

Appendix 01. Attachment Letter



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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 : 3081/UN48.7.1/DT/2019

15 Agustus 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 2 Bangli
di Bangli

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

Nama	: NI KADEK KERTI RAHAYU
NIM	: 1512021154
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2019/2020
Judul	: The Effect of Metalinguistic Corrective Feedback on Students' Writing Performance

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

a.n. Dekan,
Kepala Bagian Tata Usaha,

Nyoman Dody Widhiastana, S.T.,M.M.
NIP. 197305292001121001

Tembusan:

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

Appendix 02. Attachment Letter



SURAT KETERANGAN PENELITIAN
NOMOR : 421 / 308 / SMP.2/ 2019.

Yang bertanda tangan di bawah ini :

Nama : Ida Bagus Gede Wardana, S.Pd, M.Pd.
NIP : 19661231 198902 1 021
Pangkat/Gol : Pembina Tk.I/IVb
Jabatan : Kepala SMP Negeri 2 Bangli

Dengan ini menerangkan bahwa Mahasiswa yang tercantum di bawah :

Nama : Ni Kadek Kerti Rahayu
NIM : 1512021154
Universitas : Universitas Pendidikan Ganesha
Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : THE EFFECT OF METALINGUISTIC CORRECTIVE FEEDBACK ON STUDENTS' WRITING PERFORMANCE AT SMP NEGERI 2 BANGLI.
Tanggal Penelitian : 29 Agustus 2019 – 18 September 2019.

Memang benar yang namanya tersebut di atas sudah melakukan penelitian di SMP Negeri 2 Bangli.

Demikian Surat keterangan ini dibuat dengan sebenarnya, agar dapat digunakan sebagaimana mestinya.

Bangli, 11 September 2019.
Kepala SMP Negeri 2 Bangli,

Ida Bagus Gede Wardana, S.Pd M.Pd
NIP. 19661231 198902 1 021



Appendix 03. Research Schedule

Activity	Time	
	Meeting	Day/Date
Observation	1 st meeting	Wednesday/ August 14 th , 2019
Try Out Instruments	1 st meeting	Monday/ August 26 th , 2019
	2 nd meeting	Tuesday/ August 27 th , 2019
Give Pre-test to all Groups in Population	1 st meeting	Friday/ 30 th August, 2019
	2 nd meeting	Saturday/ 31 st August, 2019
	3 rd meeting	Monday/ 2 nd September, 2019
Give Treatment in Experimental Group	1 st meeting	Tuesday/ September 3 rd , 2019
	2 nd meeting	Thursday/ September 5 th , 2019
	3 rd meeting	Saturday/ September 7 th , 2019
	4 th meeting	Tuesday/ September 10 th , 2019
	5 th meeting	Thursday / September 12 th , 2019
	6 th meeting	Saturday/ September 14 th , 2019
Give Post Test in Experimental Group	1 st meeting	Tuesday/ September 17 th , 2019
Give Treatment in Control Group	1 st meeting	Tuesday/ September 3 rd , 2019
	2 nd meeting	Friday/ September 6 th , 2019
	3 rd meeting	Saturday/ September 7 th , 2019
	4 th meeting	Tuesday/ September 10 th , 2019
	5 th meeting	Friday/ September 13 th , 2019
	6 th meeting	Saturday/ September 14 th , 2019
Give Post Test in Control Group	1 st meeting	Tuesday/ September 17 th , 2019

Appendix 04. The Differences between Experimental Group and Control Group

Treatment of Syntax

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. Buuild Students' Prior Knowledge 3. Telling the recent topic and the objective of the lesson
<p>Whilst-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 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 7. Asking students to gather information to support the topic (pre-writing) 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) 9. Asking students to write a rough draft of descriptive paragraph with identification and description by using their outline as guidance (writing) 10. Asking the students to collect their work 11. Giving Metalinguistic Corrective Feedback on students writing (will be done outside of the class/delayed feedback) (revising) 12. Asking students to revise their work (revising) 13. Asking students to revise their work base on the feedback given by the teacher (editing) 	<p>Whilst-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 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 7. Asking students to gather information to support the topic (pre-writing) 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) 9. Asking students to write a rough draft of descriptive paragraph with identification and description by using their outline as guidance (writing) 10. Asking the students to collect their work 11. Giving Indirect Corrective Feedback on students writing (will be done outside of the class/delayed feedback) (revising) 12. Asking students to revise their work (revising) 13. Asking students to revise their work base on the feedback given by the teacher (editing)

14. Asking students to submit their revised version	14. Asking students to submit their revised version
Post-Activity <ol style="list-style-type: none"> 1. Concluding the lesson 2. Asking students' feeling 3. Closing the lesson 	Post-Activity <ol style="list-style-type: none"> 4. Concluding the lesson 5. Asking students' feeling 1. Closing the lesson



Appendix 05. Writing Performance Test (Post-Test)

Writing Performance Test (Post Test)

Time Allocation: 80 minutes

1. Write a descriptive paragraph (8-10 sentences) by choosing one of the following topics. Please give a title to your paragraph. The topics are:
 - a. Person
 - b. Animal
2. While producing your writing please consider the following aspects of your writing
 - a. The content of your paragraph is appropriate with your topic.
 - b. Your paragraph has an appropriate topic sentence.
 - c. Your paragraph has *identification* and *description* in a good order.
 - d. You use correct grammar to describe something (**simple present tense**).
 - e. You use appropriate vocabularies to describe something.
 - f. You have correct spelling, capitalization and punctuation such as: comma (,), dot (.), question mark (?), exclamation mark (!), apostrophe ('), quotation mark ("..."), semicolon (;) and hyphen (-) on your writing.

GOOD LUCK!

Appendix 06. Writing Test (Pre-Test) Used before Determining the Samples

Writing Test (Pre Test)

Time Allotment : 80 minutes

3. Write a report paragraph (8-10 sentences) by choosing one of the following topics. Please give a title to your paragraph. The topics are:
 - a. Animal
 - b. Plant
 - c. Person
 - d. Thing
 - e. Environment
4. While producing your writing please consider the following aspects of your writing
 - a. The content of your paragraph is appropriate with your topic.
 - b. Your paragraph has an appropriate topic sentence.
 - c. Your paragraph has ***general classification*** and ***description*** in a good order.
 - d. You use correct grammar to make a report paragraph.
 - e. You use appropriate vocabularies to make a report paragraph.
 - f. You have correct spelling, capitalization and punctuation such as: comma (,), dot (.), question mark (?), exclamation mark (!), apostrophe (‘), quotation mark (“...”), semicolon (;) and hyphen (-) on your writing.

GOOD LUCK!

Appendix 07. Writing Scoring Rubric

Writing Scoring Rubric

No	Dimension	Weight	Score	Description
1	Content and Development	5	5	<ul style="list-style-type: none"> • Topic is relevant to the assignment • Show appropriate topic sentence • Show appropriate generic structure (identification and description)
			4	<ul style="list-style-type: none"> • Topic is relevant to the assignment • Show mostly appropriate topic sentence • Show appropriate generic structure (identification and description)
			3	<ul style="list-style-type: none"> • Topic is mostly relevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			2	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			1	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show inappropriate generic structure (identification and description)
2	Organization	5	5	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Every sentences are logically connected one to another
			4	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Few sentences are logically connected one to another
			3	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Some sentences are not logically connected one to another
			2	<ul style="list-style-type: none"> • Organize the ideas inappropriately with the generic structure of descriptive paragraph • Almost all sentences are not logically connected one to another
			1	<ul style="list-style-type: none"> • Organizing the ideas inappropriately with the generic structure of descriptive paragraph • All sentences are not logically connected one to another

3	Grammar	4	5	• There is no grammatical error
			4	• Few (if any) noticeable errors of grammar
			3	• There is some errors of grammar
			2	• Errors of grammar are fairly frequent
			1	• Errors of grammar are so severe
4	Vocabulary	3	5	• Use appropriate vocabulary • Use various vocabulary
			4	• Use appropriate vocabulary • Use lack of various vocabulary
			3	• Use some inappropriate vocabulary • Use lack of various vocabulary
			2	• Use many inappropriate vocabulary • Use lack of various vocabulary
			1	• Use all inappropriate vocabulary • Use lack of various vocabulary
5	Mechanic	3	5	• Use correct spelling • Use correct punctuation • Use correct capitalization
			4	• Use correct spelling • Use correct punctuation • Few incorrect capitalization
			3	• Some incorrect spelling • Some incorrect punctuation • Some correct capitalization
			2	• Many incorrect spelling • Many incorrect punctuation • Many incorrect capitalization
			1	• Incorrect spelling • Incorrect punctuation • Incorrect capitalization

Adapted from Brown (2004, p. 244)

Score = (content and development x 5) + (organization x 5) + (grammatical structure x 4)
+ (vocabulary x 3) + (mechanic x 3)

Appendix 08. Lesson Plan for Experimental Group

LESSON PLAN (EXPERIMENTAL GROUP)

School : SMP Negeri 2 Bangli
Class/Semester : VIII/1
Subject : English
Skill : Writing
Theme : Descriptive Paragraph
Time Allotment : 4 x 40 minutes
Meeting : 1st and 2nd 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, analyzing factual information, 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, and applying procedural knowledge in the specific field of study in accordance with their talents and interests to solve problems.
- KI 4: Processing, reasoning, and presenting in the concrete and abstract domain related to the development of the lesson that has been learned in school independently, and being able to use methods according to scientific rules.

II. BASIC COMPETENCY AND INDICATORS

Basic Competency	Indicators
3.10 apply generic structure and language feature to carry out the social function of descriptive texts by asking and giving information about descriptions of people, animals, and objects, short and simple, in accordance with the context of their use	3.10.1 Use Simple Present Tense correctly in giving information about description of animal related to the picture that is shown
4.12 Compose simple and short oral and written descriptive texts about person, animal, and things which should pay attention on the social functions, generic structure, and language features and based on the context	4.12.1 Write descriptive paragraph about animal

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.

Second Meeting

1. Students are able to write a draft of descriptive paragraph about animal using an appropriate topic sentence and develop the ideas well based on the generic structure (identification and description) of descriptive paragraph.

IV. INSTRUCTIONAL MATERIAL

a. Definition of Descriptive Paragraph

Descriptive paragraph is a kind of paragraph that describes or says the features or characteristics of someone, something, or a certain place.

b. The Purpose of Descriptive Paragraph

Its purpose is to describe and reveal a particular person, animal, place or thing.

c. Generic Structure of Descriptive Paragraph

The generic structure of descriptive paragraph consists of identification and description.

2. Identification : Introducing where or who is the subject is being described

3. Description : Describes parts, qualities, and the characteristic of the person, animal, place, or thing in detail description.

d. The Grammatical Features of Descriptive Text

The grammatical features of descriptive text are:

1) Descriptive paragraph uses Simple Present Tense (go, eat, fly, etc).

The sentence pattern used is simple present because it tells the fact of the object described.

2) The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.)

3) Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

4) Descriptive paragraph focus on specific participants (My Mom, John's house, My Dog, etc)

e. Example of descriptive paragraph:



My Lovely Pet

I have a dog. My dog's name is Pomi. It is a female golden retriever dog. She is two years old. Pomi is tame animal. She has big body. She has thick brown fur. Her fur is soft and she likes to be rubbed on his belly. She has two long ears. Her eyes are black. She has long tail. She likes eating meat and bones. Pomi likes walking around with me. She is funny and playful dog. I love her so much.

V. MEDIA AND TOOLS

1. Media : Pictures



2. Tool : Whiteboard and boardmarker

VI. LEARNING METHOD

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

VII. LEARNING SOURCE

1. Internet

<http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>
<https://latelitepost.blogspot.com/2017/04/descriptive-text-generic-structure.html>

VIII. INSTRUCTIONAL ACTIVITIES

1st Meeting

Steps	Activities		Time Allocation
	Teacher	Students	
Pre-Activity	2. Orientation <ul style="list-style-type: none"> • Greeting • Praying • Checking students' attendance 3. Apperception <ul style="list-style-type: none"> • Activating students' prior knowledge related to the topic. Example: "Do you have pet?" "What kind of pet do you have?" <ul style="list-style-type: none"> • Telling the objective of the lesson 	1. Orientation <ul style="list-style-type: none"> • Responding teacher's greeting • Praying together • Responding to the teacher 2. Apperception <ul style="list-style-type: none"> • Responding the teacher • Listening to the teacher's explanation 	8 minutes
Whilst-Activity	1. Giving the example of descriptive text about describing dog. 2. Asking the students to read the text whether they have difficult words 3. Asking the students about the definition and generic structure of the descriptive text 4. Giving brief explanation about generic structure and language features of descriptive paragraph 5. Allowing the students to asks questions if there is a confusion about the social function, generic structure, and language feature of descriptive paragraph 6. Giving clarification about something that the students do not understand 7. Showing picture about animal 8. Asking student to make sentences interchangeably until forming a descriptive paragraph about the animal showed	1. Paying attention to the example 2. Reading the example 3. Trying to share their opinion 4. Listening to the teacher's explanation 5. Trying to raise question 6. Paying attention to the teacher 7. Paying attention to the picture 8. Trying to make sentences	65 minutes

	9. Asking the students to give idea about other animal they want to describe as a topic 10. Asking students to write the topic in a blank paper 11. Asking students to gather information to support the topic (pre-writing) 12. 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) 13. Monitoring the students whether they have difficulties or not in making the outline 14. Asking student to bring their outline home	9. Giving ideas 10. Writing the topic 11. Writing the information that they have gathered 12. Writing a simple outline based on the information that they have gathered in pre-writing stage 13. Making the outline 14. Listening to the teacher	
Post Activity	6. Reviewing students' understanding by asking them to conclude what have been learnt 7. Asking students whether they still have question related to the material given 8. Asking students to bring their outline in the next meeting 9. Asking students' feeling 10. Closing the lesson by saying "Good Bye"	1. Concluding the lesson together with the teacher 2. Responding the teacher's question 3. Listening to the teacher's instruction 4. Responding the teacher's question 5. Saying "Good Bye"	7 minutes

