

**THE INFLUENCE OF ORAL FEEDBACK ON WRITING DESCRIPTIVE
TEXT(Pre-Experimental Study at SMA 1 Aceh Besar)**

THESIS

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DARUSSALAM – BANDA ACEH
2016

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry
Darussalam Banda Aceh as a Partial Fulfillment
of the Requirements for Sarjana Degree (S-1)
on Teacher Education

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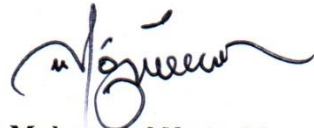
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as a Partial Fulfillment of The Requirements
for Sarjana Degree (S-1)
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on:

Kamis, February 9, 2017 M
12 Jumadil Awal 1438 H

at:

Darussalam – Banda Aceh

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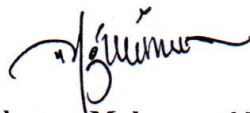
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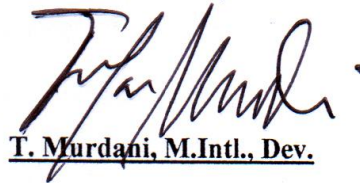
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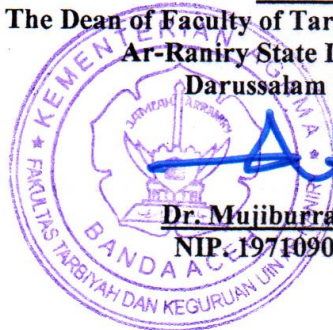
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ACKNOWLEDGEMENTS



First of all, I would like to thank Allah the Almighty for giving me strength, health and capability to complete this skripsi entitled “**The Influence of Oral Feedback On Writing Descriptive Text (A Pre-Experimental Study at SMA Negeri I Darussalam)**”. Greeting and praying are also presented to Prophet Muhammad shallallahu ‘alaihi wa sallam who has struggled whole-heartedly to delivered the truth to human being and guide his *ummah* to the right path.

My deepest gratitude is addressed to my supervisors Ms. Syarifah Dahliana, Ph.D and Mr. Dzulgunar Muhammad Nasir, M.A who have given a great deal of time and for having provided me valuable guidance to accomplish this research during the whole process of my work. Also, I would like to acknowledge my academic supervisor Ms. Qudwatin Nisa, and all lecturers of English Education Department for every support. As well, I am grateful to the English teacher of the school where I conducted the research for her cooperation.

Moreover, I owe my deepest thank and my sincere gratitude to my beloved one and only parent who mean world to me, Syarifah Faizah, to my one and only brother and sister, Syarifah Rizki Hadiya and Sayed Hadiq Adhiyan, and my special one Murzaiki Fery, for the great kindness, endless love, and everlasting support both financial and moral.

Though only my name that appears on the cover of this thesis, many great people have contributed to its production. I have been fortunate to have many friends who cherish me all the time and who never stop asking me “*udah bab berapa?*” during the last six months. My appreciation is addressed to all my batch mates as well. I would also like to present my deep thanks to all my crazy and outstanding “friend in need” Ida, Dian, Almi, Liza, Mutia, Bella, Putri, Agung, Affid, Ikhwan and all of my friends in unit 2 of English Department for all the experience during this ninth semester. I proudly thank you for all the encouragements and may Allah bless you forever.

Finally, I wish this skripsi can give valuable and useful information for the reader. For every critic and suggestions, I sincerely appreciate it and will accept all of it.

Banda Aceh, January, 23^r 2017

Syarifah Munfiza Fazha

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “*The Influence of Oral Feedback On Writing Descriptive Text (A Pre-Experimental Study at SMA Negeri I Darussalam)*” adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, January 23rd 2017

Saya yang membuat pernyataan,

(Syarifah Munfiza Fazha)

ABSTRACT

This skripsi is entitled “**The Influence of Oral Feedback On Writing Descriptive Text (A Pre-Experimental Study at SMA Negeri I Darussalam)**”. This study was conducted to investigate the significance of the implementation of oral feedback technique in writing class, particularly in teaching learning process of descriptive text. To achieve the goal of this study, the writer conducted the research at SMAN 1 Darussalam. The population of this study included all of students of SMAN 1 Darussalam Aceh Besar year 2015/2016, while the sample was XI-IA students which consisted of 12 students. Moreover, regarding data analysis, the method used for this study was quantitative-qualitative research. To collect the data, the writer applied some techniques; pre-test, post-test and interview. In analyzing pre-test and post-test result the writer used quantitative method and in analyzing interview, the writer used qualitative method. The results indicated that the differences between pre-test and post-test was significant. In addition, the result of interview also showed that the use of oral feedback improve students’ writing ability in descriptive text.

Keywords: Oral Feedback, Writing, Descriptive Text.

CHAPTER I

INTRODUCTION

A. Background of Study

The most significance factor for human being to reveal their feelings and help each other is language. Hadely (2001) stated language is a set of sounds by means of which feelings, thoughts and sentiments are conveyed to other human beings. A baby learns language by interacting with others. He isolates the sound that he hears. Interaction with others teaches him the language, and teaches him to speak. This means that environment influence the language taught.

