

Appendix 01. Observation Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 568/UN48.7.1/DT/2022

18 Februari 2022

Perihal : **Permohonan Izin Observasi**

Yth. Kepala Satuan Pendidikan SMP Negeri 3 Selat
di Selat, Karangasem

Dalam rangka pengumpulan data untuk menyelesaikan Permohonan Izin Observasi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Ni Luh Desi Meliani
NIM : 1812021038
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2021/2022

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 02. Research Application Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 251/UN48.7.1/DT/2022

26 Januari 2022

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala Satuan Pendidikan SMP Negeri 3 Selat
di Selat, Karangasem

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Luh Desi Meliani
NIM	: 1812021038
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: The Effectiveness of Direct Corrective Feedback on the Seventh Grade Students' Writing Skills at SMP Negeri 3 Selat

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 03. Approval Letter



ပိမိၵ်ႈတၢ်ပူၵ်းတၢ်တၢ်တၢ်
PEMERINTAH KABUPATEN KARANGASEM
မိၵ်ႈပိၵ်ႈတၢ်တၢ်ပူၵ်းတၢ်တၢ်
DINAS PENDIDIKAN KEPEMUDAAN DAN OLARAHAGA



မိၵ်ႈပိၵ်ႈတၢ်ပူၵ်းတၢ်တၢ်
SMP NEGERI 3 SELAT

မိၵ်ႈပိၵ်ႈတၢ်ပူၵ်းတၢ်တၢ်
ALAMAT: DUDA UTARA, SELAT, KARANGASEM, BALI. ☎ : 081337760649, ✉ : 80862
Blog : www.smpnegeri3-selat.blogspot.com E-mail : smpnegeri3selat@gmail.com

SURAT KETERANGAN

NOMOR: 871/76/TPK/SMPN 3 SELAT/04/2022

Yang bertanda tangan dibawah ini, Kepala Sekolah SMP Negeri 3 Selat menerangkan bahwa:

Nama : I Komang Gede Sudarsana, S.Pd., M.Pd.
NIP : 19740418 199903 1 004
Pangkat / Gol : Pembina Utama Muda / IV C
Jabatan : Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa:

Nama : Ni Luh Desi Meliani
NIM / Semester : 1812021038 / VIII
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa Asing
Fakultas : Bahasa dan Seni
Universitas : Universitas Pendidikan Ganesha

Memang benar mahasiswa tersebut telah melaksanakan Penelitian dan Pengumpulan Data di SMP Negeri 3 Selat dari tanggal 21 Februari s/d 8 April 2022 untuk keperluan melegkapi penyusunan skripsi.

Demikian Surat Keterangan ini dibuat sebenarnya untuk dipergunakan sebagaimana mestinya.

Selat, 8 April 2022.

Guru Pembina



I Komang Gede Sudarsana, S.Pd., M.Pd.
NIP. 19740418 199903 1 004

I Wayan Arjana, S.Pd.
NIP: 19810806 200801 1 012

Appendix 04. Research Schedule

Activity	Time	
	Meeting	Day/Date
Observation	1 st meeting	Monday/ February 21 st , 2022
Try Out Instruments	1 st meeting	Saturday/ February 26 th , 2022
Give Treatment in Experimental Group	1 st meeting	Wednesday/ March 9 th , 2022
	2 nd meeting	Thursday/ March 10 th , 2022
	3 rd meeting	Wednesday/ March 30 th , 2022
	4 th meeting	Thursday/ March 31 st , 2022
	5 th meeting	Wednesday/ April 5 th , 2022
	6 th meeting (Post-test)	Thursday/ April 10 th , 2022
Give Treatment in Control Group	1 st meeting	Monday/ March 7 th , 2022
	2 nd meeting	Friday/ March 11 th , 2022
	3 rd meeting	Monday/ March 28 th , 2022
	4 th meeting	Friday/ April 1 st , 2022
	5 th meeting	Monday/ April 4 th , 2022
	6 th meeting (Post-test)	Friday/ April 8 th , 2022

Appendix 05. The Differences between Experimental Group and Control Group Treatment

Experimental Group	Control Group
<p>Pre-Activity</p> <ol style="list-style-type: none"> 1. Greeting, Praying, Checking students' attendance 2. Build students' prior knowledge 3. Telling the recent topic and the objective of the lesson 	<p>Pre-Activity</p> <ol style="list-style-type: none"> 1. Greeting, Praying, Checking students' attendance 2. Build students' prior knowledge 3. Telling the recent topic and the objective of the lesson
<p>Main-Activity</p> <ol style="list-style-type: none"> 1. Analyzing the example of text about the structures of descriptive text, language features and detail information from the text 2. Asking some questions related to the general description of the example given 3. Giving brief explanation about the social function, generic structure, and language features of the example that have been given by the teacher 4. Showing picture about animal/person 5. Asking student to make a sentence interchangeably until forming a descriptive paragraph about the animal showed 6. Asking students to write the topic (animal) in a blank paper 	<p>Main-Activity</p> <ol style="list-style-type: none"> 1. Analyzing the example of text about the structures of descriptive text, language features and detail information from the text 2. Asking some questions related to the general description of the example given 3. Giving brief explanation about the social function, generic structure, and language features of the example that have been given by the teacher 4. Showing picture about animal/person 5. Asking student to make a sentence interchangeably until forming a descriptive paragraph about the animal showed 6. Asking students to write the topic (animal) in a blank paper

<p>7. Asking students to gather information to support the topic (pre-writing)</p> <p>8. Asking them to write a simple outline of descriptive paragraph about animal based on the information that they have gathered in pre-writing stage (outlining)</p> <p>9. Asking students to write a rough draft of descriptive paragraph with identification and description by using their outline as guidance (writing)</p> <p>10. Asking the students to collect their work</p> <p>11. Giving Direct Corrective Feedback on students' writing</p> <p>12. Asking students to revise their work (revising)</p> <p>13. Asking students to revise their work based on the feedback given by the teacher (editing)</p> <p>14. Asking students to submit their revised version</p>	<p>7. Asking students to gather information to support the topic (pre-writing)</p> <p>8. Asking them to write a simple outline of descriptive paragraph about animal based on the information that they have gathered in pre-writing stage (outlining)</p> <p>9. Asking students to write a rough draft of descriptive paragraph with identification and description by using their outline as guidance (writing)</p> <p>10. Asking the students to collect their work</p> <p>11. Did not give any specific feedback on students' writing (General)</p>
<p>Post-Activity</p> <p>1. Concluding the lesson</p> <p>2. Asking students' feeling</p> <p>3. Closing the lesson</p>	<p>Post-Activity</p> <p>1. Concluding the lesson</p> <p>2. Asking students' feeling</p> <p>3. Closing the lesson</p>

Appendix 06. Instrument Validation (Writing Performance Test)

**Instrument Validation
Writing Performance Test (Post-Test)**

No.	Task	Expert Judge I (Prof. Dr. I Nyoman Adi Jaya Putra, M.A.)		Comment
		Relevant	Irrelevant	
1.	Write a simple descriptive paragraph (5-8 sentences) by choosing one of the following topics. The topics are: a. People b. Animal c. Thing	✓		

No.	Task	Expert Judge II (I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.)		Comment
		Relevant	Irrelevant	
1.	Write a simple descriptive paragraph (5-8 sentences) by choosing one of the following topics. The topics are:	✓		

	a. People b. Animal c. Thing			
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Expert Judge I

Expert Judge II




Prof. Dr. I Nyoman Adi Jaya Putra, M.A.
M.Pd.

I Nyoman Pasek Hadi Saputra, S.Pd.,

NIP. 196203191987031001

NIP. 197809182006041001



Appendix 07. Instrument Validation (Writing Scoring Rubric)

**Instrument Validation
Writing Scoring Rubric**

Adapted from Brown (2004)

No.	Aspect	Weight	Score	Description	Relevant	Irrelevant
1.	Content and Development	5	5	<ul style="list-style-type: none"> • Topic is related to the test • Show suitable topic sentence • Show appropriate generic structure 	✓	
			4	<ul style="list-style-type: none"> • Topic is related to the test • Show mostly suitable topic sentence • Show appropriate generic structure 		
			3	<ul style="list-style-type: none"> • Topic is mainly related to the test • Show incorrect topic sentence • Show appropriate generic structure 		
			2	<ul style="list-style-type: none"> • Topic is unrelated to the test 		

				<ul style="list-style-type: none"> • Show incorrect topic sentence • Show appropriate generic structure 	
			1	<ul style="list-style-type: none"> • Topic is unrelated to the test • Show incorrect topic sentence • Show inappropriate generic structure 	
2.	Organization	5	5	<ul style="list-style-type: none"> • The idea is well organized with the generic structure of descriptive paragraph • Every sentences are coherently connected one to another 	✓
			4	<ul style="list-style-type: none"> • The idea is well organized with the generic structure of descriptive paragraph • Few sentences are coherently connected 	

				one to another		
			3	<ul style="list-style-type: none"> The idea is well organized with the generic structure of descriptive paragraph Some sentences are not connected one to another 		
			2	<ul style="list-style-type: none"> The idea is not well organized with the generic structure of descriptive paragraph Almost all sentences are not coherently connected one to another 		
			1	<ul style="list-style-type: none"> The idea is not well organized with the generic structure of descriptive paragraph All sentences are not coherently connected one to another 		

3.	Grammar	4	5	<ul style="list-style-type: none"> There is no grammatical error 	✓	
			4	<ul style="list-style-type: none"> Few (if any) detectable errors of grammar 		
			3	<ul style="list-style-type: none"> There are some errors of grammar 		
			2	<ul style="list-style-type: none"> Errors of grammar are fairly frequent 		
			1	<ul style="list-style-type: none"> Errors of grammar are found a lot 		
4.	Vocabulary	3	5	<ul style="list-style-type: none"> Use suitable vocabulary Use diverse vocabulary 	✓	
			4	<ul style="list-style-type: none"> Use suitable vocabulary Use lack of diverse vocabulary 		
			3	<ul style="list-style-type: none"> Use some non-suitable vocabulary Use lack of diverse vocabulary 		
			2	<ul style="list-style-type: none"> Use many non-suitable vocabulary Use lack of diverse vocabulary 		
			1	<ul style="list-style-type: none"> Use all non-suitable vocabulary Use lack of diverse vocabulary 		
5.	Mechanic	3	5	<ul style="list-style-type: none"> Use correct spelling 	✓	

				<ul style="list-style-type: none"> • Use accurate punctuation • Use appropriate capitalization 	
			4	<ul style="list-style-type: none"> • Use correct spelling • Use accurate punctuation • Few appropriate capitalization 	
			3	<ul style="list-style-type: none"> • Some incorrect spelling • Some non-accurate punctuation • Some inappropriate capitalization 	
			2	<ul style="list-style-type: none"> • Many incorrect spelling • Many non-accurate punctuation • Many inappropriate capitalization 	
			1	<ul style="list-style-type: none"> • Incorrect spelling • Non-accurate punctuation • Inappropriate capitalization 	

Score = (Content and Development x 5) + (Organization x 5) + (Grammar x 4) +
(Vocabulary x 3) + (Mechanic x 3)

