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 Perihal : <u>Permohonan Izin Penelitian</u> 15 Agustus 2019

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.



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
Tanggal Penelitian	STUDENTS' WRITING PERFORMANCE AT SMP NEGERI 2 BANGLI. : 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.

HKABUPA Bangli, 11 September 2019. Kepala SMP Negeri 2 Bangli, No The Ida Bagus Gede Wardana, S.Pd M.Pd NIP. 19661231 198902 1 021

Appendix 03. Research Schedule

Activity	Time	
Activity	Meeting	Day/Date
Observation	1 st meeting	Wednesday/ August 14 th , 2019
Try Out Instruments	1 st meeting	Monday/ August 26 th , 2019
Try Out Instruments	2 nd meeting	Tuesday/ August 27 th , 2019
	1 st meeting	Friday/ 30 th August, 2019
Give Pre-test to all Groups in Population	2 nd meeting	Saturday/ 31st August, 2019
	3 rd meeting	Monday/ 2 nd September, 2019
	1 st meeting	Tuesday/ September 3 rd , 2019
	2 nd meeting	Thursday/ September 5 th , 2019
Give Treatment in Experimental Group	3 rd meeting	Saturday/ September 7 th , 2019
Give Treatment in Experimental Gloup	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
ANS FERRET	1 st meeting	Tuesday/ September 3 rd , 2019
ALL A	2 nd meeting	Friday/ September 6 th , 2019
Give Treatment in Control Group	3 rd meeting	Saturday/ September 7 th , 2019
Give Treatment in Control Group	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
Pre-Activity	Pre-Activity
1.Greeting, Praying, Checking students'	1. Greeting, Praying, Checking students'
attendance	attendance
2. Build Students' prior knowledge	2. Buiild Students' Prior Knowledge
3. Telling the recent topic and the objective of	3.Telling the recent topic and the objective of
the lesson	the lesson
Whilst-Activity	Whilst-Activity
1. Analyzing the example of text about the	1. Analyzing the example of text about the
structures of descriptive text, language	structures of descriptive text, language
features and detail information from the	features and detail information from the
text	text
2. Asking some questions related to the	2. Asking some questions related to the
general description of the example given	general description of the example given
3. Giving brief explanation about the social	3. Giving brief explanation about the social
function, generic structure, and language	function, generic structure, and language
features of the example that have been	features of the example that have been
given by the teacher	given by the teacher
4. Showing picture about animal	4. Showing picture about animal
5. Asking student to make a sentence	5. Asking student to make a sentence
interchangeably until forming a descriptive	interchangeably until forming a descriptive
paragraph about the animal showed	paragraph about the animal showed
6. Asking students to write the topic (animal)	6. Asking students to write the topic (animal)
in a blank paper	in a blank paper
7. Asking students to gather information to	7. Asking students to gather information to
support the topic (pre-writing)	support the topic (pre-writing)
8. Asking them to write a simple outline of	8. Asking them to write a simple outline of
descriptive paragraph about animal based	descriptive paragraph about animal based
on the information that they have gathered	on the information that they have gathered
in pre-writing stage (Outlining)	in pre-writing stage (Outlining)
9. Asking students to write a rough draft of	9. Asking students to write a rough draft of
descriptive paragraph with identification	descriptive paragraph with identification
and description by using their outline as	and description by using their outline as
guidance (writing)	guidance (writing)
10. Asking the students to collect their work	10. Asking the students to collect their work
11. Giving Metalinguistic Corrective Feedback	11. Giving Indirect Corrective Feedback on
on students writing (will be done outside of	students writing (will be done outside of
the class/delayed feedback) (revising)	the class/delayed feedback) (revising)
12. Asking students to revise their work	12. Asking students to revise their work
(revising)	(revising)
13. Asking students to revise their work base	13. Asking students to revise their work base
on the feedback given by the teacher	on the feedback given by the teacher
(editing)	(editing)

14. Asking students to submit their revised version	14. Asking students to submit their revised version
Post-Activity	Post-Activity
1. Concluding the lesson	4. Concluding the lesson
2. Asking students' feeling	5. Asking students' feeling
3. Closing the lesson	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
- 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

No	Dimension	Weight	Score	Description
1	Content and	5	5	• Topic is relevant to the assignment
	Development			• Show appropriate topic sentence
				• Show appropriate generic structure
				(identification and description)
			4	• Topic is relevant to the assignment
				• Show mostly appropriate topic sentence
				• Show appropriate generic structure
			2	(identification and description)
			3	• Topic is mostly relevant to the assignment
			6	• Show inappropriate topic sentence
		and the second second		• Show appropriate generic structure
			2	(identification and description)
			2	• Topic is irrelevant to the assignment
				• Show inappropriate topic sentence
		E	6	• Show appropriate generic structure (identification and description)
		2		Topic is irrelevant to the assignment
		-	184/	• Show inappropriate topic sentence
			19 10	• Show inappropriate topic sentence
			12.	(identification and description)
2	Organization	5	5	• Organize the ideas appropriately with the
				generic structure of descriptive paragraph
			2011	• Every sentences are logically connected one
		. 9		to another
			4	• Organize the ideas appropriately with the
			N	generic structure of descriptive paragraph
			2 CANCE	• Few sentences are logically connected one to
		permitted a		another
			3	• Organize the ideas appropriately with the
				generic structure of descriptive paragraph
				• Some sentences are not logically connected
			2	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	
			1	• Organizing the ideas inappropriately with the generic structure of descriptive paragraph
				 All sentences are not logically connected one
				• An sentences are not togically connected one to another
L				

Writing Scoring Rubric

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
		1	10.	• Use correct capitalization
			4	• Use correct spelling
		100	10	Use correct punctuation
		S	S)	• Few incorrect capitalization
		5	3	• Some incorrect spelling
			1 10	• Some incorrect punctuation
				Some correct capitalization
		12	2	• Many incorrect spelling
				Many incorrect punctuation
			1	Many incorrect capitalization
				• Incorrect spelling
				• Incorrect punctuation
			0 m.	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	: 1 st and 2 nd meetings

BENDIDI

I. CORE COMPETENCY

Respect and comprehend the religion.

KI 2:

KI 1:

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.

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

II. BASIC COMPETENCY AND INDICATORS

III. LEARNING OBJECTIVES

First Mee<mark>t</mark>ing

- 1. Students are able to use Simple Present Tense correcty 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:

- 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.
- 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 retriver 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-structurespurposes-language-features.php https://latelitepost.blogspot.com/2017/04/descriptive-text-genericstructure.html

VIII. INSTRUCTIONAL ACTIVITIES

1st Meeting

Stor a	Activi	Time	
Steps	Teacher	Students	Allocation
Pre- Activity	 2. Orientation Greeting Praying Checking students' attendance 3. Apperception Activating students' prior knowledge related to the topic. Example: "Do you have pet?" "What kind of pet do you have?" Telling the objective of the 	 Orientation Responding teacher's greeting Praying together Responding to the teacher Apperception Responding the teacher Listening to the teacher's explanation 	8 minutes
Whilst- Activity	 lesson Giving the example of descriptive text about describing dog. Asking the students to read 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 showed 	 Paying attention to the example Reading the example Reading the example Trying to share their opinion Listening to the teacher's explanation Trying to raise question Trying attention to the teacher Paying attention to the picture Trying to make sentences 	65 minutes

	9. Asking the students to give	9. Giving ideas
	idea about other animal they	
	want to describe as a topic	
	10. Asking students to write the	10. Writing the topic
	topic in a blank paper	11. Writing the information
	11. Asking students to gather	that they have gathered
	information to support the	
	topic (pre-writing)	
	12. Asking them to write a simple	12. Writing a simple outline
	outline of descriptive	based on the information
	paragraph about animal based	that they have gathered in
	on the information that they	pre-writing stage
	have gathered in pre-writing	
	stage (Outlining)	
	13. Monitoring the students	13. Making the outline
	whether they have difficulties	
	or not in making the outline	
	14. Asking student to bring their	14. Listening to the teacher
	outline home	4.10
Post	6. Reviewing students'	1. Concluding the lesson
Activity	understanding by asking then	together with the teacher
	to conclude what have been	
	learnt	2. Responding the teacher's
	7. Asking students whether they	question
	still have question related to	
	the material given	
	8. Asking students to bring their	3. Listening to the teacher's 7 minutes
	outline in the next meeting	instruction
	9. Asking students' feeling	
	10. Closing the lesson by saying	4. Responding the teacher's
	"Good Bye"	question
		5. Saying "Good Bye
	UN Descar	
and Massa.	vø1ks×	
2 nd Meetin	ng	