2nd Meeting

Steps	Activities		Time Allocation
	Teacher	Students	
Pre-Activity	1. Orientation <ul style="list-style-type: none"> Greeting Praying Checking students' attendance 1. Apperception <ul style="list-style-type: none"> Reviewing the material that they have been learnt in the previous meeting by asking some question 	1. Orientation <ul style="list-style-type: none"> Responding teacher's greeting Praying together Responding to the teacher 2. Apperception <ul style="list-style-type: none"> Responding the teacher's questions Listening to the teacher's explanation 	8 minutes

	<ul style="list-style-type: none"> Telling the objective of the lesson 		
Whilst-Activity	<ol style="list-style-type: none"> Asking students to take their outline that they have made Guiding students to write a rough draft of descriptive paragraph with <i>identification</i> and <i>description</i> based on the outline they have made Asking students to continue writing their draft of descriptive paragraph with a good generic structure by using their outline as guidance (writing) Monitoring the students whether they have difficulties or not in making their rough draft Checking several students' writing Trying to give feedback to the students' writing orally Giving explanation about Metalinguistic Corrective Feedback that they will get from the teacher Asking students to check their draft one again Asking the students to collect their work 	<ol style="list-style-type: none"> Taking the draft Paying attention to the teacher Writing a rough draft Asking question to the teacher if they find difficulties Several students who have done the draft are giving the draft to the teacher Listening to the teacher feedback Listening to the teacher's explanation Checking the draft Submitting their work 	65 minutes
Post Activity	<ol style="list-style-type: none"> Checking students' understanding by asking them to conclude what have been learnt Asking students whether they still have question related to the material given Telling the students that their work will be distributed in the next meeting and later on they have to revise their writing based on the feedback given Asking students' feeling Closing the lesson Giving Metalinguistic Corrective Feedback on 	<ol style="list-style-type: none"> Concluding the lesson together with the teacher Responding the teacher's question Responding the teacher's question Responding the teacher's question Saying goodbye 	7 minutes

	students writing (will be done outside of the class/delayed feedback) (revising)		
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IX. ASSESSMENT

- a. Technique** : Writing Test
- b. Form** : Descriptive Paragraph
- c. Instrument** : Writing Test

1 st Meeting	2 nd Meeting
Please write an outline of descriptive paragraph about animal.	<p>Please write a draft of descriptive paragraph about animal based on the outline that you have made. Your paragraph should consist of 8-10 sentences. The following characteristic of good descriptive paragraph should be considered.</p> <ol style="list-style-type: none"> 1. The content of your paragraph is appropriate with your topic. 2. Your paragraph has an appropriate topic sentence. 3. Your paragraph has <i>identification</i> and <i>description</i> in a good order. 4. You use correct grammar to describe something (simple present tense). 5. You use appropriate vocabularies to describe something. 6. You have correct spelling, capitalization and punctuation such as: comma (,), dot (.), question mark (?), exclamation mark (!), apostrophe ('), quotation mark ("..."), semicolon (;) and hyphen (-) on your writing.

d. Writing Scoring Rubric

No	Dimension	Weight	Score	Description
1	Content and Development	5	5	<ul style="list-style-type: none"> • Topic is relevant to the assignment • Show appropriate topic sentence • Show appropriate generic structure (identification and description)
			4	<ul style="list-style-type: none"> • Topic is relevant to the assignment • Show mostly appropriate topic sentence

				<ul style="list-style-type: none"> • Show appropriate generic structure (identification and description)
			3	<ul style="list-style-type: none"> • Topic is mostly relevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			2	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			1	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show inappropriate generic structure (identification and description)
2	Organization	5	5	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Every sentences are logically connected one to another
			4	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Few sentences are logically connected one to another
			3	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Some sentences are not logically connected one to another
			2	<ul style="list-style-type: none"> • Organize the ideas inappropriately with the generic structure of descriptive paragraph • Almost all sentences are not logically connected one to another
			1	<ul style="list-style-type: none"> • Organizing the ideas inappropriately with the generic structure of descriptive paragraph • All sentences are not logically 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) noticeable errors of grammar

			3	• There is some errors of grammar
			2	• Errors of grammar are fairly frequent
			1	• Errors of grammar are so severe
4	Vocabulary	3	5	• Use appropriate vocabulary • Use various vocabulary
			4	• Use appropriate vocabulary • Use lack of various vocabulary
			3	• Use some inappropriate vocabulary • Use lack of various vocabulary
			2	• Use many inappropriate vocabulary • Use lack of various vocabulary
			1	• Use all inappropriate vocabulary • Use lack of various vocabulary
5	Mechanic	3	5	• Use correct spelling • Use correct punctuation • Use correct capitalization
			4	• Use correct spelling • Use correct punctuation • Few incorrect capitalization
			3	• Some incorrect spelling • Some incorrect punctuation • Some correct capitalization
			2	• Many incorrect spelling • Many incorrect punctuation • Many incorrect capitalization
			1	• Incorrect spelling • Incorrect punctuation • Incorrect capitalization

Adapted from Brown (2004, p. 244)

Score = (content and development x 5) + (organization x 5) +
(grammatical structure x 4) + (vocabulary x 3) + (mechanic x 3)

LESSON PLAN
(EXPERIMENTAL GROUP)

School : SMP Negeri 2 Bangli
Class/Semester : VIII/1
Subject : English
Skill : Writing
Theme : Descriptive Paragraph
Time Allotment : 4 x 40 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, analyzing factual information, 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, and applying procedural knowledge in the specific field of study in accordance with their talents and interests to solve problems.
- KI 4: Processing, reasoning, and presenting in the concrete and abstract domain related to the development of the lesson that has been learned in school independently, and being able to use methods according to scientific rules.

II. BASIC COMPETENCY AND INDICATORS

Basic Competency	Indicators
4.12 Compose simple and short oral and written descriptive texts about person, animal, and things which should pay attention on the social functions, generic structure, and language features and based on the context	4.12.1 Write descriptive paragraph about person animal

III. LEARNING OBJECTIVES

Third Meeting

1. Students are able to write a short and simple descriptive paragraph about animal using an appropriate topic sentence and develop the ideas well based on the generic structure (identification and description) of descriptive paragraph with correct grammatical structure, appropriate vocabularies, and effective mechanic (spelling, punctuation, and capitalization).

Fourth Meeting

1. Students are able to decide the topic and make an outline of their descriptive paragraph about person individually

IV. INSTRUCTIONAL MATERIAL

a. Definition of Descriptive Paragraph

Descriptive paragraph is a kind of paragraph that describes or says the features or characteristics of someone, something, or a certain place.

b. The Purpose of Descriptive Paragraph

Its purpose is to describe and reveal a particular person, animal, place or thing.

c. Generic Structure of Descriptive Paragraph

The generic structure of descriptive paragraph consists of identification and description.

1. Identification : Introducing where or who is the subject is being described
2. Description : Describes parts, qualities, and the characteristic of the person, animal, place, or thing in detail description.

d. The Grammatical Features of Descriptive Text

The grammatical features of descriptive text are:

- 1) Descriptive paragraph uses Simple Present Tense (go, eat, fly, etc).
The sentence pattern used is simple present because it tells the fact of the object described.
- 2) The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.)
- 3) Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.
- 4) Descriptive paragraph focus on specific participants (My Mom, John's house, My Dog, etc)

V. MEDIA AND TOOLS

1. Media : Pictures
2. Tool : Whiteboard and boardmarker

VI. LEARNING METHOD

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

VII. LEARNING SOURCE

1. Internet

<http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>
<https://latelitepost.blogspot.com/2017/04/descriptive-text-generic-structure.html>

VIII. INSTRUCTIONAL ACTIVITIES

3rd Meeting

Steps	Activities		Time Allocation
	Teacher	Students	
Pre-Activity	<ol style="list-style-type: none">Orientation<ul style="list-style-type: none">GreetingPrayingChecking students' attendanceApperception<ul style="list-style-type: none">Reviewing the material that they have been learnt in the previous meeting by asking some questionTelling the objective of the lesson	<ol style="list-style-type: none">Orientation<ul style="list-style-type: none">Responding teacher's greetingPraying togetherResponding to the teacherApperception<ul style="list-style-type: none">Responding the teacher's questionsListening to the teacher's explanation	8 minutes
Whilst-Activity	<ol style="list-style-type: none">Giving back students' writing which already given feedbackGiving clarification about the Metalinguistic Corrective Feedback that has been given by the teacherAsking students to read and revise their paragraph based on the feedback that has been given (revising)After the paragraph have been produced, teacher asking the students to do editing their paragraph in order to make sure they have use appropriate mechanics on their writing (editing)	<ol style="list-style-type: none">Receiving their writingListening to the teacher's explanationRevising their paragraphEditing their paragraph	65 minutes

	5. Monitoring the students whether they have difficulties or not in making paragraph 6. Asking the students to collect their work 7. Directing students to the next topic that they will learn by asking them questions related to the topic “Do you have best friend?” “Do you have actress or actor that you like?” “How does she/he look like?” 8. Asking one of the students about her/his best friend or actress and actors that she/he likes 9. Giving explanation about the new topic that they will learn	5. Writing a descriptive paragraph and asking question to the teacher if they find difficulties 6. Submitting their work 7. Listening to the teacher explanation 8. trying to giving description 9. Listening to the teacher explanation	
Post Activity	1. Checking students’ understanding by concluding what have been learnt 2. Asking students whether they still have question related to the material given 3. Telling the students that the material will be continued next meeting 4. Asking students’ feeling 5. Closing the lesson	1. Concluding the lesson together with the teacher 2. Responding the teacher’s question 3. Responding the teacher’s question 4. Listening to the teacher’s 5. Saying goodbye	7 minutes

4th Meeting

Steps	Activities		Time Allocation
	Teacher	Students	
Pre-Activity	1. Orientation <ul style="list-style-type: none"> Greeting Praying Checking students’ attendance 2. Apperception <ul style="list-style-type: none"> Activating students prior knowledge about descriptive paragraph Reminding the students 	1. Orientation <ul style="list-style-type: none"> Responding teacher’s greeting Praying together Responding to the teacher 2. Apperception <ul style="list-style-type: none"> Responding the teacher Listening to the teacher’s explanation 	8 minutes

	<p>about the topic that they will learnt.</p> <p>Example:</p> <p>“Do you have a best friend or actor that you like?”</p> <p>“How does she/he look like?”</p> <ul style="list-style-type: none"> Telling the objective of the lesson 		
Whilst-Activity	<ol style="list-style-type: none"> Giving the example of descriptive text about describing person. Asking the students to read and analyze the text whether they have difficult words Asking the students about the generic structure of the descriptive text in the example that has been given (which sentences belong to identification and which sentences belong to description) Allowing the students to asks questions if there is a confusion about the social function, generic structure, and language feature of descriptive paragraph Giving clarification about something that the students do not understand Showing picture about person Asking student to make sentences interchangeably until forming a descriptive paragraph about the picture showed Asking the students to give idea about person they want to describe as a topic Asking students to write the topic in a blank paper Asking students to gather information to support the topic (pre-writing) Asking them to write a simple outline of descriptive 	<ol style="list-style-type: none"> Paying attention to the example Reading the example Trying to share their opinion Listening to the teacher’s explanation Trying to raise question Paying attention to the picture Trying to make sentences Giving ideas Writing the topic Writing a the information that they have gathered Writing a simple outline based on the information 	65 minutes

	<p>paragraph about person based on the information that they have gathered in pre-writing stage (Outlining)</p> <p>12. Monitoring the students whether they have difficulties or not in making the outline</p> <p>13. Asking student to bring their outline home</p>	<p>that they have gathered in pre-writing stage</p> <p>12. Making the outline</p> <p>14. Listening to the teacher</p>	
Post Activity	<p>1. Reviewing students' understanding by asking them to conclude what have been learnt</p> <p>2. Asking students whether they still have question related to the material given</p> <p>3. Asking students to bring their outline in the next meeting</p> <p>4. Asking students' feeling</p> <p>5. Closing the lesson</p>	<p>1. Concluding the lesson together with the teacher</p> <p>2. Responding the teacher's question</p> <p>3. Listening to the teacher's instruction</p> <p>4. Responding the teacher's question</p> <p>5. Saying "Good Bye"</p>	7 minutes

IX. ASSESSMENT

- a. Technique** : Writing Test
- b. Form** : Descriptive Paragraph
- c. Instrument** : Writing Test

3 rd Meeting	4 th Meeting
<p>Please write a descriptive paragraph about animal based on the outline that you have made. Your paragraph should consist of 8-10 sentences. The following characteristics of good descriptive paragraph should be considered.</p> <ol style="list-style-type: none"> 1. The content of your paragraph is appropriate with your topic. 2. Your paragraph has an appropriate topic sentence. 3. Your paragraph has <i>identification</i> and <i>description</i> in a good order. 4. You use correct grammar to describe something (simple present tense). 5. You use appropriate vocabularies to describe something. <p>You have correct spelling, capitalization and punctuation such as: comma (,), dot (.), question mark (?), exclamation mark (!), apostrophe ('), quotation mark ("..."), semicolon (;) and hyphen (-) on your writing.</p>	<p>Please write an outline of descriptive paragraph about animal.</p>

d. Writing Scoring Rubric

No	Dimension	Weight	Score	Description
1	Content and Development	5	5	<ul style="list-style-type: none"> • Topic is relevant to the assignment • Show appropriate topic sentence • Show appropriate generic structure (identification and description)
			4	<ul style="list-style-type: none"> • Topic is relevant to the assignment • Show mostly appropriate topic sentence • Show appropriate generic structure (identification and description)
			3	<ul style="list-style-type: none"> • Topic is mostly relevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			2	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			1	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show inappropriate generic structure (identification and description)
2	Organization	5	5	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Every sentences are logically connected one to another
			4	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Few sentences are logically connected one to another
			3	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Some sentences are not logically connected one to another
			2	<ul style="list-style-type: none"> • Organize the ideas inappropriately with the generic structure of descriptive paragraph • Almost all sentences are not logically connected one to another
			1	<ul style="list-style-type: none"> • Organizing the ideas inappropriately with the generic structure of descriptive paragraph • All sentences are not logically 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) noticeable errors of grammar

