writing

a. Definition of Descriptive Writing

According to Alice Oshima, Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.²²

Based on statements above, the researcher concludes 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

²¹ Graeme Kennedy, *Structure and Meaning in English*, (New York: Pearson Longman, 2003), p.334

²² Alice Oshima& Ann Haque, *Introduction to Academic*, p.61

b. Sucture of Descriptive Writing

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.²³ 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.²⁴

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:

²³ Graeme Kennedy, *Structure and Meaning*, p.321

²⁴ Imelda Wardani, et al, *e-Journal of English Language Teaching Society (ELTS)* Vol. 2 No. 1 2014 – ISSN 2331-1841, p. 2 Print.

Text Structure²⁵**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 as a present for my tenth birthday last year.

Description

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.

²⁵ *Ibid.*, p.3

5. Teaching Writing

Writing, speaking and listening are communication skills that are important in all subject areas in the curriculum.²⁶ Therefore, writing is one of important skill that have to be mastered by all of students in schools. Automatically, to make students are able to master writing skill, it need a teaching activity that is guided by the teacher.

Teaching can be defined as “the action of a person who teaches; the profession of a teacher”, "teaching is imparting knowledge or skill".²⁷ Also, Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²⁸ So, teaching refers to a professional skill of the teacher guides the students in the class that has principle purpose to make students can success in learning materials. It's also considered as a role of teacher. David Riddel Said that “Perhaps we should say ‘roles’ because ‘teaching’ is only part of what the teacher has to do inside – and outside – the classroom”.²⁹

²⁶ Trudy Wallace, et al, *Teaching speaking, listening and writing*, (Geneva: The International Bureau of Education-IBE, 2004), EP14, p.7

²⁷ Definitions of Teaching, taken in part from B. O. Smith's *Definition of Teaching* in http://www2.phy.ilstu.edu/pte/310content/teachlearn/teaching_learning.ppt, p. 2

²⁸ H. Douglas Brown, *Principles of Language Language Learning and Teaching*, (The United States of New York: Longman, 2000), 4th edition, p.7

²⁹ Avid Riddel, *Teaching English as a Foreign Language*, (London: Hodder Education, 2010). p.31

Speaking and writing skills are both productive skills but do not have the same similarities when teaching.³⁰ They are different in both compositions and the way of teaching. The compositions of speaking that is taught by teacher more focus on pronunciation, accuracy and fluency. The activities that is usually used are conversations, monologue, role play, speech, etc. While the compositions in teaching writing are grammar, punctuation and paragraph structure. Then, the way that is used in teaching writing such as write a simple sentence, write a paragraph or write a certain text.

Jeremy Harmer elaborated that “writing has always been used as a means of reinforcing language that has been taught.”³¹ It can be noted that the teacher can has students to write sentences using recently learnt grammar. Then, Students can be asked to write paragraph or longer compositions to practise certain recently focused-on aspects of language or paragraph and text construction. The reinforcement writing here will be able to guide the students improve their skill.

B. The Concept of Self-Correction Technique

1. Definition of Self-Correction Technique

Self-correction is the way someone corrects mistakes by himself without any help to correct from others.³² As stated by García & Martínez

³⁰ *Ibid.*, p.15

³¹ Jeremi Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p.32

³² Karen Kuelthau Allan. et.al. *Learning to Write With Purpose*, New York: The Guilford Press, 2009.

that self-correction is to correct the language form after gaining a corrective feedback from a teacher.

They added that self-correction is regarded as independent learners that have self-regulation. It means when students make a mistake or error of grammar, pronunciation, etc., they correct it by themselves. According to Mehboob, Baloch, & Ghilzai, for example, when a person speaks a second language, mistakes occur likely during a speech that can be of any type of grammatical mistakes, and then when that person during the speech rectifies the mistakes himself/herself, that is known as self-correction.

Moreover, the correction of mistakes will be more impressing for the students when they can find out the mistakes by themselves. As stated by Teach This that students learn to realize their own mistakes and obtain a better awakening of the English language. Teachers should give motivation and confidence to their students to correct by their own since it can help them to take responsibility for their learning. However, some students may not recognize their own mistakes or understand how to do self-correction of the language. Away for teachers when they get their students' mistakes during speaking is to use phrases like "Sorry?", "Could you say that again?" or "What was that?". The teachers indicate or give a clue that their students have made an error.

Afterwards, the students must repeat what they just said with the correct word or in other words, they correct the mistakes. Sooner, the students will become accustomed to detect their own mistakes, and they

become independent and more aware toward their learning. Likewise, native speakers often do the common mistakes in their speaking. It means that making mistakes could occur to anyone, whether they are native speakers or non-native speakers. Making mistakes during speaking is not only because they do not have an understanding or knowledge of the target language, but it can happen due to a slip of the tongue. They can happen after a filled pause or after an unfilled pause.

Self-correction happening both in the mother language and the second language have some similarity of characteristics, (Muskala). The mistakes include cases such as unwittingly using the incorrect words, telling an incorrect phone number, stating the wrong time, etc. When speakers correct their mistakes themselves, they usually use a short expression such as: I mean..., What I means is..., and What I meant to say was..., (Nestor). These are the examples of expression that can be used when starting to self-correct. Yet, sometimes people choose to directly change the incorrect phrase or words into the correct one, or start it with Sorry... To sum up, self-correction is to correct mistakes by own self during speaking. It is the best way to develop learners' understanding toward the target language both in linguistics and its meaning. Additionally, teachers' role is necessary to motivate and encourage students' language learning to correct their own mistakes since it is a part of students' learning process.³³

³³ Jeremi Harmer. *How to Teach Writing*. England: Pearson Longman, 2004.

2. Types of Self-Correction

Self-Correction has some types that determines one does self-correction or the way he corrects it, as revealed by Vercelloti & McCormick (2018) in their research that there are three types of Self- Correction: during-production corrections, post-performance correction, and abandoned utterances. Post production correction is focus on form: grammar; while during-production correction is focus on meaning. Abandoned utterances resulted in during-production, it is when the speakers abandon their utterances due to mistakes (on-going production) and then start to utter again.³⁴

3. The Advantages and Disadvantages of Self-Correction

The advantages and disadvantages of self-correction technique can be mentioned are as follows:

a. The advantages

- 1) Self-Correction can motivated students to help their teammates succeed. From the definition above we can take conclude that every student can help each other friends express the ideas.
- 2) Other advantages that self-correction is meet students' need for status or dominance. Structures with reflection components allow Bullies time to think. High structuring is important to reduce aggressive behavior.

³⁴ Jeremi Harmer. *How to Teach Writing*. England: Pearson Longman, 2004.

b. The disadvantages

- 1) There are some advantage from self-correction technique one of them is the chairman or leader has a big responsibility because it has a vital role in the discussion forum, where the chairman gives an overview of the material to be conveyed and checks the work of friends
- 2) This technique may make class little noisy.

4. The Step of Self-correction Technique

- a. The teacher asks students to
- b. develop an outline of an essay that has previously been discussed with seatmate.
- c. The teacher monitors student activities in preparing the framework essay.
- d. The teacher conveys the assessment system.
- e. The teacher finds the results review of the writings that have been collected.
- f. The teacher relates the results a review with an assessment in writing an argumentative essay based on a guide evaluation.
- g. The teacher explains the technical/how to correct the results of a friend's writing.
- h. Teacher hold questions and answers with students about correction techniques with friends.
- i. Distribute guides for correcting and reminding students to use it the

guide maximally at the time of correcting.

- j. The teacher asks the students corrected his friend's writing based on the assessment guide.
- k. The teacher asks the students improve writing based on the results of corrections from my classmates.
- l. Teacher together with students conclude the learning outcomes that have been carried out and reflect on learning.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

Certainly, every research has variables. Variables is a general class of objects, events, situations, characteristics, and attributes that are interest to the researcher. In this research, the researcher determines two variables.³⁵ They are independent variable (X) and dependent variable (Y). Independent variable (X) is Self-Correction technique and dependent variable (Y) is students' descriptive writing skill. Scott W. explains that “the independent variable, that is, the variable that is systematically controlled by the researcher to determine the effect of that variable. By systematically changing the independent variable and holding all other variables constant, the researchers can be confident that any change in the dependent variable—the outcome the researchers are measuring—is actually due to the effect of the independent variable”.³⁶It mans that independent variable is a

³⁵ Mark Balvanes And Peter Caputi, *Introduction Quantitative Research Methods*, (New Delhi: Sage Publications, 2001.), p. 46

³⁶ Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life*,

controlling variable that influences dependent variable in research.

Writing is one of four basic skills that important that must be mastery by the students. Many students consider that writing is difficult language skill to learn, this is because writing involves content, form, grammar, vocabulary and mechanic. Moreover, writing is one of productive skills in English. Because of it is a productive skill, writing is not only need a knowledge or theories but also need idea in its process. The problems faced in the class are the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. Also students has a low motivation to write because its complicated process. So, the teacher need to use an appropriate technique to solve it.