2nd Meeting

Stong	Activi	Time	
Steps	Teacher	Students	Allocation
Pre-	1. Orientation	1. Orientation	8 minutes
Activity	 Greeting Praying Checking students' attendance 	 Responding teacher's greeting Praying together Responding to the teacher 	
	 Apperception Reviewing the material that they have been learnt in the previous meeting by asking some question 	 2. Apperception Responding the teacher's questions Listening to the teacher's explanation 	

[1	[
	• Telling the objective of the lesson		
Whilst- Activity	1. Asking students to take their outline that they have made	1. Taking the draft	65 minutes
	2. 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	2. Paying attention to the teacher	
	 Asking students to continue writing their draft of descriptive paragraph with a good generic structure by using their outline as guidance (writing) 	3. Writing a rough draft	
	4. Monitoring the students whether they have difficulties or not in making their rough draft	4. Asking question to the teacher if they find difficulties	
	 Checking several students' writing Triying to give feedback to 	5. Several students who have done the draft are giving the draft to the teacher	
	the students' writing orally7. Giving explanation about	6. Listening to the teacher feedback	
	Metalinguistic Corrective Feedback that they will get from the teacher	7. Listening to the teacher's explanation	
	8. Asking students to check their	8. Checking the draft	
	draft one again9. Asking the students to collect their work	9. Submitting their work	
Post Activity	1. Checking students' understanding by asking them to conclude what have been	1. Concluding the lesson together with the teacher	7 minutes
	learnt2. Asking students whether they still have question related to the material given	2. Responding the teacher's question	
	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	3. Responding the teacher's question	
	 Asking students' feeling Closing the lesson Giving Metalinguistic Corrective Feedback on 	 Responding the teacher's question Saying goodbye 	

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

IX. ASSESSMENT

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

1 st Meeting	2 nd Meeting					
Please write an	Please write a draft of descriptive paragraph about animal based on					
outline of	the outline that you have made. Your paragraph should consist of 8-					
descriptive	10 sentences. The following characteristic of good descriptive					
paragraph	paragraph should be considered.					
about animal.	1. The content of your paragraph is appropriate with your topic.					
	2. Your paragraph has an appropriate topic sentence.					
I S	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	 Topic is relevant to the assignment Show appropriate topic sentence Show appropriate generic structure (identification and description)
			4	 Topic is relevant to the assignment Show mostly appropriate topic sentence

	1	1	1	
				• Show appropriate generic structure
				(identification and description)
			3	• Topic is mostly relevant to the
				assignment
				• Show inappropriate topic sentence
				• Show appropriate generic structure
				(identification and description)
			2	• Topic is irrelevant to the
				assignment
				• Show inappropriate topic sentence
				• Show appropriate generic structure
				(identification and description)
			1 🔺	• Topic is irrelevant to the
				assignment
			Carlos and	• Show inappropriate topic sentence
				Show inappropriate topic sentence Show inappropriate generic
		P		structure (identification and
			REAL	description)
2	Organization	5	5	
2	Organization	S	5	• Organize the ideas appropriately with the generic structure of
		5	5	descriptive paragraph
	X B	1	5	
			\mathcal{U}	• Every sentences are logically connected one to another
	2	C (d)	4	
			1154	• Organize the ideas appropriately
			- 7//	with the generic structure of
		1. 12	14	descriptive paragraph
			NAVA A	• Few sentences are logically connected one to another
			3	
			3	• Organize the ideas appropriately
				with the generic structure of
		10.5		descriptive paragraph
			2011	• Some sentences are not logically
	1		2	connected one to another
	1000		Z	• Organize the ideas inappropriately
				with the generic structure of
				descriptive paragraph
				• Almost all sentences are not
			1	logically connected one to another
			1	• Organizing the ideas
				inappropriately with the generic
				structure of descriptive paragraph
				• All sentences are not logically
		4	_	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
			and a second	• Use lack of various vocabulary
		and the second s	1	• Use all inappropriate vocabulary
		1 P		 Use lack of various vocabulary
5	Mechanic	3	5	• Use correct spelling
		APres 1		 Use correct punctuation
	100	3		 Use correct capitalization
	1	8	4	• Use correct spelling
	N B	-	500	• Use correct punctuation
		- A	11	 Few incorrect capitalization
	~	1.1	3	• Some incorrect spelling
		- V	1211	 Some incorrect punctuation
		1	- 11/	 Some correct capitalization
		NE	2	 Many incorrect spelling
	76	L YYY	YWY	• Many incorrect punctuation
	1.1			• Many incorrect capitalization
		1	1	• Incorrect spelling
		1		 Incorrect punctuation
		U A	ALC: NO.	• 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	: 3 rd and 4 th 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	4.12.1 Write descriptive pargraph		
written descriptive texts about	about person animal		
person, animal, and things which			
should pay attention on the social			
functions, generic structure, and			
language features and based on the			
context			

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:

- 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-structurespurposes-language-features.php https://latelitepost.blogspot.com/2017/04/descriptive-text-genericstructure.html

INSTRUCTIONAL ACTIVITIES VIII.

3rd Meeting

3 rd Meeti	ing		
Stong	Activi	Time	
Steps	Teacher	Students	Allocation
Pre- Activity	 Orientation Greeting Praying Checking students' attendance Apperception Reviewing the material that they have been learnt in the previous meeting by asking some question Telling the objective of the lesson 	 Orientation Responding teacher's greeting Praying together Responding to the teacher Apperception Responding the teacher's questions Listening to the teacher's explanation 	8 minutes
Whilst- Activity	 Giving back students' writing which already given feedback Giving clarification about the Metalinguistic 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 	 Receiving their writing Listening to the teacher's explanation Revising their paragraph Editing their paragraph 	65 minutes

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

4th Meeting

Stong	Activi	ties	Time
Steps	Teacher	Students	Allocation
Pre-	1. Orientation	1. Orientation	
Activity	 Greeting Praying Checking students' attendance Apperception Activating students prior knowledge about 	 Responding teacher's greeting Praying together Responding to the teacher 2. Apperception Responding the teacher 	8 minutes
	descriptive paragraphReminding the students	• Listening to the teacher's explanation	

	about the topic that they will learnt. Example: "Do you have a best friend or actor that you like?" "How does she/he look like?" • Telling the objective of the lesson		
Whilst- Activity	 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 	 Paying attention to the example Reading the example Trying to share their 	
	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)	opinion	
	4. Allowing the students to asks questions if there is a confusion about the social function, generic structure, and language feature of descriptive paragraph	4. Listening to the teacher's explanation	65 minutes
	 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 	 Trying to raise question Paying attention to the picture Trying to make sentences 	
	 showed 8. Asking the students to give idea about person they want to describe as a topic 9. Asking students to write the 	 8. Giving ideas 9. Writing the topic 	
	 9. Asking students to write the topic in a blank paper 10. Asking students to gather information to support the topic (pre-writing) 	9. Writing the topic10. Writing a the information that they have gathered	
	11. Asking them to write a simple outline of descriptive	11. Writing a simple outline based on the information	

	 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 13. Asking student to bring their outline home 	that they have gathered in pre-writing stage12. Making the outline14. Listening to the teacher	
Post Activity	 Reviewing students' understanding by asking then to conclude what have been learnt Asking students whether they still have question related to the material given Asking students to bring their outline in the next meeting Asking students' feeling Closing the lesson 	 Concluding the lesson together with the teacher Responding the teacher's question Listening to the teacher's instruction Responding the teacher's question Saying "Good Bye 	7 minutes