4	Vocabulary	3	3	<ul style="list-style-type: none"> • There is 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 so severe
			5	<ul style="list-style-type: none"> • Use appropriate vocabulary • Use various vocabulary
			4	<ul style="list-style-type: none"> • Use appropriate vocabulary • Use lack of various vocabulary
5	Mechanic	3	3	<ul style="list-style-type: none"> • Use some inappropriate vocabulary • Use lack of various vocabulary
			2	<ul style="list-style-type: none"> • Use many inappropriate vocabulary • Use lack of various vocabulary
			1	<ul style="list-style-type: none"> • Use all inappropriate vocabulary • Use lack of various vocabulary
			5	<ul style="list-style-type: none"> • Use correct spelling • Use correct punctuation • Use correct capitalization
			4	<ul style="list-style-type: none"> • Use correct spelling • Use correct punctuation • Few incorrect capitalization
			3	<ul style="list-style-type: none"> • Some incorrect spelling • Some incorrect punctuation • Some correct capitalization
			2	<ul style="list-style-type: none"> • Many incorrect spelling • Many incorrect punctuation • Many incorrect capitalization
			1	<ul style="list-style-type: none"> • Incorrect spelling • Incorrect punctuation • Incorrect capitalization

Adapted from Brown (2004, p. 244)

Score = (content and development x 5) + (organization x 5) + (grammatical structure x 4)
+ (vocabulary x 3) + (mechanic x 3)

LESSON PLAN
(EXPERIMENTAL GROUP)

School : SMP Negeri 2 Bangli
Class/Semester : VIII/1
Subject : English
Skill : Writing
Theme : Descriptive Paragraph
Time Allotment : 4 x 40 minutes
Meeting : 5th and 6th 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, analyzing factual information, 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, and applying procedural knowledge in the specific field of study in accordance with their talents and interests to solve problems.
- KI 4: Processing, reasoning, and presenting in the concrete and abstract domain related to the development of the lesson that has been learned in school independently, and being able to use methods according to scientific rules.

II. BASIC COMPETENCY AND INDICATORS

Basic Competency	Indicators
4.12 Compose simple and short oral and written descriptive texts about person, animal, and things which should pay attention on the social functions, generic structure, and language features and based on the context	4.12.1 Write descriptive paragraph about person animal

III. LEARNING OBJECTIVES

Fifth Meeting

1. Students are able to write a draft of descriptive paragraph about animal using an appropriate topic sentence and develop the ideas well based on the generic structure (identification and description) of descriptive paragraph with correct grammatical structure, appropriate vocabularies, and effective mechanic (spelling, punctuation, and capitalization).

Sixth Meeting

1. Students are able to write a descriptive paragraph about animal using an appropriate topic sentence and develop the ideas well based on the generic structure (identification and description) of descriptive paragraph with correct grammatical structure, appropriate vocabularies, and effective mechanic (spelling, punctuation, and capitalization).

IV. INSTRUCTIONAL MATERIAL

a. Definition of Descriptive Paragraph

Descriptive paragraph is a kind of paragraph that describes or says the features or characteristics of someone, something, or a certain place.

b. The Purpose of Descriptive Paragraph

Its purpose is to describe and reveal a particular person, animal, place or thing.

c. Generic Structure of Descriptive Paragraph

The generic structure of descriptive paragraph consists of identification and description.

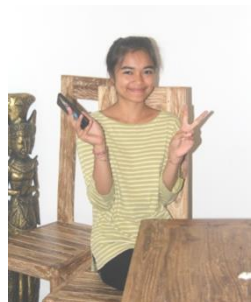
4. Identification : Introducing where or who is the subject is being described
5. Description : Describes parts, qualities, and the characteristic of the person, animal, place, or thing in detail description.

d. The Grammatical Features of Descriptive Text

The grammatical features of descriptive text are:

- 1) Descriptive paragraph uses Simple Present Tense (go, eat, fly, etc). The sentence pattern used is simple present because it tells the fact of the object described.
- 2) The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.)
- 3) Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.
- 4) Descriptive paragraph focus on specific participants (My Mom, John's house, My Dog, etc)

e. Example of descriptive paragraph:



My Friend, Devi

Devi is my friend. Her full name is Devi Febrianti. People always call her Devi. She was born on February 28th, 1998. She is 21 years old. She has a long black hair. She has white skin. She has two beautiful round eyes. Her eyes color is black. She has round face and chubby cheeks. She has little red lips. Devi's body is thin and tall. However, She is very energetic and active girl. She is a cheery girl. She likes making a joke. She always makes her friends happy. She is also one of the smart students in my class. I love her so much.

V. MEDIA AND TOOLS

1. Media : Pictures



2. Tool : Whiteboard and boardmarker

VI. LEARNING METHOD

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

VII. LEARNING SOURCE

1. Internet

<http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

<https://latelitepost.blogspot.com/2017/04/descriptive-text-generic-structure.html>

VIII. INSTRUCTIONAL ACTIVITIES

5th Meeting

Steps	Activities		Time Allocation
	Teacher	Students	
Pre-Activity	<ol style="list-style-type: none"> Orientation <ul style="list-style-type: none"> Greeting Praying Checking students' attendance Apperception <ul style="list-style-type: none"> Reviewing the material that they have been learnt in the previous meeting by asking some question Telling the objective of the lesson 	<ol style="list-style-type: none"> Orientation <ul style="list-style-type: none"> Responding teacher's greeting Praying together Responding to the teacher Apperception <ul style="list-style-type: none"> Responding the teacher's questions Listening to the teacher's explanation 	8 minutes
Whilst-Activity	<ol style="list-style-type: none"> Asking students to take their outline that they have made Guiding students to write a rough draft of descriptive paragraph with <i>identification</i> and <i>description</i> based on the outline they have made Asking students to continue writing their draft of descriptive paragraph with a good generic structure by using their outline as guidance (writing) Monitoring the students whether they have difficulties or not in making their rough draft Checking several students' writing Trying to give feedback to the students' writing orally Giving explanation about Metalinguistic Corrective Feedback that they will get from the teacher Asking students to check their draft one again Asking the students to collect their work 	<ol style="list-style-type: none"> Taking the draft Paying attention to the teacher Writing a rough draft Asking question to the teacher if they find difficulties Several students who have done the draft are giving the draft to the teacher Listening to the teacher feedback Listening to the teacher's explanation Checking the draft Submitting their work 	65 minutes

Post Activity	<ol style="list-style-type: none"> 1. Checking students' understanding by asking them to conclude what have been learnt 2. Asking students whether they still have question related to the material given 3. Telling the students that their work will be distributed in the next meeting and later on they have to revise their writing based on the feedback given 4. Asking students' feeling 5. Closing the lesson 6. Giving Metalinguistic Corrective Feedback on students writing (will be done outside of the class/delayed feedback) (revising) 	<ol style="list-style-type: none"> 1. Concluding the lesson together with the teacher 2. Responding the teacher's question 3. Responding the teacher's question 4. Responding the teacher's question 5. Saying goodbye 	7 minutes
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6th Meeting

Steps	Activities		Time Allocation
	Teacher	Students	
Pre-Activity	<ol style="list-style-type: none"> 1. Orientation <ul style="list-style-type: none"> • Greeting • Praying • Checking students' attendance 2. Apperception <ul style="list-style-type: none"> • Reviewing the material that they have been learnt in the previous meeting by asking some question • Telling the objective of the lesson 	<ol style="list-style-type: none"> 1. Orientation <ul style="list-style-type: none"> • Responding teacher's greeting • Praying together • Responding to the teacher 2. Apperception <ul style="list-style-type: none"> • Responding the teacher's questions • Listening to the teacher's explanation 	8 minutes
Whilst-Activity	<ol style="list-style-type: none"> 1. Giving back students' writing which already given feedback 2. Giving clarification about the Metalinguistic Corrective Feedback that has been given by the teacher 3. Asking students to read and revise their paragraph based on the feedback that has been given (revising) 	<ol style="list-style-type: none"> 1. Receiving their writing 2. Listening to the teacher's explanation 3. Revising their paragraph 	65 minutes

	4. After the paragraph have been produced, teacher asking the students to do editing their paragraph in order to make sure they have use appropriate mechanics on their writing (editing) 5. Monitoring the students whether they have difficulties or not in making paragraph 6. Asking the students to collect their work	4. Editing their paragraph 5. Writing a descriptive paragraph and asking question to the teacher if they find difficulties 6. Submitting their work	
Post Activity	1. Checking students' understanding by concluding what have been learnt 2. Asking students whether they still have question related to the material given 3. Telling the students that the material will be continued next meeting 4. Asking students' feeling 5. Closing the lesson	1. Concluding the lesson together with the teacher 2. Responding the teacher's question 3. Responding the teacher's question 4. Listening to the teacher's 5. Saying goodbye	7 minutes

X. ASSESSMENT

a. Technique : Writing Test

b. Form : Descriptive Paragraph

c. Instrument : Writing Test

5 th Meeting	6 th Meeting
Please write a draft of descriptive paragraph about person based on the outline that you have made. Your paragraph should consist of 8-10 sentences. The following characteristics of good descriptive paragraph should be considered. 1. The content of your paragraph is appropriate with your topic. 2. Your paragraph has an appropriate topic sentence. 3. Your paragraph has identification and description in a good order. 4. You use correct grammar to describe	Please write a descriptive paragraph about person based on the outline that you have made. Your paragraph should consist of 8-10 sentences. The following characteristics of good descriptive paragraph should be considered. 1. The content of your paragraph is appropriate with your topic. 2. Your paragraph has an appropriate topic sentence. 3. Your paragraph has identification and description in a good order. 4. You use correct grammar to describe

<p>something (simple present tense).</p> <p>5. You use appropriate vocabularies to describe something.</p> <p>6. You have correct spelling, capitalization and punctuation such as: comma (,), dot (.), question mark (?), exclamation mark (!), apostrophe (‘), quotation mark (“...”), semicolon (;) and hyphen (-) on your writing.</p>	<p>something (simple present tense).</p> <p>5. You use appropriate vocabularies to describe something.</p> <p>6. You have correct spelling, capitalization and punctuation such as: comma (,), dot (.), question mark (?), exclamation mark (!), apostrophe (‘), quotation mark (“...”), semicolon (;) and hyphen (-) on your writing.</p>
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d. Writing Scoring Rubric

No	Dimension	Weight	Score	Description
1	Content and Development	5	5	<ul style="list-style-type: none"> • Topic is relevant to the assignment • Show appropriate topic sentence • Show appropriate generic structure (identification and description)
			4	<ul style="list-style-type: none"> • Topic is relevant to the assignment • Show mostly appropriate topic sentence • Show appropriate generic structure (identification and description)
			3	<ul style="list-style-type: none"> • Topic is mostly relevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			2	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			1	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show inappropriate generic structure (identification and description)
2	Organization	5	5	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Every sentences are logically connected one to another
			4	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Few sentences are logically connected one to another
			3	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph

				<ul style="list-style-type: none"> Some sentences are not logically connected one to another
			2	<ul style="list-style-type: none"> Organize the ideas inappropriately with the generic structure of descriptive paragraph Almost all sentences are not logically connected one to another
			1	<ul style="list-style-type: none"> Organizing the ideas inappropriately with the generic structure of descriptive paragraph All sentences are not logically 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) noticeable errors of grammar
			3	<ul style="list-style-type: none"> There is 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 so severe
4	Vocabulary	3	5	<ul style="list-style-type: none"> Use appropriate vocabulary Use various vocabulary
			4	<ul style="list-style-type: none"> Use appropriate vocabulary Use lack of various vocabulary
			3	<ul style="list-style-type: none"> Use some inappropriate vocabulary Use lack of various vocabulary
			2	<ul style="list-style-type: none"> Use many inappropriate vocabulary Use lack of various vocabulary
			1	<ul style="list-style-type: none"> Use all inappropriate vocabulary Use lack of various vocabulary
5	Mechanic	3	5	<ul style="list-style-type: none"> Use correct spelling Use correct punctuation Use correct capitalization
			4	<ul style="list-style-type: none"> Use correct spelling Use correct punctuation Few incorrect capitalization
			3	<ul style="list-style-type: none"> Some incorrect spelling Some incorrect punctuation Some correct capitalization
			2	<ul style="list-style-type: none"> Many incorrect spelling Many incorrect punctuation Many incorrect capitalization
			1	<ul style="list-style-type: none"> Incorrect spelling Incorrect punctuation Incorrect capitalization

Adapted from Brown (2004, p. 244)

Score = (content and development x 5) + (organization x 5) + (grammatical structure x 4) + (vocabulary x 3) + (mechanic x 3)

Appendix 09. Lesson Plan for Control Group

LESSON PLAN (CONTROL GROUP)

School : SMP Negeri 2 Bangli
Class/Semester : VIII/1
Subject : English
Skill : Writing
Theme : Descriptive Paragraph
Time Allotment : 4 x 40 minutes
Meeting : 1st and 2nd 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, analyzing factual information, 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, and applying procedural knowledge in the specific field of study in accordance with their talents and interests to solve problems.
- KI 4: Processing, reasoning, and presenting in the concrete and abstract domain related to the development of the lesson that has been learned in school independently, and being able to use methods according to scientific rules.