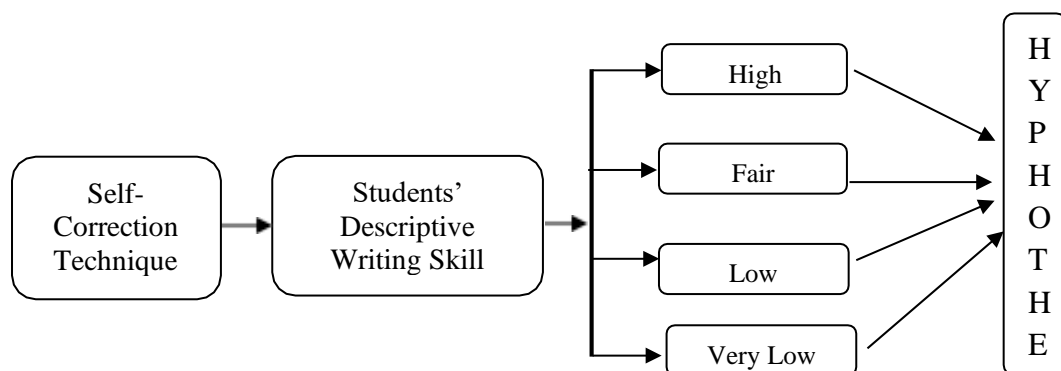
Actually, there are so many techniques in teaching writing especially descriptive text. In this research, the researcher uses Self- Correction technique to teach descriptive text that focus at eighth grade students in junior high school 1 Tulang Bawang. The researcher assumes that if teacher uses Self-Correction technique in teaching writing about descriptive text, it can provide the opportunity for the students to correct and learn each other in mastering descriptive writing. So, the students' writing skill can be improved. Self-Correction technique is effective for teaching descriptive writing skill, it will give good influence to student's descriptive writing skill. But if Self-Correction technique is un effective for teaching descriptive writing skill so it will give no influence to the student's

descriptive writing skill.

2. Paradigm

Paradigm is the correlation pattern among the variables that will be research. Furthermore, based on theoretical framework above, the researcher describes the paradigm as follow:

Figure 1 The Description of Research Paradigm



Based on the figure above, it can be seen that if the Self-Correction technique is high and students's descriptive writing skill is high, so there is a positive and significant influence of using Self-Correction technique toward the students' descriptive writing skill. Conversely, if the Self-Correction technique is low and students's descriptive writing skill is low, so there is no a positive and significant influence of using Self-Correction technique toward the students' descriptive writing skill.

D. Hypothesis

1. Hypothesis Formulation

The research hypothesis are the hypotheses developed from observation, the related literature, and the theory described in the study.

John Cresswell explains that hypothesis is prediction the researcher makes

about the expected relationship among variables in quantitative research.³⁷ There are two kinds of hypotheses, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this research can be formulated as follows:

a. Alternative Hypothesis (Ha)

There is a positive and significant effect of using Self-Correction technique on the writing skills in pandemic era of eighth grade students in junior high school 1 Tulang Bawang.

b. Null Hypothesis (Ho)

There is no a positive and significant effect of using Self-Correction on the writing skills in pandemic era of eighth grade students in junior high school 1 Tulang Bawang.

2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that “A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of hypothesis”.³⁸ This hypothesis is considered as an assumption about a population parameter.

³⁷ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: SagePublications, 2009), P. 132

³⁸ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

The formulation of statistical hypothesis in this research are:

- a. If $F_o > F_t$, So H_a is accepted and H_o is rejected
- b. If $F_t > F_o$, So H_a is rejected and H_o is accepted

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research the researcher uses a quantitative design to investigate whether there is any positive and significant effect of Self-Correction technique toward students' Descriptive writing skill.

Furthermore, Donal Ary mentioned that there are three kinds of experimental design namely pre experimental, true experimental and quasi-experimental.³⁹ Quasi-experimental designs lack randomization but employ other strategies to provide some control over extraneous variables. They are used, for instance, when intact classrooms are used as the experimental and control groups. Thus, true experimental designs have the greatest internal validity, quasi-experimental designs have some what less internal validity, and the pre-experimental designs have the least internal validity.

In this research, the writer conduct pre-experimental with One-Group Pretest–Posttest design that uses one class namely VIII.1 that receives pre-test before the treatment and post-test after the treatment. The design is follows:⁴⁰

Table 3.1
One-Group Pretest–Posttest Design

Pre-Test	Independent	Post-Test
Y ₁	X	Y ₂

³⁹ Donald Ary. *Introductionto Research In Education*. (USA: Wadsworth Cengage Learning. 2010), p.302

⁴⁰ *Ibid.* p.304

The purpose of this research is to investigate whether there is the effect of using Self-Correction technique toward the students's descriptive writing skill.

B. Population, Sample and Sampling Technique

1. Population

Donal Ary assumes that “a population is all members of any well-defined class of people, events, or objects”.⁴¹ Meanwhile, Jack R. Fraenkel explains that the term *population* refers to all the members of a particular group. It is the interesting group that is to be generalized by researcher in the result of study.⁴² It means that population is all members of group such as people, objects, or events that is determined in a research.

In this research, the population is the eighth grade of junior high school 1 Tulang Bawang. There are 180 students at the eighth graders of junior high school 1 Tulang Bawang, the larger group that the researcher wants to generalize, it includes all the members of a particular class of people, events or objects.

2. Simple

Sample is small group that is observed or portion of a population.⁴³ A sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample

⁴¹*Ibid.* p.148

⁴² Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), 7th Edition, p.105

⁴³Donal Ary, *Introduction to Research*, p. 148

originally selected.⁴⁴

It can be concluded that sample is the small group of elements or individual part of population that is observed. Related to sample discussion, the samples of this research is the students at the eighth grader of junior high school 1 Tulang Bawang.

3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research study.⁴⁵ In this research, the researcher uses a cluster purposive sampling technique, In purposive sampling also referred to as judgment sampling sample elements judged to be typical, or representative, are chosen from the population.⁴⁶ as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The researcher chooses VIII. as experimental class because their low score in writing.

C. Operational Definition of Variables

An operational definition ascribes meaning to a construct by specifying operations that researchers must perform to measure or manipulate the construct.⁴⁷ In quantitative research, operational definitions are used to specify how variables will be measured in the study. By using operational definitions, researcher can proceed with investigations that might not otherwise be possible.

⁴⁴Fraenkel, *How to Design*, p. 105

⁴⁵*Ibid.* 105.

⁴⁶ Donal Ary, *Introduction to Research*, p. 156

⁴⁷Donal Ary, *Introduction to Research*, p.36

There are two kinds of variables, namely:

1. Independent Variables

Independent variables are those that (probably) cause, effect or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable.⁴⁸ Independent variable in this research is Self- Correction technique. It is a cooperative learning technique that has principle purpose to ask students work in group, all of members in the group have take turn interview each other in one group about a certain topic before doing a project.

The researcher will measure independent variable using observation. Then, the researcher determines some indicators that should be attained by students in Self-Correction technique (independent variable) are as follows:

- a. The students are able to do duty in group.
- b. The students are able to communicate and interact to each others in group.
- c. The students are able to contribute and share ideas in a group.
- d. The students are able to be more confidence in participation.

2. Dependent Variables

In experimental studies, the treatment is the independent variable and the outcome is the dependent variable.⁴⁹ It means that dependent variable is the outcomes or result of the effect of the independent variables.

⁴⁸ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50

⁴⁹ Donal Ary, *Introduction to Research*, p. 37

Descriptive writing skill is the dependent variable in this research. It is one kind of text that has the principal purpose to describe the object (person, thing or place) from look at the appearance or find the factual data of the object. The researcher will measure dependent variable by using test. The researcher tests the students by asking them to write a descriptive text with a given topic. It will be implemented to the students at the eighth grade students in junior high school 1 Tulang Bawang Regarding to the dependent variable in this research. Some indicators that should be attained by the students in writing Descriptive (dependent variable) are:

- a. Students are able to express and explore their background knowledge probing and ideas through written language.
- b. The students are able to arrange a good sentences grammatically.
- c. The students are able to write and organize a descriptive text with a appropriate structure.
- d. The students are able to use spelling and punctuation correctly.

D. Data Collecting Method

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault decided that “instrument includes test and questionnaire, observation schedule and any other tool used to collect data”.⁵⁰

⁵⁰ Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005), p. 94

Whereas, this research is an experiment design research with applying pre-test and post-test group design. So, the researcher uses test as data collection method to measure dependent variable. The researcher will use written test as a data collecting method to measure students' Descriptive writingskill. The researcher ask the students to write a descriptive text with a certain topic. After that, the teacher evaluate their writing test to give the scores of pre test and post test.

a. Pre-test

The pre-test will be held in the first meeting before doing treatment in order to know ability of the students before doing the action research.

b. Post-test

The post-test will be held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class or is there any significant different between the pre-test score before a treatment and post test score after treatment is given.

Researchers used pre-test and post-test to determine student scores or student abilities before or after the researchers did the treatment.

2. Observation

Observation is used in both quantitative and qualitative. In quantitative research, the purpose of observation is to determine the extent to which a particular behavior(s) is present.⁵¹ It is used to get data about learning process, learning facilities, and students' activities such as students's writing skill, students's vocabulary mastery, and students's good participation. The students' s activities are observed by the observer.

The observation in this research is used to observe the student's participation during the lesson when the researcher tries to apply Self-Correction technique.

Observations must be made to find out the truth of a real study. Observation activities in the field are recorded systematically so that data reports can be controlled for reliability and validity.

3. Documentation

Arikunto explains that documentation is a method that is used to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines , inscriptions , minutes of meetings, agenda ,etc.⁵² The researcher uses this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures in junior high school 1 Tulang Bawang.

It can be concluded that documentation is a form of activity or

⁵¹ Donal Ary, *Introduction to Research*, p. 216

⁵² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 274

systematic process of searching, using, investigating, and providing documents to obtain knowledge, information, and evidence as well as disseminate them to interested parties.

E. Research Instrument

The research instrument in this research held the test which has explained follows:

1. Instrument Blueprint

To earn the data related to the research problems, the researcher designed with indicators which have been decided. Moreover, the researcher used Pre-test and Post-test instrument.