IX. ASSESSMENT

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

3 rd Meeting	4 th Meeting				
Please write a descriptive paragraph about animal based on the	Please write an				
outline that you have made. Your paragraph should consist of 8-10	outline of				
sentences. The following characteristics of good descriptive	descriptive				
paragraph should be considered.	paragraph				
1. The content of your paragraph is appropriate with your topic.	about animal.				
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.					
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	5	5	• Topic is relevant to the assignment
	Development			• Show appropriate topic sentence
				• Show appropriate generic structure
				(identification and description)
			4	• Topic is relevant to the assignment
				• Show mostly appropriate topic sentence
				• Show appropriate generic structure
				(identification and description)
			3	• Topic is mostly relevant to the assignment
				• Show inappropriate topic sentence
			and the second sec	• Show appropriate generic structure
				(identification and description)
			2	• Topic is irrelevant to the assignment
			. 6 11	• Show inappropriate topic sentence
	1	1	100	• Show appropriate generic structure
				(identification and description)
		19	1	• Topic is irrelevant to the assignment
			5 8	• Show inappropriate topic sentence
		2	L AS	• Show inappropriate generic structure
		2	5.8/	(identification and description)
2	Organiz <mark>a</mark> tion	5	5	• Organize the ideas appropriately with the
			121	generic structure of descriptive paragraph
		N.	E-	• Every sentences are logically connected one
	77		\sim	to another
			4	• Organize the ideas appropriately with the
		1	1	generic structure of descriptive paragraph
		1 3		• Few sentences are logically connected one
			1 An -	to another
			3	• Organize the ideas appropriately with the
		Contraction of		generic structure of descriptive paragraph
			and the second second	• 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
1	1		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
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
Mechanic	3	5	• Use correct spelling
		0	• Use correct punctuation
	and a	1	• Use correct capitalization
		4	• Use correct spelling
	1	1999 1999	• Use correct punctuation
			• Few incorrect capitalization
	12	3	• Some incorrect spelling
	S	S V	Some incorrect punctuation
	5		Some correct capitalization
		2	Many incorrect spelling
		~(J*	• Many incorrect punctuation
	100		Many incorrect capitalization
		A.	• Incorrect spelling
			• Incorrect punctuation
1. 10			 Incorrect capitalization

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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	: 5 th and 6 th 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	4.12.1 Write descriptive pargraph			
written descriptive texts about	about person animal			
person, animal, and things which				
should pay attention on the social				
functions, generic structure, and				
language features and based on the				
context				

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

2. Tool : Whiteboard and boardmarker

: Pictures

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-structurespurposes-language-features.php https://latelitepost.blogspot.com/2017/04/descriptive-text-genericstructure.html

VIII. INSTRUCTIONAL ACTIVITIES

5th Meeting

C4 and a	Activities					
Steps	Teacher	Students	Time Allocation			
Pre- Activity	 Orientation Greeting Praying Checking students' attendance 	 Orientation Responding teacher's greeting Praying together Responding to the teacher 	8 minutes			
	 2. Apperception Reviewing the material that they have been learnt in the previous meeting by asking some question Telling the objective of the lesson 	 2. Apperception Responding the teacher's questions Listening to the teacher's explanation 				
	 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 	 Taking the draft Paying attention to the teacher Writing a rough draft 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	1.	Checking students'	1.	Concluding the lesson	7 minutes
Activity		understanding by asking them		together with the teacher	
		to conclude what have been			
		learnt			
	2.	Asking students whether they	2.	Responding the teacher's	
		still have question related to		question	
		the material given			
	3.	Telling the students that their	3.	Responding the teacher's	
		work will be distributed in the		question	
		next meeting and later on they			
		have to revise their writing			
		based on the feedback given			
	4.	Asking students' feeling	4.	Responding the teacher's	
	5.	Closing the lesson		question	
	6.	Giving Metalinguistic	5.	Saying goodbye	
		Corrective Feedback on			
		students writing (will be done			
		outside of the class/delayed	30		
		feedback) (revising)	4	7	

6th Meeting

C4	Activi	ties	Time
Steps	Teacher	Students	Allocation
Pre-	1. Orientation	1. Orientation	8 minutes
Activity	 Greeting Praying Checking students' attendance 2. Apperception Reviewing the material that they have been learnt in the previous meeting by asking some question Telling the objective of the lesson 	• Responding the	
Whilst- Activity	 Giving back students' writing which already given feedback Giving clarification about the Metalinguistic 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) 	 Receiving their writing Listening to the teacher's explanation Revising their paragraph 	65 minutes

	1		-		
	5.	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	5.	Editing their paragraph Writing a descriptive paragraph and asking question to the teacher if they find difficulties Submitting their work	
Post Activity	2. 3.	material will be continued next meeting Asking students' feeling	2. 3. 4.	Concluding the lesson together with the teacher Responding the teacher's question Responding the teacher's question Listening to the teacher's Saying goodbye	7 minutes

X. ASSES<mark>SMENT</mark>

a. Technique	: Writing Test	
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b. Form : Descriptive Paragraph

c. Instrument : Writing Test

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

	something (simple present tense).		something (simple present tense).		
5.	You use appropriate vocabularies to	5.	You use appropriate vocabularies to		
	describe something.		describe something.		
6.	You have correct spelling,	6.	You have correct spelling,		
	capitalization and punctuation such as:		capitalization and punctuation such as:		
	comma (,), dot (.), question mark (?),		comma (,), dot (.), question mark (?),		
	exclamation mark (!), apostrophe ('),		exclamation mark (!), apostrophe ('),		
	quotation mark (""), semicolon (;)		quotation mark (""), semicolon (;)		
	and hyphen (-) on your writing.		and hyphen (-) on your writing.		

No	Dimension	Weight	Score	Description
1	Content and	5	5	• Topic is relevant to the assignment
	Development	1	V2 L H	• Show appropriate topic sentence
		-		• Show appropriate generic structure
		1.55	6	(identification and description)
		E	4	• Topic is relevant to the assignment
		S .	a V	• Show mostly appropriate topic sentence
		3		• Show appropriate generic structure
			SI (15)	(identification and description)
			3	• Topic is mostly relevant to the assignment
		100	2	• Show inappropriate topic sentence
			NAN	• Show appropriate generic structure
				(identification and description)
			2	• Topic is irrelevant to the assignment
		4		• Show inappropriate topic sentence
		1	1.	• Show appropriate generic structure
		AV D	(identification and description)	
		1	• Topic is irrelevant to the assignment	
			and the second second	• Show inappropriate topic sentence
				• Show inappropriate generic structure
				(identification and description)
2	Organization	5	5	• Organize the ideas appropriately with the
				generic structure of descriptive paragraph
				• Every sentences are logically connected
				one to another
			4	• Organize the ideas appropriately with the
				generic structure of descriptive paragraph
				• Few sentences are logically connected one
				to another
			3	• Organize the ideas appropriately with the
				generic structure of descriptive paragraph

d. Writing Scoring Rubric

				• 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
		n.	V2 L H	• Use various vocabulary
		2	4	• Use appropriate vocabulary
		15	5	• Use lack of various vocabulary
	1	25	3	• Use some inappropriate vocabulary
		2 1	a 1	• Use lack of various vocabulary
			2	 Use many inappropriate vocabulary
				 Use lack of various vocabulary
			1	 Use all inappropriate vocabulary
		in the	E-	• Use lack of various vocabulary
5	Mechanic	3	5	• Use correct spelling
				• Use correct punctuation
		1	1	Use correct capitalization
		1 3	4	• Use correct spelling
			Nn	• Use correct punctuation
			- SWELL	• Few incorrect capitalization
		1000 Carlos	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 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	: 1 st and 2 nd meetings

I. CORE COMPETENCY

KI 2:

KI 1: Respect and comprehend the religion.

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.