Expert Judge I

Expert Judge II

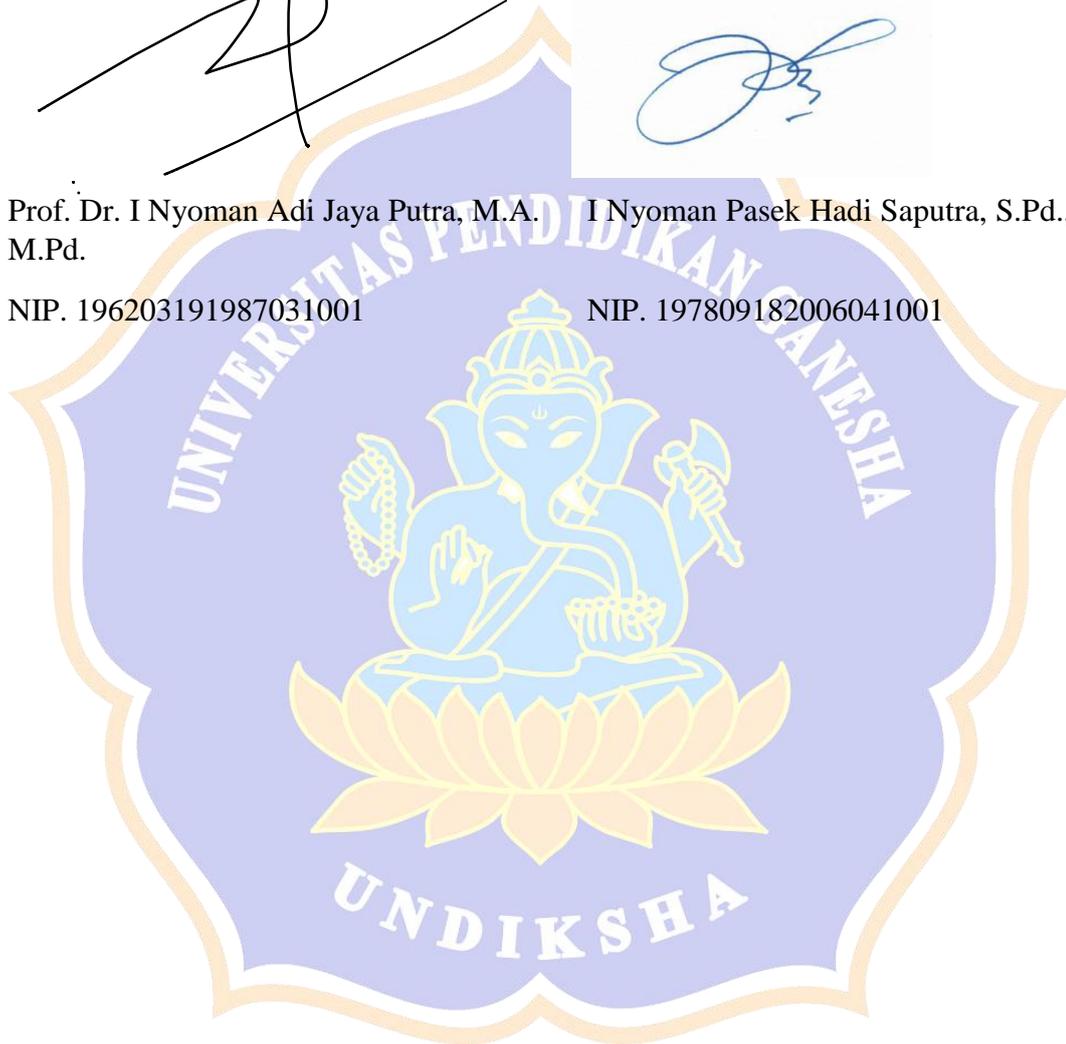


Prof. Dr. I Nyoman Adi Jaya Putra, M.A.
M.Pd.

I Nyoman Pasek Hadi Saputra, S.Pd.,

NIP. 196203191987031001

NIP. 197809182006041001



Appendix 08. Writing Performance Test (Post-Test)

Writing Performance Test (Post-Test)

Time Allocation: 80 minutes

1. Write a simple descriptive paragraph (5-8 sentences) by choosing one of the following topics. The topics are:
 - d. People
 - e. Animal
 - f. Thing

2. In the process of writing please consider the following aspects of your paragraph:
 - a. The content of your paragraph is related to the topic
 - b. Write a suitable topic sentence
 - c. The idea and the supporting sentences of your paragraph is well-organized
 - d. Use correct grammar and suitable vocabulary
 - e. Use correct spelling, capitalization and punctuation

GOOD LUCK!

Appendix 09. Writing Scoring Rubric

Writing Scoring Rubric

Adapted from Brown (2004)

No.	Aspect	Weight	Score	Description
1.	Content and Development	5	5	<ul style="list-style-type: none"> • Topic is related to the test • Show suitable topic sentence • Show appropriate generic structure
			4	<ul style="list-style-type: none"> • Topic is related to the test • Show mostly suitable topic sentence • Show appropriate generic structure
			3	<ul style="list-style-type: none"> • Topic is mainly related to the test • Show incorrect topic sentence • Show appropriate generic structure
			2	<ul style="list-style-type: none"> • Topic is unrelated to the test • Show incorrect topic sentence • Show appropriate generic structure
			1	<ul style="list-style-type: none"> • Topic is unrelated to the test • Show incorrect topic sentence • Show inappropriate generic structure
2.	Organization	5	5	<ul style="list-style-type: none"> • The idea is well organized with the generic structure of descriptive paragraph

				<ul style="list-style-type: none"> • Every sentences are coherently connected one to another
			4	<ul style="list-style-type: none"> • The idea is well organized with the generic structure of descriptive paragraph • Few sentences are coherently connected one to another
			3	<ul style="list-style-type: none"> • The idea is well organized with the generic structure of descriptive paragraph • Some sentences are not connected one to another
			2	<ul style="list-style-type: none"> • The idea is not well organized with the generic structure of descriptive paragraph • Almost all sentences are not coherently connected one to another
			1	<ul style="list-style-type: none"> • The idea is not well organized with the generic structure of descriptive paragraph • All sentences are not coherently connected one to another
3.	Grammar	4	5	<ul style="list-style-type: none"> • There is no grammatical error
			4	<ul style="list-style-type: none"> • Few (if any) detectable errors of grammar
			3	<ul style="list-style-type: none"> • There are some errors of grammar
			2	<ul style="list-style-type: none"> • Errors of grammar are fairly frequent
			1	<ul style="list-style-type: none"> • Errors of grammar are found a lot
4.	Vocabulary	3	5	<ul style="list-style-type: none"> • Use suitable vocabulary • Use diverse vocabulary

			4	<ul style="list-style-type: none"> • Use suitable vocabulary • Use lack of diverse vocabulary
			3	<ul style="list-style-type: none"> • Use some non-suitable vocabulary • Use lack of diverse vocabulary
			2	<ul style="list-style-type: none"> • Use many non-suitable vocabulary • Use lack of diverse vocabulary
			1	<ul style="list-style-type: none"> • Use all non-suitable vocabulary • Use lack of diverse vocabulary
5.	Mechanic	3	5	<ul style="list-style-type: none"> • Use correct spelling • Use accurate punctuation • Use appropriate capitalization
			4	<ul style="list-style-type: none"> • Use correct spelling • Use accurate punctuation • Few appropriate capitalization
			3	<ul style="list-style-type: none"> • Some incorrect spelling • Some non-accurate punctuation • Some inappropriate capitalization
			2	<ul style="list-style-type: none"> • Many incorrect spelling • Many non-accurate punctuation • Many inappropriate capitalization
			1	<ul style="list-style-type: none"> • Incorrect spelling • Non-accurate punctuation • Inappropriate capitalization

$$\text{Score} = (\text{Content and Development} \times 5) + (\text{Organization} \times 5) + (\text{Grammar} \times 4) + (\text{Vocabulary} \times 3) + (\text{Mechanic} \times 3)$$

Appendix 10. Lesson Plan for Experimental Group

LESSON PLAN (EXPERIMENTAL GROUP)

School	: SMP Negeri 3 Selat
Class/Semester	: VII/2
Subject	: English
Skill	: Writing
Theme	: Descriptive Text
Time Allotment	: 2 x 35 minutes
Meeting	: 1 st and 2 nd ,

I. CORE COMPETENCY

- KI 1: Respect and comprehend the religion.
- KI 2: Appreciate and practice honesty, discipline, responsibility, concern (cooperative, tolerance, peace), polite, responsive, and pro-active and show the attitude as the part of solution of any problem in interacting effectively with the social and natural environment as well as placing oneself as a reflection of the nation in the world.
- KI 3: Understanding, applying, factual conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insights of humanity, nationality, statehood, and civilization related to the causes of phenomena and events.
- KI 4: Processing, reasoning, and presenting in creative, productive, independent, collaborative, and communicative, in the concrete and abstract domain related to the development of the lesson that has been learned in school independently, and other sources from a theoretical point of view.

II. BASIC COMPETENCY AND INDICATORS

Basic Competency	Indicators
3.4 Comparing social functions, text structure, and linguistic elements of oral and written simple descriptive text related to people, animals, and things in accordance with context of their use	3.4 Use Simple Present Tense correctly in giving information about description of animal related to the picture that is shown 4.4 Write simple descriptive text about animal
4.4 Descriptive text 4.4.1 Catch meaning contextually related to the social function, text structure, and linguistic elements of oral and written simple descriptive text related to people, animals, and things 4.4.2 Compiling of oral and written simple descriptive text related to people, animals, and things and taking into account the social function, text structure, and linguistic elements, correctly and in context	

III. LEARNING OBJECTIVES

First Meeting

1. Students are able to use Simple Present Tense correctly in giving information about description of animal related to the picture that is shown.
2. Students are able to make an outline of their descriptive paragraph about animal individually (pre-writing and organizing).

Second Meeting

1. Students are able to make a short descriptive paragraph about animal based on their outline individually (writing).

IV. INSTRUCTIONAL MATERIALS

a. Definition of Descriptive Text

Descriptive Text is a text that describes a particular person, animal, place or things.

b. The Purpose of descriptive Text

The purpose of descriptive text is to describe a person, animal, place, or thing in specific.

c. Generic Structure of Descriptive Text

- Identification (This part introduces a person, animal, or things will be described).
- Description (This part shows the detail description a person, place, animal, or object).

d. The Grammatical Features of Descriptive Text

- Using simple present tense
- Using noun, action verbs, adjectives, and adverb.

e. Example of Descriptive Text



Elephants are the largest land animal in the world. They are from Asia and Africa. They are herbivores. They eat grass, leaves, branches and fruit. An elephant has a big body with four legs. It has large but thin ears and small eyes. It also has one long nose called trunk. It uses the trunk to lift the food. Its skin is grey and hairless. It has a short tail. Their habitat is usually in the forest or in the zoo. The elephants are strong animals. They can carry heavy loads.