In order to know students' writing skill, the researcher measures the students' writing skill by asking them to make descriptive text. The reasearcher is instructing the students to make a simple composition which was determined. Moreover, the researcher uses test instrument to take the scale of instrument which the standard of the score writing test as follows:

Table 3.3
Writing Band Scales

No	Score	Classification	Criteria
1.	100-80	Excellence	It is well organized. The message is completely comprehensible. Arguments are relevant and related to the writer's view. Main ideas and effective supporting ideas clearly are clearly stated. The language is clear, smooth, and interesting, and is consistently accurate, showing a full command of complex structure. There are no major errors of vocabulary, spelling, punctuation, or

			grammar.
2.	79-67	Good	It is well organized and highly comprehensible. Arguments are quite relevant in relation to writer's view. Main ideas and effective supporting ideas are almost clearly stated. There is a clear message with only minor loss of detail and little need for correction of vocabulary, spelling, punctuation, or grammar. The language is clear and interesting.
3.	66-55	Fair	It is rather well organized. Arguments are rather relevant in relation to writer's view. Main ideas and supporting ideas are rather clear. The message is almost clear but with some loss of detail. Many corrections of vocabulary, spelling, punctuation, or grammar are needed.
4.	54 or less	Poor	Its organization and message are difficult to be followed. Arguments are not relevant or not related to writer's view. Main ideas and supporting ideas are not clearly stated. The language is not clear and has frequent, serious errors of vocabulary, spelling, punctuation, or grammar. ⁵³

⁵³ Sutanto Leo, et. al, English for Academic Purpose: Essay Writing, (Yogyakarta: ANDI OFFSET, 2007), p. vii

F. Data Analysis Technique

According to Donal Ary, “when dealing with nominal data, the most widely used tests of significance the chi-square tests. They compare observed frequencies and expected frequencies”.⁵⁴

To examine the significant differences between observed frequencies and expected frequencies in this research, the researcher uses chi-square formula.

The formula of chi-square:⁵⁵

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where:

χ^2 : Chi-square obtained

f_o : Observed frequency

f_e : Expected frequency

Furthermore, to determine whether there is an effect of using the Self-Correction technique on descriptive writing skills of eighth grade students in junior high school 1 Tulang Bawang, the researchers used a pre-experimental design in the form of a t-test using one group pretest-posttest. design. According to Donald Ary, the t-test formulation is as follows:

Note:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$\frac{t}{\bar{D}}$ = ratio

D^2 = Average Difference

⁵⁴ Donal Ary, *Introduction to Research*, p. 188

⁵⁵ *Ibid*

$(\sum D)^2$ = different score squared, then summed
= difference scores summed then squared

N = number of pairs

CHAPTER IV

RESULTS AND DISCUSSION

A. Result of Research

1. Profile of SMPN 1 Tulang Bawang

a. The History of SMPN 1 Tulang Bawang

SMPN 1 Tulang Bawang Barat is located in the Tulang Bawang Udik sub-district, Tulang Bawang Barat district. In 1980 SMPN 1 Tulang Bawang Barat was established, the government issued a Decree No. 0206/0/1980. In addition, the Principal of SMPN 1 Tulang Bawang Barat is Nurhamid, M.Pd.

b. The building of SMPN 1 Tulang Bawang Barat

The condition of the infrastructure of SMPN 1 Tulang Bawang is adequate for teaching and learning activities consisting of the principal's room, teacher's room, classroom, toilet, mosque, kitchen, science lab room, computer lab room, ablution area, parking lot, hall room, and libraries. In addition, the facilities available at SMPN 1 Tulang Bawang have also been able to support the learning process including there are decent chairs for both teachers and students, there is a blackboard, internet access, fans in every room, computers in the computer lab room, leds, projector, printer BK rooms, UKS rooms, TU staff rooms.

c. Vision and Mission of SMP N 1 Tulang Bawang Barat

1) School Vision

The visions of SMP Negeri 1 Tulang Bawang Barat are as follows:

- a. The realization of improving the quality of graduates in academic and non-academic field.
- b. Excellent in academic and non-academic achievements.
- c. The realization of an increase in morality and noble character.
- d. The realization of a beautiful, healthy, beautiful environment.
- e. The realization of an increase in human resources for educators and education personnel.
- f. The realization of the implementation of schoolbased management and institutional quality improvement.

2) School Mission

The missions of SMP Negeri 1 Tulang Bawang Barat are as follows:

- a. Strive to continuously improve both academic and non-academic achievements.
- b. Strive for steps in instilling the important values of praying, studying, working, and worshipping.
- c. Conduct an evaluation of the steps that have been taken in developing the important values of praying, studying, working and worshipping.
- d. Carry out follow-up on the evaluation results as an effort to improve and improve the steps that have been taken.

- e. Empowering the participation of all parties involved in accordance with their functions, duties and authorities.
- f. Always continue to strive to improve the good morals of students, teachers and administrative staff.
- g. Always strive to create a beautiful, healthy and beautiful environment.
- h. Human Resources of SMP N 24 Tulang Bawang Barat
(Education and Education Personnel)

2. Headmaster and vice headmaster data

Table 4.1
Headmaster Data

No	Nama	L/P	Jabatan
1	Nurhamid, M.Pd	L	Kepala Sekolah
2	Suparno, S.Pd	L	Waka Kurikulum
3	Sulismiyati, S.Pd	P	Waka Kesiswaan
4	Suratno, S.Pd	L	Waka Sarana Prasarana

3. Laboratory Data and Advisory Teachers

Table 4.2
Laboratory Data and Advisory Teachers

No	Nama	L/P	Jabatan
1	R. Eko Yuli Kristianto, S.Pd	L	Laboratorium
2	Wiji Lestari, S.Pd	P	Laboratorium
3	Sutrismi, S.Pd	P	Guru Pembimbing
4	R.Eko Yuli K, S.Pd	L	Guru Pembimbing

4. Committee and Librarian Data

Table 4.3
Committee and Librarian Data

No	Nama	L/P	Jabatan
1	Mat Ani	L	Komite sekolah
2	Amlawati, S.Pd	P	Pustakawan
3	Nurbaiti	P	Pustakawan

5. Homeroom Data

Table 4.4
Homeroom Data

No	Nama	L/P	Jabatan
1	Alifah Adhasari, S.Pd	P	Wali Kelas
2	Ratna Purwningsih, S.Pd.	P	Wali Kelas
3	Suyanto, S.Pd	L	Wali Kelas
4	Rizkia Utami, S.Pd	P	Wali Kelas
5	Chorul Mahmudah, S.Pd	P	Wali Kelas
6	Budiono S.Pd	L	Wali Kelas
7	Paiyah Arianii, S.Pd	P	Wali Kelas
8	Ismi Sukesi, S.Pd	P	Wali Kelas
9	Layla, S.Pd.I	P	Wali Kelas
10	Dirma Yulita, S.Pd	P	Wali Kelas
11	Benno Robiyasyah H	L	Wali Kelas
12	Devi Kusumawati, S.Pd	P	Wali Kelas
13	Bambang K ,S.Ag	L	Wali Kelas
14	Lise Awalia, S.Pd	P	Wali Kelas
15	Feni Mei F, S.Pd	P	Wali Kelas
16	Nur Suciati, S.Pd	P	Wali Kelas
17	Ines F. S.Pd	P	Wali Kelas
18	Dwi L , S.Pd	P	Wali Kelas
19	Riyandono W.B, S.Pd	L	Wali Kelas
20	Rahman H, S.Pd	L	Wali Kelas

6. Teacher Board List

Table 4.5
Teacher Board List

No	Nama	L/P	Mata Pelajaran
1	Nur Aeni	P	Pendidikan agama Islam
2	Bambang k	L	
3	Safitria	P	
4	Sutrismi	P	PKN
5	Yayuk	P	
6	Tri rahayu	P	
7	Ratna p	P	Bahasa Indonesia
8	Tri Winarni	P	
9	Ismi Sukesi	P	
10	Budiono	L	
11	Viktor Sanjaya	L	
12	Desi Hertini	P	Matematika
13	Suparno	L	
14	Suyanto	L	
15	Choirul M	P	

16	Ines Febriyanti	P	
17	Destri Setyawati	P	
18	Juanda Yusuf	L	
19	R. Eko Y.K.	L	
20	Dwi L. Ningsih	P	IPA
21	Alifah Adhasari	P	
22	Aria Apriyana	P	
23	Rizkiyan Utami	P	
24	Dwi Iestariyanie	P	
25	Amlawati	P	IPS
26	Beno R.	L	
27	Yayuk Tri R	P	
28	Sulismiyati	P	
29	Rahman H	L	
30	Ihkwan .A	L	
31	Mulyono	L	Penjas
32	Sofyan .S	L	
33	Riyandono W.B	L	
34	Paiyah Ariyani	P	Bahasa Inggris
35	Lise Awallia	P	
36	Feni Mei F	P	
37	Nur Suciati	P	
38	Martha D.P	L	Bahasa Lampung
39	Layla	P	
40	Victor Sanjaya	L	
41	Sukinem	P	Seni Budaya
42	Amlawati	P	
43	Sulismiyati	P	
44	Rahmad Nd	L	
45	Martha NS	L	
46	E.Tri Hendro	L	Prakarya
47	Sudaryanti	P	
48	Teguh S, S.Pd	L	Agama Kristen/ Katholik
49	Brigita Yuliani	P	

7. Administrative Data

Table 4.6
Administrative Data

No	Nama	L/P	Jabatan
1	Syah Anshori	L	Kaur TU
2	Sutanto	L	Pelaksana
3	Linda D.N. A.Md	P	Pelaksana
4	Halimah, A.Md	P	Op. Komputer
5	Pariyah	P	Pesuruh
6	Wiji Lestari	P	P. Pelaksana