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

II. BASIC COMPETENCY AND INDICATORS

III. LEARNING OBJECTIVES

First Mee<mark>ti</mark>ng

- 1. Students are able to use Simple Present Tense correcty 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:

- 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.)
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.
- 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 retriver 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-structurespurposes-language-features.php https://letalitapost.bloggpat.com/2017/04/descriptive_text_generic

https://latelitepost.blogspot.com/2017/04/descriptive-text-genericstructure.html

VIII. INSTRUCTIONAL ACTIVITIES

1st Meeting

Stong	Activi	Time	
Steps	Teacher	Students	Allocation
Pre- Activity	 Orientation Greeting Praying Checking students' attendance Apperception Activating students' prior knowledge related to the topic. Example: Do you have pet?" What kind of pet do you have?" Telling the objective of the lesson 	 Orientation Responding teacher's greeting Praying together Responding to the teacher Apperception Responding the teacher Listening to the teacher's explanation 	8 minutes
Whilst- Activity	 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 	 Trying to share their opinion Listening to the teacher's explanation Trying to raise question 	65 minutes

	 showed 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 	 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 	
Post Activity	 Reviewing students' understanding by asking then to conclude what have been learnt Asking students whether they still have question related to the material given Asking students to bring their outline in the next meeting Asking students' feeling Closing the lesson by saying "Good Bye" 	 Concluding the lesson together with the teacher Responding the teacher's question Listening to the teacher's instruction Responding the teacher's question Saying "Good Bye 	7 minutes

2nd Meeting

Stong	Activi	Time	
Steps	Teacher	Students	Allocation
Pre-	1. Orientation	1. Orientation	8 minutes
Activity	GreetingPraying	• Responding teacher's greeting	
	Checking students' attendance	 Praying together Responding to the teacher 	
	 Apperception Reviewing the material that they have been learnt in the 	2. ApperceptionResponding the teacher's questions	

Whilst- Activity	 outline that they have made 2. 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 3. Asking students to continue writing their draft of descriptive paragraph with a 	 Listening to the teacher's explanation Taking the draft Paying attention to the teacher Writing a rough draft 	65 minutes
	 whether they have difficulties or not in making their rough draft 5. Checking several students' 5. writing 6. Triying to give feedback to the students' writing orally 7. Giving explanation about Indirect Corrective Feedback 7. that they will get from the teacher 8. Asking students to check their 	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	
Post Activity	 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 	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	6. Giving Indirect Corrective	5. Saying goodbye
	Feedback on students writing	
	(will be done outside of the	
	class/delayed feedback)	
	(revising)	

IX. ASSESSMENT

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

1 st Meeting	2 nd Meeting					
Please write an	Please write a draft of descriptive paragraph about animal based on					
outline of	the outline that you have made. Your paragraph should consist of 8-					
descriptive	10 sentences. The following characteristic of good descriptive					
paragraph	paragraph should be considered.					
about animal.	1. The content of your paragraph is appropriate with your topic.					
N B	2. Your paragraph has an appropriate topic sentence.					
B	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	 Topic is relevant to the assignment Show appropriate topic sentence Show appropriate generic structure (identification and description)
			4	• Topic is relevant to the assignment

	1			
				• Show mostly appropriate topic
				sentence
				• Show appropriate generic structure
				(identification and description)
			3	• Topic is mostly relevant to the
				assignment
				• Show inappropriate topic sentence
				• Show appropriate generic structure
				(identification and description)
			2	• Topic is irrelevant to the
				assignment
				• Show inappropriate topic sentence
				• Show appropriate generic structure
				(identification and description)
			1	• Topic is irrelevant to the
				assignment
		AP .	-	• Show inappropriate topic sentence
			SEVE	• Show inappropriate topic sentence
		AP.		structure (identification and
		3	200	description)
2	Organization	5	5	• Organize the ideas appropriately
2	organization	5	512	with the generic structure of
			TT.	descriptive paragraph
	-	100		• Every sentences are logically
		100	100.11	connected one to another
			4	
		N/E		• Organize the ideas appropriately with the generic structure of
			VAVA	descriptive paragraph
				• Few sentences are logically
		-	3	connected one to another
		10.5	3	• Organize the ideas appropriately
		3	2011	with the generic structure of
	1		1	descriptive paragraph
	J.		and the second second	• Some sentences are not logically
			2	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
1	1			connected one to another
3	Grammar	4	5	• There is no grammatical error

		1	1	
			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
		and the second se		vocabulary
		16		• Use lack of various vocabulary
			· 31 M	• Use all inappropriate vocabulary
		Ed to.	Respect	• Use lack of various vocabulary
5	Mechanic	3	5	• Use correct spelling
			S.C.L.	• Use correct punctuation
	S A	1		• Use correct capitalization
		a.	4	• Use correct spelling
	5		-	• Use correct punctuation
			allo >	• Few incorrect capitalization
		1	3	Some incorrect spelling
		2	1	 Some incorrect punctuation
			VAVALA	 Some correct capitalization
			2	 Many incorrect spelling
	N.		2	 Many incorrect punctuation
			1	Many incorrect pulctuation Many incorrect capitalization
		the second	1	
		3	2Din	• Incorrect spelling
				• Incorrect punctuation
	100		all a	 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	: 3 rd and 4 th 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	4.12.1 Write descriptive pargraph
written descriptive texts about	about person animal
person, animal, and things which	
should pay attention on the social	
functions, generic structure, and	
language features and based on the	
context	

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:

- 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.
- 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-structurespurposes-language-features.php https://latelitepost.blogspot.com/2017/04/descriptive-text-genericstructure.html

VIII. INSTRUCTIONAL ACTIVITIES

3rd Meeting

Stong	Activities Ti					
Steps	Teacher	Students	Allocation			
Pre- Activity	 Orientation Greeting Praying Checking students' attendance Apperception Reviewing the material that they have been learnt in the previous meeting by asking some question Telling the objective of 	 Orientation Responding teacher's greeting Praying together Responding to the teacher Apperception Responding the teacher's questions Listening to the teacher's explanation 	8 minutes			
	the lesson					
Whilst- Activity	writing which already given feedback	 Receiving their writing Listening to the teacher's explanation Revising their paragraph Editing their paragraph 	65 minutes			
	 Monitoring the students whether they have difficulties or not in making paragraph Asking the students to collect their work Directing students to the next 	 5. Writing a descriptive paragraph and asking question to the teacher if they find difficulties 6. Submitting their work 7. Listening to the teacher 				

r	1			
		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	explanation	
		like?" Asking one of the students about her/his best friend or actress and actors that she/he likes Giving explanation about the new topic that they will learn	 8. trying to giving description 9. Listening to the teacher explanation 	
Post Activity	2. 3. 4.	they still have question related to the material given	 Concluding the lesson together with the teacher Responding the teacher's question Responding the teacher's question Listening to the teacher's Saying goodbye 	7 minutes

4th Meeting

Store	Activi	ties	Time
Steps	Teacher	Students	Allocation
Pre- Activity	 Orientation Greeting Praying Checking students' attendance Apperception Activating students prior knowledge about descriptive paragraph Reminding the students about the topic that they will learnt. Example: Do you have a best friend or actor that you like?" Telling the objective of the Orientation Activating students prior knowledge about descriptive paragraph Reminding the students about the topic that they will learnt. Example: 	 Orientation Responding teacher's greeting Praying together Responding to the teacher 	8 minutes

	lesson	
Whilst-Activity	 lesson 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 give idea about person they want to describe as a topic Asking students to gather information to support the topic (pre-writing) 	 6. Paying attention to the picture 7. Trying to make sentences 8. Giving ideas
	 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 	picture7. Trying to make sentences8. Giving ideas
	information to support the	•

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

IX. ASSESSMENT

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

Instrument : Writing Test			
3 rd Meeting	4 th Meeting		
Please write a descriptive paragraph about animal based on the	Please write an		
outline that you have made. Your paragraph should consist of 8-10	outline of		
sentences. The following characteristics of good descriptive	descriptive		
paragraph should be considered.	paragraph		
1. The content of your paragraph is appropriate with your topic.	about animal.		
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.			
You have correct spelling, capitalization and punctuation such as:			
comma (,), dot (.), question mark (?), exclamation mark (!),			
apostrophe ('), quotation mark (""), semicolon (;) and hyphen (-)			

KANGAN

on your writing.

d. Writing Scoring Rubric

No	Dimension	Weight	Score	Description
1	Content and Development	5	5	 Topic is relevant to the assignment Show appropriate topic sentence Show appropriate generic structure (identification and description)