In globalization era, English becomes a world wide spoken and universal language not only in education field but also in public space. For instance, people need to know English in reading English books or English journal and in communicating their ideas to international or worldwide community.

A person needs to master various elements of language to convey thoughts, wishes, intentions, feeling and information in a written and spoken form. The four basic English language skills are divided into two categories such as receptive skills and productive skills. Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills. Writing is one of the four basic skills learned by students in EFL/ESL classroom (Ahmed, 2010). Learning writing in EFL/ESL context is not an easy thing because there are some matters to consider such as selecting the appropriate grammar and

vacabulary, thinking about the purpose of the next sentences to be composed, and choosing of a suitable style (Swales & Feak, 1994).

In the context of teaching English in Indonesia, writing skill is taught to students in order to fulfill several purposes. According to School Based Curriculum (KTSP, 2006), the purpose of teaching writing skill is that the students are expected to be able to write a simple short essay such as, descriptive, narrative, spoof, and hortatory exposition in the context of daily life.

Some writers recognised that teachers in many Indonesian schools still keep using explanatory method in teaching writing. Mostly, the teacher do not give any feedback to the students, but they just check student's assignment by herself then return the student's book. In fact, that kind of method only results in boredom upon the students. Consequently, teaching learning process will not be effective. Students need to be served with an adequate oral feedback technique in order to improve their ability in writing text. They need a brilliant strategy which can make them feel fun in writing, so they can achieve the objectives of the learning process. For this reason, the writer wants to apply oral feedback for students in writing class, especially in writing descriptive text. Based on previous study, the oral feedback is believed to be able to improve students' ability especially in writing descriptive text.

The writer wants to conduct a study on the implementation of oral feedback in writing class for the second year students of SMAN 1 Darussalam Aceh Besar. Based on the personal communication with one of the teachers of

SMAN 1 Darussalam Aceh Besar, the students in that school cannot accomplish many English assessments especially in writing even though they master and memorize a lot of vocabularies. This condition happens because they are not accustomed to write in English, especially in writing descriptive text.

Based on the above reason, the writer intended to conduct a research on the title **“The Influence of Oral Feedback on students’ Writing Descriptive Text”** at the second grade students of SMAN 1 Darussalam Aceh Besar.

B. Research Question

Based on the exploration above, the researcher needs to answer the following research questions:

1. How is the effectiveness of using the Oral Feedback improve students’ writing of descriptive text ?
2. How does oral feedback affect students’ achievement in writing Descriptive text?

C. Aims of the Study

In lines with the research questions, the purposes of this study are:

1. To find out the influence of oral feedback on improving students’ writing descriptive text.
2. To find out how oral feedback affects students’ achievement in writing Descriptive text.

D. Hypothesis

This study is to answer such a question “is there any significant difference between the students’ improvement in writing descriptive text through English oral feedback and without oral feedback ?” To get the answer, the writer proposes Null hypothesis (Ho) and Alternative hypothesis (Ha) as below:

- a. Alternative hypothesis (Ha) that oral feedback will be effective in improving students’ writing ability.
- b. Null hypothesis (Ho) that oral feedback will be not effective in improving students’ writing ability.

E. Research Terminology

To avoid misinterpretations, misunderstanding and to give a clear concept about the variable in this study, the key terms are:

1. Oral feedback

Cramer et al (2008) explains that feedback is greater in face to face conversation than it is in written communication. Feedback is an important component of the formative assessment process. It is a crucial aspect in the writing process and plays a central role in learning this skill

Oral feedback can be highly effective because it can be provided easily in the ‘teachable moment’ and in a timely way (Robert Havigurst, 1952, p.5). Teacher’s direct communication will make oral feedback process easily received

by the students. Asking “What do you notice about ?” or “How does this match the criteria?” stimulates students’ thinking about their learning.

2. Writing

Writing is a medium for people to deliver speech and knowledge, to tell the story, to express feelings and ideas and so on. Tuan (2012, p. 489) explains that writing is a process, not a product which has been far being new. He also added that the writing process is a sharp tool to discover meaning, to perfect a piece of writing both in thoughts and in grammatical accuracy and to bring intelligence to the writing. In this thesis, writing ability means the ability of students to express the ideas fluently by using their background knowledge about something.

3. Descriptive Text

Jailani (2014, p.15) stated “Descriptive Text has a purpose to give information”. The context of this kind of text is the description of particular thing, animal, person, or others, that can be, for example, our pets or a person we know well. In other words, descriptive text is explaining or describing something from attitude, characteristic, shape, etc. Usually, Simple Present Tense is used in this kind of text.

CHAPTER II

REVIEW OF LITERATURE

A. The Overview of Oral Feedback

1. Definition of oral feedback

As cited in Kwun Man, Ken Hyland (2004) defined teacher feedback as any input which is provided by the teacher to student for revision. Many studies related to the way or technique to improve student's acquisition in writing had been discussed. Most of expert agreed that a feedback, written or orally, gives a positive effect to improve student's achievement.