II. BASIC COMPETENCY AND INDICATORS

Basic Competency	Indicators
3.10 apply generic structure and language feature to carry out the social function of descriptive texts by asking and giving information about descriptions of people, animals, and objects, short and simple, in accordance with the context of their use	3.10.1 Use Simple Present Tense correctly in giving information about description of person related to the picture that is shown
4.13 Compose simple and short oral and written descriptive texts about person, animal, and things which should pay attention on the social functions, generic structure, and language features and based on the context	4.13.1 Write descriptive paragraph about person

III. LEARNING OBJECTIVES

First Meeting

1. Students are able to use Simple Present Tense correctly in giving information about description of person related to the picture that is shown.
2. Students are able to make an outline of their descriptive paragraph about person individually.

Second Meeting

1. Students are able to write a draft of descriptive paragraph about person using an appropriate topic sentence and develop the ideas well based on the generic structure (identification and description) of descriptive paragraph.

IV. INSTRUCTIONAL MATERIAL

a. Definition of Descriptive Paragraph

Descriptive paragraph is a kind of paragraph that describes or says the features or characteristics of someone, something, or a certain place.

b. The Purpose of Descriptive Paragraph

Its purpose is to describe and reveal a particular person, animal, place or thing.

c. Generic Structure of Descriptive Paragraph

The generic structure of descriptive paragraph consists of identification and description.

6. Identification : Introducing where or who is the subject is being described

7. Description : Describes parts, qualities, and the characteristic of the person, animal, place, or thing in detail description.

d. The Grammatical Features of Descriptive Text

The grammatical features of descriptive text are:

1) Descriptive paragraph uses Simple Present Tense (go, eat, fly, etc).

The sentence pattern used is simple present because it tells the fact of the object described.

2) The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.)

3) Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

4) Descriptive paragraph focus on specific participants (My Mom, John's house, My Dog, etc)

e. Example of descriptive paragraph:



My Lovely Pet

I have a dog. My dog's name is Pomi. It is a female golden retriever dog. She is two years old. Pomi is tame animal. She has big body. She has thick brown fur. Her fur is soft and she likes to be rubbed on his belly. She has two long ears. Her eyes are black. She has long tail. She likes eating meat and bones. Pomi likes walking around with me. She is funny and playful dog. I love her so much.

V. MEDIA AND TOOLS

1. Media : Pictures



2. Tool : Whiteboard and boardmarker

VI. LEARNING METHOD

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

VII. LEARNING SOURCE

1. Internet

<http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>
<https://latelitepost.blogspot.com/2017/04/descriptive-text-generic-structure.html>

VIII. INSTRUCTIONAL ACTIVITIES

1st Meeting

Steps	Activities		Time Allocation
	Teacher	Students	
Pre-Activity	<ol style="list-style-type: none"> Orientation <ul style="list-style-type: none"> Greeting Praying Checking students' attendance Apperception <ul style="list-style-type: none"> Activating students' prior knowledge related to the topic. <p>Example: "Do you have pet?" "What kind of pet do you have?"</p> <ul style="list-style-type: none"> Telling the objective of the lesson 	<ol style="list-style-type: none"> Orientation <ul style="list-style-type: none"> Responding teacher's greeting Praying together Responding to the teacher Apperception <ul style="list-style-type: none"> Responding the teacher Listening to the teacher's explanation 	8 minutes
Whilst-Activity	<ol style="list-style-type: none"> Giving the example of descriptive text about describing dog. Asking the students to read and analyze the text whether they have difficult words Asking the students about the definition and generic structure of the descriptive text Giving brief explanation about generic structure and language features of descriptive paragraph Allowing the students to asks questions if there is a confusion about the social function, generic structure, and language feature of descriptive paragraph Giving clarification about something that the students do not understand Showing picture about animal Asking student to make sentences interchangeably until forming a descriptive paragraph about the animal 	<ol style="list-style-type: none"> Paying attention to the example Reading the example Trying to share their opinion Listening to the teacher's explanation Trying to raise question Paying attention to the teacher Paying attention to the picture Trying to make sentences 	65 minutes

	<p>showed</p> <p>9. Asking the students to give idea about other animal they want to describe as a topic</p> <p>10. Asking students to write the topic in a blank paper</p> <p>11. Asking students to gather information to support the topic (pre-writing)</p> <p>12. 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>13. Monitoring the students whether they have difficulties or not in making the outline</p> <p>14. Asking student to bring their outline home</p>	<p>9. Giving ideas</p> <p>10. Writing the topic</p> <p>11. Writing the information that they have gathered</p> <p>12. Writing a simple outline based on the information that they have gathered in pre-writing stage</p> <p>13. Making the outline</p> <p>14. Listening to the teacher</p>	
Post Activity	<p>1. Reviewing students' understanding by asking them to conclude what have been learnt</p> <p>2. Asking students whether they still have question related to the material given</p> <p>3. Asking students to bring their outline in the next meeting</p> <p>4. Asking students' feeling</p> <p>5. Closing the lesson by saying "Good Bye"</p>	<p>1. Concluding the lesson together with the teacher</p> <p>2. Responding the teacher's question</p> <p>3. Listening to the teacher's instruction</p> <p>4. Responding the teacher's question</p> <p>5. Saying "Good Bye"</p>	7 minutes

2nd Meeting

Steps	Activities		Time Allocation
	Teacher	Students	
Pre-Activity	<p>1. Orientation</p> <ul style="list-style-type: none"> Greeting Praying Checking students' attendance <p>1. Apperception</p> <ul style="list-style-type: none"> Reviewing the material that they have been learnt in the 	<p>1. Orientation</p> <ul style="list-style-type: none"> Responding teacher's greeting Praying together Responding to the teacher <p>2. Apperception</p> <ul style="list-style-type: none"> Responding the teacher's questions 	8 minutes

	<p>previous meeting by asking some question</p> <ul style="list-style-type: none"> Telling the objective of the lesson 	<ul style="list-style-type: none"> Listening to the teacher's explanation 	
Whilst-Activity	<ol style="list-style-type: none"> Asking students to take their outline that they have made Guiding students to write a rough draft of descriptive paragraph with <i>identification</i> and <i>description</i> based on the outline they have made Asking students to continue writing their draft of descriptive paragraph with a good generic structure by using their outline as guidance (writing) Monitoring the students whether they have difficulties or not in making their rough draft Checking several students' writing Trying to give feedback to the students' writing orally Giving explanation about Indirect Corrective Feedback that they will get from the teacher Asking students to check their draft one again Asking the students to collect their work 	<ol style="list-style-type: none"> Taking the draft Paying attention to the teacher Writing a rough draft Asking question to the teacher if they find difficulties Several students who have done the draft are giving the draft to the teacher Listening to the teacher feedback Listening to the teacher's explanation Checking the draft Submitting their work 	65 minutes
Post Activity	<ol style="list-style-type: none"> Checking students' understanding by asking them to conclude what have been learnt Asking students whether they still have question related to the material given Telling the students that their work will be distributed in the next meeting and later on they have to revise their writing based on the feedback given Asking students' feeling Closing the lesson 	<ol style="list-style-type: none"> Concluding the lesson together with the teacher Responding the teacher's question Responding the teacher's question Responding the teacher's question 	7 minutes

	6. Giving Indirect Corrective Feedback on students writing (will be done outside of the class/delayed feedback) (revising)	5. Saying goodbye	
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IX. ASSESSMENT

- a. Technique** : Writing Test
- b. Form** : Descriptive Paragraph
- c. Instrument** : Writing Test

1 st Meeting	2 nd Meeting
Please write an outline of descriptive paragraph about animal.	<p>Please write a draft of descriptive paragraph about animal based on the outline that you have made. Your paragraph should consist of 8-10 sentences. The following characteristic of good descriptive paragraph should be considered.</p> <ol style="list-style-type: none"> 1. The content of your paragraph is appropriate with your topic. 2. Your paragraph has an appropriate topic sentence. 3. Your paragraph has <i>identification</i> and <i>description</i> in a good order. 4. You use correct grammar to describe something (simple present tense). 5. You use appropriate vocabularies to describe something. 6. You have correct spelling, capitalization and punctuation such as: comma (,), dot (.), question mark (?), exclamation mark (!), apostrophe (‘), quotation mark (“...”), semicolon (;) and hyphen (-) on your writing.

d. Writing Scoring Rubric

No	Dimension	Weight	Score	Description
1	Content and Development	5	5	<ul style="list-style-type: none"> • Topic is relevant to the assignment • Show appropriate topic sentence • Show appropriate generic structure (identification and description)
			4	<ul style="list-style-type: none"> • Topic is relevant to the assignment

				<ul style="list-style-type: none"> • Show mostly appropriate topic sentence • Show appropriate generic structure (identification and description)
			3	<ul style="list-style-type: none"> • Topic is mostly relevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			2	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			1	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show inappropriate generic structure (identification and description)
2	Organization	5	5	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Every sentences are logically connected one to another
			4	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Few sentences are logically connected one to another
			3	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Some sentences are not logically connected one to another
			2	<ul style="list-style-type: none"> • Organize the ideas inappropriately with the generic structure of descriptive paragraph • Almost all sentences are not logically connected one to another
			1	<ul style="list-style-type: none"> • Organizing the ideas inappropriately with the generic structure of descriptive paragraph • All sentences are not logically 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) noticeable errors of grammar
			3	<ul style="list-style-type: none"> • There is 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 so severe
4	Vocabulary	3	5	<ul style="list-style-type: none"> • Use appropriate vocabulary • Use various vocabulary
			4	<ul style="list-style-type: none"> • Use appropriate vocabulary • Use lack of various vocabulary
			3	<ul style="list-style-type: none"> • Use some inappropriate vocabulary • Use lack of various vocabulary
			2	<ul style="list-style-type: none"> • Use many inappropriate vocabulary • Use lack of various vocabulary
			1	<ul style="list-style-type: none"> • Use all inappropriate vocabulary • Use lack of various vocabulary
5	Mechanic	3	5	<ul style="list-style-type: none"> • Use correct spelling • Use correct punctuation • Use correct capitalization
			4	<ul style="list-style-type: none"> • Use correct spelling • Use correct punctuation • Few incorrect capitalization
			3	<ul style="list-style-type: none"> • Some incorrect spelling • Some incorrect punctuation • Some correct capitalization
			2	<ul style="list-style-type: none"> • Many incorrect spelling • Many incorrect punctuation • Many incorrect capitalization
			1	<ul style="list-style-type: none"> • Incorrect spelling • Incorrect punctuation • Incorrect capitalization

Adapted from Brown (2004, p. 244)

Score = (content and development x 5) + (organization x 5) + (grammatical structure x 4) + (vocabulary x 3) + (mechanic x 3)

LESSON PLAN

(CONTROL GROUP)

School : SMP Negeri 2 Bangli
Class/Semester : VIII/1
Subject : English
Skill : Writing
Theme : Descriptive Paragraph
Time Allotment : 4 x 40 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, analyzing factual information, 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, and applying procedural knowledge in the specific field of study in accordance with their talents and interests to solve problems.
- KI 4: Processing, reasoning, and presenting in the concrete and abstract domain related to the development of the lesson that has been learned in school independently, and being able to use methods according to scientific rules.

II. BASIC COMPETENCY AND INDICATORS

Basic Competency	Indicators
4.12 Compose simple and short oral and written descriptive texts about person, animal, and things which should pay attention on the social functions, generic structure, and language features and based on the context	4.12.1 Write descriptive paragraph about person animal

III. LEARNING OBJECTIVES

Third Meeting

1. Students are able to write a short and simple descriptive paragraph about animal using an appropriate topic sentence and develop the ideas well based on the generic structure (identification and description) of descriptive paragraph with correct grammatical structure, appropriate vocabularies, and effective mechanic (spelling, punctuation, and capitalization).

Fourth Meeting

1. Students are able to decide the topic and make an outline of their descriptive paragraph about person individually

IV. INSTRUCTIONAL MATERIAL

a. Definition of Descriptive Paragraph

Descriptive paragraph is a kind of paragraph that describes or says the features or characteristics of someone, something, or a certain place.

b. The Purpose of Descriptive Paragraph

Its purpose is to describe and reveal a particular person, animal, place or thing.

c. Generic Structure of Descriptive Paragraph

The generic structure of descriptive paragraph consists of identification and description.