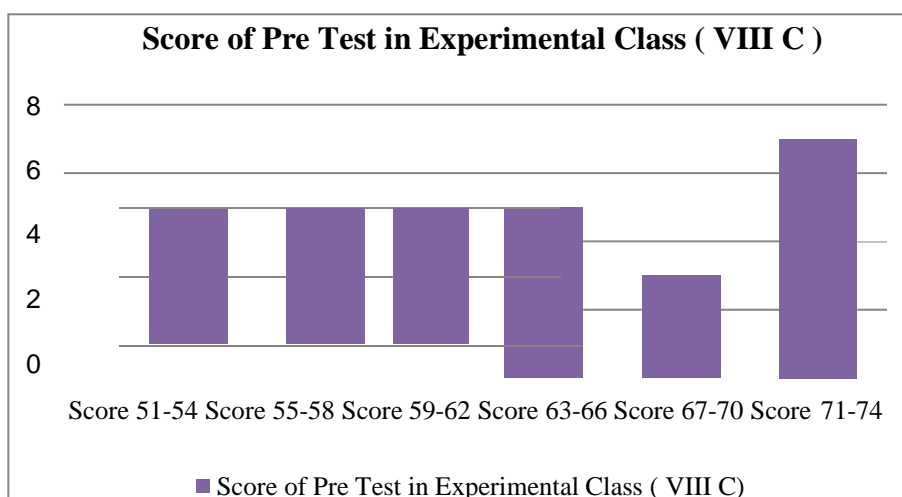
7	Hasepni	L	Satpam
8	Faoni	L	Tukang Kebun

B. The Description of Research Result

1. Result of Pre-test in Experimental Class

The pre-test was administered on Wednesday, June 15th, 2022. It was the first meeting, the writer conducted pre-test order to find out the previous students ability in writing descriptive text. The scores of students' text tested in pre-test in the experimental class could be seen bellow:

Figure 4.1
Result of Pre-test in Experimental Class



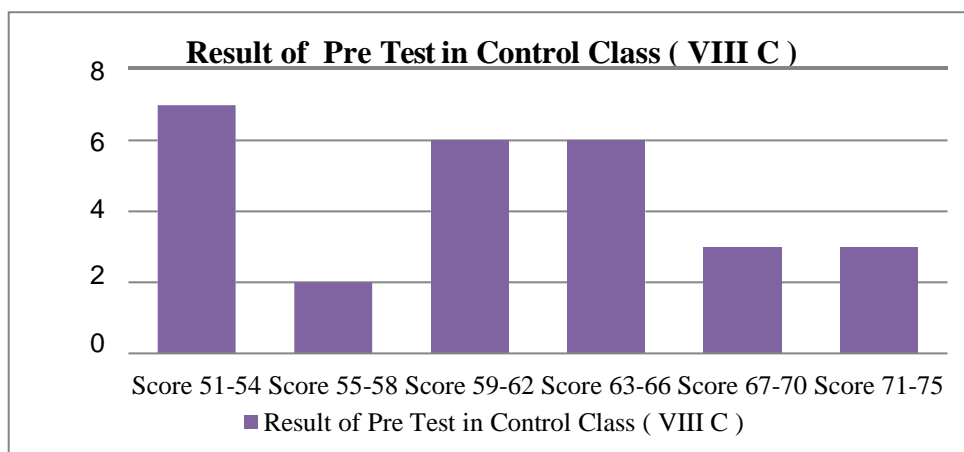
Based on table and figure, it could be seen that 4 students got score 50-54 (14,81%), 4 students got score 55-58 (14,81%), 4 students got score 59-62 (14,81%), 5 students got score 63-66 (18,51%), 3 students got score 67-70 (11,11%) and 7 students got score 71-74 (25,92%). The mean of pre-test in experimental class was 63.00, standard of deviation was 7,301, N was 27, median. was 63.00, variance was 53,308, minimum score was 51.00 and maximum score was 74.00. The minimum standard criteria for English

is 70, and based on data above only 7 students (26%) got score more than minimum mastery criteria (MMC). 20 students got score fail in level for the score <70 (74%), it means that most of students get low score.

2. Result of Pre-test in Control Class

The writer also gave pre-test in control class to know their recount text writing ability. It was administered on Friday, June 17th, 2022. The scores of students' text tested in pre-test in the control class could be seen bellow:

Figure 4.2
Result of Pre-test in Control Class



Based on table and figure, It could be seen that 7 students got score 51-54 (25,92%), 2 students got score 55-58 (7,40%), 6 students got score 59-62 (22,22%), 6 students got score 63-66 (22,22%), 3 students got score 67-70 (11,11%) and 3 students got score 71-75 (11,11%). The mean of pre-test in control class was 61,85, standard of deviation was 6,729 N was 27, median was 62,00, variance was 45.285, minimum score was 51.00 and maximum score was 75.00. The minimum standard criteria for English is 70, and based on data above only 4 students (14,81%) got score more than

minimum mastery criteria (MMC). 23 students got score fail in level for the score <70 (85,18%), it means that most of students get low score.

C. Data Analysis of the Treatment

1. First Meeting

The first meeting was held on Tuesday, June 23th, 2022. Each treatment lasted 60 minutes. In the first treatment, the students looked nervous. Researchers explain the material to students, in this study is a descriptive text. So, they got some general idea about Descriptive text. The author explains about descriptive text. For this study, what will be taken is a description of "animals". And the author takes the title Using the method in learning Descriptive Text to improve students' speaking skills.

Therefore, I tried to use the method which will be applied in descriptive text learning using the method to stimulate students' speaking skills, so that they dare to speak while improving students' speaking skills.

2. Second Treatment

Both authors gave it on Tuesday, June 30th, 2020. Like the previous treatment, each treatment lasted for 60 minutes. The second treatment is better than the first, because students are not seen anymore, and they enjoy the material provided. The topic of the second treatment is "Vacation".

After explaining the material, the writer told the students that they did the exercises while doing s like the first treatment. The procedure is the same as the previous treatment. After the writer and the students discussed together, then the writer gave the opportunity to the students to ask if they

had any difficulties.

3. Third Treatment

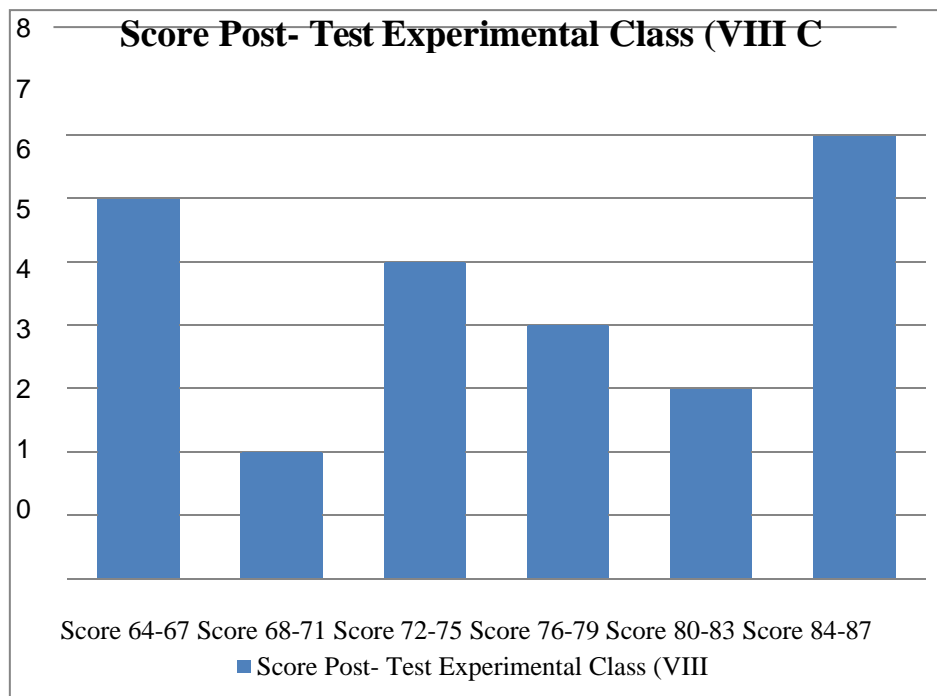
In the third treatment the author gave on Thursday, July 7th, 2022. Like the previous treatment, each treatment lasted for 60 minutes. Better than before because students feel familiar in the teaching and learning process through the method. In this session, the author discusses the topic "Favorite animal".

After explaining the material, the writer told the students that they did exercises based on the given topic using the method such as the first and second treatments. The procedure is the same as the previous treatment. Students look interesting in the teaching and learning process, they enjoy the material provided and are enthusiastic in doing assignments.

D. Result of Post-test in Experimental Class

The author conducted a post-test to determine the students' improvement in writing descriptive text after they were treated using the method. The post-test was held on Tuesday, July 14th, 2022. The text scores of the students who were tested on the post-test in the experimental class can be seen below:

Figure 4.3
Result of Pre-test in Control Class

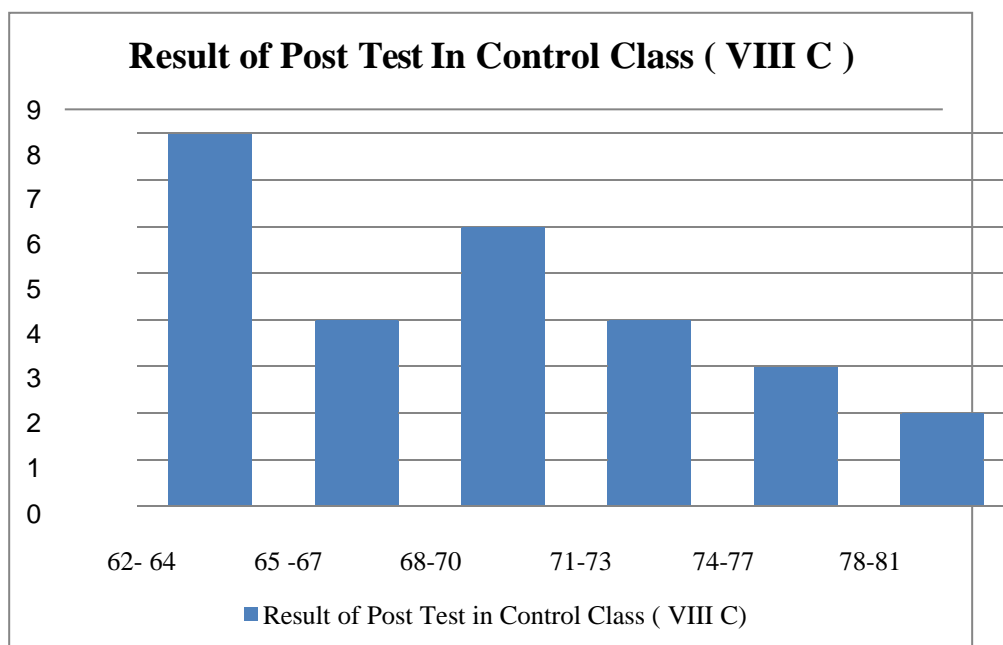


Based on table and figure, it could be seen that 6 students got score 64-67 (22,22%), 2 students got score 68-71 (7,40%), 5 students got score 72-75 (18,51%), 4 students got score 76-79 (14,81%), 3 students got score 80-83 (11,11%) and 7 students got score 84-87 (25,92%). The mean of that post-test in experimental class was 76,07 standard of deviation was 7,661, N was 27, median was 76, variance was 58,687 minimum score was 64.00 and maximum score was 87.00. The minimum standard criteria for English is 70, and based on data above 19 students (70,37%) got score more than minimum mastery criteria (MMC). Only 9 students got score fail in level for the score <70 (33,33%), it means that most of students get score more than minimum mastery criteria (MMC).