V. MEDIA AND TOOLS

1. Media : Pictures
2. Tool : Whiteboard and board maker

VI. LEARNING METHODS

1. Approach : Process Approach
2. Method : Inquiry Learning
3. Strategy : Feedback (Direct Corrective Feedback)

VII. LEARNING SOURCE

1. Internet
[Descriptive Text \(Complete Explanation\) – BRITISH Course](#)
[Contoh Descriptive Text Tentang Hewan \(Kucing, Anjing, Kelinci, Jerapah, Gajah\) \(englishcoo.com\)](#)

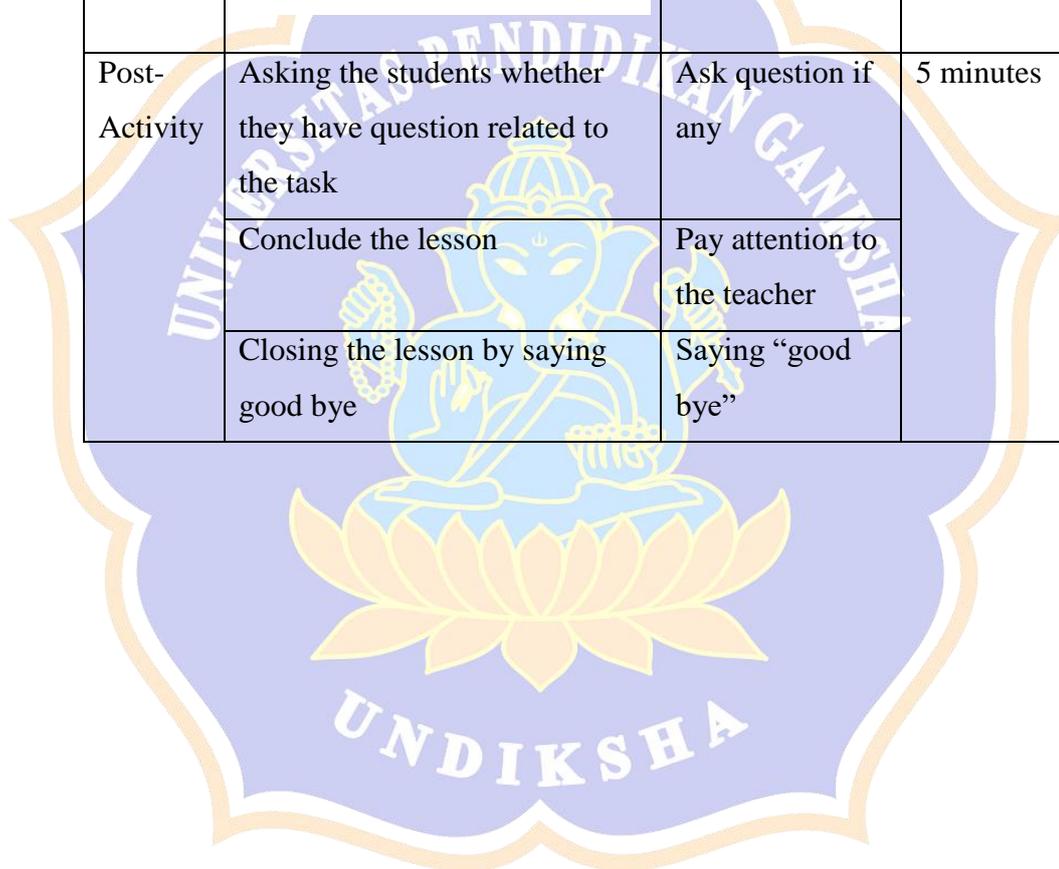
VIII. INSTRUCTIONAL ACTIVITIES

1 st Meeting			
Steps	Teacher's Activities	Students' Activities	Time Allocation
Pre-Activity	Greet, pray and checking students' attendance through WhatsApp Group.	Responding the teacher	5 minutes
	Do brainstorming and activating students' prior knowledge related to the topic.	Responding the teacher	

	Example: “Do you have pet at home?” “What kind of pet do you have?”		
	Telling the objective of the lesson	Pay attention to the teacher	
Main-Activity	Ask the students to watch video about descriptive text (Made by the researcher)	Watch the video	60 minutes
	Teach the students of how to write a simple descriptive text about animal (Pre-writing and Organizing)	Follow the instruction	
Post-Activity	Asking the students whether they have question related to the topic	Ask question if any	5 minutes
	Conclude the lesson	Pay attention to the teacher	
	Closing the lesson by saying good bye	Saying “good bye”	

2 nd Meeting			
Steps	Teacher’s Activities	Students’ Activities	Time Allocation
Pre-Activity	Greet, pray and checking students’ attendance.	Responding the teacher	5 minutes
	Do brainstorming and activating students’ prior knowledge related to the topic. Example:	Responding the teacher	

	“Do you still remember what we have learnt last meeting?”		
	Telling the objective of the lesson	Pay attention to the teacher	
Main-Activity	Ask the students to continue their project in writing descriptive text about animal (Writing)	Follow the instruction	60 minutes
	Ask the students to collect their writing task.	Follow the instruction	
Post-Activity	Asking the students whether they have question related to the task	Ask question if any	5 minutes
	Conclude the lesson	Pay attention to the teacher	
	Closing the lesson by saying good bye	Saying “good bye”	



LESSON PLAN
(EXPERIMENTAL GROUP)

School : SMP Negeri 3 Selat
Class/Semester : VII/2
Subject : English
Skill : Writing
Theme : Descriptive Text
Time Allotment : 2 x 35 minutes
Meeting : 3rd and 4th meetings

I. CORE COMPETENCY

- KI 1: Respect and comprehend the religion.
- KI 2: Appreciate and practice honesty, discipline, responsibility, concern (cooperative, tolerance, peace), polite, responsive, and pro-active and show the attitude as the part of solution of any problem in interacting effectively with the social and natural environment as well as placing oneself as a reflection of the nation in the world.
- KI 3: Understanding, applying, factual conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insights of humanity, nationality, statehood, and civilization related to the causes of phenomena and events.
- KI 4: Processing, reasoning, and presenting in creative, productive, independent, collaborative, and communicative, in the concrete and abstract domain related to the development of the lesson that has been learned in school independently, and other sources from a theoretical point of view.

II. BASIC COMPETENCY AND INDICATORS

Basic Competency	Indicators
3.4 Comparing social functions, text structure, and linguistic elements of oral and written simple descriptive text related to people, animals, and things in accordance with context of their use	3.4 Use Simple Present Tense correctly in giving information about description of animal related to the picture that is shown 4.4 Write simple descriptive text about animal
4.4 Descriptive text 4.4.1 Catch meaning contextually related to the social function, text structure, and linguistic elements of oral and written simple descriptive text related to people, animals, and things 4.4.2 Compiling of oral and written simple descriptive text related to people, animals, and things and taking into account the social function, text structure, and linguistic elements, correctly and in context	

III. LEARNING OBJECTIVES

Third Meeting

1. Students are able to revise their writing task based on the feedback given (revising and editing).

Fourth Meeting

1. Students are able to make an outline of their descriptive paragraph about person individually (pre-writing and organizing).

IV. INSTRUCTIONAL MATERIALS

a. Definition of Descriptive Text

Descriptive Text is a text that describes a particular person, animal, place or things.

b. The Purpose of descriptive Text

The purpose of descriptive text is to describe a person, animal, place, or thing in specific.

c. Generic Structure of Descriptive Text

- Identification (This part introduces a person, animal, or things will be described).
- Description (This part shows the detail description a person, place, animal, or object).

d. The Grammatical Features of Descriptive Text

- Using simple present tense
- Using noun, action verbs, adjectives, and adverb.

e. Example of Descriptive Text

Maudy Ayunda



Maudy Ayunda is my favorite artist. She was born in Jakarta on December 19, 1994. She is an actress and singer. She very is beautiful and smart. She has thin lips, oval face, and short black hair. Her voice is

wonderful. Maudy is an artist that care about her education. She is graduated from The Oxford and Stanford University. She is an amazing woman.

V. MEDIA AND TOOLS

1. Media : Pictures
2. Tool : Whiteboard and board maker

VI. LEARNING METHODS

1. Approach : Process Approach
2. Method : Inquiry Learning
3. Strategy : Feedback (Direct Corrective Feedback)

VII. LEARNING SOURCE

1. Internet
[Descriptive Text \(Complete Explanation\) – BRITISH Course](#)

VIII. INTRUCTIONAL ACTIVITIES

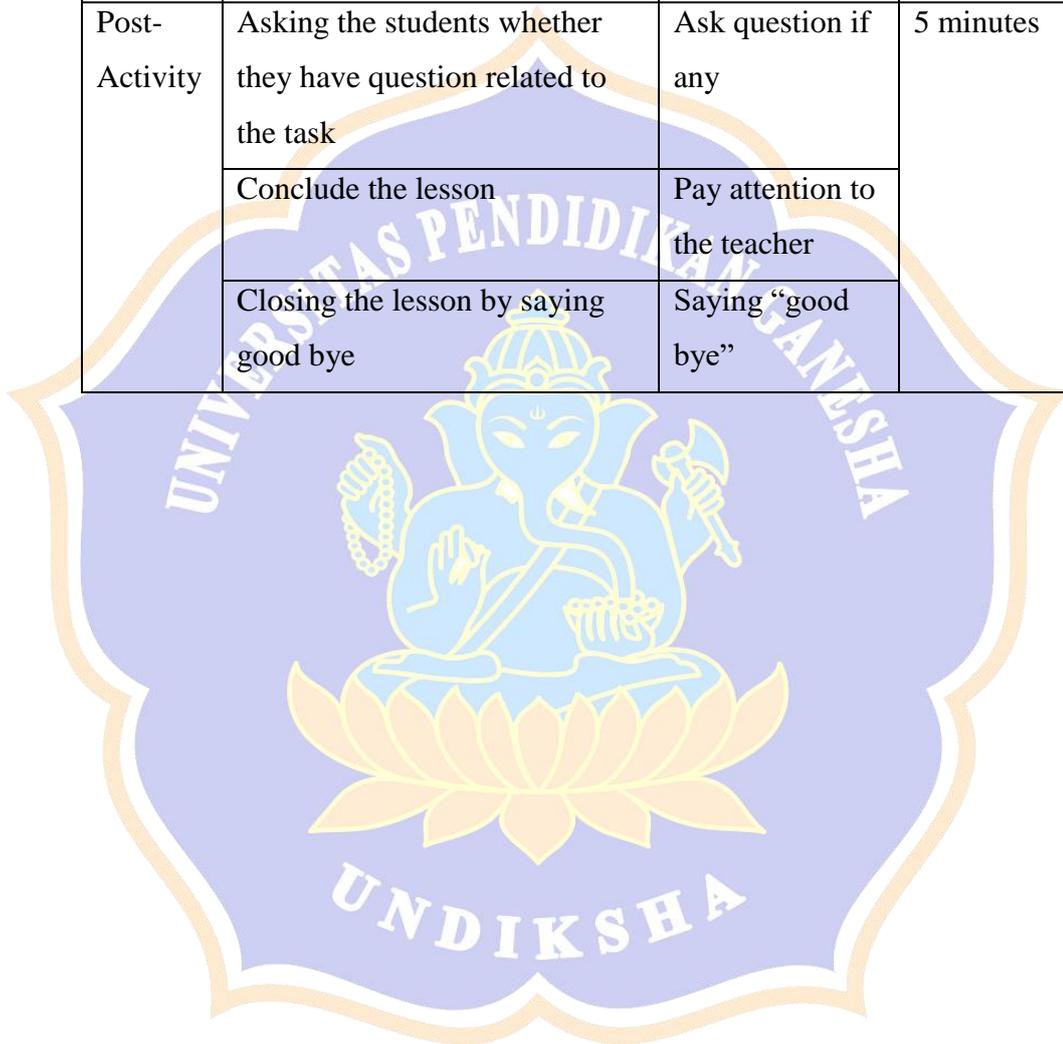
3 rd Meeting			
Steps	Teacher’s Activities	Students’ Activities	Time Allocation
Pre-Activity	Greet, pray and checking students’ attendance.	Responding the teacher	5 minutes
	Do brainstorming and activating students’ prior knowledge related to the topic. Example: “Do you still remember what we have learnt last meeting?”	Responding the teacher	
	Telling the objective of the lesson	Pay attention to the teacher	