8. Identification : Introducing where or who is the subject is being described
9. Description : Describes parts, qualities, and the characteristic of the person, animal, place, or thing in detail description.

d. The Grammatical Features of Descriptive Text

The grammatical features of descriptive text are:

- 1) Descriptive paragraph uses Simple Present Tense (go, eat, fly, etc).
The sentence pattern used is simple present because it tells the fact of the object described.
- 2) The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.)
- 3) Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.
- 4) Descriptive paragraph focus on specific participants (My Mom, John's house, My Dog, etc)

V. MEDIA AND TOOLS

1. Media : Pictures
2. Tool : Whiteboard and boardmarker

VI. LEARNING METHOD

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

VII. LEARNING SOURCE

1. Internet

<http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

VIII. INSTRUCTIONAL ACTIVITIES

3rd Meeting

Steps	Activities		Time Allocation
	Teacher	Students	
Pre-Activity	<ol style="list-style-type: none"> Orientation <ul style="list-style-type: none"> Greeting Praying Checking students' attendance Apperception <ul style="list-style-type: none"> Reviewing the material that they have been learnt in the previous meeting by asking some question Telling the objective of the lesson 	<ol style="list-style-type: none"> Orientation <ul style="list-style-type: none"> Responding teacher's greeting Praying together Responding to the teacher Apperception <ul style="list-style-type: none"> Responding the teacher's questions Listening to the teacher's explanation 	8 minutes
Whilst-Activity	<ol style="list-style-type: none"> Giving back students' writing which already given feedback Giving clarification about the Indirect Corrective Feedback that has been given by the teacher Asking students to read and revise their paragraph based on the feedback that has been given (revising) After the paragraph have been produced, teacher asking the students to do editing their paragraph in order to make sure they have use appropriate mechanics on their writing (editing) Monitoring the students whether they have difficulties or not in making paragraph Asking the students to collect their work Directing students to the next 	<ol style="list-style-type: none"> Receiving their writing Listening to the teacher's explanation Revising their paragraph Editing their paragraph Writing a descriptive paragraph and asking question to the teacher if they find difficulties Submitting their work Listening to the teacher 	65 minutes

	<p>topic that they will learn by asking them questions related to the topic</p> <p>“Do you have best friend?”</p> <p>“Do you have actress or actor that you like?”</p> <p>“How does she/he look like?”</p> <p>8. Asking one of the students about her/his best friend or actress and actors that she/he likes</p> <p>9. Giving explanation about the new topic that they will learn</p>	<p>explanation</p> <p>8. trying to giving description</p> <p>9. Listening to the teacher explanation</p>	
Post Activity	<p>1. Checking students’ understanding by concluding what have been learnt</p> <p>2. Asking students whether they still have question related to the material given</p> <p>3. Telling the students that the material will be continued next meeting</p> <p>4. Asking students’ feeling</p> <p>5. Closing the lesson</p>	<p>1. Concluding the lesson together with the teacher</p> <p>2. Responding the teacher’s question</p> <p>3. Responding the teacher’s question</p> <p>4. Listening to the teacher’s</p> <p>5. Saying goodbye</p>	7 minutes

4th Meeting

Steps	Activities		Time Allocation
	Teacher	Students	
Pre-Activity	<p>1. Orientation</p> <ul style="list-style-type: none"> Greeting Praying Checking students’ attendance <p>2. Apperception</p> <ul style="list-style-type: none"> Activating students prior knowledge about descriptive paragraph Reminding the students about the topic that they will learnt. <p>Example:</p> <p>“Do you have a best friend or actor that you like?”</p> <p>“How does she/he look like?”</p> <ul style="list-style-type: none"> Telling the objective of the 	<p>1. Orientation</p> <ul style="list-style-type: none"> Responding teacher’s greeting Praying together Responding to the teacher <p>2. Apperception</p> <ul style="list-style-type: none"> Responding the teacher Listening to the teacher’s explanation 	8 minutes

	lesson		
Whilst-Activity	<ol style="list-style-type: none"> 1. Giving the example of descriptive text about describing person. 2. Asking the students to read and analyze the text whether they have difficult words 3. Asking the students about the generic structure of the descriptive text in the example that has been given (which sentences belong to identification and which sentences belong to description) 4. Allowing the students to asks questions if there is a confusion about the social function, generic structure, and language feature of descriptive paragraph 5. Giving clarification about something that the students do not understand 6. Showing picture about person 7. Asking student to make sentences interchangeably until forming a descriptive paragraph about the picture showed 8. Asking the students to give idea about person they want to describe as a topic 9. Asking students to write the topic in a blank paper 10. Asking students to gather information to support the topic (pre-writing) 11. Asking them to write a simple outline of descriptive paragraph about person based on the information that they have gathered in pre-writing stage (Outlining) 12. Monitoring the students whether they have difficulties or not in making the outline 	<ol style="list-style-type: none"> 1. Paying attention to the example 2. Reading the example 3. Trying to share their opinion 4. Listening to the teacher's explanation 5. Trying to raise question 6. Paying attention to the picture 7. Trying to make sentences 8. Giving ideas 9. Writing the topic 10. Writing a the information that they have gathered 11. Writing a simple outline based on the information that they have gathered in pre-writing stage 12. Making the outline 	65 minutes

	13. Asking student to bring their outline home	14. Listening to the teacher	
Post Activity	1. Reviewing students' understanding by asking them to conclude what have been learnt 2. Asking students whether they still have question related to the material given 3. Asking students to bring their outline in the next meeting 4. Asking students' feeling 5. Closing the lesson	1. Concluding the lesson together with the teacher 2. Responding the teacher's question 3. Listening to the teacher's instruction 4. Responding the teacher's question 5. Saying "Good Bye"	7 minutes

IX. ASSESSMENT

a. Technique : Writing Test

b. Form : Descriptive Paragraph

c. Instrument : Writing Test

3 rd Meeting	4 th Meeting
<p>Please write a descriptive paragraph about animal based on the outline that you have made. Your paragraph should consist of 8-10 sentences. The following characteristics of good descriptive paragraph should be considered.</p> <ol style="list-style-type: none"> 1. The content of your paragraph is appropriate with your topic. 2. Your paragraph has an appropriate topic sentence. 3. Your paragraph has <i>identification</i> and <i>description</i> in a good order. 4. You use correct grammar to describe something (simple present tense). 5. You use appropriate vocabularies to describe something. <p>You have correct spelling, capitalization and punctuation such as: comma (,), dot (.), question mark (?), exclamation mark (!), apostrophe ('), quotation mark ("..."), semicolon (;) and hyphen (-) on your writing.</p>	<p>Please write an outline of descriptive paragraph about animal.</p>

d. Writing Scoring Rubric

No	Dimension	Weight	Score	Description
1	Content and Development	5	5	<ul style="list-style-type: none"> • Topic is relevant to the assignment • Show appropriate topic sentence • Show appropriate generic structure (identification and description)

			4	<ul style="list-style-type: none"> • Topic is relevant to the assignment • Show mostly appropriate topic sentence • Show appropriate generic structure (identification and description)
			3	<ul style="list-style-type: none"> • Topic is mostly relevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			2	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			1	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show inappropriate generic structure (identification and description)
2	Organization	5	5	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Every sentences are logically connected one to another
			4	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Few sentences are logically connected one to another
			3	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Some sentences are not logically connected one to another
			2	<ul style="list-style-type: none"> • Organize the ideas inappropriately with the generic structure of descriptive paragraph • Almost all sentences are not logically connected one to another
			1	<ul style="list-style-type: none"> • Organizing the ideas inappropriately with the generic structure of descriptive paragraph • All sentences are not logically connected one to another

3	Grammar	4	5	• There is no grammatical error
			4	• Few (if any) noticeable errors of grammar
			3	• There is some errors of grammar
			2	• Errors of grammar are fairly frequent
			1	• Errors of grammar are so severe
4	Vocabulary	3	5	• Use appropriate vocabulary • Use various vocabulary
			4	• Use appropriate vocabulary • Use lack of various vocabulary
			3	• Use some inappropriate vocabulary • Use lack of various vocabulary
			2	• Use many inappropriate vocabulary • Use lack of various vocabulary
			1	• Use all inappropriate vocabulary • Use lack of various vocabulary
5	Mechanic	3	5	• Use correct spelling • Use correct punctuation • Use correct capitalization
			4	• Use correct spelling • Use correct punctuation • Few incorrect capitalization
			3	• Some incorrect spelling • Some incorrect punctuation • Some correct capitalization
			2	• Many incorrect spelling • Many incorrect punctuation • Many incorrect capitalization
			1	• Incorrect spelling • Incorrect punctuation • Incorrect capitalization

Adapted from Brown (2004, p. 244)

Score = (content and development x 5) + (organization x 5) + (grammatical structure x 4) + (vocabulary x 3) + (mechanic x 3)

LESSON PLAN

(CONTROL GROUP)

School : SMP Negeri 2 Bangli
Class/Semester : VIII/1
Subject : English
Skill : Writing
Theme : Descriptive Paragraph
Time Allotment : 4 x 40 minutes
Meeting : 5th and 6th 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, analyzing factual information, 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, and applying procedural knowledge in the specific field of study in accordance with their talents and interests to solve problems.
- KI 4: Processing, reasoning, and presenting in the concrete and abstract domain related to the development of the lesson that has been learned in school independently, and being able to use methods according to scientific rules.

II. BASIC COMPETENCY AND INDICATORS

Basic Competency	Indicators
4.12 Compose simple and short oral and written descriptive texts about person, animal, and things which should pay attention on the social functions, generic structure, and language features and based on the context	4.12.1 Write descriptive paragraph about person animal

III. LEARNING OBJECTIVES

Fifth Meeting

1. Students are able to write a draft of descriptive paragraph about animal using an appropriate topic sentence and develop the ideas well based on the generic structure (identification and description) of descriptive paragraph with correct grammatical structure, appropriate vocabularies, and effective mechanic (spelling, punctuation, and capitalization).

Sixth Meeting

1. Students are able to write a descriptive paragraph about animal using an appropriate topic sentence and develop the ideas well based on the generic structure (identification and description) of descriptive paragraph with correct grammatical structure, appropriate vocabularies, and effective mechanic (spelling, punctuation, and capitalization).

IV. INSTRUCTIONAL MATERIAL

a. Definition of Descriptive Paragraph

Descriptive paragraph is a kind of paragraph that describes or says the features or characteristics of someone, something, or a certain place.

b. The Purpose of Descriptive Paragraph

Its purpose is to describe and reveal a particular person, animal, place or thing.

c. Generic Structure of Descriptive Paragraph

The generic structure of descriptive paragraph consists of identification and description.

10. Identification : Introducing where or who is the subject is being described

11. Description : Describes parts, qualities, and the characteristic of the person, animal, place, or thing in detail description.

d. The Grammatical Features of Descriptive Text

The grammatical features of descriptive text are:

- 1) Descriptive paragraph uses Simple Present Tense (go, eat, fly, etc).
The sentence pattern used is simple present because it tells the fact of the object described.
- 2) The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.)
- 3) Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.
- 4) Descriptive paragraph focus on specific participants (My Mom, John's house, My Dog, etc)

e. Example of descriptive paragraph:



My Friend, Devi

Devi is my friend. Her full name is Devi Febrianti. People always call her Devi. She was born on February 28th, 1998. She is 21 years old. She has a long black hair. She has white skin. She has two beautiful round eyes. Her eyes color is black. She has round face and chubby cheeks. She has little red lips. Devi's body is thin and tall. However, She is very energetic and active girl. She is a cheery girl. She likes making a joke. She always makes her friends happy. She is also one of the smart students in my class. I love her so much.

V. MEDIA AND TOOLS

1. Media : Pictures



2. Tool : Whiteboard and boardmarker

VI. LEARNING METHOD

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

VII. LEARNING SOURCE

1. Internet

<http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

<https://latelitepost.blogspot.com/2017/04/descriptive-text-generic-structure.html>

VIII. INSTRUCTIONAL ACTIVITIES

5th Meeting

Steps	Activities		Time Allocation
	Teacher	Students	
Pre-Activity	<ol style="list-style-type: none"> Orientation <ul style="list-style-type: none"> Greeting Praying Checking students' attendance Apperception <ul style="list-style-type: none"> Reviewing the material that they have been learnt in the previous meeting by asking some question Telling the objective of the lesson 	<ol style="list-style-type: none"> Orientation <ul style="list-style-type: none"> Responding teacher's greeting Praying together Responding to the teacher Apperception <ul style="list-style-type: none"> Responding the teacher's questions Listening to the teacher's explanation 	8 minutes
Whilst-Activity	<ol style="list-style-type: none"> Asking students to take their outline that they have made Guiding students to write a rough draft of descriptive paragraph with <i>identification</i> and <i>description</i> based on the outline they have made Asking students to continue writing their draft of descriptive paragraph with a good generic structure by using their outline as guidance (writing) Monitoring the students whether they have difficulties or not in making their rough draft Checking several students' writing Trying to give feedback to the students' writing orally Giving explanation about Indirect Corrective Feedback that they will get from the teacher Asking students to check their draft one again Asking the students to collect their work 	<ol style="list-style-type: none"> Taking the draft Paying attention to the teacher Writing a rough draft Asking question to the teacher if they find difficulties Several students who have done the draft are giving the draft to the teacher Listening to the teacher feedback Listening to the teacher's explanation Checking the draft Submitting their work 	65 minutes

Post Activity	<ol style="list-style-type: none"> 1. Checking students' understanding by asking them to conclude what have been learnt 2. Asking students whether they still have question related to the material given 3. Telling the students that their work will be distributed in the next meeting and later on they have to revise their writing based on the feedback given 4. Asking students' feeling 5. Closing the lesson 6. Giving Indirect Corrective Feedback on students writing (will be done outside of the class/delayed feedback) (revising) 	<ol style="list-style-type: none"> 1. Concluding the lesson together with the teacher 2. Responding the teacher's question 3. Responding the teacher's question 4. Responding the teacher's question 5. Saying goodbye 	7 minutes
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6th Meeting

Steps	Activities		Time Allocation
	Teacher	Students	
Pre-Activity	<ol style="list-style-type: none"> 1. Orientation <ul style="list-style-type: none"> • Greeting • Praying • Checking students' attendance 2. Apperception <ul style="list-style-type: none"> • Reviewing the material that they have been learnt in the previous meeting by asking some question • Telling the objective of the lesson 	<ol style="list-style-type: none"> 1. Orientation <ul style="list-style-type: none"> • Responding teacher's greeting • Praying together • Responding to the teacher 2. Apperception <ul style="list-style-type: none"> • Responding the teacher's questions • Listening to the teacher's explanation 	8 minutes
Whilst-Activity	<ol style="list-style-type: none"> 1. Giving back students' writing which already given feedback 2. Giving clarification about the Indirect Corrective Feedback that has been given by the teacher 3. Asking students to read and revise their paragraph based on the feedback that has been given (revising) 	<ol style="list-style-type: none"> 1. Receiving their writing 2. Listening to the teacher's explanation 3. Revising their paragraph 	65 minutes