	I			
			4	• Topic is relevant to the assignment
				• Show mostly appropriate topic
				sentence
				• Show appropriate generic structure
				(identification and description)
			3	• Topic is mostly relevant to the
				assignment
				• Show inappropriate topic sentence
				• Show appropriate generic structure
				(identification and description)
			2	• Topic is irrelevant to the
				assignment
				• Show inappropriate topic sentence
				• Show appropriate generic structure
		and the second		(identification and description)
		16	1	• Topic is irrelevant to the
	1.		SEND	assignment
		de.	L'EULE	• Show inappropriate topic sentence
		S	-	 Show inappropriate generic
		÷.	S(IA	structure (identification and
	A A	1		description)
2	Organization	5	5	• Organize the ideas appropriately
	5	12	-	with the generic structure of
			dis >	descriptive paragraph
			3 1/1	• Every sentences are logically
			4	connected one to another
			4	• Organize the ideas appropriately
				with the generic structure of
				descriptive paragraph
		-	\sim	• Few sentences are logically
		10.5	2	connected one to another
			2°m	• Organize the ideas appropriately
				with the generic structure of descriptive paragraph
		and a second second	1	
				• Some sentences are not logically connected one to another
			2	• Organize the ideas inappropriately
			2	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
	1			

3	Caommon	4	5	The second se
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
		1000	2	Use many inappropriate
			2	vocabulary
		-46		• Use lack of various vocabulary
		218	1	
		200		• Use all inappropriate vocabulary
_				Use lack of various vocabulary
5	Mechanic	3	5	• Use correct spelling
	N S		1 Ta	• Use correct punctuation
	8	- A - A - A - A - A - A - A - A - A - A	LL.	Use correct capitalization
	~	1.1	4	• Use correct spelling
		1	1 Mart	• Use correct punctuation
			P ///	• Few incorrect capitalization
		NE	3	• Some incorrect spelling
	77		VVV	• Some incorrect punctuation
			19.91	• Some correct capitalization
		1	2	• Many incorrect spelling
		145	-	Many incorrect punctuation
		0.		Many incorrect capitalization
		3	210	Incorrect spelling
	1	and the second s	1	 Incorrect punctuation
	10°		and the second	
				 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	: 5 th and 6 th 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	4.12.1 Write descriptive pargraph				
written descriptive texts about	about person animal				
person, animal, and things which					
should pay attention on the social					
functions, generic structure, and					
language features and based on the					
context					

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

2. Tool : Whiteboard and boardmarker

: Pictures

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-structurespurposes-language-features.php https://latelitepost.blogspot.com/2017/04/descriptive-text-genericstructure.html

VIII. INSTRUCTIONAL ACTIVITIES

5th Meeting

64	Activities					
Steps	Teacher	Students	Time Allocation			
Pre- Activity	 Orientation Greeting Praying Checking students' attendance 	 Orientation Responding teacher's greeting Praying together Responding to the teacher 	8 minutes			
	 2. Apperception Reviewing the material that they have been learnt in the previous meeting by asking some question Telling the objective of the lesson 	 2. Apperception Responding the teacher's questions Listening to the teacher's explanation 				
Whilst- Activity	 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 Triying 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 	 Taking the draft Paying attention to the teacher Writing a rough draft 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	1.	Checking students'	1.	Concluding the lesson 7 m	inutes
Activity		understanding by asking them		together with the teacher	
		to conclude what have been			
		learnt			
	2.	Asking students whether they	2.	Responding the teacher's	
		still have question related to		question	
		the material given			
	3.	Telling the students that their	3.	Responding the teacher's	
		work will be distributed in the		question	
		next meeting and later on they			
		have to revise their writing			
		based on the feedback given			
	4.	Asking students' feeling	4.	Responding the teacher's	
	5.	Closing the lesson		question	
	6.	Giving Indirect Corrective	5.	Saying goodbye	
		Feedback on students writing			
		(will be done outside of the			
		class/delayed feedback)	30.		
		(revising)	4,1		

6th Meeting

C4	Activi	ties	Time
Steps	Teacher	Students	Allocation
Pre-	1. Orientation	1. Orientation	8 minutes
Activity	 Greeting Praying Checking students' attendance 2. Apperception Reviewing the material that they have been learnt in the previous meeting by asking some question Telling the objective of the lesson 	• Responding the	
Whilst- Activity	 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) 	 Receiving their writing Listening to the teacher's explanation Revising their paragraph 	65 minutes

r					
	5.	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	5.	Writing a descriptive paragraph and asking question to the teacher if they find difficulties	
Post Activity	2. 3. 4.	they still have question related to the material given	2. 3. 4.	Concluding the lesson together with the teacher Responding the teacher's question Responding the teacher's question Listening to the teacher's Saying goodbye	7 minutes

X. ASSES<mark>SMENT</mark>

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

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

- 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.

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.

No	Dimension	Weight	Score	Description
1	Content and Development	5	5	 Topic is relevant to the assignment Show appropriate topic sentence Show appropriate generic structure (identification and description)
		n -	4	 Topic is relevant to the assignment Show mostly appropriate topic sentence Show appropriate generic structure (identification and description)
			3	 Topic is mostly relevant to the assignment Show inappropriate topic sentence Show appropriate generic structure (identification and description)
			253	 Topic is irrelevant to the assignment Show inappropriate topic sentence Show appropriate generic structure (identification and description)
			1	 Topic is irrelevant to the assignment Show inappropriate topic sentence Show inappropriate generic structure (identification and description)
2	Organization	5	5	 Organize the ideas appropriately with the generic structure of descriptive paragraph Every sentences are logically connected one to another
			4	 Organize the ideas appropriately with the generic structure of descriptive paragraph Fave containing are logically connected one to enother
			3	 Few sentences are logically connected one to another Organize the ideas appropriately with the generic

d. Writing Scoring Rubric

r	1	1	1	
				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
	5		418	• Use various vocabulary
		1A	- 4	• Use appropriate vocabulary
		1 18	67	• Use lack of various vocabulary
		A	3	• Use some inappropriate vocabulary
		S	a.	• Use lack of various vocabulary
	1	5	2	• Use many inappropriate vocabulary
				• Use lack of various vocabulary
			1	• Use all inappropriate vocabulary
			1	• Use lack of various vocabulary
5	Mechanic	3	5	• Use correct spelling
5	Weenune	5	-	Use correct punctuation
		. V.		Use correct capitalization
			4	• Use correct spelling
			100	Use correct punctuation
			- 3	
			3	• Few incorrect capitalization
		1	5	• Some incorrect spelling
				Some incorrect punctuation
			2	Some correct capitalization
			2	• Many incorrect spelling
				Many incorrect punctuation
			1	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

No	Name	Sex
1	Student 1	М
2	Student 2	М
3	Student 3	М
4	Student 4	М
5	Student 5	М
6	Student 6	М
7	Student 7	М
8	Student 8	М
9	Student 9	М
10	Student 10	М
11	Student 11	М
12	Student 12	М
13	Student 13	M
14	Student 14	М
15	Student 15	М
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: VIIIA (Experimental Group)

No	Name	Sex
1	Student 1	М
2	Student 2	М
3	Student 3	М
4	Student 4	М
5	Student 5	М
6	Student 6	М
7	Student 7	М
8	Student 8	М
9	Student 9	М
10	Student 10 👝	М
11	Student 11	М
12	Student 12	М
13	Student 13	М
14	Student 14	М
15	Student 15	M
16	Student 16	М
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)

Appendix 11.

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

			Aspects					
No	Students' Name	C & D	0	G	\mathbf{V}	Μ	Score	
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	

First Rater: Nyoman Nina Widiartini, S.Pd

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

First Rater, SPENDI C Nyoman Nina Widiartini, S.Pd NIP. 19870509 201101 2 001 DIKSU

Second Rater: Ni Kadek Kerti Rahayu

No	Students' Name		-					
		C & D	0	G	V	Μ	Score	
1	Student 1	4	4	3	3	3	72	
2	Student 2	4	4	3	3	3	73 73 64 56 77 57 70 70 76	
3	Student 3	4	4	3	3	3		
4	Student 4	3	3	4	3	3		
5	Student 5	3	3	3	2	3		
6	Student 6	4	4	4	3	4		
7	Student 7	3	4	2	2	3		
8	Student 8	4	4	3	3	4		
9	Student 9	4	4	3	3	3		
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 75	
16	Student 16	4	4	3	4	4		
17	Student 17	4	4	3	4	4	71	
18	Student 18	4	94	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



Appendix 12.