Main-Activity	Ask the students to continue their project in writing descriptive text about animal (Revising and Editing) based on the feedback provided by the teacher.	Follow the instruction	60 minutes
	Ask the students to collect their writing task.	Follow the instruction	
Post-Activity	Asking the students whether they have question related to the task	Ask question if any	5 minutes
	Conclude the lesson	Pay attention to the teacher	
	Closing the lesson by saying good bye	Saying “good bye”	

4th Meeting

Steps	Teacher's Activities	Students' Activities	Time Allocation
Pre-Activity	Greet, pray and checking students' attendance.	Responding the teacher	5 minutes
	Do brainstorming and activating students' prior knowledge related to the topic. Example: “Do you still remember what we have learnt last meeting?”	Responding the teacher	
	Telling the objective of the lesson	Pay attention to the teacher	

Main-Activity	Ask the students to continue their project in writing descriptive text about animal (Pre-Writing and Outlining)	Follow the instruction	60 minutes
	Ask the students to collect their writing task.	Follow the instruction	
Post-Activity	Asking the students whether they have question related to the task	Ask question if any	5 minutes
	Conclude the lesson	Pay attention to the teacher	
	Closing the lesson by saying good bye	Saying “good bye”	



LESSON PLAN
(EXPERIMENTAL GROUP)

School : SMP Negeri 3 Selat
Class/Semester : VII/2
Subject : English
Skill : Writing
Theme : Descriptive Text
Time Allotment : 2 x 35 minutes
Meeting : 5th and 6th

I. CORE COMPETENCY

- KI 1: Respect and comprehend the religion.
- KI 2: Appreciate and practice honesty, discipline, responsibility, concern (cooperative, tolerance, peace), polite, responsive, and pro-active and show the attitude as the part of solution of any problem in interacting effectively with the social and natural environment as well as placing oneself as a reflection of the nation in the world.
- KI 3: Understanding, applying, factual conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insights of humanity, nationality, statehood, and civilization related to the causes of phenomena and events.
- KI 4: Processing, reasoning, and presenting in creative, productive, independent, collaborative, and communicative, in the concrete and abstract domain related to the development of the lesson that has been learned in school independently, and other sources from a theoretical point of view.

II. BASIC COMPETENCY AND INDICATORS

Basic Competency	Indicators
3.4 Comparing social functions, text structure, and linguistic elements of oral and written simple descriptive text related to people, animals, and things in accordance with context of their use	3.4 Use Simple Present Tense correctly in giving information about description of animal related to the picture that is shown 4.4 Write simple descriptive text about animal
4.4 Descriptive text 4.4.1 Catch meaning contextually related to the social function, text structure, and linguistic elements of oral and written simple descriptive text related to people, animals, and things 4.4.2 Compiling of oral and written simple descriptive text related to people, animals, and things and taking into account the social function, text structure, and linguistic elements, correctly and in context	

III. LEARNING OBJECTIVES

Fifth Meeting

1. Students are able to make a short descriptive paragraph about person based on their outline individually (writing) and revise their writing task based on the feedback given (revising and editing).

Sixth Meeting

1. Students are able to make a short descriptive paragraph (Post-test)

IV. INSTRUCTIONAL MATERIALS

a. Definition of Descriptive Text

Descriptive Text is a text that describes a particular person, animal, place or things.

b. The Purpose of descriptive Text

The purpose of descriptive text is to describe a person, animal, place, or thing in specific.

c. Generic Structure of Descriptive Text

- Identification (This part introduces a person, animal, or things will be described).
- Description (This part shows the detail description a person, place, animal, or object).

d. The Grammatical Features of Descriptive Text

- Using simple present tense
- Using noun, action verbs, adjectives, and adverb.

e. Example of Descriptive Text

Maudy Ayunda



Maudy Ayunda is my favorite artist. She was born in Jakarta on December 19, 1994. She is an actress and singer. She very is beautiful and smart. She has thin lips, oval face, and short black hair. Her voice is wonderful. Maudy is an artist that

care about her education. She is graduated from The Oxford and Stanford University. She is an amazing woman.

V. MEDIA AND TOOLS

1. Media : Pictures
2. Tool : Whiteboard and board maker

VI. LEARNING METHODS

1. Approach : Process Approach
2. Method : Inquiry Learning
3. Strategy : Feedback (Direct Corrective Feedback)

VII. LEARNING SOURCE

1. Internet

[Descriptive Text \(Complete Explanation\) – BRITISH Course](#)

VIII. INSTRUCTIONAL ACTIVITIES

5 th Meeting			
Steps	Teacher's Activities	Students' Activities	Time Allocation
Pre-Activity	Greet, pray and checking students' attendance.	Responding the teacher	5 minutes
	Do brainstorming and activating students' prior knowledge related to the topic. Example: "Do you have favorite idol?" "Do you know the characteristics of your idol?"	Responding the teacher	
	Telling the objective of the lesson	Pay attention to the teacher	

Main-Activity	Teach the students of how to write a simple descriptive text about person (Writing, Revising, and Editing)	Follow the instruction	60 minutes
Post-Activity	Asking the students whether they have question related to the topic	Ask question if any	5 minutes
	Conclude the lesson	Pay attention to the teacher	
	Closing the lesson by saying good bye	Saying “good bye”	

6th Meeting			
Steps	Teacher’s Activities	Students’ Activities	Time Allocation
Pre-Activity	Greet, pray and checking students’ attendance.	Responding the teacher	5 minutes
	Telling the objective of the lesson	Pay attention to the teacher	
Main-Activity	Students make a simple descriptive text (Post-test)	Follow the instruction	60 minutes
	Ask the students to collect their writing task.	Follow the instruction	
Post-Activity	Asking the students whether they have question or not	Ask question if any	5 minutes
	Conclude the lesson	Pay attention to the teacher	
	Closing the lesson by saying good bye	Saying “good bye”	

Appendix 11. Lesson Plan for Control Group

LESSON PLAN (CONTROL GROUP)

School : SMP Negeri 3 Selat
Class/Semester : VII/2
Subject : English
Skill : Writing
Theme : Descriptive Text
Time Allotment : 2 x 35 minutes
Meeting : 1st and 2nd,

I. CORE COMPETENCY

- KI 1: Respect and comprehend the religion.
- KI 2: Appreciate and practice honesty, discipline, responsibility, concern (cooperative, tolerance, peace), polite, responsive, and pro-active and show the attitude as the part of solution of any problem in interacting effectively with the social and natural environment as well as placing oneself as a reflection of the nation in the world.
- KI 3: Understanding, applying, factual conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insights of humanity, nationality, statehood, and civilization related to the causes of phenomena and events.
- KI 4: Processing, reasoning, and presenting in creative, productive, independent, collaborative, and communicative, in the concrete and abstract domain related to the development of the lesson that has been learned in school independently, and other sources from a theoretical point of view.

II. BASIC COMPETENCY AND INDICATORS

Basic Competency	Indicators
<p>3.4 Comparing social functions, text structure, and linguistic elements of oral and written simple descriptive text related to people, animals, and things in accordance with context of their use</p>	<p>3.4 Use Simple Present Tense correctly in giving information about description of animal related to the picture that is shown</p> <p>4.4 Write simple descriptive text about animal</p>
<p>4.4 Descriptive text</p> <p>4.4.1 Catch meaning contextually related to the social function, text structure, and linguistic elements of oral and written simple descriptive text related to people, animals, and things</p> <p>4.4.2 Compiling of oral and written simple descriptive text related to people, animals, and things and taking into account the social function, text structure, and linguistic elements, correctly and in context</p>	

III. LEARNING OBJECTIVES

First Meeting

1. Students are able to use Simple Present Tense correctly in giving information about description of animal related to the picture that is shown.
2. Students are able to make an outline of their descriptive paragraph about animal individually (pre-writing and organizing).

Second Meeting

1. Students are able to make a short descriptive paragraph about animal based on their outline individually (writing).

VI. INSTRUCTIONAL MATERIALS

a. Definition of Descriptive Text

Descriptive Text is a text that describes a particular person, animal, place or things.

b. The Purpose of descriptive Text

The purpose of descriptive text is to describe a person, animal, place, or thing in specific.

c. Generic Structure of Descriptive Text

- Identification (This part introduces a person, animal, or things will be described).
- Description (This part shows the detail description a person, place, animal, or object).

d. The Grammatical Features of Descriptive Text

- Using simple present tense
- Using noun, action verbs, adjectives, and adverb.

e. Example of Descriptive Text



Elephants are the largest land animal in the world. They are from Asia and Africa. They are herbivores. They eat grass, leaves, branches and fruit. An elephant has a big body with four legs. It has large but thin ears and small eyes. It also has one long nose called trunk. It uses the trunk to lift the food. Its skin is grey and hairless. It has a short tail. Their habitat is usually in the forest or in the zoo. The elephants are strong animals. They can carry heavy loads.

VII. MEDIA AND TOOLS

1. Media : Pictures
2. Tool : Whiteboard and board maker

VIII. LEARNING METHODS

1. Approach : Process Approach
2. Method : Inquiry Learning
3. Strategy : Feedback (Direct Corrective Feedback)

IX. LEARNING SOURCE

1. Internet
[Descriptive Text \(Complete Explanation\) – BRITISH Course](#)
[Contoh Descriptive Text Tentang Hewan \(Kucing, Anjing, Kelinci, Jerapah, Gajah\) \(englishcoo.com\)](#)