The term of feedback has been defined by many researchers such as Kepner. In general, feedback is "any procedures used to inform a learner whether an instructional response is right or wrong. For the purpose of the assessment however "feedback" will strictly refer to indirect feedback given by teacher's response to their writing" (Kepner, 1991, p.305). Feedback is a kind of assessment that concerns to the information about student's writing performance. Penny Ur (1996, p.73) says feedback is "information that is given to the learner about her/his performance of learning task, usually with the objective of improving this performance".

According to Roger (2001), feedback is not just about weaknesses. A student will respond if teachers are encouraging as well as allowing mistakes, emerging capabilities and giving ideas for directing further learning (Jenny Roger, 2001). From this definition, it is clear that feedback is very useful in teaching and

learning process, not only students will learn how to evaluate themselves and how far their ability in writing, but also helps students to take greater confidence of their learning and increases the students' performance.

In providing feedback, teachers should encourage students to continue writing in order to make students feel confident in writing and carry the activity through completion. So, in a writing process, a teacher needs to motivate the students to improve their writing.

Futhermore, Feedback is communication intended to improve overall performance. In this review, feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. (Hattie, 1999)

Based on several definitions above, the writer concluded that feedback informed the students about their results in the test they have taken or after completing a learning process.

2. The purpose of feedback

Nicole and Macfarlane-Dick (2006, p.199) says that there are seven purposes of feedback,

1. Helps you to assess your own learning and reflect on your development
2. Allows you to discuss your learning with your tutors

3. Helps you to understand what is expected of you and what good performance is
4. Gives you the opportunity to progress
5. Provides you with information about your learning
6. Motivates you and encourages you to think positively about your learning
7. Provides information to teachers that can be used to help shape their teaching.

In addition, Hammond (2002, p.145) also says the purpose of feedback namely:

1. Confidence Building: Feedback can be used to give encouragement to students, to help them to strive to further improve their work in the future.
2. Performance Improvement: feedback can used to provide individuals with information on how performance improvement can be implemented, and improvement plans produced.
3. Identify strengths and weakness: To enable the students to identify their strengths and weakness within the module/task.
4. Correction: Correct errors, and point out to students information that they might have missed.
5. Feedback to aid intellectual achievement: where feedback is the assessment of outcomes generated through undertaking assignments,

students build their intellectual achievement on the foundations of feedback.

6. Achievement: give students an idea of how well they have achieved.
7. Clarification and accountability; where feedback is used to demonstrate/clarify how a specific grade was reached-accountability.
8. Student experience: where feedback can be seen to enhance the quality of student educational experiences.

In short, feedback is very important in learning process. Feedback can improve their ability on writing and also make student's think positively about their learning.

3. The types of feedback

Feedback from teacher on students' writing could play a vital role especially in teaching learning process. In this case, oral feedback is essential element in helping students' improve, and an essential part of the teaching process. It indicates that under oral feedback student will know the appropriate of the language feature for their composition, how their composition should be arranged so their composition will be better.

a. Spoken direct feedback

This way of providing feedback is also known as direct feedback with explicit corrective comments (Purnawarman, 2011). The students could directly understand what they have to do in revising their mistakes. Besides, by getting that kind of direct feedback, the students can identify

the mistakes they have made, and then they correct them based on the comments given by the teachers (Ellis as cited in Purnawarman, 2011). Moreover, they will get the input which is more specific and personal, thus addressing his or her needs (Lewis, 2002).

b. Written Indirect Feedback

Unlike direct feedback that was given orally, indirect feedback was mostly given in written form. This can be seen through the students' descriptive text that was revised and scored by the teacher. The teacher gave comments on each student's work, but the comments were not in a detail way. There were various comments given by the teacher, among others: very good, good, not bad and poor. very good was given to the students who had no mistakes at all on their work. On the other hand, good was given to those who had one until four mistakes. Then, not bad was given to those who had more than four mistakes. Last, poor was given to those whose texts cannot be understood as a whole.

Another form of written indirect feedback was Minimal Marking. It was given by giving several signs indicating location and perhaps type of errors rather than direct correction (Hedge et al, 1998). Those signs can encourage the students to do self-editing on their writing in order to revise it well (Hedge et al, 1998). Besides, it also leads the students to think the clues given by the teachers related to their errors and find the solution (Lie, 2007, p.55).

B. Writing Descriptive Text

1. Definition of writing

There are some definitions of writing given by expert of language and linguist based on their ideas and knowledge. Schiller (1973, p.10) states that “writing is one way of preserving ideas, facts, views or messages to others”. Writing is also believed one process to communicate or explains ideas, feelings, wants, hopes, information and thought visually from the writer to the reader (AS Hornby 1979, p.997). However, a process in writing does not only on express ideas, feeling, thought and facts that relate to the topic, but also involve the use of vocabulary, grammar, and graphic symbol. When writing a subject, the writers use all elements of writing, in order to put the readers at easy in understanding the subject clearly.