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

No	Student's Name	C&D	0	G	V	Μ	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	0	G	V	Μ	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

		Experiment Pre Test	Experiment Post Test	Control Pre Test	Control Post Test
Ν	Valid	32	32	32	32
	Missing	32	32	32	32
Mean	n	70.7188	73.8438	70.6250	71.2188
Med	ian	72.0000	75.0000	72.0000	71.0000
Mod	e	76.00	76.00 ^a	76.00	77.00
Std.	Deviation	5.32937	4.52313	5.68955	4.85090
Varia	ance	28.402	20.459	32.371	23.531
Rang	ge	17.00	14.00	21.00	18.00
Mini	imum	60.00	66.00	56.00	59.00
Max	imum	77.00	80.00	77.00	77.00
Sum		2263.00	2363.00	2260.00	2279.00

Descriptive Statistic Analysis

a. Multiple modes exist. The smallest value is shown

Tests of Normality

	Kolmo	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 ^b	95% Confidence Interval		F Test	with Tr	ue Va	lue 0
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single	,767 ^a	,572	,880	7,894	30	30	,000
Measures Average Measures	,868°	,727	,936	7,894	30	30	,000

Intraclass Correlation Coefficient

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.

N N

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Independent Samples Test										
		Equal	ene's t for lity of ances			t-test	for Equali	ty of Mear	18	
						Sig. (2- tailed	Mean Differen	Std. Error Differen	95 Confi Interva Diffe	dence l of the
		F	Sig.	t	df)	ce	ce	Lower	Upper
Pre Tes t	Equal variances assumed	.171	.681	.068	62	.946	.09375	1.37810	2.6610 3	2.8485 3
	Equal variances not assumed			.068	61.73 7	.946	.09375	1.37810	2.6612 7	2.8487 7
Pos t Tes	variances assumed	.326	.570	2.23 9	62	.029	2.62500	1.17247	.28127	4.9687 3
t	Equal variances not assumed			2.23 9	61.69 9	.029	2.62500	1.17247	.28104	4.9689 6

Independent Samples Test

Appendix 15.

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

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

Maximal Score : 80 Minimal Score : 66 Mi = $\frac{1}{2}$ (score maximal + score minimal) = $\frac{1}{2}$ (80 + 66) = $\frac{1}{2}$ (146) = 73 SDi = $\frac{1}{6}$ (score maximal + score minimal) = $\frac{1}{6}$ (80 - 66) = $\frac{1}{6}$ (14) = 2.33

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	= Mi + 1.6(SDi)	\geq x >	Mi + 0.6(SDi)
	= 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

= Mi + 0.6(SDi)	\geq x > Mi - 0.6(SDi)
= 73 + 0.6(2.33)	\geq x > 73 - 0.6(2.33)	5)
= 73 + 1.39	$\geq x > 73-1.39$	
= 74.39	$\geq x > 71.61$	
	= 73 + 0.6(2.33) $= 73 + 1.39$	$= 73 + 0.6(2.33) \ge x > 73 - 0.6(2.33)$ $= 73 + 1.39 \ge x > 73 - 1.39$

Low	= Mi - 0.6(SDi)	\geq x > Mi - 1.6(SDi)	
	= 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	= Mi $-$ 1.6(SDi)	\geq x > Mi - 3(SDi)
	= 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

VNDIKSHA

Appendix 16.

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

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

NDIKSE

Maximal Score Minimal Score

Mi $= \frac{1}{2} x (score \ maximum + score \ minimum)$ $= \frac{1}{2} x (77 + 59)$ $= \frac{1}{2} x (136)$ = 68SDi $= \frac{1}{6} x (score \ maximum - score \ minimum)$

: 77

: 59

$$= \frac{1}{6} x (77 - 59)$$
$$= \frac{1}{6} x (18)$$
$$= 3$$

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 $\geq x > 72.2$

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	$\ge x > 69.8$

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
Ч		

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	$\geq x > 59$

ONDIKSN'

Appendix 17.

Students Writing During the Treatment of Experimental Group

Treatment 1

		Wirgjaya	Kesuma	
	AIV			
NO		(1)		
Identer	ication :(Dog, nama,	umur)	
I have a	zdog.			
My do	g's hame	is Luck.	70	2
It is	the base h	ian years old	l	
Despri	ption : (4	Jarna).		
Ehas	black Fu	۲.)	
	uch testimo	1 harus berisi	Judul	
D. Pa	at mentadi	sebuah parage	at	
	'd. I bara	groe minimal	lectri dani 8	bolinut

Nama : 1Pt. Rama Anggara S No : 14 Kelas : VIII My Lovely Pe I have a dog, My	y dog's name is
My Lovely Pe	dog's name is
	dog's name is
I have a dog, Mo	
Dogi. It is five months old	
It has white and blac	
long ears, It has short tail	Its are are Hale
The body is small, it has so	ft half It is she and
funny animal. I love her so	
I Tulis te dalom : paragraf	
Cek kamus Apakah pepulisannu	a benar "blak" ?
3 hair = rambut yg tumbuh di	tepala atau muka manusia
fur = bulu yang tumbuh pada	n hewan mamalia
feather = bulu yg tumbuh par	la lunggas
	-
U.S.	N
ADIKS P	

Date.
My lovely pet.
p I have a cat. My cat's name is Doby.
It is four months old.
That brown fur it has toushort ears.
Its eyes are black it has long tail.
It has soft hair it eats vegetables and meat
It has soft hair it eats vegetables and meat. It likes running. Doby likes playing.
[love herso much.
Nama: Ni Kadet Widiastuti.
No iel.
Kelos : VIII A.
I I Buat dalam sebuah paragrar yang baik
() () "hoir' : rombut yang tumbuh di kepala dan muka
Monusia
"(ur" = bulu yorg tumbuh di hewan terutama
mamalia
feather" = bulu yang tumbuh di unggas (ayam, belet
etc)
- DIKS-

No.: Date:
My Lovely dag
I have a dog. My dog's name is ciko.
I the is tive months old allo is tame animal.
It has white Fur .: It has two long ears.
Its eves are black. It has small reet. The
body is smaal. If has long haver. It has soft
hair. Me ciko likes Bating meat, it likes running
Hts llove her so much.
Nama: Ni Nongah Shi wakyuni
NOMOL:30
relas. VIIIA
D Qunakan titik untuk mengakhiri sebuah kalimat.
I I I Cek komus opatah cara penulisannya sudah benar ?
(a) Kalimat ini tidak nyambung dengam kalimat sebelumnya.
Akan lebih baik gita diletakan sebelum atau sesudah
y kolimat "It has white fur"
() (5) hoir = rambut yg tumbuh di kepala atau muka manusia
fur = bula yong fumbuh di hewan terutama mamalia
feother = bula 4g tumbuh di lunggas
A A A A A A A A A A A A A A A A A A A



Ma, Ni Nengah Sn' walumi 105. JTHA DNOT:30

M Friend Wildiastuti Wildiastuti IS My Friend. Het Fourfull name IS koolar Wildiastuti. She Is 13 years old. She has long black hair. She has a former shin. She likes eosting others she is . * Friendly. I love har so much.