X. INSTRUCTIONAL ACTIVITIES

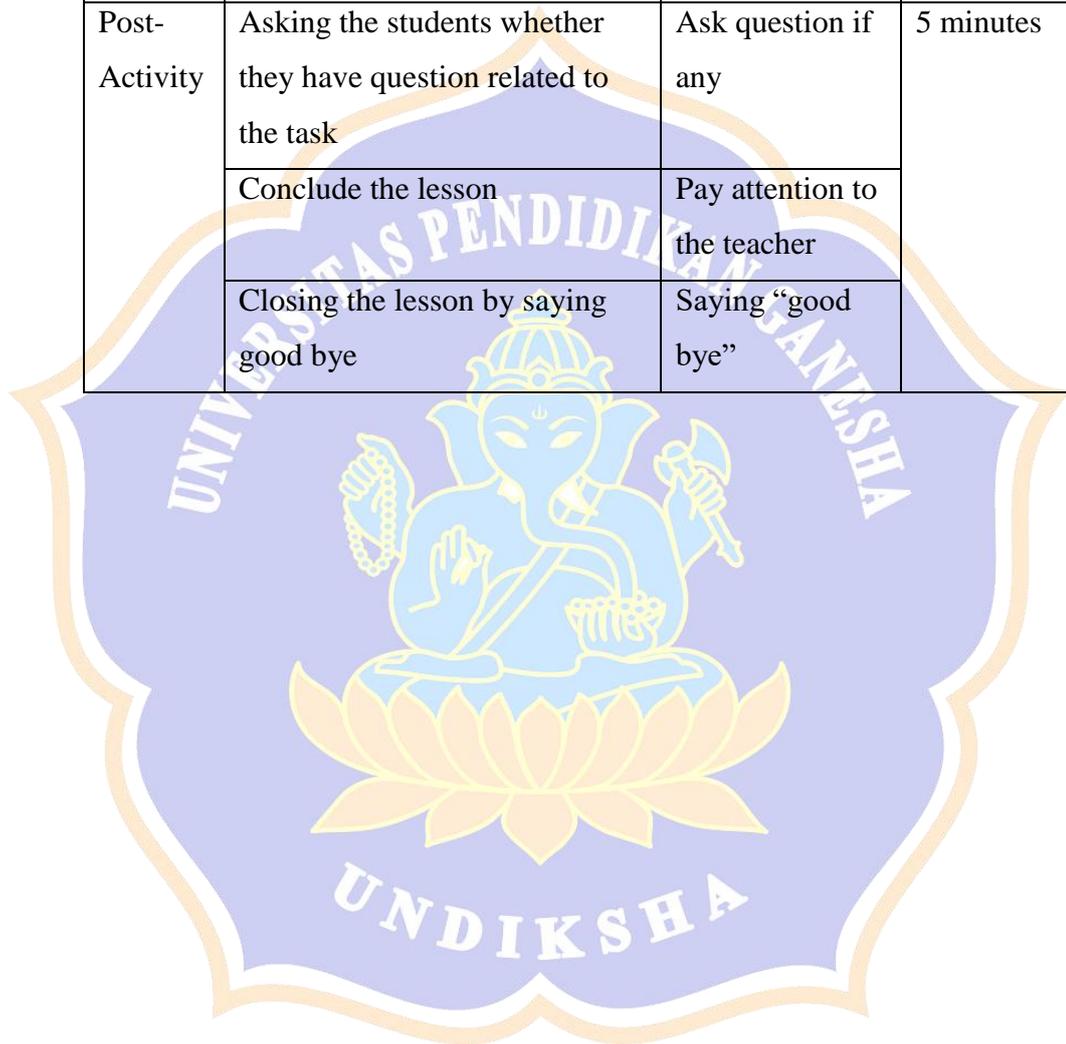
1 st Meeting			
Steps	Teacher's Activities	Students' Activities	Time Allocation
Pre-Activity	Greet, pray and checking students' attendance.	Responding the teacher	5 minutes
	Do brainstorming and activating students' prior knowledge related to the topic. Example: "Do you have pet at home?"	Responding the teacher	

	“What kind of pet do you have?”		
	Telling the objective of the lesson	Pay attention to the teacher	
Main-Activity	Ask the students to watch video about descriptive text (Made by the researcher)	Watch the video	60 minutes
	Teach the students of how to write a simple descriptive text about animal (Pre-writing and Organizing)	Follow the instruction	
Post-Activity	Asking the students whether they have question related to the topic	Ask question if any	5 minutes
	Conclude the lesson	Pay attention to the teacher	
	Closing the lesson by saying good bye	Saying “good bye”	

2nd Meeting

Steps	Teacher’s Activities	Students’ Activities	Time Allocation
Pre-Activity	Greet, pray and checking students’ attendance.	Responding the teacher	5 minutes
	Do brainstorming and activating students’ prior knowledge related to the topic. Example: “Do you still remember what we have learnt last meeting?”	Responding the teacher	
	Telling the objective of the lesson	Pay attention to the teacher	

Main-Activity	Ask the students to continue their project in writing descriptive text about animal (Writing)	Follow the instruction	60 minutes
	Ask the students to collect their writing task.	Follow the instruction	
Post-Activity	Asking the students whether they have question related to the task	Ask question if any	5 minutes
	Conclude the lesson	Pay attention to the teacher	
	Closing the lesson by saying good bye	Saying “good bye”	



LESSON PLAN
(CONTROL GROUP)

School : SMP Negeri 3 Selat
Class/Semester : VII/2
Subject : English
Skill : Writing
Theme : Descriptive Text
Time Allotment : 2 x 35 minutes
Meeting : 3rd and 4th meetings

I. CORE COMPETENCY

- KI 1: Respect and comprehend the religion.
- KI 2: Appreciate and practice honesty, discipline, responsibility, concern (cooperative, tolerance, peace), polite, responsive, and pro-active and show the attitude as the part of solution of any problem in interacting effectively with the social and natural environment as well as placing oneself as a reflection of the nation in the world.
- KI 3: Understanding, applying, factual conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insights of humanity, nationality, statehood, and civilization related to the causes of phenomena and events.
- KI 4: Processing, reasoning, and presenting in creative, productive, independent, collaborative, and communicative, in the concrete and abstract domain related to the development of the lesson that has been learned in school independently, and other sources from a theoretical point of view.

II. BASIC COMPETENCY AND INDICATORS

Basic Competency	Indicators
<p>3.4 Comparing social functions, text structure, and linguistic elements of oral and written simple descriptive text related to people, animals, and things in accordance with context of their use</p>	<p>3.4 Use Simple Present Tense correctly in giving information about description of animal related to the picture that is shown</p> <p>4.4 Write simple descriptive text about animal</p>
<p>4.4 Descriptive text</p> <p>4.4.1 Catch meaning contextually related to the social function, text structure, and linguistic elements of oral and written simple descriptive text related to people, animals, and things</p> <p>4.4.2 Compiling of oral and written simple descriptive text related to people, animals, and things and taking into account the social function, text structure, and linguistic elements, correctly and in context</p>	

III. LEARNING OBJECTIVES

Third Meeting

1. Students are able to make an outline of their descriptive paragraph about person individually (pre-writing and organizing).

Fourth Meeting

2. Students are able to make a short descriptive paragraph about person based on their outline individually (writing).

IV. INSTRUCTIONAL MATERIALS

a. Definition of Descriptive Text

Descriptive Text is a text that describes a particular person, animal, place or things.

b. The Purpose of descriptive Text

The purpose of descriptive text is to describe a person, animal, place, or thing in specific.

c. Generic Structure of Descriptive Text

- Identification (This part introduces a person, animal, or things will be described).
- Description (This part shows the detail description a person, place, animal, or object).

d. The Grammatical Features of Descriptive Text

- Using simple present tense
- Using noun, action verbs, adjectives, and adverb.

e. Example of Descriptive Text

Maudy Ayunda



Maudy Ayunda is my favorite artist. She was born in Jakarta on December 19, 1994. She is an actress and singer. She very is beautiful and smart. She has thin lips, oval face, and short black hair. Her voice is wonderful. Maudy is an artist that care about her education. She is

graduated from The Oxford and Stanford University. She is an amazing woman.

V. MEDIA AND TOOLS

1. Media : Pictures
2. Tool : Whiteboard and board maker

VI. LEARNING METHODS

1. Approach : Process Approach
2. Method : Inquiry Learning
3. Strategy : Feedback (Direct Corrective Feedback)

VII. LEARNING SOURCE

1. Internet
[Descriptive Text \(Complete Explanation\) – BRITISH Course](#)

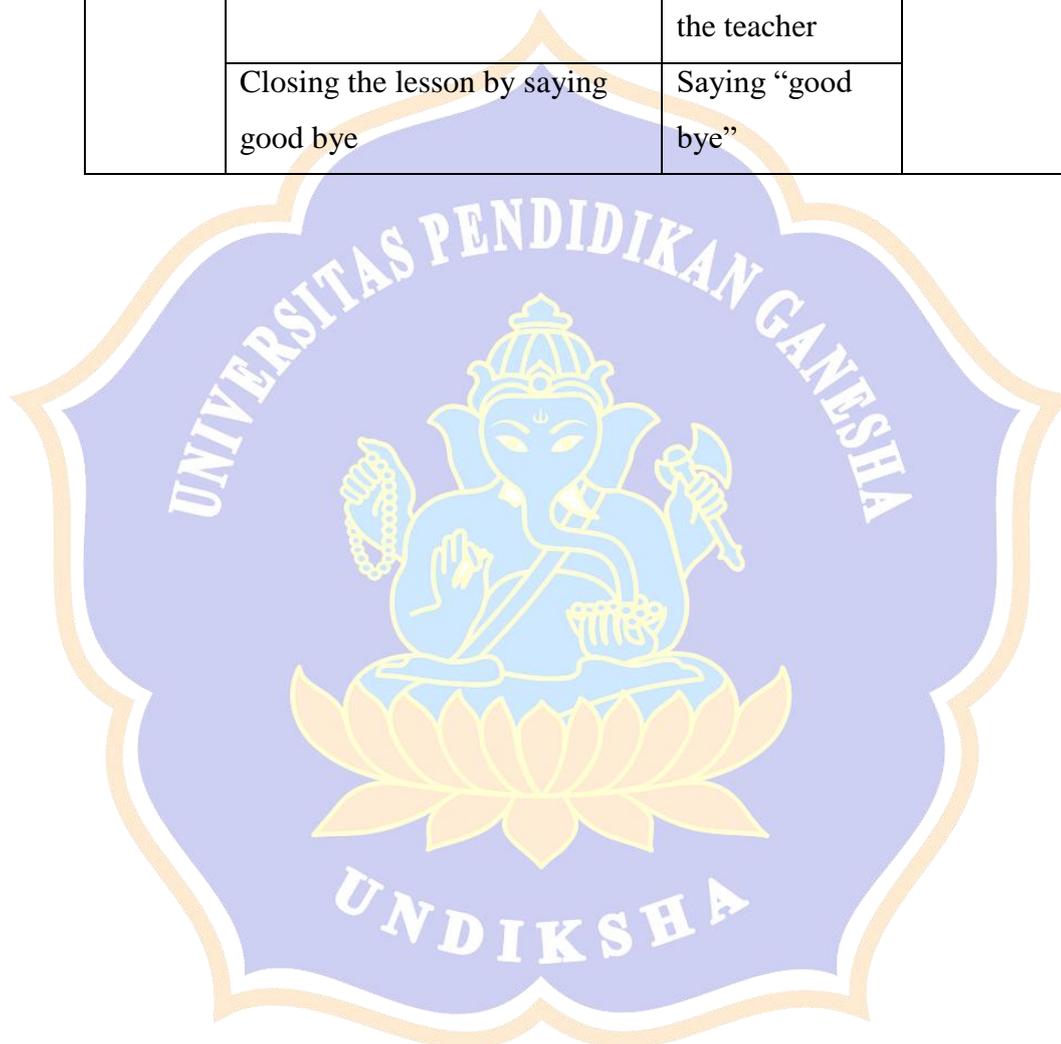
VIII. INSTRUCTIONAL ACTIVITIES

3 rd Meeting			
Steps	Teacher's Activities	Students' Activities	Time Allocation
Pre-Activity	Greet, pray and checking students' attendance.	Responding the teacher	5 minutes
	Do brainstorming and activating students' prior knowledge related to the topic. Example: "Do you still remember what we have learnt last meeting?"	Responding the teacher	
	Telling the objective of the lesson	Pay attention to the teacher	
Main-Activity	Ask the students to continue their project in writing descriptive text about animal (Writing)	Follow the instruction	60 minutes

	Ask the students to collect their writing task.	Follow the instruction	
Post-Activity	Asking the students whether they have question related to the task	Ask question if any	5 minutes
	Conclude the lesson	Pay attention to the teacher	
	Closing the lesson by saying good bye	Saying “good bye”	