According to Djago Tarin in Elina Sharif, Zulkarnaini, Sumarno (2009, p.5) writing means to express an ideas, opinions, or thoughts and feelings. Ladoo in Elina Sharif, et. al (2009, p.5) also said writing is expressing an opinion on the post that is put the graphic symbol that represent a language that is understandable to others. Gebhardt and Dawn Rodrigues (1989, p.1) state that writing is one of the most important things that you do in college and school. Bram (2002, p.7) states writing means to try, to produce or reproduce written message. Bram interpret writing as an attempt to create or recreate an axisting post. Writing is a creative behavior, as it requires an understanding or feel something, example an experience, writing, and situation. Burhan Nurgiantoro

(1988, p.273) states that writing is actively productive activity, the activity generating the ideas.

Furthermore, Farbman (1979, p.996) states that “writing is a way of uncovering ideas as well as expressing them among all the terms”. From Farbman statement, the writer believes that writing offer very advantages to both writer and readers, because it gives time to reflect what they want to communicate and it saves the readers’ time to absorb information more swiftly when they read than they hear.

According to Reinking Hard & Vor Der Oston (1990, p.3-4), there are some advantages of writing to writer and readers:

- a. It gives writers time to reflect on and research what they want to communicate and then let them shape and reshape the material to their satisfaction.
- b. It gives writers time to reflect on and research what they want to communicate and then let them shape and reshape the material to their satisfaction.
- c. It makes communication more precise and effective.
- d. It provides a permanent record of thought.

From above explanation, writing can encourage students’ motivation in improving their skill in critical thinking. In contrast, writing is not an easy and spontaneous activity, but the writers have to think out sentence, coherence and

arranged logically. Writing also involved the encoding of message by translating ideas and information to others into language in the form of writing.

2. Purpose of writing

Everything has purpose to get the result at the end of the process. As well as writing, it also has the result at the end of learning process. As Angelo (1980, p.176) states “every kind of teaching writing has some purpose, but the purpose so numerous that for the less writer experienced, it would be helpful if they could be reduced to a few categories that are to inform or instruct, to convince or persuade, to entertain or express strong feeling and emotion”. The purpose of writing can be divided into these five main categories:

a. Write to reflect

Writing may reflect about the words in general, about things around the reader, experiences, and hopes or dreams. Writing can provide a wonderful opportunity to reflect. For example: journal writing, poetry and essay. It is a sort of activity that helps someone to reflect.

b. Write to explain

When the writer wants to give the readers fact, introductions, or others information, the writer will explain it in writing.

c. Write to describe

Writer can describe everything, for examples: events, people, places or objects. Writing helps the readers to bring the writer's experience to life for the readers. It can be found in books, magazines, newspapers, and editorials.

d. Write to entertain

Writing makes people entertained. When the readers read writing, for examples: funny stories and novel, it can entertain and make the readers enjoy reading it. The writer are trying to grab the readers' attention and keep on an adventure of some kinds.

e. Write to persuade

Words have power to persuade most people do something. For examples: editorials, reviews of books, magazines and newspapers. The purpose of the writer writes a topic is to persuade people do what writing about suggest. For examples: how to keep our health and how to keep relationship.

3. Process of writing

Writing process is the way to express the thought in paragraph. Jack (2002) said that the writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising, and editing. Before starting to write, the writers have to learn about the process how to write.

a. Planning

The first way in this stage is choosing and narrowing a topic of paragraph to specific focuses. The writers have to choose a specific focus about the interesting subject in order to develop a topic sentence clearly and completely. Next, planning step is generating ideas. This step helps people to generate ideas as much as possible. There are many techniques of generating ideas:

i. Brainstorming

Brainstorming is one way to generate ideas. The purpose of brainstorming is to think and write down a lot of ideas without worrying about what they are, how they are ordered and spelled or many kinds of grammar.

ii. Clustering

Clustering is another technique that the writers use to generate idea. As John (1983) insisted that clustering is mapping out what ever come to mind when you think about the topic. The writers used lines, arrows, ballons and boxes to show relationship ideas that occur in mind about topic.

iii. Free writing

Free writing is one technique to write freely about topic without worrying about grammar, spelling, logic, appropriateness and organization because the purpose is discovering ideas as much as

possible. As Ann (1999, p.2) stated that, “free writing is a way to ideas. When you free writing, you choice a topic, and then you sit down and write what ever sentence come into your mind about your topic do not worry about grammar, spelling, or punctual and about putting the ideas in order.” The explanation informs that the writers do not stop and judge ideas when getting a problem about grammar and spelling, but the writers write all what come up in mind, because this is free writing. If the writers practice free writing, the writers will find the repetition the same words and ideas ocured frequently in writing. Free writing is very important to take time needed. In this stage, it helps people to generate ideas or gather thoughts.

iv. Keeping a journal

A journal has a number of use. In journal, the writer will focus on ideas, insights about the world and do not worry about grammatical corrections or style.

v. Looping

Looping is a variation on freewriting by picking one aspect of your topic to begin writing on, writing about five minutes, then, reading over what you have written and underline the most important or interesting idea or sentence, starting with this idea or sentence and freewrite for another five minutes and finding your “center of gravity”

sentence again. If you continue this process, you will often find you have started a rough draft of the assignment.

vi. W-H question

When reporters write an article, reporters try to make some questions about the subject which include about who, what, when, where, why, and how. The writers can use this technique to generate ideas of material for a writing related to the topic. Using this technique, the writers write as many as possible questions about the topic and answers the questions.