Date

D Gurakan huruf kapital diawal kalimat

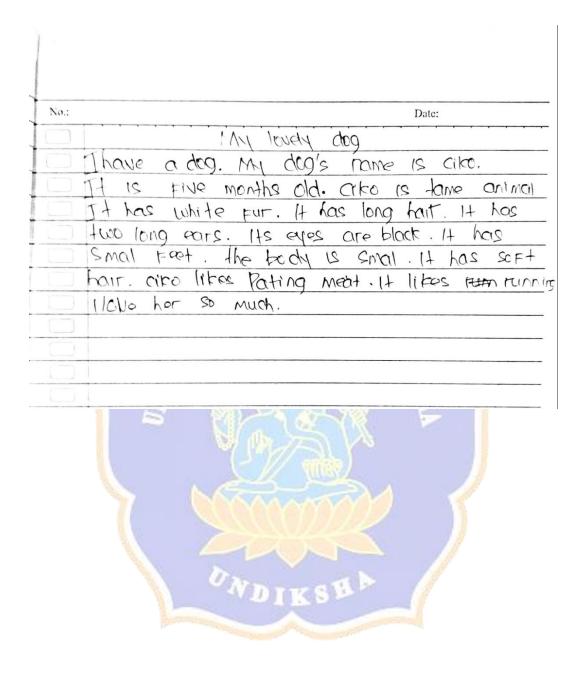


Identication IdenteFication : (Dog, nama, umar) Thave a dog. My dog's is luck. It is one year old. Description · (warna, warna mata, It has is black fur. If the body is small, it has long tail. It has short hair.

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 for fur. It has two long ears. It has short tail, It's eyes are black, the body is small. It has soft hair. It is shy and funny onimal. I love her so mach. 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 to short ears. Its ayes are black. It has long tail. It has soft fur. It eats regetables and megt. It likes running. Doby likes playing with me. I Love her so much.

Student 4



Treatment 2

Nama IKadek Wirajaya Kesuma VIIA KIS .7 NO Sandiyasa 1 Sandiyasa is my Friend Herfull name is I Gede Sandiyasa. Reople 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. € 2 3 "Her" merupakan kata ganti kepunyaan urtuk perempuan. Sedangkan "Hú" digunakan untuk laki - laki (1) Cek kamus ; Apakah sudah benar penulisannya adalah Mae" ? Student 2 Nama : 1Pt Pama Anggora Sastrayona NO : 14 Kelas 8 VIII 1 Mg Fried, Baya Boyu is my friend. Her ful name is Made Bayu. people always call him Bayu. He is was born on duly, 27th, 2006. She is 13 yaers old. He has a short black hair. He has a white skin, He has round foce and chubby cheecks. Apokah penulisan katanya see benar "fried" ? (D) "Her -> kata ganti kepemilikan untuk menggantikan (2) "dia - perempuan' "His" -> kata ganti kepemilikan untuk Menyatakan "dic.laki - kaki 3 Gunation huruf kapital diawal kalimat

My Friend, & Sista	
Siska is my Friend. Her full name is Ni Kadet Siska Meldo Yani. She is 13 years old. She has a curly and short hair: She has brown skin. She is beautiful. Her eyescolor is black. Siska's body is tall. She likes eating Chiken: Hove her so much.	
Nama: Ni Kodet Widliastoti'. No : 21. Velas: VIII A.	
Student 4	7
MIG. NI Nongah Sn' walyuni Duor:30	
No. Date:	
M Friend, Hidrastuti Widrastuti IS My Friend. Her Full name Foolder Widrastuti. She IS 13 years old. 3	ve var
Ing black hair. She has a bigger skir She likes epiting, chikens she is . * Fri	endly.
I love har so much.	
D Gurakan huruf kapital diawal kalimat	

Revised Writing

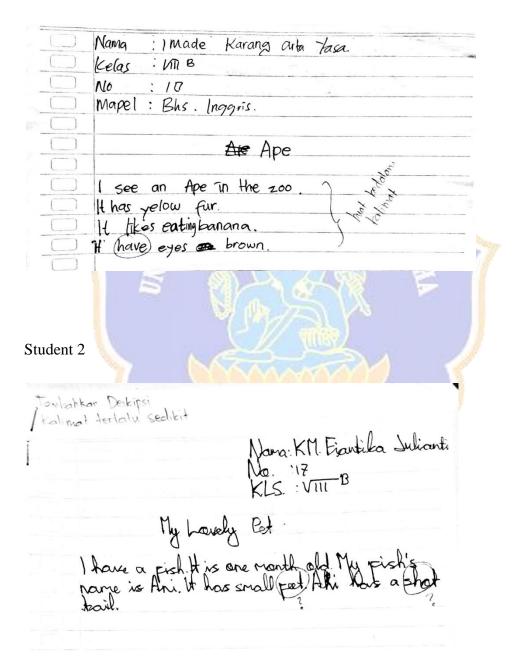
Date:
Sandiyasa Sandiyasa is my Friend his Full Kname is Bede Sandiyara . People always Call him Sandiyara. He was born on my may 12th, 2005. He is 19 years old He has a short black hair. He has brown also brown ster He has two bestight beautiful round eyes. His eyes Color is black.
ent 2 My Frierd, Bayu
Bayu is my Fried Friend. His full name is Made Bayu, people always always call him Bayu. he was born on july 27 th 2006. He is 13 years old. He has a short black hair. He has a white skin. He has round and

My Friend, Sicho. Sisko is my friend Her full name Ni Kadek Sisko Meldo Yani. She is 13 years old She has a curly and short hair. She has brown skin. She is beautiful. Her aye color is black. Siska's body is tall. She likes eating chiken. I Love her so much Student 4 Date: My Friend, Wirdiastuti Widiostuti is My Friend, Her Full Name is Fodok Wirdinstith' she is is years old. She has t long black hair. She has a brown skin. She likes eating chiten she Freendly. 11000 har So much.

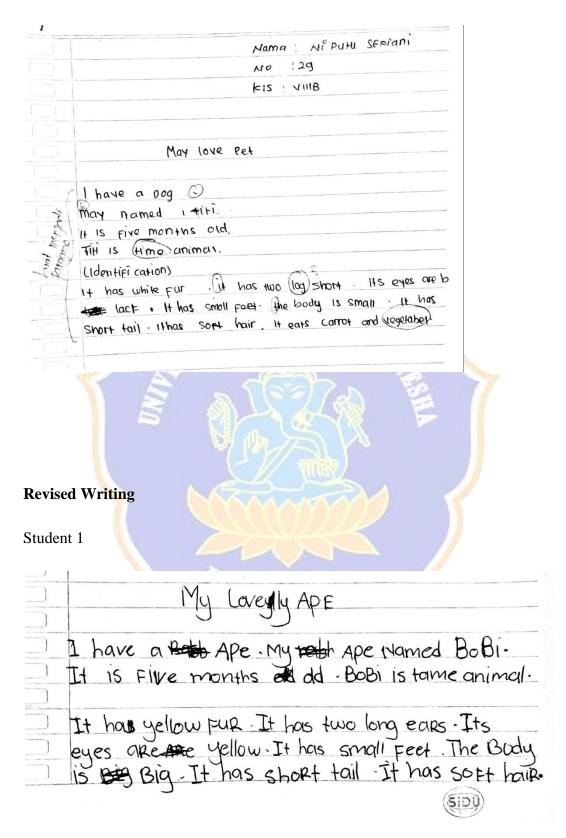
Appendix 18.

Students Writing During the Treatment of Control Group

Treatment 1



Student 3



Student 2

My Lovely Ret I have prish. It is month old. My fish is name this (identification) It have white and black furn it has small tim. It has short, tail. It likes jumping. (Des Descriptio her so much. ove Student 3 Nama : NI PULU SEFIANI NO :29 KLS ! VIIIB May love pet I have a Dog may named I Titi. It is five months old. Titils 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 fail. It has soft hair. It eats carrot and vegetabel

Treatment 2

Nama: 1 Made Karang Arta Yasa Ketas : VIII B . 10 No Mapel : Bhs. InggTis. Widiantara. Widiantara is my friend. His full name is I Komang Widiantara. He was born on May 18th 2005. He is 14 years. He has a born stin borwin skin. He has a short hair. He is very smart. He is very energetic Student 2 Nama: KM. Eiantika Julianti No. :17 KLS. : VIII B My Friend, Lisina Her full nome is Ni isinais my pright e was 13 On chi as as She has two choks. St = white. stin. nic's body is pat eyes. icul mound and tall. She always py. ales her prierd has the smart students in She a is also one QF ke. I have her sa like) aja el C min