4 th Meeting			
Steps	Teacher’s Activities	Students’ Activities	Time Allocation
Pre-Activity	Greet, pray and checking students’ attendance.	Responding the teacher	5 minutes
	Do brainstorming and activating students’ prior knowledge related to the topic. Example: “Do you have an idol?” “What is the characteristic of your idol?”	Responding the teacher	
	Telling the objective of the lesson	Pay attention to the teacher	
Main-Activity	Ask the students to continue their project in writing descriptive text about animal (Pre-Writing and Outlining)	Follow the instruction	60 minutes

	Ask the students to collect their writing task.	Follow the instruction	
Post-Activity	Asking the students whether they have question related to the task	Ask question if any	5 minutes
	Conclude the lesson	Pay attention to the teacher	
	Closing the lesson by saying good bye	Saying “good bye”	



LESSON PLAN
(CONTROL GROUP)

School : SMP Negeri 3 Selat
Class/Semester : VII/2
Subject : English
Skill : Writing
Theme : Descriptive Text
Time Allotment : 2 x 35 minutes
Meeting : 5th and 6th

I. CORE COMPETENCY

- KI 1: Respect and comprehend the religion.
- KI 2: Appreciate and practice honesty, discipline, responsibility, concern (cooperative, tolerance, peace), polite, responsive, and pro-active and show the attitude as the part of solution of any problem in interacting effectively with the social and natural environment as well as placing oneself as a reflection of the nation in the world.
- KI 3: Understanding, applying, factual conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insights of humanity, nationality, statehood, and civilization related to the causes of phenomena and events.
- KI 4: Processing, reasoning, and presenting in creative, productive, independent, collaborative, and communicative, in the concrete and abstract domain related to the development of the lesson that has been learned in school independently, and other sources from a theoretical point of view.

II. BASIC COMPETENCY AND INDICATORS

Basic Competency	Indicators
3.4 Comparing social functions, text structure, and linguistic elements of oral and written simple descriptive text related to people, animals, and things in accordance with context of their use	3.4 Use Simple Present Tense correctly in giving information about description of animal related to the picture that is shown 4.4 Write simple descriptive text about animal
4.4 Descriptive text 4.4.1 Catch meaning contextually related to the social function, text structure, and linguistic elements of oral and written simple descriptive text related to people, animals, and things 4.4.2 Compiling of oral and written simple descriptive text related to people, animals, and things and taking into account the social function, text structure, and linguistic elements, correctly and in context	

III. LEARNING OBJECTIVES

Fifth Meeting

1. Students are able to make an outline of their descriptive paragraph about person individually (pre-writing and organizing).

Sixth Meeting

2. Students are able to make a short descriptive paragraph about person based on their outline individually (writing).

IV. INSTRUCTIONAL MATERIALS

a. Definition of Descriptive Text

Descriptive Text is a text that describes a particular person, animal, place or things.

b. The Purpose of descriptive Text

The purpose of descriptive text is to describe a person, animal, place, or thing in specific.

c. Generic Structure of Descriptive Text

- Identification (This part introduces a person, animal, or things will be described).
- Description (This part shows the detail description a person, place, animal, or object).

d. The Grammatical Features of Descriptive Text

- Using simple present tense
- Using noun, action verbs, adjectives, and adverb.

e. Example of Descriptive Text

Maudy Ayunda



Maudy Ayunda is my favorite artist. She was born in Jakarta on December 19, 1994. She is an actress and singer. She very is beautiful and

smart. She has thin lips, oval face, and short black hair. Her voice is wonderful. Maudy is an artist that care about her education. She is graduated from The Oxford and Stanford University. She is an amazing woman.

V. MEDIA AND TOOLS

1. Media : Pictures
2. Tool : Whiteboard and board maker

IV. LEARNING METHODS

1. Approach : Process Approach
2. Method : Inquiry Learning
3. Strategy : Feedback (Direct Corrective Feedback)

V. LEARNING SOURCE

1. Internet
[Descriptive Text \(Complete Explanation\) – BRITISH Course](#)

VI. INTRUCTIONAL ACTIVITIES

5 th Meeting			
Steps	Teacher’s Activities	Students’ Activities	Time Allocation
Pre-Activity	Greet, pray and checking students’ attendance.	Responding the teacher	5 minutes
	Do brainstorming and activating students’ prior knowledge related to the topic. Example: “Do you still remember what we have learnt last meeting?”	Responding the teacher	
	Telling the objective of the lesson	Pay attention to the teacher	

Main-Activity	Teach the students of how to write a simple descriptive text about person (Writing)	Follow the instruction	60 minutes
Post-Activity	Asking the students whether they have question related to the topic	Ask question if any	5 minutes
	Conclude the lesson	Pay attention to the teacher	
	Closing the lesson by saying good bye	Saying “good bye”	

6th Meeting			
Steps	Teacher’s Activities	Students’ Activities	Time Allocation
Pre-Activity	Greet, pray and checking students’ attendance.	Responding the teacher	5 minutes
	Telling the objective of the lesson	Pay attention to the teacher	
Main-Activity	Students make a simple descriptive text (Post-test)	Follow the instruction	60 minutes
	Ask the students to collect their writing task.	Follow the instruction	
Post-Activity	Asking the students whether they have question or not	Ask question if any	5 minutes
	Conclude the lesson	Pay attention to the teacher	
	Closing the lesson by saying good bye	Saying “good bye”	

Appendix 12. Sample of the Study

Class: VII B (Control Group)

No	Name	Sex
1	Student 1	M
2	Student 2	M
3	Student 3	M
4	Student 4	M
5	Student 5	M
6	Student 6	M
7	Student 7	M
8	Student 8	M
9	Student 9	M
10	Student 10	M
11	Student 11	M
12	Student 12	M
13	Student 13	M
14	Student 14	F
15	Student 15	F
16	Student 16	F
17	Student 17	F
18	Student 18	F
19	Student 19	F
20	Student 20	F
21	Student 21	F
22	Student 22	F
23	Student 23	F
24	Student 24	F
25	Student 25	F
26	Student 26	F
27	Student 27	F
28	Student 28	F
29	Student 29	F
30	Student 30	F
31	Student 31	F
32	Student 32	M

Class: VII C (Experimental Group)

No	Name	Sex
1	Student 1	M
2	Student 2	M
3	Student 3	M
4	Student 4	M
5	Student 5	M
6	Student 6	M
7	Student 7	M
8	Student 8	M
9	Student 9	M
10	Student 10	M
11	Student 11	M
12	Student 12	M
13	Student 13	M
14	Student 14	M
15	Student 15	M
16	Student 16	F
17	Student 17	F
18	Student 18	F
19	Student 19	F
20	Student 20	F
21	Student 21	F
22	Student 22	F
23	Student 23	F
24	Student 24	F
25	Student 25	F
26	Student 26	F
27	Student 27	F
28	Student 28	F
29	Student 29	F
30	Student 30	F
31	Student 31	F
32	Student 32	F

Appendix 13. The Result Instruments try out in VIIA Class at of SMP Negeri 3 Selat

The Result of Instruments Try Out in VIIA Class at SMP Negeri 3 Selat

First Rater: I Wayan Arjana, S.Pd.

No	Students' Name	Aspects					Score
		C&D	O	G	V	M	
1	Student 1	5	4	3	5	3	79
2	Student 2	5	5	5	5	3	94
3	Student 3	5	4	5	4	4	89
4	Student 4	5	5	5	5	3	94
5	Student 5	5	5	3	5	3	86
6	Student 6	5	4	5	5	4	92
7	Student 7	5	4	5	5	4	92
8	Student 8	1	1	1	1	1	20
9	Student 9	1	4	5	5	4	72
10	Student 10	3	4	5	4	4	79
11	Student 11	5	4	5	4	3	86
12	Student 12	5	5	5	5	3	94
13	Student 13	3	4	5	5	5	79
14	Student 14	5	4	5	4	3	86
15	Student 15	5	4	5	4	5	92
16	Student 16	5	4	5	4	3	86
17	Student 17	5	4	5	5	4	92
18	Student 18	5	5	4	5	3	90
19	Student 19	5	4	1	1	1	35
20	Student 20	5	4	5	4	5	92
21	Student 21	5	4	5	4	5	92
22	Student 22	5	5	5	4	3	91
23	Student 23	3	4	5	4	3	76
24	Student 24	5	5	5	4	2	88
25	Student 25	5	5	4	4	5	93
26	Student 26	3	3	5	5	4	77
27	Student 27	5	4	5	5	3	89
28	Student 28	3	3	5	5	4	77
29	Student 29	5	4	5	5	3	89
30	Student 30	5	5	5	5	3	94
31	Student 31	5	4	5	4	5	92
32	Student 32	5	4	5	5	3	92
MEAN							83,72
MEDIAN							89
MODE							92
STANDARD DEVIATION							15,78

VARIENCE	215,89
RANGE	74
MINIMUM	20
MAXIMUM	94

First Rater,



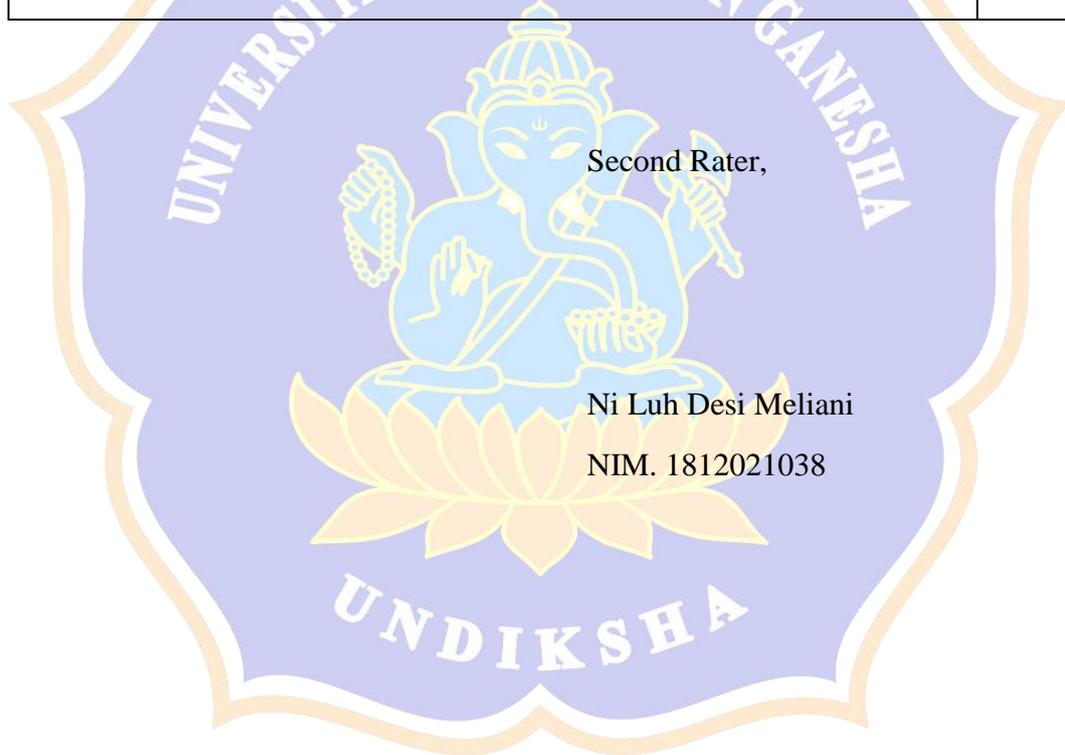
I Wayan Arjana, S.Pd.