b. Drafting stage

This stage means getting a pen and expressing ideas that came in mind at the first stage on the paper. Therefore, spelling or punctuation does not matter in this stage.

c. Revising

Revising is time to organize those thoughts and give the order to the problem. The writers may start revising as soon as the finishing of drafting stage. This stage is organizing about topic, a topic sentence, controlling idea, supporting sentence and concluding. Then, in this stage, it checks content and organization, coherence and logic.

d. Editing

Editing gives the final sign, checking the detail written and all punctuation, clean up spelling, and the work with an audience. The audience can be one or more. Then, when editing, the writer checks paragraph again to make sure the spelling, capitalization, punctuation, vocabulary, and grammar are correct. Becoming a better writing is a process of combining the paragraphs to be good written and easily to understand by the reader.

4. Writing skill ability

Writing skill in English involves the ability to write a good sentence and to organize systematically into paragraph or essay. According to Dumais (1988), writing in English is meant to fill gap that exist between the ability to express idea, feeling, opinion, and other in Indonesia and the ability to express some things in written form in English. To increase it, the writer should learn about technique in writing and the way to write a good writing.

Good sentence consist of subject, verb, object and adverb. However, some sentence consist of subject and verb, subject, verb and object, and subject, verb and adverb only. For example:

1. Everybody breathless. (S + V)
2. Dudi play the guitar. (S + V + O)
3. Ani and Ana were typing carefully. (S + V + A)
4. Jhony read book seriously yesterday. (S + V + O + A)

Moreover, a good paragraph, consist of three parts, namely: topic sentence, supporting sentence and concluding sentence.

a. Topic sentence

The initial sentence in paragraph is usually called topic sentence. The topic sentence contains the main idea or the subject of a paragraph. As Bram (2002, p.16) mentions that “a topic sentence must have a subject and the attitude.” The subject explains what the people write about and the attitude gives reason to write.

The topic sentence has two parts; there are topic sentence and controlling idea. The topic sentence and controlling idea are the specific comment of paragraph. Controlling ideas limit the topic that people want to explore in paragraph.

For example:

a. New York is the world's famous city

1

2

b. Gold is prized for two important characteristics

1

2

The sentences above consist of topic sentence and controlling idea. The words or phrases numbered 1 are topic that will be discussed in paragraph. while the word and phrases numbered 2 are controlling idea which are considered necessary to control topic sentence.

The position for a topic sentence in paragraph can be: at the beginning, in the middle, and at the end of the paragraph. Some writers like writing the topic sentence at the first sentence, as it helps to start paragraph. Some writers place the topic sentence in the middle, and some writers choose to place of topic sentence at the end of paragraph. However, for beginner, it is better to put the topic at the beginning of the paragraph, because it is easy to start and develop the paragraph.

b. Supporting sentence

Supporting sentence supports or develops the topic sentence clearly. It explains the topic sentence by giving the reasons, examples, facts, statistics, and quotations. There are two types of supporting idea. Those are major supporting sentence and minor supporting sentence. Major supporting sentences are the main details about the topic sentence and the minor supporting sentences tell about the major supporting sentence.

For example:

- First of all, gold has a lustrous beauty that is resistant to corrosion.
- For example, a macedonian coin remains as untarnished today as the Day it was minted twenty-three centuries ago.

c. Concluding sentence

The concluding sentence is at the end of paragraph. In concluding sentence, the writers can conclude the formation about the topic sentence.

For instance:

“In conclusion, gold is treasured not only for it is beautiful but also for it is utility”.

In writing, a good paragraph not only has topic sentence, supporting sentence and conclusion, but also has other elements, they are:

1. Unity

Good paragraph has unity. Unity means that only one topic or main idea is discussed. For example, if people want to tell about the advantages of reading, people will describe it. The writers do not tell about disadvantages, but focus to develop topic sentence about advantages of reading only. Unity can be achieved as long as the paragraph has a good and clear topic sentence. This means that every supporting sentence must be directly explaining the main idea of topic sentence.

2. Coherence

Coherence plays a crucial role in making a paragraph well. Cynthia (2008) argues that a paragraph is made up of sentences that are ordered according to a principle. The principle changes relying on the type of paragraph that is written.

Every coherence paragraph moves from one sentence to the next sentence in logical way. Ann Hongue (1999) states that to achieve the coherence is by using transition signal. Transition signal can help the readers understand and

comprehend to read a paragraph. By using transition words between the two ideas in a paragraph, the ideas can run smoothly.

There are many transition word and phrase:

- a. Example: for example, for instance.
- b. Chronology: after that, later on, first, second, next, then, after, before, while, when, until.
- c. Result: consequently, as a result, therefore.
- d. Difference: however, in contrast, on the other hand, whereas, while.
- e. Addition: moreover, in addition, furthermore.
- f. Conclusion: in conclusion, in short, summary, all in all.
- g. Condition: if
- h. Unexpected result: although, even though.
- i. Causation: because, since.