	Nama : NI Putu Sofiani
1	No 29
	KIS VIIIB
)	My Friend, Karismayanti
	Farisma vanti is my Friend Her Full name is karisma vanti. Deople always Komang. (She was born on may 30, 2006. (She is
	13 years old. She has an loting black hair. She has and
	White skin. She has two beautiful rouded eyes. Aller eyes
1	Color is black. She has round face ad Chubby. Karisma yanti
	's body is thin and tall However, she is very energetic and
\square	active girl
\square	



My Friend, Widian taxa

Widsantara is my friend, His full name is 1 Komang Widsantara, He was bocowa born on may 18th 2005. He is us years, He has a brown skin. He has short hair He is very smart. He is very energetic

Narra: KM. Eiantil	ca Julianti
KLS B	
My Eri	lend, Lisvia
Lisuia is rup Ni Kadek Lisuia Was born en Jul ela, Ste has she chulty cheeks. St two beatique row body is pat and hen friends fap	priend. Hen pull name is Anista Sari. Scope She i 13" 2006. She is is years out block name. She has not don inder eyes lisvio's tall She always makes py. She is also one of the in my class. She likes one horso much.
Student 3	
Nama	NI PULU SEFICINI
NO	
KLS! N	IIIB
May Fried	, taris mayanti
Karisma yanti rs My pried People alwys tomang. Sho	• Her Full name is Flarisma younti was born on may 03 rd 2006. She is loting black hair. She has white skin round eyes. Her eyes color is black

Appendix 19. Students' Writing of Experimental Group

Date: Nama : [Kadek Wirajaya Kesuma :7 NO :VTTA Kls My Friend, Sukra 1 Sukra 15 my Friend. Her Full nome 15 [Komang Sukra saputra Peorle always call him Sukra. The was broken on Sertember 16th, 2005 . He is 19 years old . The has a long black hair. He has the has two beautifull round eyes. His eyes color is black the Date Nama : 1Pt. Rama Angopera Sustrayana No :14 :VIII A Kelas 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 type Short black hair. She has a brown skin. She has a white round face and chubby cheeks. Agues-

	No.
	idet Widiostuti
No : 21.	
Kelos: VIII P	· ·
My Friend, Melinda.	
Melindo is my Friend She is from She is slim and beautiful She is She has long bair. Her skin is bro Flatnose Her ages beause are bea She is smart and friendly. She cake I Love her so much.	own. She has
s pRNDI	
No.:	Date
Mana Ni Noroch sti wahyuni	
- Multing Matter zu opentali	
Nomer: 30	
Nomer: 30	
Nomer: 30 Nomer: 30	t sisto
Nomer: 30 Nomer: 30	t sisto
Nomer: 30 Kelos: JTILA. Ma Friend Add	
Nomer: 30 Kelos: Jin A. Siska is My Friend Att	l name is siska melda.
Nomer: 30 Kelos: Jin A. Siska is My Friend Att	l name is siska melda.
Numer: 30 Kelos: JTIIA. Siska is my Friend. Her Ful She was born on Fobria, Jul	l name is siska melda.
Numer: 30 Kelos: JTIIA. Siska is my Friend. Her Ful She was born on Fobria, Jul	l name is siska melda.
Nomer: 30 Kelos: JTIIA. Siska is my Friend. Her Ful She was born on Fobria, Jul	l name is siska melda.
Nomer : 30 Kelas : Jiin A. Siska is my Friend Att She was born on poblication Jul Thin. #= siska's very smart	l name is sista molda. 128 th: sista's body is
Nomer: 30 Kelas: JTIIA. Siska is my Friend. Her Ful She was born on performant jul Thin. #= sista's very smart	I name is siska molda. 128 th : siska's body is 1
My Friend Att Siska is my Friend Her Ful She was born on poblic Jul Hhin. & siska's very smart Siska is my Friend, He	I name is sista molda. 128 th: sista's body is sista pr jeuli name is sista molda.
My Friend Add Siska is my Friend. Her Ful she was born on poblica Jul Hhin. # Siska's very smart Siska is my Friend. He Sho was born on Julis	I name is siska melda. 128 th: siska's body is siska er jeuli name is siska melda. 21 th. 2006, siska's body is
My Friend Add Siska is my Friend. Her Ful she was born on poblica Jul Hhin. # Siska's very smart Siska is my Friend. He Sho was born on Julis	I name is siska melda. 128 th: siska's body is siska er jeuli name is siska melda. 21 th. 2006, siska's body is
My Friend Add Siska is my Friend. Her Ful She was born on poblica Jul Hhin. # Siska's Very Smart Siska is my Friend, He Sho was born on Julis Thin. Siska's Very Smart	I name is siska molda. 128 th: siska's body is siska er jeuli name is siska molda. 21 th. 2006, siska's body is 7. Siska's she likes
My Friend Add Siska is my Friend. Her Ful She was born on poble Jul Ahin. # Siska's Very Smart Sho was born on Julis Sho was born on Julis Ahin. Siska's Very Smart Add Add Add Add Add Add Add Ad	I name is siska melda. 128 th: siska's body is siska er jeuli name is siska melda. 21 th. 2006, siska's body is
Numer: 30 kdas: JTIIA. Siska IS My Friend Add Siska IS My Friend. Her Ful She was born on poblica Jul Hhin. # Siska's Very Smart Siska IS My Friend, He Sho was born on Julis thin. Siska's Very Smart	I name is siska molda. 128 th: siska's body is siska er jeuli name is siska molda. 21 th. 2006, siska's body is 7. Siska's she likes

5	Nama: 1 Wayan Walidana						
5							
\Box	Kelas: Vini A						
\Box							
	My lovely cat						
\square	I have a cat. My cat's name is Geri. 14						
	One years old. It has brown fur. It has long						
	tail. It has two shorts ears. It likes eating						
	meat. The body is small. I love my cat.						
	NDIDE.						
	THE PENDIDIKAN						
	ASTA A C						
N	ama . Ni komang inlan prodewi						
٨	JO : 27 cLS : VIII A						
k	els VIII						
	M. DI						
	My fet						
	My bot is a cat My cat's pame is POPO,						
	My pet is a cat, My calls name is POPO, the has SOFE brown and whit Fur, His						
	eyes are brown, he has aronde head an						
	whisters, his Four legs have some sharp						
	Claws, the uses them to catch and						
	kill rais, He likes eating fish and						
	special snacks for cots, we usually						
	sleeps in his city house poro is						
	aptrendry (Willing he comes inediately						
	he has SOFE brown and whit full, his eyes are brown, he has aronde head an whisters, his four legs hav? Some sharp Claws, he uses, them to catch and kill rais, he likes eating fish and special snacks for cats, we usuall y sleeps in his eny house poro is afriendly cat, when I call him by saying "Will he comes, i mediately and meows at me sometimes, he is like having a conversation with me						
	like having a conversation with me						
127							

Appendix 20. Students' Writing of Control Group

	NO 29 EIS VIIIB
	EIS ' VIIIB
	May younger brodner (Jana)
Jana is	may younger . He full name is murjand -
	ays call her jana . the was bornon Agustus lo
, 2010 · the	is g years old. the has a short black
hair. he	always makes her priends heppy. The likes
making d	ore.

and a

Nama: Ni Komang Karismayanti NO :23
kis : Vu ^r
My older brother
is is my older the cull name is 1 GD Jon pratam
eolple olwasy call her joni. He was been born on uni 21 1998, He is 21 years old. He has a short
10, 21 1998. He is 21 years old. He has a short
black hair. He alway makes his Friends heppiy.
ent the likes making joke.
The way is a full
5

٨	lama	:	1 Made	Karang	Arta	•
	lelas					
	NO Mopel		10 Bhs.	Inggris.		
				Anar	nal.	
	4 1 -	· ·	white C	Francis F	ur, its eve	d Brangas Billy. s are brown. It eats g. It is one year. Is much . It so much



Appendix 21. Documentation



Pictures of Trying Out the Instruments at SMP N 3 Singaraja

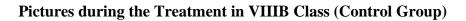
Picture of Conducting Pre-test to the Eighth Grade Students at SMP N 2 Bangli as the Population





Pictures during the Treatment in VIIIA Class (Experimental Group)







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



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