NIP. 198108062008011012

Second Rater: Ni Luh Desi Meliani

No	Students' Name	Aspects					Score
		C&D	O	G	V	M	
1	Student 1	5	4	5	5	4	92
2	Student 2	5	4	5	5	4	92
3	Student 3	5	5	5	5	4	94
4	Student 4	5	5	5	5	4	97
5	Student 5	5	5	5	5	4	94
6	Student 6	5	4	5	5	4	92
7	Student 7	5	4	5	5	4	92
8	Student 8	1	1	1	1	1	20
9	Student 9	1	4	5	5	4	72
10	Student 10	3	4	5	4	4	79
11	Student 11	5	4	5	5	4	92
12	Student 12	5	5	5	5	3	94
13	Student 13	3	4	5	5	5	79
14	Student 14	5	4	5	5	4	92
15	Student 15	5	4	5	4	5	92
16	Student 16	5	5	5	5	4	97
17	Student 17	5	4	5	5	4	92
18	Student 18	5	5	5	5	4	97
19	Student 19	1	4	1	1	1	35
20	Student 20	5	4	5	4	5	92
21	Student 21	5	4	5	4	5	92
22	Student 22	5	5	5	5	4	97
23	Student 23	3	4	5	4	4	79
24	Student 24	5	5	5	4	2	88
25	Student 25	5	5	4	4	5	93
26	Student 26	3	3	5	5	4	77
27	Student 27	5	4	5	5	3	89
28	Student 28	3	3	5	5	4	77

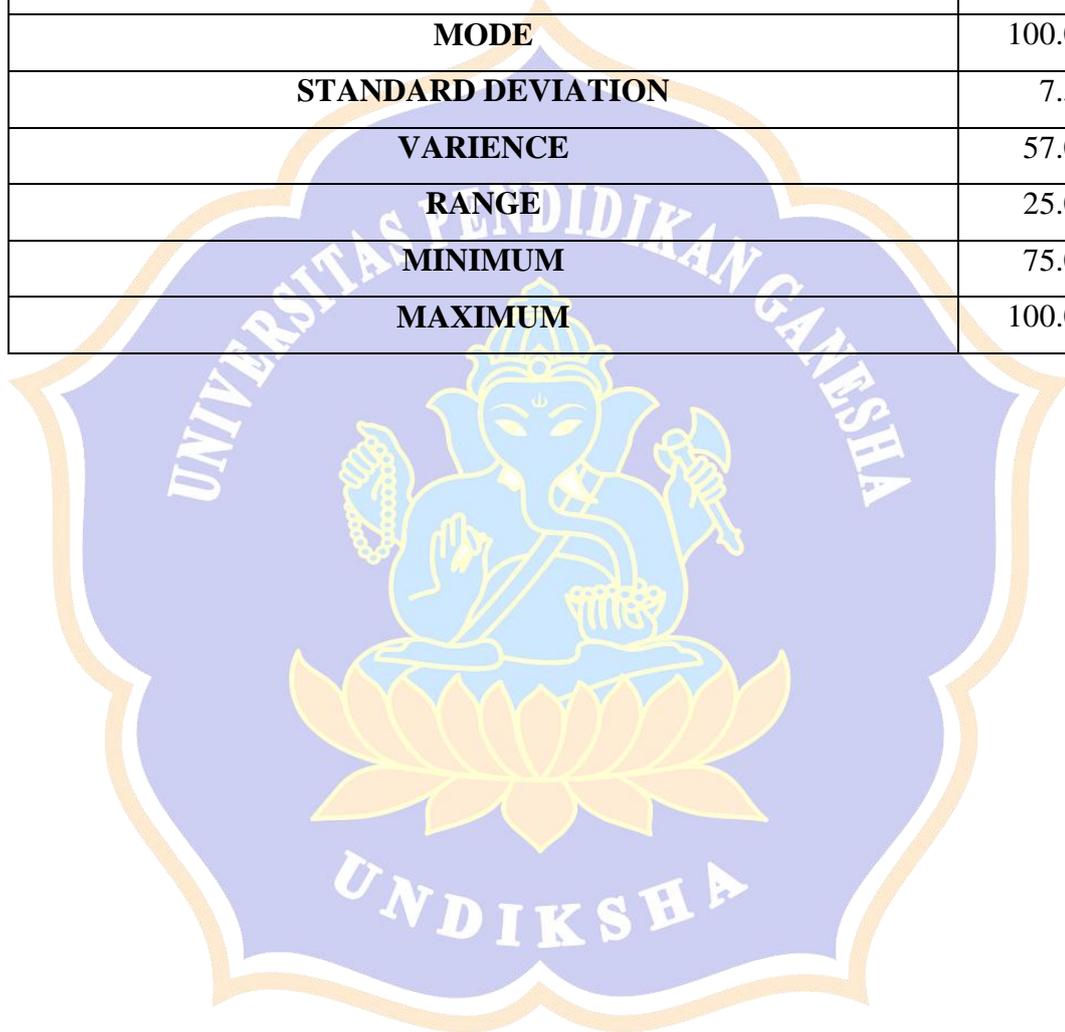
29	Student 29	1	4	5	5	4	72
30	Student 30	5	5	5	5	4	97
31	Student 31	5	4	5	4	5	92
32	Student 32	5	4	5	5	4	92
MEAN							85,34
MEDIAN							92
MODE							92
STANDARD DEVIATION							16,93
VARIENCE							286,93
RANGE							77
MINIMUM							20
MAXIMUM							97



Appendix 14. Post Test Score of Students in the Experimental Group (Taught by Using Direct Corrective Feedback)

No	Students' Name	Aspects					Score
		C&D	O	G	V	M	
1	Student 1	5	5	5	5	5	100
2	Student 2	4	4	4	4	4	80
3	Student 3	5	5	3	5	5	92
4	Student 4	5	5	5	5	4	97
5	Student 5	5	4	4	5	5	91
6	Student 6	4	4	4	4	4	80
7	Student 7	4	3	4	5	3	75
8	Student 8	5	5	4	5	5	96
9	Student 9	5	5	5	5	4	97
10	Student 10	5	5	5	5	3	94
11	Student 11	5	5	5	5	5	100
12	Student 12	5	5	5	5	5	100
13	Student 13	5	5	4	5	4	93
14	Student 14	5	5	5	5	5	100
15	Student 15	5	5	4	5	5	96
16	Student 16	5	5	5	5	5	100
17	Student 17	5	5	5	5	5	100
18	Student 18	5	5	4	5	5	96
19	Student 19	4	4	4	4	4	80
20	Student 20	5	5	4	5	5	96
21	Student 21	5	5	5	5	5	100
22	Student 22	5	5	5	5	5	100
23	Student 23	5	5	5	5	5	100
24	Student 24	5	5	3	5	4	82
25	Student 25	5	5	5	5	5	100
26	Student 26	5	5	5	5	5	100
27	Student 27	5	5	5	5	5	100

28	Student 28	5	5	5	5	4	97
29	Student 29	5	5	5	5	5	100
30	Student 30	5	5	5	5	5	100
31	Student 31	5	5	5	5	4	97
32	Student 32	5	5	3	5	5	82
MEAN							94.41
MEDIAN							97.00
MODE							100.00
STANDARD DEVIATION							7.50
VARIENCE							57.08
RANGE							25.00
MINIMUM							75.00
MAXIMUM							100.00



Appendix 15. Post Test Score of Students in the Control Group (Taught Without Using Direct Corrective Feedback)

No	Students' Name	Aspects					Score
		C&D	O	G	V	M	
1	Student 1	5	4	4	4	3	82
2	Student 2	4	3	3	3	3	65
3	Student 3	4	4	3	4	3	73
4	Student 4	5	4	3	5	4	84
5	Student 5	4	3	3	3	3	65
6	Student 6	4	3	3	3	3	65
7	Student 7	4	3	3	3	2	62
8	Student 8	5	5	4	4	5	93
9	Student 9	5	4	3	4	3	78
10	Student 10	5	4	4	4	3	82
11	Student 11	5	4	2	3	3	71
12	Student 12	4	4	3	4	3	73
13	Student 13	5	5	5	4	3	91
14	Student 14	4	4	3	4	3	73
15	Student 15	5	5	5	5	4	97
16	Student 16	5	5	5	5	4	97
17	Student 17	5	4	4	4	4	85
18	Student 18	5	5	5	4	3	91
19	Student 19	5	5	5	5	5	100
20	Student 20	5	5	5	5	3	94
21	Student 21	5	5	4	5	4	93
22	Student 22	4	3	3	4	4	71
23	Student 23	5	5	5	5	5	100
24	Student 24	5	5	4	4	3	87
25	Student 25	5	5	5	5	4	97
26	Student 26	5	4	4	5	4	88

27	Student 27	5	5	3	5	4	89
28	Student 28	4	4	4	4	3	77
29	Student 29	5	5	4	4	3	87
30	Student 30	5	3	4	4	3	77
31	Student 31	5	5	5	5	4	97
32	Student 32	5	4	3	4	4	81
MEAN							83.28
MEDIAN							84.5
MODE							97.00
STANDARD DEVIATION							11.19
VARIENCE							125.33
RANGE							38.00
MINIMUM							62.00
MAXIMUM							100.00



Appendix 16. The Result of the Statistical Analysis

Descriptive Statistic Analysis

	Kelas		Statistic	Std. Error	
Students Scores	Post test Experimental Group	Mean	94.4063	1.34768	
		95% Confidence Interval for Mean	Lower Bound	91.6576	
			Upper Bound	97.1549	
		5% Trimmed Mean	95.0694		
		Median	97.0000		
		Variance	58.120		
		Std. Deviation	7.62364		
		Minimum	75.00		
		Maximum	100.00		
		Range	25.00		
		Interquartile Range	7.75		
		Skewness	-1.368	.414	
		Kurtosis	.540	.809	
	Post test Control Group	Mean	83.2813	2.01067	
		95% Confidence Interval for Mean	Lower Bound	79.1805	
			Upper Bound	87.3820	
		5% Trimmed Mean	83.4722		
		Median	84.5000		
		Variance	129.370		
		Std. Deviation	11.37409		
		Minimum	62.00		
		Maximum	100.00		
		Range	38.00		
Interquartile Range	20.00				

Student	Equal			4.59	62	.000	11.125	2.4205	6.2863	15.963
s Scores	variances	7.932	.007	6			00	5	9	61
	assumed									
	Equal			4.59	54.1	.000	11.125	2.4205	6.2724	15.977
	variances			6	76		00	5	5	55
	not assumed									



Appendix 17. The Calculation Category of Tendency of Students' Writing Performance (The Experimental Group)

Range of Score	Category
$Mi + 3(SDi) \geq x > Mi + 1.6(SDi)$	Very High
$Mi + 1.6(SDi) \geq x > Mi + 0.6(SDi)$	High
$Mi + 0.6(SDi) \geq x > Mi - 0.6(SDi)$	Average
$Mi - 0.6(SDi) \geq x > Mi - 1.6(SDi)$	Low
$Mi - 1.6(SDi) \geq x > Mi - 3(SDi)$	Very Low