Writing is not only the activity of setting down some words or sentences into the written language, but also the activity of arranging them into well-organized of writing. In line with this, Brown (1991) as cited in Brown (1994, p.342) grouped six categories that are often the basis evaluation of students' writing as follows:

1. Content deals with thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinion, use of description, cause/effect, comparison/contrast and consistent focus.

2. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length.
3. Discourse deals with topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation.
4. Syntax includes sentence structure.
5. Vocabulary includes effective words, idiom choice and usage, word forms mastery.
6. Mechanics consist of spelling, punctuation, citation of references (if applicable), neatness and appearance.

In relation with this, Heaton (1991, p.135) mentioned that writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. The following analysis attempts to group many and varied skills that are necessary for writing good prose into five general components or main areas.

1. Language use; The ability to write correct and appropriate sentences.
2. Mechanical skill; The ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling
3. Treatment of content; the ability to think creatively and develop thoughts, excluding all irrelevant information
4. Stylistic skills; the ability to manipulate sentences and paragraphs, and use language effectively

5. Judgement skills; the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise and order relevant information. (Heaton, 1991, p.135)

In conclusion, the explanation delivered by Heaton has the same criteria with the elements suggested by Brown in general. The only differences are by the term used in it. In this research, the researcher used five of the above aspects as suggested by Brown in analyzing students' pretest and post test, she focused more on (1) content, (2) organization, (3) vocabulary, (3) mechanic, while syntax is included in (5) grammar.

1. Types of text

Writing types can be divided into four categories. Namely:

- a. Narrative
 - b. Descriptive
 - c. Expository
 - d. Persuasive
- a. Narrative

Narrative is a writing that presents a series of events (Suparno, 2006, p.54). Narrative is telling story based on personal experience or imagination of the author. The element of story consists of main idea, setting, time, plot, resolution of problem, and attempts at solving the problem. Narrative can be presented as written or spoken texts. One of

example of narrative writing is novel. The purpose of narrative can make audience think about it, teach the moral value, and grow up the audiences' emotion.

b. Descriptive

Descriptive give an account of something, person or place. Where, the purpose can help the reader achieve more clearly information about person, place or think. Descriptive is also one of the more common forms of writing and can be found in books, magazines, and newspapers.

c. Persuasive

Persuasive is form of composition to change a reader's point of view on a topic, subject, or position. The writer presents facts and opinions to get the reader to understand why something is right, wrong, strong, weak, or both right and wrong and weak. The purpose of this writing is to persuade someone about a topic, subject, or position. Persuasive writing is most commonly found in editorials, newspaper, magazines and political publications.

d. Expository

The purpose of expository is to informs, explains, expounds or clarifies the writer's ideas and thoughts. Expositions like descriptive and persuasive is most commonly found in newspapers, magazines and books.

e. Comparison/contrast

The purpose of comparison/contrast is to show the similarities and differences about topic. Comparison is used to allow what is the equally perception, but contrast is used to explain uncommon argue.

f. Cause/effect

Cause and effect are concerned with why things happen (causes) and what happens as a result (effects). Cause and effect are a common method of organizing and discussing ideas.

g. Classification

Classification paragraph divide persons, places, things, and ideas into group according to a common way. A single subject can be classified in various ways, according to various classes.

h. Definition

The writing is to definite about something. For example: an apple, a pen or a dictionary. A definition paragraph used fact as a support technique, examples, experiences and physical details.

Regarding above description the purpose of this type of writing is to convince the reader to accept a particular point of view or take a specific action.

D. Descriptive Text

a. The Meaning of Descriptive Text

A descriptive text is a piece of writing that describe a picture with words, whether it is a person, place or event, try to include a lot of sensory details – details that appeal to the five sense. Sensory detail helps the reader to see, hear, touch, taste, and smell what you are describing. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and its purpose is to describe what a person looks like and acts like, what a place looks like, and what an object looks like.

Furthermore, pardiyono (2002) stated that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly (Pardiyono, 2002).

From the definition above, it can be concluded that description paragraph is a paragraph that describes a particular person, place or event in a great deal. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich other forms of writing or as a dominant strategy for developing a picture of what something looks like.

b. Types of descriptive text

Jolly (1988, p.470) asserts there are five types of descriptive writing paragraph. They are:

1) Describing a process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

2) Describing an event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he/she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

3) Describing a personality

In describing a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception).

4) Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

5) Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

a. Part of descriptive text

According to Garot and Wignel (1998, p.208-9) there are 3 part of descriptive text, they are:

1. Social function, which is to describe a particular person, places, or things.
2. Generic structure, which is divided in to two. They are:
 - a) Identification: identifies the phenomenon to be described, and
 - b) Description: describe parts, qualities, characteristics.
3. Significant lexicon-grammatical feature, that is focus on specific participant and use simple present tense.

Based on the theories above, we can conclude that descriptive text is a text which describes something or someone so that the readers can look, feel, smells, or taste what is told. To be like that, in writing descriptive text, writers need to consider its generic structure and lexicon-grammatical features.