	4. After the paragraph have been produced, teacher asking the students to do editing their paragraph in order to make sure they have use appropriate mechanics on their writing (editing) 5. Monitoring the students whether they have difficulties or not in making paragraph 6. Asking the students to collect their work	4. Editing their paragraph 5. Writing a descriptive paragraph and asking question to the teacher if they find difficulties 6. Submitting their work	
Post Activity	1. Checking students' understanding by concluding what have been learnt 2. Asking students whether they still have question related to the material given 3. Telling the students that the material will be continued next meeting 4. Asking students' feeling 5. Closing the lesson	1. Concluding the lesson together with the teacher 2. Responding the teacher's question 3. Responding the teacher's question 4. Listening to the teacher's 5. Saying goodbye	7 minutes

X. ASSESSMENT

a. Technique : Writing Test

b. Form : Descriptive Paragraph

c. Instrument : Writing Test

5 th Meeting	6 th Meeting
Please write a draft of descriptive paragraph about person based on the outline that you have made. Your paragraph should consist of 8-10 sentences. The following characteristics of good descriptive paragraph should be considered. 1. The content of your paragraph is appropriate with your topic. 2. Your paragraph has an appropriate topic sentence. 3. Your paragraph has identification and description in a good order.	Please write a descriptive paragraph about person based on the outline that you have made. Your paragraph should consist of 8-10 sentences. The following characteristics of good descriptive paragraph should be considered. 1. The content of your paragraph is appropriate with your topic. 2. Your paragraph has an appropriate topic sentence. 3. Your paragraph has identification and description in a good order. 4. You use correct grammar to

<p>4. You use correct grammar to describe something (simple present tense).</p> <p>5. You use appropriate vocabularies to describe something.</p> <p>6. You have correct spelling, capitalization and punctuation such as: comma (,), dot (.), question mark (?), exclamation mark (!), apostrophe (‘), quotation mark (“...”), semicolon (;) and hyphen (-) on your writing.</p>	<p>describe something (simple present tense).</p> <p>5. You use appropriate vocabularies to describe something.</p> <p>6. You have correct spelling, capitalization and punctuation such as: comma (,), dot (.), question mark (?), exclamation mark (!), apostrophe (‘), quotation mark (“...”), semicolon (;) and hyphen (-) on your writing.</p>
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d. Writing Scoring Rubric

No	Dimension	Weight	Score	Description
1	Content and Development	5	5	<ul style="list-style-type: none"> • Topic is relevant to the assignment • Show appropriate topic sentence • Show appropriate generic structure (identification and description)
			4	<ul style="list-style-type: none"> • Topic is relevant to the assignment • Show mostly appropriate topic sentence • Show appropriate generic structure (identification and description)
			3	<ul style="list-style-type: none"> • Topic is mostly relevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			2	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show appropriate generic structure (identification and description)
			1	<ul style="list-style-type: none"> • Topic is irrelevant to the assignment • Show inappropriate topic sentence • Show inappropriate generic structure (identification and description)
2	Organization	5	5	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Every sentences are logically connected one to another
			4	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic structure of descriptive paragraph • Few sentences are logically connected one to another
			3	<ul style="list-style-type: none"> • Organize the ideas appropriately with the generic

				structure of descriptive paragraph • Some sentences are not logically connected one to another
			2	• Organize the ideas inappropriately with the generic structure of descriptive paragraph • Almost all sentences are not logically connected one to another
			1	• Organizing the ideas inappropriately with the generic structure of descriptive paragraph • All sentences are not logically connected one to another
3	Grammar	4	5	• There is no grammatical error
			4	• Few (if any) noticeable errors of grammar
			3	• There is some errors of grammar
			2	• Errors of grammar are fairly frequent
			1	• Errors of grammar are so severe
4	Vocabulary	3	5	• Use appropriate vocabulary • Use various vocabulary
			4	• Use appropriate vocabulary • Use lack of various vocabulary
			3	• Use some inappropriate vocabulary • Use lack of various vocabulary
			2	• Use many inappropriate vocabulary • Use lack of various vocabulary
			1	• Use all inappropriate vocabulary • Use lack of various vocabulary
5	Mechanic	3	5	• Use correct spelling • Use correct punctuation • Use correct capitalization
			4	• Use correct spelling • Use correct punctuation • Few incorrect capitalization
			3	• Some incorrect spelling • Some incorrect punctuation • Some correct capitalization
			2	• Many incorrect spelling • Many incorrect punctuation • Many incorrect capitalization
			1	• Incorrect spelling • Incorrect punctuation • Incorrect capitalization

Adapted from Brown (2004, p. 244)

Score = (content and development x 5) + (organization x 5) + (grammatical structure x 4) + (vocabulary x 3) + (mechanic x 3)

Appendix 10. Sample of the Study

Class: VIIIA (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	M
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

Class: VIIIB (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	M
15	Student 15	M
16	Student 16	M
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 11.

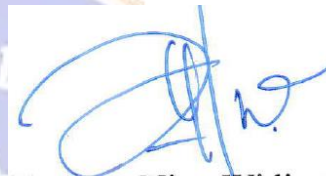
The Result of Instruments Try out in VIIIA Class at SMP N 3 Singaraja

First Rater: Nyoman Nina Widiartini, S.Pd

No	Students' Name	Aspects					Score
		C & D	O	G	V	M	
1	Student 1	3	4	4	4	3	72
2	Student 2	4	4	3	3	4	73
3	Student 3	4	4	3	4	3	73
4	Student 4	3	3	4	3	3	64
5	Student 5	3	3	2	3	3	56
6	Student 6	4	4	4	4	3	77
7	Student 7	3	3	3	2	3	57
8	Student 8	4	4	3	3	3	70
9	Student 9	4	4	3	4	4	76
10	Student 10	4	4	3	3	3	70
11	Student 11	4	3	3	4	3	68
12	Student 12	4	4	3	3	3	70
13	Student 13	4	3	3	4	3	68
14	Student 14	4	3	3	4	3	68
15	Student 15	4	4	3	4	4	76
16	Student 16	4	3	4	4	4	75
17	Student 17	4	3	3	4	4	71
18	Student 18	4	4	3	3	4	73
19	Student 19	4	4	3	4	4	76
20	Student 20	4	4	3	3	4	73
21	Student 21	4	3	3	3	3	65
22	Student 22	4	4	3	3	3	70
23	Student 23	4	4	3	3	4	73
24	Student 24	4	4	3	4	4	76
25	Student 25	4	5	4	4	4	85
26	Student 26	4	4	3	4	3	73
27	Student 27	3	4	2	3	3	61
28	Student 28	4	4	3	3	3	70
29	Student 29	4	4	4	4	4	80
30	Student 30	4	4	2	3	3	66
31	Student 31	4	4	3	4	3	73
SUM							2198

MEAN	70,90322
MEDIAN	72
MODE	73
STANDARD DEVIATAION	6
VARIANCE	37
RANGE	29
MINIMUM	56
MAXIMUM	85

First Rater,



Nyoman Nina Widiartini, S.Pd

NIP. 19870509 201101 2 001



Second Rater: Ni Kadek Kerti Rahayu

No	Students' Name	Aspects					Score
		C & D	O	G	V	M	
1	Student 1	4	4	3	3	3	72
2	Student 2	4	4	3	3	3	73
3	Student 3	4	4	3	3	3	73
4	Student 4	3	3	4	3	3	64
5	Student 5	3	3	3	2	3	56
6	Student 6	4	4	4	3	4	77
7	Student 7	3	4	2	2	3	57
8	Student 8	4	4	3	3	4	70
9	Student 9	4	4	3	3	3	76
10	Student 10	4	4	3	3	3	70
11	Student 11	4	3	3	4	3	68
12	Student 12	4	4	3	3	4	70
13	Student 13	4	4	3	3	2	68
14	Student 14	4	4	2	3	4	68
15	Student 15	4	4	3	4	4	76
16	Student 16	4	4	3	4	4	75
17	Student 17	4	4	3	4	4	71
18	Student 18	4	4	3	3	4	73
19	Student 19	4	4	3	4	3	76
20	Student 20	4	4	3	4	4	73
21	Student 21	4	3	3	4	3	65
22	Student 22	4	4	3	3	3	70
23	Student 23	4	4	3	4	4	73
24	Student 24	4	4	3	4	4	76
25	Student 25	4	4	4	5	4	85
26	Student 26	4	4	3	4	4	73
27	Student 27	4	5	3	4	3	61
28	Student 28	4	4	4	3	4	70
29	Student 29	4	4	4	4	4	80
30	Student 30	4	4	3	3	3	66
31	Student 31	4	4	3	3	4	73
SUM							2233
MEAN							72,03225
MEDIAN							73
MODE							70
STANDARD DEVIATAION							6
VARIANCE							32

RANGE	26
MINIMUM	57
MAXIMUM	83

Second Rater,

Ni Kadek Kerti Rahayu

NIM. 1512021154



Appendix 12.

Post Test Score of Experimental Group Taught by Using Metalinguistic Corrective Feedback

No	Student's Name	C&D	O	G	V	M	Score
1	Student 1	4	4	4	3	3	74
2	Student 2	4	4	4	4	4	80
3	Student 3	3	3	3	4	4	66
4	Student 4	4	3	4	3	4	72
5	Student 5	3	3	4	4	3	67
6	Student 6	4	4	3	4	4	76
7	Student 7	4	4	3	4	4	76
8	Student 8	4	4	3	3	3	70
9	Student 9	4	4	4	4	3	77
10	Student 10	4	3	4	4	3	72
11	Student 11	3	3	3	4	4	66
12	Student 12	3	4	4	3	2	66
13	Student 13	4	4	3	4	4	76
14	Student 14	4	4	4	3	3	74
15	Student 15	4	4	3	4	4	76
16	Student 16	4	4	4	3	3	74
17	Student 17	4	4	4	4	4	80
18	Student 18	4	4	3	4	4	76
19	Student 19	4	4	4	3	4	77
20	Student 20	4	4	4	4	3	77
21	Student 21	4	3	3	4	4	71
22	Student 22	4	4	4	3	4	77
23	Student 23	3	3	4	4	3	67
24	Student 24	4	3	4	4	4	75
25	Student 25	4	3	4	4	3	72
26	Student 26	3	4	4	3	3	69
27	Student 27	4	3	4	4	4	75
28	Student 28	4	4	4	4	4	80
29	Student 29	4	4	4	4	4	80
30	Student 30	4	3	3	4	3	68
31	Student 31	4	4	4	4	4	80
32	Student 32	4	4	4	3	4	77

Note:

C&D = Content and Development; O = Organization; G = Grammar;

V = Vocabulary; M = Mechanics

Appendix 13.

Post Test Score of Control Group Taught by Using Indirect Corrective Feedback

No	Student's Name	C&D	O	G	V	M	Score
1	Student 1	4	3	4	3	4	72
2	Student 2	4	4	2	3	3	66
3	Student 3	4	3	4	3	3	77
4	Student 4	4	4	4	4	3	77
5	Student 5	3	3	4	4	4	70
6	Student 6	4	4	4	4	3	77
7	Student 7	4	3	2	4	4	67
8	Student 8	4	4	3	3	4	73
9	Student 9	4	4	4	3	3	74
10	Student 10	4	3	2	4	4	67
11	Student 11	4	3	4	3	3	69
12	Student 12	3	4	4	3	3	69
13	Student 13	4	4	4	4	3	77
14	Student 14	3	3	3	4	4	66
15	Student 15	4	3	2	4	4	67
16	Student 16	3	3	4	4	4	70
17	Student 17	4	3	3	3	3	65
18	Student 18	3	4	3	4	4	71
19	Student 19	4	4	3	4	4	76
20	Student 20	3	3	3	4	4	66
21	Student 21	4	4	4	3	3	74
22	Student 22	4	3	3	4	4	71
23	Student 23	4	3	4	3	3	77
24	Student 24	4	4	4	3	3	74
25	Student 25	4	4	4	4	3	77
26	Student 26	4	4	3	4	4	76
27	Student 27	4	3	3	3	4	68
28	Student 28	4	3	4	3	3	77
29	Student 29	3	3	2	4	3	59
30	Student 30	4	4	3	4	4	76
31	Student 31	3	3	4	4	4	70
32	Student 32	3	3	4	3	3	64

Note:

C&D = Content and Development; O = Organization; G = Grammar;

V = Vocabulary; M = Mechanics

Appendix 14. The Result of the Statistical Analysis

Descriptive Statistic Analysis

	Experiment Pre Test	Experiment Post Test	Control Pre Test	Control Post Test
N Valid	32	32	32	32
Missing	32	32	32	32
Mean	70.7188	73.8438	70.6250	71.2188
Median	72.0000	75.0000	72.0000	71.0000
Mode	76.00	76.00 ^a	76.00	77.00
Std. Deviation	5.32937	4.52313	5.68955	4.85090
Variance	28.402	20.459	32.371	23.531
Range	17.00	14.00	21.00	18.00
Minimum	60.00	66.00	56.00	59.00
Maximum	77.00	80.00	77.00	77.00
Sum	2263.00	2363.00	2260.00	2279.00

a. Multiple modes exist. The smallest value is shown



Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment Pre Test	.134	32	.154	.903	32	.007
Experiment Post Test	.152	32	.058	.916	32	.016
Control Pre Test	.154	32	.052	.903	32	.007
Control Post Test	.150	32	.064	.920	32	.020

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.171	1	62	.681
.326	1	62	.570

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	,767 ^a	,572	,880	7,894	30	30	,000
Average Measures	,868 ^c	,727	,936	7,894	30	30	,000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type A intraclass correlation coefficients using an absolute agreement definition.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.



Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre Test	Equal variances assumed	.171	.681	.068	62	.946	.09375	1.37810	2.66103	2.84853
	Equal variances not assumed			.068	61.737	.946	.09375	1.37810	2.66127	2.84877
Post Test	Equal variances assumed	.326	.570	2.239	62	.029	2.62500	1.17247	.28127	4.96873
	Equal variances not assumed			2.239	61.699	.029	2.62500	1.17247	.28104	4.96896

Appendix 15.