E. Result of Post-test in Control Class

The author also conducted a post-test in the control class to find out the students' progress in writing descriptive text after they were treated using the technique. The post-test was held on Tuesday, July 26th,, 2022. The text scores of the students who were tested on the post-test in the control class can be seen below:

Figure 4.4
Result of Post-test in Control Class



Based on table and figure, it could be seen that 8 students got score 62-64 (29,62%), 4 students got score 65-67 (14,81%), 6 students got score 68-70 (22,22%), 4 students got score 71-73 (14,81%), 3 students got score 74-77 (11,11%) and 2 students got score 78-81 (7,40%). The mean of that post-test in control class was 68,81, standard of deviation was 5,263, N was 27, median was 68.00, variance was 27,695, minimum score was 62.00 and maximum score was 81.00. The minimum standard criteria for English is 70, and based on

data above only 11 students (40,74%) got score more than minimum mastery criteria (MMC) and 16 students got score fail in level for the score <70 (59,25%). It means that most of students get low score.

F. Data Analysis

1. Result of Normality Test

The researcher tested normality test after got score of the students in writing ability pre-test and post-test of descriptive text using SPSS version 16. The normality test serves to determine whether the residual value was normally distributed or not.

The hypotheses are :

- a. H_a : The data have normal distribution if sig value $> 0,05$
- b. H_o : The data do not have normal distribution if sig value $< 0,05$

Table 4.7
Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The result study of students	control class	.148	27	.133	.931	27	.074
	experimental class	.151	27	.118	.912	27	.025

Based on Table, it can be seen that Sig. (p value) in the table of Kolmogorov-Smimova in control class was 0,133 than in experimental class was 0.118 and standard sig value is $> \alpha = 0.05$. It means that Sig. (p value) in both of classes was bigger than sig value. So, based on the data, it can be concluded that the data was normal distribution.

2. Result of Homogeneity Test

The Homogeneity Test is test performed to determine two or more of the data samples comes from the population has variants the same (homogeny).

The writer tested Homogeneity test after he got score of student in control class and experimental class (pretest and posttest of descriptive text by using SPSS 16).

The criteria of the test are follows:

- a. Ho: The variance of the data is not homogeneous when $\text{sig} < \alpha = 0.05$
- b. Ha: The variance of the data is homogeneous when $\text{sig} > \alpha = 0.05$

Table 4.8
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
3.825	1	52	.056

Based on the results table obtained in the test of homogeneity of variances in the column, it could be seen that Sig. (P value) = 0,056 and standard sig value is $> \alpha = 0.05$. It means that Sig. (P value) in the test of homogeneity was bigger than sig value. So, based on the data, it can be concluded that the variance of the data was homogenous.

3. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity tests have met the requirements for the t-test. Therefore, the writer used t-test by independent t-test for hypothetical of test.

The hypotheses as follows:

- a. H₀: The method is not effective in teaching writing ability especially in descriptive text at eighth grade of SMPN 1 Tulang Bawang.
- b. H_a: The method is effective in teaching writing ability especially in descriptivet text at eighth grade of SMPN 1 Tulang Bawang.

The criteria of acceptance or rejection of the hypothesis for Hypothetical T-Test was as following:

- a. H_a is accepted if Sig value $< \alpha$ 0.05
- b. H_o is accepted if Sig value $> \alpha$ 0.05

Table 4.9
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Control and Experimental Class	Equal variances assumed	5.365	.025	4.058	52	.000
	Equal variances not assumed			4.058	46.070	.000

Based on the result table obtained in the independent sample t-test in the table that the value of significant generated Sig. (Pvalue) = 0.000 and standard value is $< \alpha = 0.05$. So, the Sig. (Pvalue) is 0.000 was smaller than $\alpha = 0.05$. The conclusion from the data analysis, there was a significant difference in students learning result at the experimental class that used a treatment method between the control classes that does not got treatment.

In addition, the mean score of post-test in experimental class was

76,07 and the mean score of post-test in control class was 68,81. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. Based on the result of data analysis, the writer concluded that method was effective to teach students' descriptive text in writing ability in the first semester at the eighth grade of SMPN 1 Tulang Bawang.

G. Discussion

The started of the research, the researcher described several procedures used to determine students' writing ability in descriptive text. Several tests were carried out to collect data such as pre-test and post-test. Initial tests were given to know the quality of students' writing ability on descriptive text before it is given care by the researcher.

To determine the effect of using the method on students, the researcher was carried out in three treatments. At first treatment held on June 23th, 2022. The second treatment was held on June 30th, 2020. The third treatment was carried out on July 7th, 2022. From the data obtained, it can be seen that the results of the students' pre-test and post-test scores show a graph of improvement students' post-test was higher than the pre-test.

Based on data analysis, score of T-test by independent sample t-test is 0.000 was smaller than $\alpha = 0.05$. So, there was a significant difference in result of learning process between in the control class and the experimental class. It means that the used of treatment method has positive affected in the learning process of writing, especially in the descriptive text.

In addition, the method had effect to students' writing ability especially in descriptive text because according Long and Jack (1987:189) states that speaking is a complex set of abilities involving many components; including pronunciation, hearing, and grammar skills. It can be concluded that speaking is an ability produce spoken language which consists of other components for produce good spoken language. Students practice retaining meaningful phrases or whole sentences before writing them down. It was means, the method makes students improve their memory in the process of learning writing. Students got new challenges in learning languages, especially in the learning foreign languages, because with this method student was required to focus on the learning process. Furthermore, the method would make students understand much more about the material being taught of writing because students would pay more attention to what is conveyed by the teacher. So, the students was interested in the learning process because with method students was required to remember what the speaker said before writing it down.

Finally, the mean score of post-test in experimental class was 76,07 and the mean score of post-test in control class was 68,81. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. Based on the result of data analysis, the writer concluded that method was effective to teach students' descriptive text in writing ability in the first semester at the eighth grade of SMPN 1 Tulang Bawang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Is one of the methods in learning writing. By using , it would help the students to develop their idea in writing descriptive text. Based on the analysis and result of the research, the researchers conclude that has a positive significant result toward the students' writing ability. It can be seen from the result of the students' in the post-test between control class and experimental class.

The post-test was given to measure the effectiveness of towards students' descriptive text writing ability in both classes after treatments done. The result of independent sample t- test or sig. (2-tailed) was 0.000. It was lower than $\alpha = 0.05$. So, there was a significant difference in students learning result at the experimental class that used a treatment between the control class that does not got treatment.

Based on the result of data analysis, the mean score of post-test in experimental class was 76,07 and the mean score of post-test in control class was 68,81. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

Based on the result of data analysis, the writer conclude that was effective to teach students descriptive text in writing ability in the first semester at the eighth grade of SMP N 1 Tulang Bawang Barat.

B. Suggestion

In reference to the conclusion above, the writer proposed suggestions as follows:

1. Suggestion to the Teacher

In this research the writer found out that was effective for students' in teaching writing ability especially descriptive text, the English teacher can use as one of the method in teaching writing especially descriptive text.

2. Suggestion to the Students

The students should study hard and more practice in writing English to improve their writing ability. They also should be active and creative to make a good written especially in descriptive text.

3. Suggestion to the Other Writers

In this research, the writer used to help students at Junior High School in process learning especially in descriptive text ability. For the next, writers can conduct this method on different levels of students and other English skills such as speaking, reading and listening.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah : SMPN 1 Tulang Bawang
Kelas : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : Menulis

6.1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks Fungsional pendek berupa: <ul style="list-style-type: none"> • Undangan • Pengumuman • Pesan Singkat 2. Tata Bahasa <ul style="list-style-type: none"> • Kalimat sederhana • Mengundang mengumumkan menyampaikan pesan 3. Kosa kata Kata terkait tema dan jenis teks 4. Tanda baca 5. Spelling	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Tes tulis Tes tulis Tes tulis	Melengkapi rumpang Menyusun kata acak Essay	1. <i>Complete the following sentence / text using suitable word / words</i> 2. <i>Arrange the word into good sentences.</i> 3. <i>Write simple sentences based on the situation given</i>	4 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan

<p>6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<ol style="list-style-type: none"> 1. Teks rumpang berbentuk <ul style="list-style-type: none"> • <i>Descriptive</i> • <i>Recount</i> 2. Tata bahasa Kalimat sederhana <ul style="list-style-type: none"> • Simpel present tense • Simpel past tense • Past cont tense 3. Kosa kata <ul style="list-style-type: none"> • Kata terkait tema dan jenis teks • Kata penghubung and, then, after that, before dsb 4. Tanda Baca, Spelling 	<ol style="list-style-type: none"> 1. Review ungkapan-ungkapan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i>. 2. Menulis kalimat yang berdasarkan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> gambar/realia. 3. Melengkapi rumpang dalam teks <i>descriptif</i> dan <i>recount</i> dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks <i>descriptif</i> dan <i>recount</i> yang terpadu. 5. Membuat draft teks <i>descriptive</i> dan <i>recount</i> secara mandiri. 6. Mengekspos teks <i>descriptive</i> dan <i>recount</i> yang ditulis di kelas. 	<ol style="list-style-type: none"> 1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i> 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptivedan recount</i>. 3. Menulis teks esai dalam bentuk <ul style="list-style-type: none"> • <i>Descriptive dan recount</i> . 	Tes tulis	<ol style="list-style-type: none"> 1. <i>Completion</i> 2. <i>Jumbled Sentences</i> 3. <i>Essay</i> 	<p>4. <i>Write an invitation/ an announcement / messa-ge based on the situation given.</i></p> <ol style="list-style-type: none"> 1. <i>Complete the paragraph using The suitable words.</i> 2. <i>Rearrange the Following sentences correctly.</i> 3. <i>Write an essay</i> <ul style="list-style-type: none"> • <i>Describing something or a certain place.</i> • <i>Telling what you did last Sunday</i> 	4 x 40 menit	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar
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❖ Karakter siswa yang diharapkan :	<ul style="list-style-type: none"> - Dapat dipercaya (Trustworthines) - Rasa hormat dan perhatian (<i>respect</i>) - Tekun (<i>diligence</i>) 					
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Mengetahui,
Kepala Sekolah SMPN 1 Tulang Bawang

.....,20....
Guru Mata Pelajaran

.....
NIP:

.....
NIP:

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah	: SMPN 1 Tulang Bawang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Ganjil
Materi Pokok	: Descriptive Text
Aspek / Skill	: Menulis
Alokasi Waktu	: 4 x 40 menit

A. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

KD 6.2 : Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

C. Indikator

6.2.2 : Menyusun kalimat menjadi teks pendek yang bermakna dalam bentuk descriptive dan recount

6.2.3 : Menulis teks sederhana dalam bentuk descriptive dan recount

D. Tujuan Pembelajaran.

Pada akhir pembelajaran siswa dapat :

1. Menyusun kalimat secara berurutan menjadi teks pendek yang bermakna dalam bentuk descriptive
2. Membuat teks sederhana dalam bentuk descriptive berdasarkan pernyataan-pernyataan yang tersedia

E. Materi Pembelajaran.

1. Penjelasan tentang Text Descriptive
2. Generic Structure Descriptive Text
 - a. Identification (identifikasi) adalah pendahuluan berupa gambaran umum tentang suatu topic.
 - b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

3. Characteristic Descriptive Text:
 - a. Menggunakan Simple Present Tense
 - b. Menggunakan attribute verb, seperti be (am, is,are)
 - c. Hanya berfokus pada satu topik
4. Topik: Deskriptive teks terkait hewan

F. Pembelajaran

- Effect Self-correction technique

G. Langkah-langkah Kegiatan.

Kegiatan	Deskripsi	Waktu
Pendahuluan	<ol style="list-style-type: none"> a. Guru dan siswa mengawali kegiatan belajar dengan berdoa b. Guru menanyakan keadaan siswa dan melakukan presensi siswa c. Menanyakan materi yang telah dipelajari pada pertemuan sebelumnya d. Guru mempersiapkan materi yang akan dipelajari 	10 Menit
Inti	<ol style="list-style-type: none"> a. Guru menjelaskan materi tentang descriptive text terkait dengan pengertian, <i>generic structure</i> dan karakteristik b. Guru memberikan sebuah contoh teks descriptive dan menelaah bagian-bagiannya c. Siswa mencari kosa kata sulit dari teks yang diberikan guru d. Siswa menemukan makna kosa kata sulit dengan bantuan kamus e. Guru menjelaskan pada siswa tahap-tahap pembuatan teks descriptive f. Guru mengajak siswa untuk membuat teks descriptive berdasarkan kata yang ditentukan. g. Guru memeriksa hasil tulisan siswa dengan teknik self-correction. 	25 Menit
Penutup	<ol style="list-style-type: none"> a. Menanyakan kesulitan siswa selama proses belajar mengajar b. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran c. Guru bersama-sama dengan peserta didik membuat kesimpulan tentang materi yang telah dipelajari d. Guru memberikan post-test e. Menugaskan siswa untuk membuat teks descriptive berdasarkan kata yang sudah ditentukan. 	5 Menit

H. Media/ Alat dan Sumber Pembelajaran

1. Media/Alat
 - a. Papan Tulis
 - b. Spidol Boardmarker
2. Sumber Pembelajaran
 - a. Buku Pelajaran Bahasa Inggris Kelas VIII /Dirjen Dikdasmen
 - b. Kamus Bahasa Inggris

I. Kriteria Penilaian

The researcher used Pre-test and Post-test instrument. In order to know students' writing skill, the researcher measures the students' writing skill by asking them to make descriptive text. The researcher is instructing the students to make a simple composition which was determined. Moreover, the researcher uses test instrument to take the scale of instrument which the standard of the score writing test as follows:

No	Score	Classification	Criteria
1.	100-80	Excellence	It is well organized. The message is completely comprehensible. Arguments are relevant and related to the writer's view. Main ideas and effective supporting ideas clearly are clearly stated. The language is clear, smooth, and interesting, and is consistently accurate, showing a full command of complex structure. There are no major errors of vocabulary, spelling, punctuation, or grammar.
2.	79-67	Good	It is well organized and highly comprehensible. Arguments are quite relevant in relation to writer's view. Main ideas and effective supporting ideas are almost clearly stated. There is a clear message with only minor loss of detail and little need for correction of vocabulary, spelling, punctuation, or grammar. The language is clear and interesting.
3.	66-55	Fair	It is rather well organized. Arguments are rather relevant in relation to writer's view. Main ideas and supporting ideas are rather clear. The message is almost clear but with some loss of detail. Many corrections of vocabulary, spelling, punctuation, or grammar are needed.

4.	54 or less	Poor	Its organization and message are difficult to be followed. Arguments are not relevant or not related to writer's view. Main ideas and supporting ideas are not clearly stated. The language is not clear and has frequent, serious errors of vocabulary, spelling, punctuation, or grammar. ⁵⁷
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Mengetahui
Kepala Sekolah

Metro, 2022
Guru Mata Pelajaran

(.....)

(.....)

Pre-test

Pre-test instrument
(Control & Experimental Class)

Name:

Class:

Subject : English
Class / semester : VIII/ 1
Sub matter : Writing
Sub subject : Descriptive Text
Time allocation : 60 minutes
Instruction :

1. Write your name and your class clearly on your paper.
2. Use your time adequately.
3. Work individually

The things that will be assessed in the writing training as well as the writing practice itself have basic skills that develop writing, for example handwriting or typing, spelling, grammar, and punctuation. writing is used to explore ideas throughout the curriculum. It is the primary means of learning and expressing their world knowledge.

Direction:

1. Make short descriptive text that consist of approximately 80-100 words
2. Write your paragraph descriptive text by choosing the topic given bellow:
 - a. Elephant
 - b. Cat
 - c. Cow
 - d. Rabbit

Post-test

Post-test Instrument
(Control & Experimental Class)

Name:

Class:

Subject : English
Class / semester : VIII / 1
Sub matter : Writing
Sub subject : Descriptive Text
Time allocation : 60 minutes
Instruction :

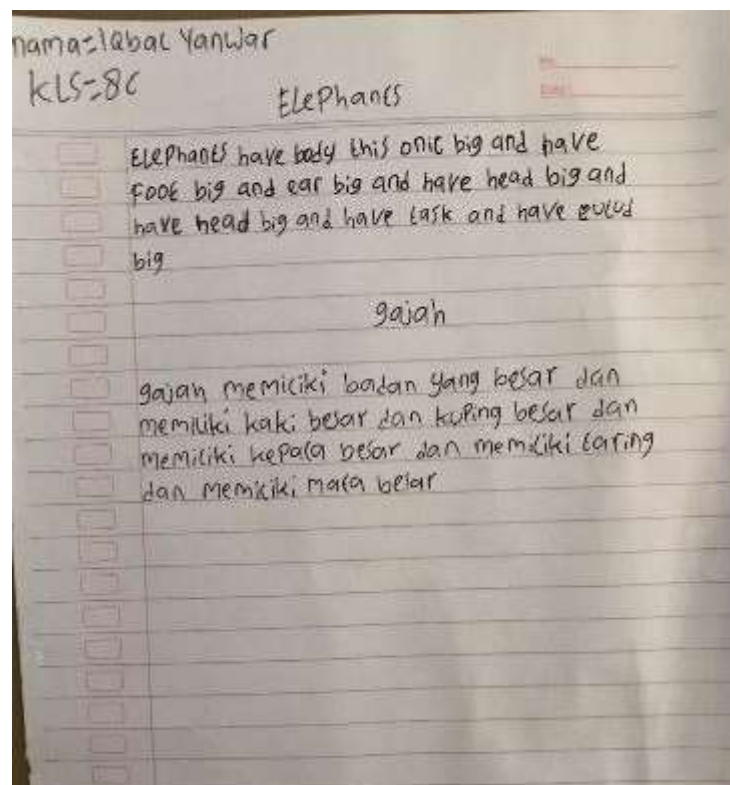
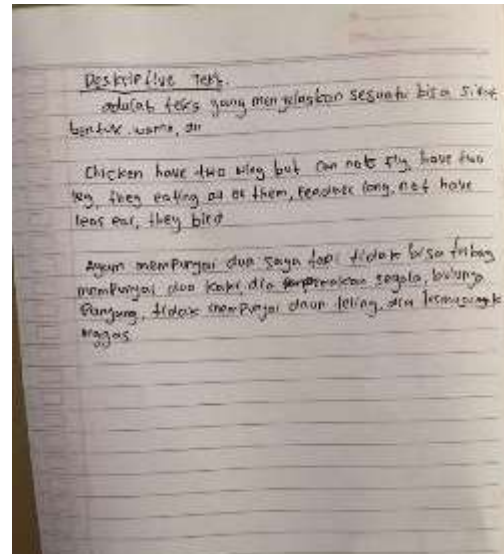
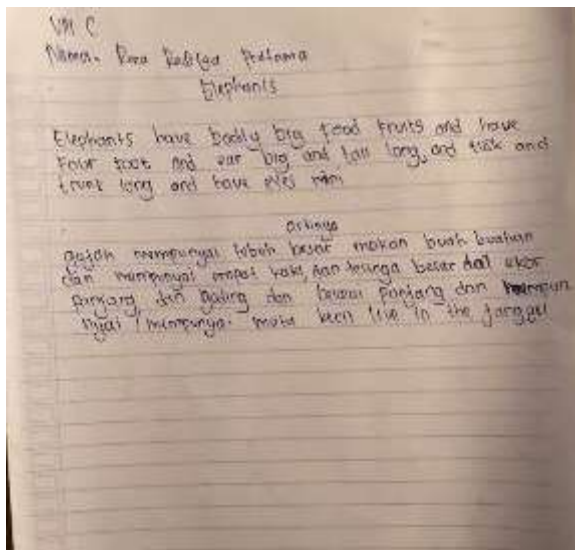
1. Write your name and your class clearly on your paper.
2. Use your time adequately.
3. Work individually