E. Using Oral Feedback in writing

Writing in academic ways need deep understanding how to write in academic rules. It needs more practice to develop this skill. Oshima (1999, p. 2) says that “writing is always possible to review and revise and revise again”. Therefore, writing is a skill that needs most exercise and practise. Besides that, writing also needs advice and correcting from the teachers in order to get good writing. One of the ways to make students to be able to create good writing is the teachers should provide constructive feedback to their writing.

Oral Feedback can be given through the process of writing that is before, while and after writing. Then, the teacher check the subject-verb agreement, spelling mistakes and tenses. The advantages of correction are that the student sees these comments when the writing experience is still fresh in his/her mind.

On the other way, feedback can be given by teachers in the students’ assignment, there the teachers put the right answer on wrong answer of students assignment. Therefore, the students know their mistake.

The students cannot write alone and writing not only a single step but also need a process. To pass the process from the first draft until the final draft, they need guidance, supporter and counselor/advisor to make their writing better. Therefore, they need someone to check their mistake. It could be from teacher and peers because writing usually involves one person for another to help them in expressing their ideas in writing form. Even though peers feedback provides more advantages, the teacher feedback is eventually needed to provide a whole class

impressing before there are engaged in an individual writing a practice. Here, teachers can be an object that can described by the students when the teacher gave the oral feedback.

The following is the example of using oral feedback in writing. In each sentence the feedback is underlined.

Im bigger than my sister her name is Mona. Im also beautiful more than my sister. She don't look like me. Mona sometimes goes shopping. She liks Abu Dhabi Mall. In the weekend she is going visit our ankle.

Another strategy for decreasing writing mistakes on a student paper is to use some kind of “code”. This list of symbols which show typical mistake can be found in writing guides.

Code	explain	example sentence
WF	wrong form	The strong ^{WF} of Hercules amazed the spectators
WT	wrong tense	I knew ^{WT} him for years
WS	wrong spelling	Seperate ^{WS}

Furthermore, Hasym (2002) also gives the symbol or code can be seen in the table below.

Table 2.1 corrective codes used to indicate error type in writing feedback

No	Code	Meaning	Kinds of error
1	WC	Word choice	The word are an applicable with the sentence/meaning
2	PREP	Preposition	Wrong preposition
3	VT	Verb tense or GR: more general grammar problems	Wrong tense/use another tense
4	S/VA	Subject verb agreement	Subject and verb don't agree
5	SP	Spelling error	Wrong spelling/punctuation your spelling
6	ART	Article	Use article, an or the for singular noun
7	NP	New paragraph	Unorganized paragraph
8	^	Missing word	There is missing word
9	?	Question mark	I can't understand this. The meaning is not clear. Write in another way to meaning clearer.
10	GOOD	Good idea	You have sometimes good here. A good word, idea detail etc.
11	WO	Word order	The words in this sentence are in the wrong oder
13	NN	Not necessary word	The word is not necessary

C. Previous Research on Oral Feedback and Descriptive text

Some researchers had conducted several researches related to this study. One of previous study that is correlated to this research is a thesis written by Indri Eka Pertiwi (2013) entitled "*Teachers Feedback on Students Descriptive Text*" from English Education Study Program of Indonesia University of Education. In her study, Indri found that students achievement in writing descriptive text is very low. Observation result showed that the students gave their good attitudes and responses during teaching learning process by applying this Oral Feedback

strategy. The researcher observations showed that the students respond positively and negatively to the teacher feedback. The negative responses came from the students who had difficulties in understanding written indirect feedback from the teacher.

The differences between the previous research and this study is the instrument. For this study, the writer uses pre-test, post test, treatment, and questionnaire, while the previous study used the observation. However, the previous study provided much input in conducting this research because it has similar topic so that the writer will be able to expand an understanding of theoretical and methodology study about the study on oral feedback in writing descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In order to answer the research questions as stated on the background of this research, the pre-experimental research was used as research design, involved pre-test and post test.

The writer used mixed method approach in order to analyze the data. Method is a methodology for conducting research that involves collecting, analysing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. This approach is used when this integration provides a better understanding of the research problem than either of each alone.

By mixing both quantitative and qualitative research and data, the writer gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself.

B. Population and Sample

Population is the entire subjects who are going to be observed in the research. Meanwhile, sample is partly or representative of population that will be researched (Arikunto, 2006).

Population of this research was all of the second year students of SMAN 1 Darussalam academic year 2016-2017 which were two classes for the second

year. They were divided into two programs; science program (XIA); and social programs (XIS). The total number of population in this research was 27 students.

The sample of this research was students in class XIA which consists of 12 students. The technique of choosing the sample was random sampling. The reason of choosing this class was based on the preliminary observation.

C. Technique of Data Collection

The technique that the writer employed to collect the data in this research was test and interview. Test is one of the techniques in collecting the data and used to measure the students' performance, intelligence, and knowledge (Arikunto, 2006). While interview is a data-collection (generation) technique that involves oral questioning of respondents. Interviews were conducted to obtain the data about the problems related to the English teaching and learning process in the class.

a. Test

In term of this, Ary, Jacobs & Razavieh (2006, p.218) explain that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. Test required the teachers to describe their students' performance to reveal how well the students have learned targeted content (Cruickshank, Jenkins and Metcalf, 2006, p.280). Meanwhile, the technique that is used in this research to elicit the data in relation to students' writing

skill is written test. In this research, there are two kinds of test, Pre test and Post test.