The Calculation Category of Tendency of Students' Writing Performance Taught by Using Metalinguistic Corrective Feedback

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 : 80

Minimal Score : 66

$$\begin{aligned}
 \mathbf{Mi} &= \frac{1}{2} (\text{score maximal} + \text{score minimal}) \\
 &= \frac{1}{2} (80 + 66) \\
 &= \frac{1}{2} (146) \\
 &= 73
 \end{aligned}$$

$$\begin{aligned}
 \mathbf{SDi} &= \frac{1}{6} (\text{score maximal} + \text{score minimal}) \\
 &= \frac{1}{6} (80 - 66) \\
 &= \frac{1}{6} (14) \\
 &= 2.33
 \end{aligned}$$

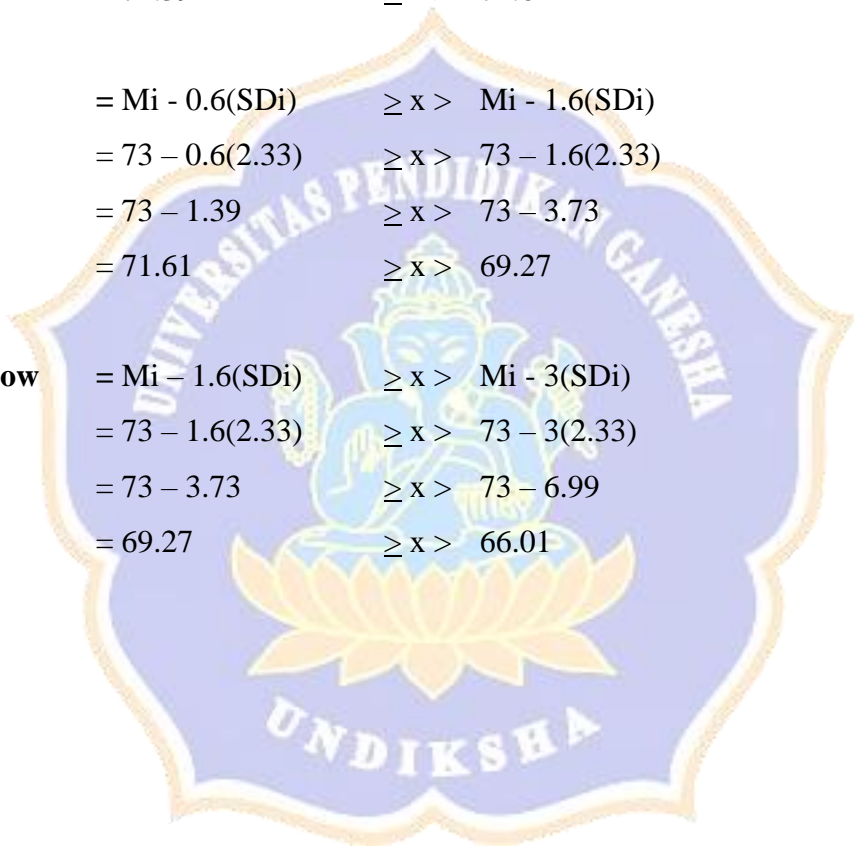
Very High	$= Mi + 3(SDi)$	$\geq x > Mi + 1.6(SDi)$
	$= 73 + 3(2.33)$	$\geq x > 73 + 1.6(2.33)$
	$= 73 + 6.99$	$\geq x > 73 + 3.73$
	$= 79.99$	$\geq x > 76.73$

High	$= M_i + 1.6(SD_i)$	$\geq x > M_i + 0.6(SD_i)$
	$= 73 + 1.6(2.33)$	$\geq x > 73 + 0.6(2.33)$
	$= 73 + 6.99$	$\geq x > 73 + 3.73$
	$= 76.73$	$\geq x > 74.39$

Average	$= M_i + 0.6(SD_i)$	$\geq x > M_i - 0.6(SD_i)$
	$= 73 + 0.6(2.33)$	$\geq x > 73 - 0.6(2.33)$
	$= 73 + 1.39$	$\geq x > 73 - 1.39$
	$= 74.39$	$\geq x > 71.61$

Low	$= M_i - 0.6(SD_i)$	$\geq x > M_i - 1.6(SD_i)$
	$= 73 - 0.6(2.33)$	$\geq x > 73 - 1.6(2.33)$
	$= 73 - 1.39$	$\geq x > 73 - 3.73$
	$= 71.61$	$\geq x > 69.27$

Very Low	$= M_i - 1.6(SD_i)$	$\geq x > M_i - 3(SD_i)$
	$= 73 - 1.6(2.33)$	$\geq x > 73 - 3(2.33)$
	$= 73 - 3.73$	$\geq x > 73 - 6.99$
	$= 69.27$	$\geq x > 66.01$



Appendix 16.

The Calculation Category of Tendency of Students' Writing Performance Taught by Using Indirect Corrective Feedback

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 : 77

Minimal Score : 59

$$\begin{aligned}
 \mathbf{Mi} &= \frac{1}{2} x (\text{score maximum} + \text{score minimum}) \\
 &= \frac{1}{2} x (77 + 59) \\
 &= \frac{1}{2} x (136) \\
 &= 68
 \end{aligned}$$

$$\begin{aligned}
 \mathbf{SDi} &= \frac{1}{6} x (\text{score maximum} - \text{score minimum}) \\
 &= \frac{1}{6} x (77 - 59) \\
 &= \frac{1}{6} x (18) \\
 &= 3
 \end{aligned}$$

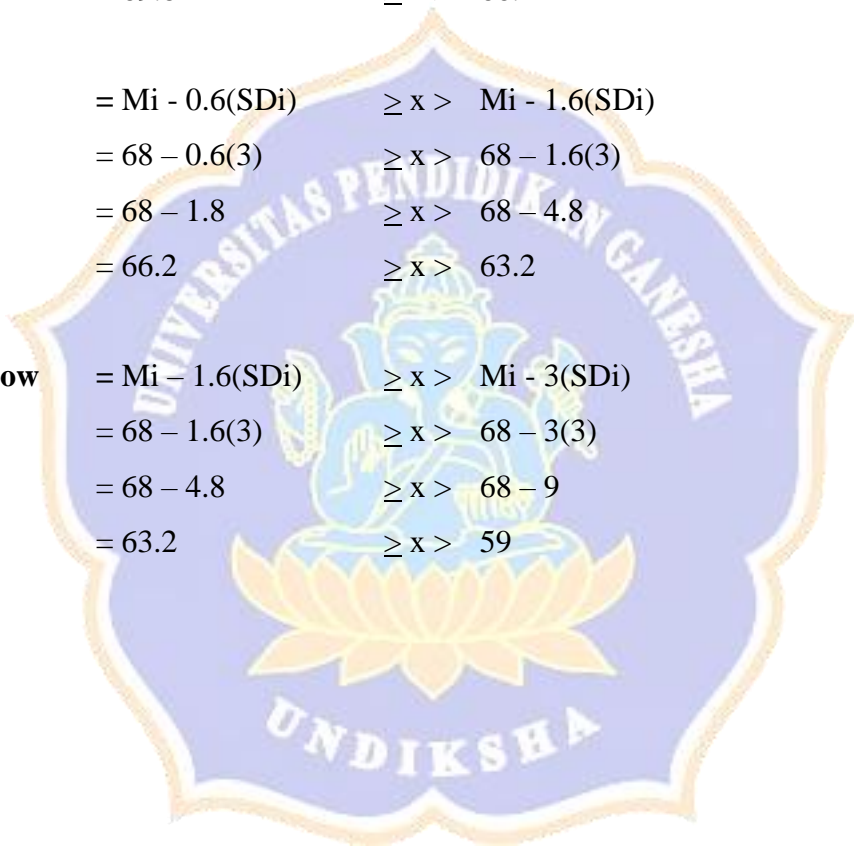
$$\begin{aligned}
 \mathbf{Very\ High} &= Mi + 3(SDi) & \geq x > & Mi + 1.6(SDi) \\
 &= 68 + 3(3) & \geq x > & 68 + 1.6(3) \\
 &= 68 + 9 & \geq x > & 68 + 4.8 \\
 &= 77 & \geq x > & 72.2
 \end{aligned}$$

High	$= Mi + 1.6(SDi)$	$\geq x > Mi + 0.6(SDi)$
	$= 68 + 1.6(3)$	$\geq x > 68 + 0.6(3)$
	$= 68 + 4.8$	$\geq x > 68 + 1.8$
	$= 72.8$	$\geq x > 69.8$

Average	$= Mi + 0.6(SDi)$	$\geq x > Mi - 0.6(SDi)$
	$= 68 + 0.6(3)$	$\geq x > 68 - 0.6(3)$
	$= 68 + 1.8$	$\geq x > 68 - 1.39$
	$= 69.8$	$\geq x > 66.2$

Low	$= Mi - 0.6(SDi)$	$\geq x > Mi - 1.6(SDi)$
	$= 68 - 0.6(3)$	$\geq x > 68 - 1.6(3)$
	$= 68 - 1.8$	$\geq x > 68 - 4.8$
	$= 66.2$	$\geq x > 63.2$

Very Low	$= Mi - 1.6(SDi)$	$\geq x > Mi - 3(SDi)$
	$= 68 - 1.6(3)$	$\geq x > 68 - 3(3)$
	$= 68 - 4.8$	$\geq x > 68 - 9$
	$= 63.2$	$\geq x > 59$



Appendix 17.

Students Writing During the Treatment of Experimental Group

Treatment 1

Student 1

- Tambahkan Deskripsi
- Tulis minimal 8 kalimat

No. _____
Date: _____

<input type="checkbox"/>	Nama : Kadek Wirajaya Kesuma
<input type="checkbox"/>	Kls : VIIA
<input type="checkbox"/>	NO : 7
<input type="checkbox"/>	(1)
<input type="checkbox"/>	Identification : (Dog, nama, umur)
<input type="checkbox"/>	I have a dog.
<input type="checkbox"/>	My dogs name is Luck.
<input type="checkbox"/>	It is black ³ black wan years old.
<input type="checkbox"/>	Description : (Warna).
<input type="checkbox"/>	It has black fur.
<input type="checkbox"/>	(1) Sebuah kalimat harus berisi judul
<input type="checkbox"/>	(2) - Buat menjadi sebuah paragraf
<input type="checkbox"/>	- Sebuah paragraf minimal terdiri dari 8 kalimat.
<input type="checkbox"/>	(3) Cek kamus apakah penulisan katanya sudah benar "wan" 2
<input type="checkbox"/>	
<input type="checkbox"/>	

No.:

Date:

Nama : IPt. Rama Anggara Sastrayana

No : 14

Kelas : VIII^A

My Lovely Pet

I have a dog, My dog's name is Dogi. It is five months old.

① It has white and black fur, It has two long ears, It has short tail. Its eyes are black, The body is small, It has soft hair. It is shy and funny animal. I love her so much.

① Tulis ke dalam 1 paragraf

② Cek kamus Apakah penulisannya benar "blak" ?

③ hair = rambut yg tumbuh di kepala atau muka manusia

fur = bulu yang tumbuh pada hewan mamalia

feather = bulu yg tumbuh pada unggas



<input type="checkbox"/>	My lovely pet.
<input type="checkbox"/>	
<input type="checkbox"/>	I have a cat. My cat's name is Doby.
<input type="checkbox"/>	It is four months old.
<input checked="" type="checkbox"/>	It has brown fur. It has short short ears.
<input type="checkbox"/>	Its eyes are black. It has long tail.
<input type="checkbox"/>	It has soft hair. It eats vegetables and meat.
<input type="checkbox"/>	It likes running. Doby likes playing.
<input type="checkbox"/>	I love her so much.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	Nama: Ni Kadek Widia sutri.
<input type="checkbox"/>	No : 21.
<input type="checkbox"/>	Kelas : VIII A.
<input type="checkbox"/>	
<input type="checkbox"/>	① Buat dalam sebuah paragraf yang baik
<input type="checkbox"/>	② "hair" = rambut yang tumbuh di kepala dan muka manusia
<input type="checkbox"/>	"fur" = bulu yang tumbuh di hewan terutama mamalia
<input type="checkbox"/>	"feather" = bulu yang tumbuh di unggas (ayam, bebek etc)
<input type="checkbox"/>	



Student 4

No.:	Date:
<input type="checkbox"/>	My Lovely dog
<input type="checkbox"/>	
<input type="checkbox"/>	I have a dog. My dog's name is Ciko.
<input type="checkbox"/>	It is five months old. Ciko is tame animal.
<input type="checkbox"/>	It has white fur. It has two long ears.
<input type="checkbox"/>	Its eyes are black. It has small feet. The
<input type="checkbox"/>	body is small. It has long hair. It has soft
<input type="checkbox"/>	hair. Ciko likes eating meat, it likes running.
<input type="checkbox"/>	It is I love her so much.
<input type="checkbox"/>	
<input type="checkbox"/>	Nama: Ni Nongah Sri wahyuni
<input type="checkbox"/>	Numor: 30
<input type="checkbox"/>	Kelas: VII A
<input type="checkbox"/>	
<input type="checkbox"/>	① Gantakan titik untuk mengakhiri sebuah kalimat.
<input type="checkbox"/>	② Cek kamus apakah cara penulisannya sudah benar?
<input type="checkbox"/>	④ Kalimat ini tidak nyambung dengan kalimat sebelumnya.
<input type="checkbox"/>	➤ Akan lebih baik jika diletakkan sebelum atau sesudah
<input type="checkbox"/>	kalimat "It has white fur"
<input type="checkbox"/>	⑤ hair = rambut yg tumbuh di kepala atau muka manusia
<input type="checkbox"/>	fur = bulu yang tumbuh di hewan terutama mamalia
<input type="checkbox"/>	feather = bulu yg tumbuh di unggas
<input type="checkbox"/>	



Student 4

Mr. M. Mengach Sri walumi
Kls: VII A
Umur: 30

No. _____ Date: _____

My Friend: Widiastuti

Widiastuti is my friend. Her full name is Kadek Widiastuti. She is 13 years old. She has long black hair. She has a ~~black~~ brown skin. She likes eating chicken. She is ~~is~~ * Friendly. I love her so much.