The things that will be assessed in the writing training as well as the writing practice itself have basic skills that develop writing, for example handwriting or typing, spelling, grammar, and punctuation. writing is used to explore ideas throughout the curriculum. It is the primary means of learning and expressing their world knowledge

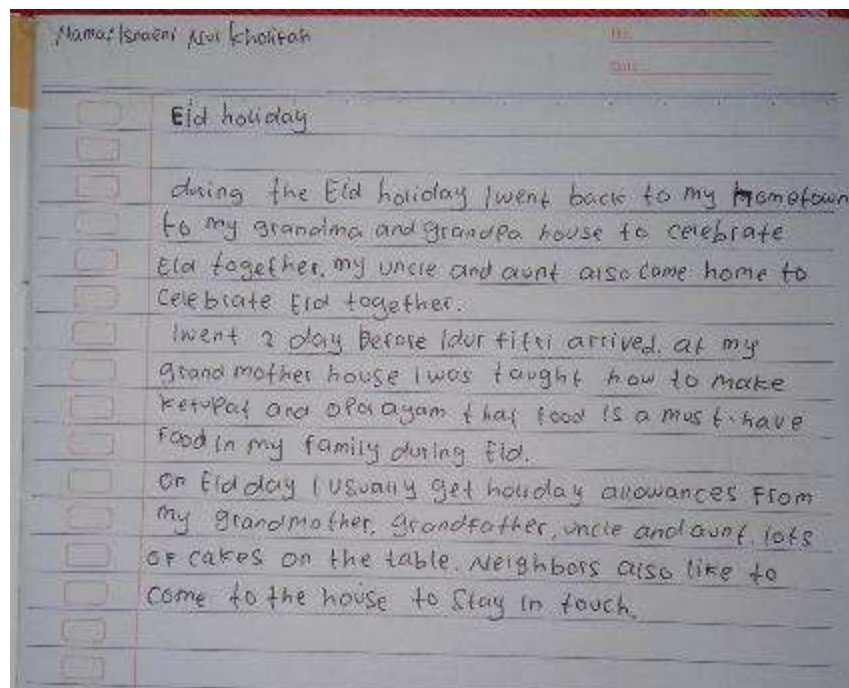
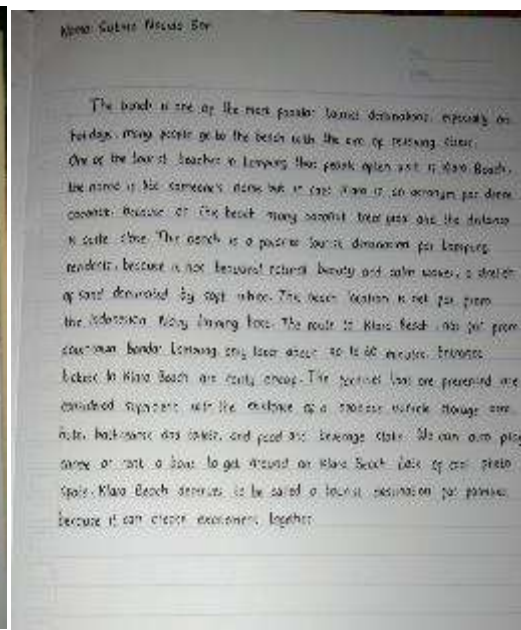
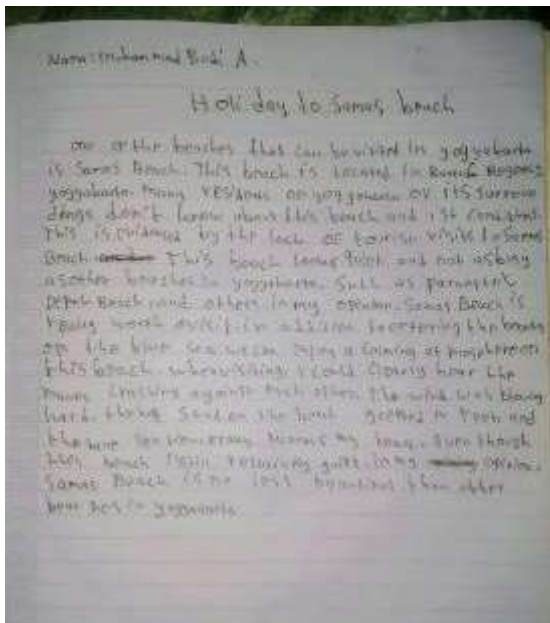
Direction:

3. Make short descriptive text that consist of approximately 80-100 words
4. Write your paragraph descriptive text by choosing the topic given bellow:
 - a. Eid holidays
 - b. School holidays
 - c. Beach
 - d. Zoo

Hasil Pre-test siswa



Hasil Post-test Siswa





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

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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

Nomor : B-4239/In.28/J/TL.01/10/2021
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMPN 1 TULANG BAWANG
UDIK
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : ERNI FEBRIANTI PUTRI
NPM : 1801070024
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECT OF SELF-CORRECTION TECHNIQUE ON
THE WRITING SKILLS IN PANDEMIC ERA OF THE
EIGHTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL 1
TULANG BAWANG

untuk melakukan prasurvey di SMPN 1 TULANG BAWANG UDIK, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 27 Oktober 2021

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



PEMERINTAH KABUPATEN TULANG BAWANG BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 TULANG BAWANG BARAT
 NSS. 20.1.1218.01.003, NPSN. 10808387



Alamat : Jalan Kartini Margakencana , Tulang Bawang Udik , Kodepos 34692, e-Mail : smpn1tbb@gmail.com website : www.smpn1tbb.net

Nomor : 422/ 035 /422.1/SMPNITBB/TBB/2021
 Lampiran : -
 Perihal : Surat Tanggapan

Kepada

Yth
 Ketua Jurusan Tadris Bahasa Inggris
 Institut Agama Islam Negeri Metro
 di. Kota Metro

Berdasarkan surat nomor : B-4248/In.28/J/TL.01/10/2021 tanggal 28 Oktober 2021 tentang Pra Survey ,
 Kepala UPT SMPN 1 Tulang Bawang Barat, Kecamatan Tulang Bawang Udik Kabupaten Tulang
 Bawang Barat dengan ini mengizinkan kepada :

Nama : ERNI FEBRIANTI PUTRI
 NIM : 1801070024
 Program Studi : Tadris Bahasa Inggris

Untuk melaksanakan kegiatan Pra- Survey di UPT SMPN 1 Tulang Bawang Barat dengan tujuan data
 hasil Pra – survey tersebut dipergunakan yang bersangkutan untuk penyusunan skripsi, dengan judul : *The
 Effect Of Self-Correction On The Writing Skills Of Eighth Grade Students In Junior High School 1
 Tulang Bawang Udik. Kabupaten Tulang Bawang Barat.*

Demikian surat tanggapan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Tulang Bawang Udik, 11 November 2021
 Kepala UPT SMPN1 Tulang Bawang Barat

MURHAMID, M.Pd

NIP. 19720218 2006041007

13/06/22 14.21

Bimbingan Skripsi



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iningulyo 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-2344/In.28.1/J/TL.00/06/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
EKA YUNIASIH (Pembimbing 1)
EKA YUNIASIH (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **ERNI FEBRIANTI PUTRI**
NPM : 1801070024
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE WRITING SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG**

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 09 Juni 2022
Ketua Jurusan,



Andianto M.Pd



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

Jalan Ki. Hejar 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

SURAT TUGAS

Nomor: B-2640/In.28/D.1/TL.01/06/2022

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

Nama : **ERNI FEBRIANTI PUTRI**
NPM : 1801070024
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di UPT SMPN 1 TULANG BAWANG BARAT, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE WRITING SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 15 Juni 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

PERMOHONAN SURAT IZIN RESEARCH

Kepada Yth.,
Dekan Fakultas
di-
IAIN Metro

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama : ERNI FEBRIANTI PUTRI
NPM : 1801070024
Fakultas : Fakultas Tarbiyah Dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (PBI)
Semester : 8 (Delapan)
IPK Sementara : **3,30** (*Tiga Koma Tiga Nol*)
Alamat Tempat Tinggal : JL. MELON RT025/RW009 YOSOMULYO
HP. 089518845431

Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi. Judul dan Tempat Research sebagai berikut:

Judul Tugas Akhir/Skripsi : THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE WRITING SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG
Tempat Research : UPT SMPN 1 TULANG BAWANG BARAT

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:

1. Asli Kartu Rencana Studi (KRS) terbaru (memprogram Tugas Akhir/Skripsi)
2. Fotokopi Pengesahan Proposal
3. Fotokopi Surat Bimbingan Skripsi yang dikeluarkan Jurusan
4. Fotokopi Kartu Konsultasi Bimbingan Skripsi Ace BAB I-III (untuk S1), Ace Outline (untuk D3)

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb.