Maximal Score : 100

Minimal Score : 75

$$\begin{aligned}
 \mathbf{Mi} &= \frac{1}{2} (\text{Score maximal} + \text{score minimal}) \\
 &= \frac{1}{2} (100 + 75) \\
 &= \frac{1}{2} (175) \\
 &= 87.5
 \end{aligned}$$

$$\begin{aligned}
 \mathbf{SDi} &= \frac{1}{6} (\text{Score maximal} - \text{score minimal}) \\
 &= \frac{1}{6} (100 - 75) \\
 &= \frac{1}{6} (25) \\
 &= 4.17
 \end{aligned}$$

$$\begin{aligned}
 \text{Very High} &= Mi + 3(SDi) \geq x > Mi + 1.6(SDi) \\
 &= 87.5 + 3(4.17) \geq x > 87.5 + 1.6(4.17) \\
 &= 100.01 \geq x > 94.172
 \end{aligned}$$

$$\begin{aligned}
 \text{High} &= Mi + 1.6(SDi) \geq x > Mi + 0.6(SDi) \\
 &= 87.5 + 1.6(4.17) \geq x > 87.5 + 0.6(4.17) \\
 &= 94.172 \geq x > 90.002
 \end{aligned}$$

$$\text{Average} \quad = Mi + 0.6(SDi) \quad \geq x > \quad Mi - 0.6(SDi)$$

$$= 87.5 + 0.6(4.17) \quad \geq x > \quad 87.5 - 0.6(4.17)$$

$$= 90.002 \quad \geq x > \quad 84.98$$

$$\text{Low} \quad = Mi - 0.6(SDi) \quad \geq x > \quad Mi - 1.6(SDi)$$

$$= 87.5 - 0.6(4.17) \quad \geq x > \quad 87.5 - 1.6(4.17)$$

$$= 84.98 \quad \geq x > \quad 80.828$$

$$\text{Very Low} \quad = Mi - 1.6(SDi) \quad \geq x > \quad Mi - 3(SDi)$$

$$= 87.5 - 1.6(4.17) \quad \geq x > \quad 87.5 - 3(4.17)$$

$$= 80.828 \quad \geq x > \quad 74.99$$



Appendix 18. The Calculation Category of Tendency of Students' Writing Performance (The Control Group)

Range of Score	Category
$Mi + 3(SDi) \geq x > Mi + 1.6(SDi)$	Very High
$Mi + 1.6(SDi) \geq x > Mi + 0.6(SDi)$	High
$Mi + 0.6(SDi) \geq x > Mi - 0.6(SDi)$	Average
$Mi - 0.6(SDi) \geq x > Mi - 1.6(SDi)$	Low
$Mi - 1.6(SDi) \geq x > Mi - 3(SDi)$	Very Low

Maximal Score : 100

Minimal Score : 62

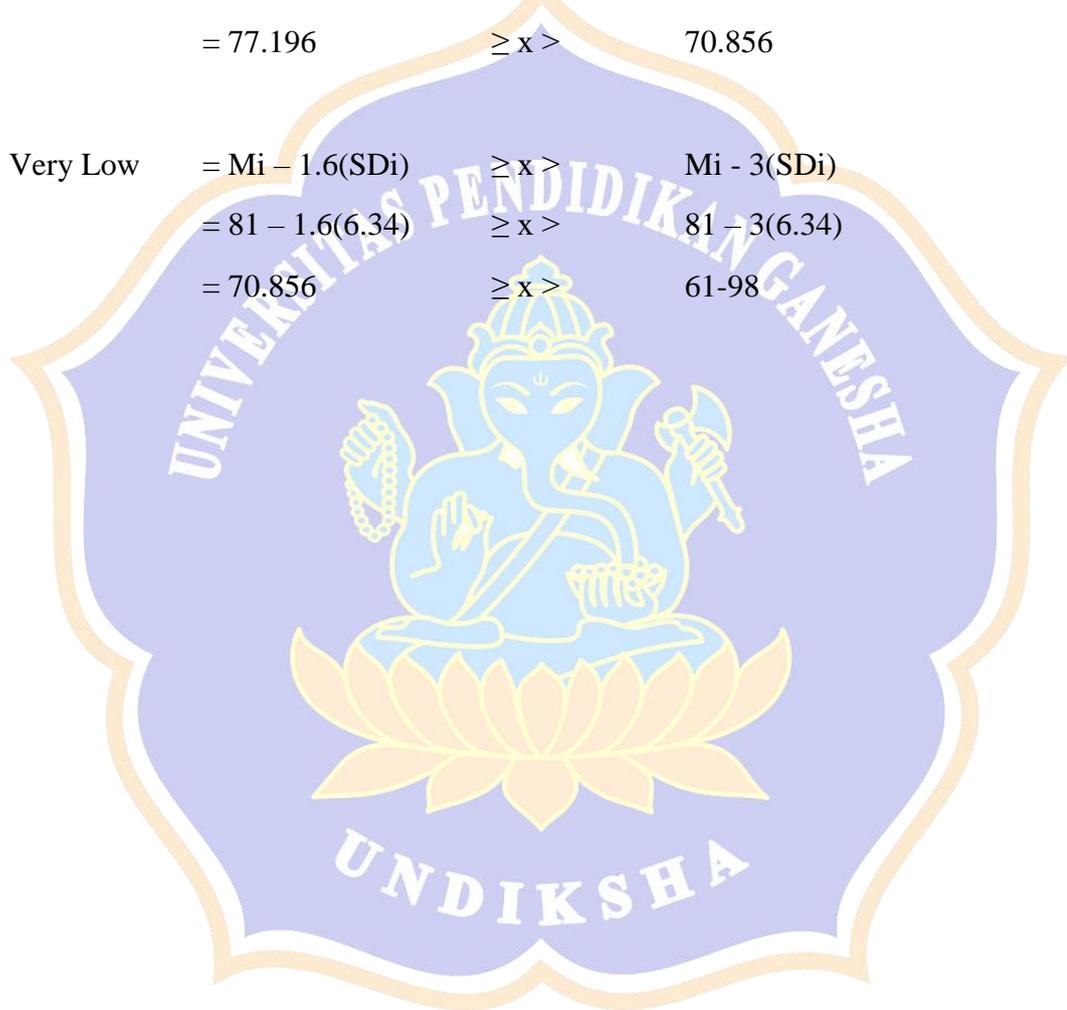
$$\begin{aligned}
 \mathbf{Mi} &= \frac{1}{2} (\text{Score maximal} + \text{score minimal}) \\
 &= \frac{1}{2} (100 + 62) \\
 &= \frac{1}{2} (162) \\
 &= 81
 \end{aligned}$$

$$\begin{aligned}
 \mathbf{SDi} &= \frac{1}{6} (\text{Score maximal} - \text{score minimal}) \\
 &= \frac{1}{6} (100 - 62) \\
 &= \frac{1}{6} (38) \\
 &= 6.34
 \end{aligned}$$

$$\begin{aligned}
 \text{Very High} &= Mi + 3(SDi) \geq x > Mi + 1.6(SDi) \\
 &= 81 + 3(6.34) \geq x > 81 + 1.6(6.34) \\
 &= 100.02 \geq x > 91.144
 \end{aligned}$$

$$\begin{aligned}
 \text{High} &= Mi + 1.6(SDi) \geq x > Mi + 0.6(SDi) \\
 &= 81 + 1.6(6.34) \geq x > 81 + 0.6(6.34) \\
 &= 91.144 \geq x > 84.804
 \end{aligned}$$

Average	$= Mi + 0.6(SDi)$	$\geq x >$	$Mi - 0.6(SDi)$
	$= 81 + 0.6(6.34)$	$\geq x >$	$81 - 0.6(6.34)$
	$= 84.804$	$\geq x >$	77.196
Low	$= Mi - 0.6(SDi)$	$\geq x >$	$Mi - 1.6(SDi)$
	$= 81 - 0.6(6.34)$	$\geq x >$	$81 - 1.6(6.34)$
	$= 77.196$	$\geq x >$	70.856
Very Low	$= Mi - 1.6(SDi)$	$\geq x >$	$Mi - 3(SDi)$
	$= 81 - 1.6(6.34)$	$\geq x >$	$81 - 3(6.34)$
	$= 70.856$	$\geq x >$	$61-98$



Appendix 19. The Example of Direct Corrective Feedback Provided by the Teacher

Budi Antama
Antama

Budi Antama is my friend. He has short hair. She is brown skin. He has a tall body. He has a hobby of playing online games. She was born on October 22, 2008.

Note!

- Perhatikan penggunaan huruf kapital dan tanda baca.
- She adalah kata ganti untuk perempuan.

My Cat
My Cat Its

I have a pet cat. Its name is Winkie. It's white and grey color. It has lovely green eyes. It's very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with the ball in the garden.

Note (Catatan)

- Baris pertama dalam sebuah paragraph harus menjorok ke dalam (→).
- Perhatikan penggunaan huruf kapital.

males: Bh. Inggris
Satria
Satria

I have a friend. Her name is Satria.

Satria has a short hair. She has a brown skin. She has a small body. Her hobby is playing football.

Satria was born on June 18th, 2009.

Note!

- Kalimat pertama harus menjorok ke tengah.
- She/her adalah kata ganti untuk perempuan.

Cow
Cow

Cow has four legs. It has brown soft fur. The cow likes to eat grass. It has a big body. The cow is very strong. It has a long tail. I like cow, because it's an animal strong.

Note (Catatan)

- Baris pertama harus menjorok ke tengah (→).

My Cat
My Cat Its

I have a pet cat. Its name is Winkie. It's white and grey color. It has lovely green eyes. It's very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with the ball in the garden.

Note (Catatan)

- Baris pertama dalam sebuah paragraph harus menjorok ke dalam (→).
- Perhatikan penggunaan huruf kapital.

My Cat
My Cat Its

I have a cute cat. Cat has a long tail. It has sharp claws. Cat has a pair of pointed ears. It has a pair of front and hind legs. My cat very likes to eat a fish. My cat has brown soft fur. My cat like plays with me every night. My cat likes to disturb me while studying. Sometimes he likes to sleep on my desk. Cat also has a fat body.

Note (Catatan)

- Baris pertama harus menjorok ke tengah (→)
- Perhatikan penggunaan huruf kapital.

Appendix 20. Documentation

Post-test in the Experimental Group



Post-test in the Control Group



Treatment in the Experimental Group







Treatment in the Control Group







RIWAYAT HIDUP



Ni Luh Desi Meliani lahir di Selat pada tanggal 17 Desember 1999. Penulis lahir dari pasangan Bapak I Ketut Widiananda dan Ibu Ni Ketut Kasi. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis bertempat tinggal di Br. Dinas Bangbang Biaung, Desa Duda, Kecamatan Selat, Kabupaten Karangasem, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 1 Selat dan lulus pada tahun 2012. Kemudian penulis melanjutkan pendidikan di SMP Negeri 2 Selat dan lulus pada tahun 2015. Pada tahun 2018, penulis lulus dari SMA Negeri 1 Selat jurusan Ilmu Pengetahuan Alam dan melanjutkan ke Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2022 penulis telah menyelesaikan Skripsi yang berjudul “THE EFFECTIVENESS OF DIRECT CORRECTIVE FEEDBACK ON THE SEVENTH GRADE STUDENTS’ WRITING SKILLS AT SMP NEGERI 3 SELAT”. Selanjutnya, mulai tahun 2018 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.

UNDIKSHA