Ⓢ Gantikan huruf kapital diawal kalimat.



Revised Writing

Student 1

~~Identification~~ Identification: (Dog, Nama, umur)

I have a dog. My dog's name is Luck. It is one year old.

Description: (Warna, warna mata,

It has black fur. The body is small. It has long tail. It has short hair.

Student 2

Date:

My lovely pet

I have a dog, My dog's name is Dogi. It is five months old. It has white and black ~~fur~~ fur. It has two long ears. It has short tail. Its eyes are black. The body is small. It has soft hair. It is shy and funny animal. I love her so much.

Student 3



My lovely Pet.

I Have a cat. My cat's name is Doby.
It is four months old.
It has brown fur. It has 10 short ears.
Its eyes are black. It has long tail.
It has soft fur. It eats vegetables and meat.
It likes running. Doby likes playing with me.
I Love her so much.

Student 4

No.:	Date:
<input type="checkbox"/>	! My lovely dog
<input type="checkbox"/>	I have a dog. My dog's name is ciko.
<input type="checkbox"/>	It is five months old. ciko is tame animal
<input type="checkbox"/>	It has white fur. It has long hair. It has
<input type="checkbox"/>	two long ears. Its eyes are black. It has
<input type="checkbox"/>	Small feet. the body is small. It has soft
<input type="checkbox"/>	hair. ciko likes Pating meat. It likes run running
<input type="checkbox"/>	I love her so much.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	



Treatment 2

Student 1

Nama : IKadek Wirajaya Kesuma
Kls : VIII^A
No : 7

Sandiyasa

Sandiyasa is my friend. Her full name is IGede Sandiyasa. People always call her Sandiyasa. He was born on mae 12th, 2005. He is 14 years old. He has a short black hair. He has a brown skin. He has two beautiful round eyes. Her eyes color is black.

① ② ③ "Her" merupakan kata ganti kepunyaan untuk perempuan. Sedangkan "His" digunakan untuk laki-laki

④ Cek kamus: Apakah sudah benar penulisannya adalah "Mae"?

Student 2

Nama : IPT. Rama Anggra Sastrayana
No : 14
Kelas : VIII^A

Mg Fried, Bayu

Bayu is my friend. Her full name is Made Bayu. People always call him Bayu. He ~~is~~ was born on July, 27th, 2006. She is 13 years old. He has a short black hair. He has a white skin. He has round face and chubby cheeks.

① Apakah penulisan katanya ~~ma~~ benar "fried"?

② "Her" → kata ganti kepemilikan untuk menggantikan "dia - perempuan"

"His" → kata ganti kepemilikan untuk menyatakan "dia - laki-laki"

③ Gantikan huruf kapital di awal kalimat

Student 3

My Friend, Siska.

Siska is my friend. Her full name is Ni Kadek Siska Melde Yani. She is 13 years old. She has a curly and short hair. She has brown skin. She is beautiful. Her eyes color is black. Siska's body is tall. She likes eating chicken. I love her so much.

Nama: Ni Kadek Widhiastuti.
No : 21.
Kelas: VIII A.

Student 4

Nama: Ni Nengjah Sri walyuni
Kelas: VIII A
Umur: 30

Date:

No:

My Friend: Widhiastuti

Widhiastuti is my friend. Her full name is Kadek Widhiastuti. She is 13 years old. She has long black hair. She has a brown skin. She likes eating chicken. She is friendly. I love her so much.

Ⓛ Gurakan huruf kapital diawal kalimat.

Revised Writing

Student 1

Date: _____

Sandiyasa

Sandiyasa is my friend his full name is Igede Sandiyasa. People always call him Sandiyasa. He was born on ~~may~~ may 12th, 2005. He is 14 years old. He has a short black hair. He has ~~brown~~ a brown skin. He has two ~~beautiful~~ beautiful round eyes. His eyes color is black.

Student 2

Date: _____

My Friend, Bayu

Bayu is my ~~Fried~~ Friend. His full name is Made Bayu. people ~~always~~ always call him Bayu. he was born on july 27th 2006. He is 13 years old. He has a short black hair. He has a white skin. He has round and chubby cheek

Student 3

My Friend, Siska .

Siska is my friend. Her full name Ni Kadak Siska Melda Yani. She is 13 years old . She has a curly and short hair. She has brown skin. She is beautiful. Her eye color is black. Siska's body is tall. She likes eating chicken. I Love her so much

Student 4

UNIVERSITAS PENDIDIKAN GANESHA

Date:

No.

My Friend, Kirdrastuti

Kirdrastuti is my friend. Her full name is Kadak Kirdrastuti. She is 13 years old. She has long black hair. She has a brown skin. She likes eating chicken she friendly. I love her so much.

Appendix 18.

Students Writing During the Treatment of Control Group

Treatment 1

Student 1

Nama : I Made Karang arta Yasa
Kelas : VII B
No : 10
Mapel : Bhs. Inggris.

~~Ape~~ Ape

I see an Ape in the zoo.
It has yellow fur.
It likes eating banana.
It have eyes ~~are~~ brown.

} that badam
fatimat

Student 2

Tambahkan Deskripsi
/ kalimat terlalu sedikit

Nama: KM. Eiantika Julianti
No. : 17
KLS. : VIII-B

My Lovely Pet

I have a fish. It is one month old. My fish's
name is Ani. It has small pet Ani has a shot
tail.

Student 3

	Nama : Ni Puhu Sefiani
	No : 29
	Kis : VIII B
	May love Pet
	I have a dog ☺
	May named titi.
	It is five months old.
	Titi is <u>timo</u> animal.
	(Identification)
	It has white fur. It has two <u>log</u> short. Its eyes are b
	lack . It has small feet. the body is small. It has
	Short tail. It has soft hair. It eats carrot and <u>vegetable</u> .

Revised Writing

Student 1

	My Loveyly Ape
	I have a Red Ape. My red Ape Named BoBi.
	It is Five months ed dd. BoBi is tame animal.
	It has yellow fur. It has two long ears. Its
	eyes are are yellow. It has small feet. The Body
	is Big Big. It has short tail. It has soft hair.



Student 2

My Lovely Pet

I have ~~fish~~. It is month old. My fish is name Ani. (Identification)
It have white and black fur. It has small fin. It has short tail. It likes jumping.
I have her so much. (~~Des~~ Description)

Student 3

Nama : NI PUTU SEETANI

No : 29

KLS : VIII B

My love pet

I have a dog. my named Titit. It is five months old.
Titit is ~~time~~ animal. It has white fur. It has two long short. Its eyes are black. It has small feet. The body is small. It has short tail. It has soft hair. It eats carrot and vegetable.

Treatment 2

Student 1

Nama :	I Made Karang Anta Yasa
Kelas :	VIII B
No :	10
Mapel :	Bhs. Inggris.
Widiantara.	
Widiantara is my friend. His full name is I Komang Widiantara. He was born on May 18 th 2005. He is 14 years. He has a black <u>brown</u> skin. He has a short hair. He is very smart. He is very energetic.	

Student 2

Nama :	KM. Eriantika Julianti
No. :	17
KLS. :	VIII B
My Friend, Lisvia	
Lisvia is my friend. Her full name is Ni Kadek Lisvia Arista Sari. She was born born on July 13 th 2006. She is 13 years old. She has a short <u>black black</u> hair. She has chubby cheeks. She has a white skin. She has two beautiful round eyes. Lisvia's body is fat and tall. She always makes her friend happy. She is also one of the smart students in my class. She <u>like</u> making a joke. I love her so much.	

Student 3

Nama : NI PUTU Sefiani

No 29

Kls VIII B

My friend, karismayanti

Karismayanti is my friend. Her full name is karisma yanti. People always komang. She was born on may 3rd, 2006. She is 13 Years old. She has ~~a~~ long black hair. She has ~~ec~~ white skin. She has two beautiful round eyes. Her eyes color is black. She has round face ad chubby. karismayanti's body is thin and tall. However, she is very energetic and active girl.

Revised Writing

Student 1

My Friend, Widiantara

Widiantara is my friend. His full name is I Komang Widiantara. He was ~~born~~ born on may 18th 2005. He is 14 years. He has a brown skin. He has short hair. He is very smart. He is very energetic.

Student 2

Nama: KM. Eiantika Julianti
No. : 17
KLS. : VIII B

My Friend, Lisvia

Lisvia is my friend. Her full name is Ni Kadek Lisvia Arista Saji. People She was born on Juli 13rd 2006. She is 15 years old. She has short black hair. She has chubby cheeks. She has white skin. She has two beautiful round dan indel eyes. Lisvia's body is pot and tall. She always makes her friends happy. She is also one of the smart students in my class. She likes making a joke. I love her so much.

Student 3

Nama : Ni Putu Sefiani
No : 29
KLS : VIII B

My friend, karisma yanti

Karisma yanti is my friend. Her full name is Karisma yanti. People always korang. She was born on May 03rd, 2006. She is 13 years old. She has long black hair. She has white skin. She has two beautiful round eyes. Her eyes color is black. She has round face and chubby. Karisma yanti's body is thin and tall. However, she is very energetic and active girl.

Appendix 19. Students' Writing of Experimental Group

No _____
Date: _____

☐ Nama : Ikadek Wiigajaya Kesuma
☐ No : 7
☐ Kls : VIIA

☐ 1 My Friend, Sukra

☐ Sukra is my friend. Her full name is Ikomang
☐ Sukra Saputra. People always call him Sukra.
☐ He was born on September 16th, 2005. He is
☐ 14 years old. He has a long black hair. He has
☐ brown skin. He has two beautiful round
☐ eyes. His eyes color is black.



Date: _____

☐ Nama : IPT. Rama Anggara Sastrayana
☐ No : 14
☐ Kelas : VIIA

☐ My Friend, Agus

☐ Agus is my friend. Her full name is Agus
☐ Satriawan. people always call her Agus. She was
☐ born on August 28th, 2006. She is 13 ~~year~~
☐ years old. She has a ~~long~~ short black hair.
☐ She has a brown skin. She has a white round
☐ face and chubby cheeks. ~~Agus~~

No.

Date

Nama: Ni Kadek Widiastuti

No : 21

Kelas: VIII A

My Friend, Melinda.

Melinda is my friend. She is from Penglipuran. She is slim and beautiful. She is 13 years old. She has long hair. Her skin is brown. She has flat nose. Her eyes ~~are~~ are beautiful. She is smart and friendly. She likes eating cake. I love her so much.



No.:

Date:

☐ Nama: Aji Nengah Sri Widyani

☐ Nomor: 30

☐ kelas: VIII A

☐
☐
☐
My friend / ~~siska~~ siska
☐ Siska is my friend. Her full name is siska melki.

☐ She was born on ~~February~~ July 21th. siska's body is

☐ thin. ~~to~~ siska's very smart.

☐
☐
☐

MY friend, siska

☐ Siska is my friend. Her full name is siska melki.

☐ She was born on July 21th, 2006, siska's body is

☐ thin. siska's very smart. siska's she likes

☐ eating fried chicken. She is 13 years old. ~~Her~~ her

☐ love her so much.

☐

Nama : I Wayan Walidana

No : 16

Kelas : VII^A

My lovely cat

I have a cat, My cat's name is Geri. It is One years old. It has brown fur. It has long tail. It has two short ears. It likes eating meat. The body is small. I love my cat.



Nama : Ni Komang Intan Prodelwi

No : 27

Kls : VIII^A

My pet

My pet is a cat, My cat's name is Popo, He has soft brown and white fur, His eyes are brown, He has a round head and whiskers, His four legs have some sharp claws, He uses them to catch and kill rats, He likes eating fish and special snacks for cats, We usually sleep in his big house Popo is a friendly cat, when I call him by saying "Wili" he comes immediately and meows at me sometimes, he is like having a conversation with me

Appendix 20. Students' Writing of Control Group

Nama : Ni Putu SEFIANI

No : 29

KIS : VIII B

My younger brother (Jana)

Jana is my younger. His full name is Murjana. People always call her Jana. She was born on August 19th, 2010. She is 9 years old. She has a short black hair. She always makes her friends happy. She likes making joke.



Nama : Ni Komang Karismayanti

No : 23

KIS : VIII B

My older brother

Joni is my older. His full name is IGD Joni Pratama. People always call her Joni. He was ~~been~~ born on June 21st, 1998. He is 21 years old. He has a short black hair. He always makes his friends happy. ~~he~~ He likes making joke.

Nama : I Made Karang Arta

Kelas : VIII B

NO : 10

Mapel : Bhs. Inggris.

Animal.

I have a dog. My dog named ~~Bongas~~ Billy.
It has white ~~fur~~ fur. Its eyes are brown. It ~~eats~~
like eats meat. It like jumping. It is one year.
It has tall body. ~~to~~ I love ~~it so much~~ it so much.



Appendix 21. Documentation

Pictures of Trying Out the Instruments at SMP N 3 Singaraja



Picture of Conducting Pre-test to the Eighth Grade Students at SMP N 2 Bangli as the Population





Pictures during the Treatment in VIIIA Class (Experimental Group)



Pictures during the Treatment in VIIIB Class (Control Group)



Pictures during the Post Test in VIIIA Class (Experimental Group)



Pictures during the Post Test in VIIIIB Class (Control Group)