Metro, 13 Juni 2022
Pendaftar,



ERNI FEBRIANTI PUTRI
NPM 1801070024



88203009112



**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-2641/In.28/D.1/TL.00/06/2022

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA UPT SMPN 1 TULANG

BAWANG BARAT

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2640/In.28/D.1/TL.01/06/2022, tanggal 15 Juni 2022 atas nama saudara:

Nama : **ERNI FEBRIANTI PUTRI**
NPM : 1801070024
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di UPT SMPN 1 TULANG BAWANG BARAT, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE WRITING SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 15 Juni 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudyanto S.Si., M.Si.
NIP 19760222 200003 1 003



PEMERINTAH KABUPATEN TULANG BAWANG BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 TULANG BAWANG BARAT

NSS. 20.1.1218.01.003, NPSN. 10808387

Alamat : Jalan Karim Margakencana, Tulang Bawang Udik, Kodepos 34592, e-Mail : smpn1tbb@tbb.go.id website : www.tbb.go.id



Nomor : 422/083/422.1/SMPN1TBB/TBB/2022
 Lampiran : -
 Perihal : Surat Tanggapan

Kepada

Ketua Jurusan Pendidikan Agama Islam
 Institut Agama Islam Negeri Metro
 di. Kota Metro

Berdasarkan surat Nomor : B-2641/In.28/D.1/TL.00/06/2022 tanggal 15 Juni 2022 tentang Reserch / survey dalam rangka menyelesaikan tugas akhir skripsi, Kepala SMPN1 Tulang Bawang Barat, Kecamatan Tulang Bawang Udik Kabupaten Tulang Bawang Barat dengan ini mengizinkan kepada

Nama : ERNI FEBRIAN PUTRI
 NIM : 1801070024
 Program Studi : Tadris Bahasa Inggris

Untuk melaksanakan kegiatan research di SMPN1 Tulang Bawang Barat dengan tujuan data hasil research tersebut akan dipergunakan yang bersangkutan untuk penyusunan tugas Akhir /skripsi, dengan judul : " THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE WRITING SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE STUDENT IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG " Demikian surat tanggapan ini kami buat untuk dapat dipergunakan sebagaimana mestinya..



Margakencana, 15 Juni 2022
 Kepala UPT SMPN 1 Tulang Bawang Barat

NURHAMID, S.Pd., M.Pd
 NIP.19720218 200604 1 007



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ermi Febrianti Putri
 NPM : 1801070024

Jurusan : TBI
 Semester : VII/2021

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kelasa 4/2021 01		<ul style="list-style-type: none"> - Pahami apa yg diteliti - gunakan buku metodologi penelitian yg berbasis logis. - Fokus pada metodologi kerangka definisi - Revisi populasi, sample dan sampley sekutu. Seraitkan. - tambahkan daftar pustaka. - Sesuaikan daftar pustaka dg ket yg digunakan. - cek kembali. 	
	Rabus 5/2021 1			

Mengetahui,
 Ketua Jurusan TBI

Andiarto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Eka Yuniasih, M.Pd
 NIP. 210078702



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

Nama : Erni Febrianti Putri
 NPM : 1801070024

Jurusan : TBI
 Semester : 6

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	Rabu 9/2011 6			<ul style="list-style-type: none"> - Struktur keultra - grammar. - kaitan apa penerapan - penelitian atau pada - latar belakang masalah - keserikan di buku pedoman - pahami apa yg anda - tulis. 	
	Rabu 24/2011 6			<ul style="list-style-type: none"> - tambahkan prior - kearah. - ke consistence di istilah - yg digunakan. - continue to chapter II - Fokus pada variable, - pahami apa yg anda tulis - Pelajari dan pahami cara - kaitan dan Foot note. 	
	Senin 2/2011 12			<ul style="list-style-type: none"> - Continue to chapter III 	

Mengetahui
 Ketua Jurusan TBI

Andiarto, M.Pd
 NIP.198711022015031004

Dosen Pembimbing II

Eka Yuniasih, M.Pd
 NIP.



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ermi Febrianti Putri
 NPM : 1801070024

Jurusan : TBI
 Semester : VII/2021

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			<i>Doc for Session</i>	

Mengetahui,
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Eka Yuniasih, M.Pd
 NIP. 210078702



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IAIN METRO**

Nama : Erni Febrianti Putri
NPM : 1801070024

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	19/02/24		- Bahari Langkah 2 nya. - Keisi instrument.	
	20/02/25		- Sewainya 83 usikho - tambahkan senj mario - Jelis sunbanya	
	31/02/25		- Acc APD.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Eka Yuniasih, M.pd
NIDN.0210078702



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IAIN METRO**

Nama : Erni Febrianti Putri
NPM : 1801070024

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	24/2022 8		Pahami apa yg anda tulis Continue to Chapter V.	
	6/2022 9		Pahami apa yg anda tulis Revisi chapter 10 & 5 Lengkapi dg daftar isi dan daftar pustaka. Sematkan abstrak Chapter V dg tujuan penelitian Bawa Chapter 1, 2, dan 3 Sert bimbingan.	
	21/2022 9.		Revisi	
	28/2022 9		Ace Ace Munaqijah	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

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NIDN.0210078702



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APPROVAL PAGE

Title : THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE WRITING SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG

Name : Erni Febrianti Putri

Students Number : 1801070024

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

The Head of English Education Department

Metro, 28 Januari 2022
Sponsor

Andianto, M.Pd
NIP.198711022015031004

Eka Yuniasih, M.Pd
NIP. 210078702



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NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the seminar of
Erni Febrianti Putri**

To:
The Honorable the Head of Tarbiyah Department
Of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb.

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

Name : Erni Febrianti Putri
Students Number : 1801070024
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE
WRITING SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE
STUDENTS IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG

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

Wassalamu'alaikumWr.Wb

The Head of English Education Department

Andianto, M.Pd
NIP.19871102201503 1 004

Metro, 28 Januari 2021
Sponsor

Eka Yuniasih, M.Pd
NIP.210078702



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NOTA DINAS

Nomor :
 Lampiran :
 Perihal : **Mohon di seminarkan Proposal
 Erni Febrianti Putri**

Kepada yth,
 Dekan Fakultas Tarbiyah dan Ilmu Keguruan
 Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

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

Name : Erni Febrianti Putri
 Students Number : 1801070024
 Judul Skripsi : THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE
 WRITING SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE
 STUDENTS IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG

Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

The Head of English Education Department

Andiarto, M.Pd
 NIP.19871102 201503 1 004

Metro, 28 Januari 2022
 Sponsor

Eka Yuniasih, M.Pd
 NIP. 210078702




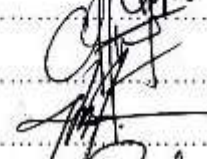
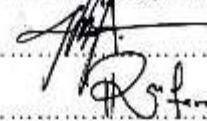
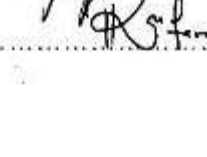
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RATIFICATION PAGE

The Research Proposal entitled: THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE WRITING SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG. Written by: ERNI FEBRIANTI PUTRI St. Number 1801070024, English Education Department, had been examined (SeminarProposal) in Tarbiyah and Teacher Training Faculty on Tuesday, March 22nd 2022 at 13.00 – 14.30 a.m.

BOARD OF EXAMINERS:

Chairperson	: Eka Yuniasih, M.Pd.	(..... )
Examiner I	: Dr. ahmad subhan roza, M.Pd.	(..... )
Examiner II	: Andianto, M.Pd.	(..... )
Secretary	: Rika Dartiara, M.Pd.	(..... )

The Head of English Education Department


Andianto, M.Pd
NIP.19871022015031004



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

Nama : Erni Febrianti Putri
NPM : 1801070024
Jurusan : Tadris Bahasa Inggris

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

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Oktober 2022

Ketua Jurusan TBI

Andianto, M.Pd.

NIP. 1987 1102 201503 1 004



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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1104/In.28/S/U.1/OT.01/08/2022**

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

Nama : Emi Febrianti Putri
NPM : 1801070024
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801070024

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan sepenuhnya.

Metro, 12 Agustus 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

THE EFFECT OF SELF-
CORRECTION TECHNIQUE ON
THE WRITING SKILLS IN
PANDEMIC ERA OF THE EIGHTH
GRADE STUDENTS IN JUNIOR
HIGH SCHOOL 1 TULANG
BAWANG

by Erni Febrianti Putri


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AN UNDERGRADUATED THESIS

**THE EFFECT OF SELF-CORRECTION TECHNIQUE ON THE
WRITING SKILLS IN PANDEMIC ERA OF THE EIGHTH GRADE
STUDENTS IN JUNIOR HIGH SCHOOL 1 TULANG BAWANG**

By:

ERNI FEBRIANTI PUTRI
St. Number 1801070024



**TARBIYAH AND TEACHER TRAINING FACULTY ENGLISH
EDUCATION DEPARTMENT**

STATE INSTITUTE ISLAMIC STUDIES OF METRO
1444 H / 2022 M

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CURRICULUM VITAE



The author has named Erni Febrianti Putri was born in Gedong Wani kec. Lampung Timur on february 2th, 2000. The son of the couple from Mr. Erlansyah and Mrs. Simah. Currently the author lives in the village of 21c Yosomulyo, Kec. Metro Pusat. The author's when elementary school was taken at SD Negeri 10 Metro Timur and finished in 2012.

Then he continued in Junior High School at Mts N 1 Lampung Timur and graduated in 2015. Meanwhile, Senior High School was taken at SMAN 5 Metro Pusat, and completed in 2018. Then in 2018 the author continued his education at IAIN METRO by majoring in English education program.