Test is considered good if it has two characteristics namely validity and reliability. Arikunto (2010, p.167) defines validity as the extent to which an instrument is measured what it claimed to be measured. The learning material and the sample of the test in this study were taken from reliable sources. In addition, in designing the content of the test, the writer had consulted with the English teacher and the supervisor.

1. Pre test

At the first meeting, the writer gave the pre test for the students. Before giving the pre test, the writer explained about descriptive text that they had learned before. After explaining it, the writer gave the pretest to the students. On the pre test, she asked the students to write about **“An admiring figure”**.

2. Post test

The post test was given for the students. The writer administered the post test to the students to find out whether there was the improvement on students' writing ability by giving oral feedback. The writer asked the students to write a descriptive text about one of **“Tourism sites from their own region”**.

b. Interview

Interview is a way to collect data as well as to gain knowledge from individuals. Kvale (1996, p.14) regarded interview as “... an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data”.

Interview was given in the last meeting in order to investigate students' perception about using oral feedback in writing descriptive text and also to find out the obstacles faced by the students in mastering writing descriptive through oral feedback technique. There were four questions with open ended questions. The respondent needed to answer the questions and the writer will record it. The result of interview was analyzed and explained descriptively.

D. Setting of The Research

In order to find out the data, the writer was allowed to conduct experimental teaching in SMAN 1 Darussalam Aceh Besar for students in the second grade. The pre-experimental teaching was done in five meetings, including the meeting for pre-test and post test. The allocation time for each meeting was 45 minutes. In this pre-experimental teaching, the writer used Oral Feedback technique in writing descriptive text.

1. First meeting

The first meeting for experimental class was conducted on November 22, 2016. There were 12 students in this class. As the first time, the writer greeted the students and introduced herself to them. Before giving the pretest, the writer explained about descriptive text that they had learned before. After explaining it, the writer gave the pre-test to the students. In the pre-test, she asked the students to write about **“An admiring figure”** based on the information that she has been provided. In addition, after doing the pre-test, the writer gave the explanation about what would the students do for the next meeting.

2. Second meeting

The second meeting for the experimental group was conducted on November 23, 2016. The writer checked the attendance list of students and then began teaching writing descriptive text by implementing the Oral feedback technique. All activities were involving teacher instruction/presentation, teacher observation, independent practice and teacher assessment. At this meeting, the writer gave a descriptive text under the title **“My favorite teacher”**. Then the writer will take the students' writing randomly, checked the error and give them spoken direct feedback but in explicit corrective comments.

3. Third meeting

The third meeting was conducted on November 24, 2016, the writer gave a descriptive text under the title **“My school”**. The teaching procedures were same as the previous meeting. The writer asked the students to write about their favorite place individually. Then the writer will take the students’ writing randomly, checked the error and give them direct feedback but in explicit corrective comments.

4. Fourth meeting

The fourth meeting was conducted on November 25, 2016, the writer gave the third text entitled **“Mesjid Raya Baiturrahman”**. In this meeting, the writer taught the students by using the same technique as the previous meetings. Then the writer will take the students’ writing randomly, checked the error and give them direct feedback but in explicit corrective comments.

5. Fifth meeting

Finally, at the fifth meeting on November 26, 2016, the writer administered the post tes to pre-experimental class to find out whether there was the improvement on students’ writing ability by giving oral feedback technique. The writer asked the students to write a descriptive text about one of **“Favorite destination in the weekend”**.

E. Technique of Data Analysis

The data were analyzed by using some criteria in assessing writing and some statistical formula. The criteria that the writer will assess, they are (1) spelling, (2) punctuation, (3) structure, and (4) tenses. Each component is given 20 as the maximum score and 1 as the minimum score. Therefore, if a student gets 20 for each component, the total score that she/he gets is 100.

After all components were assessed and calculated, the writer classified the students' writing ability based on the score that students obtained through the result of pre test and post test.

After the students' writing was assessed by using the above criteria, the writer used some statistical procedures to calculate them as the explanation below:

1. Test
 - a. To find the Range of the Data

Range is the different between the highest and the lowest scores. The range of pre-test and post-test scores would be determined by using some formula below:

$$R = H - L$$

Where:

- R : range
H : the highest score
L : the lowest score

b. The Number of interval class

The number of interval class can be determined by using the following formula :

$$I = 1 + 3.3 \log n$$

Where:

I : the amount of interval class

n : the amount of sample

a. To find out the space of interval

The range of interval class can be calculated by using the following formula:

$$P = \frac{R}{I}$$

Where:

P : interval

R : the range of score

I : the amount of interval class

b. To make a table of frequency distribution

Data/Score	Fi	Xi	FiXi
Total			

Where :

F_i : refers to frequency

x_i : refers to the middle score interval class

fix_i : the amount of multiplication between the frequencies and the middle scores of interval class

c. To find the Mean of the Table

In this case, the writer calculated the mean of students' score. The score was calculated by using some formulas. The formula is as follow :

$$X = \frac{\sum fix_i}{\sum f_i}$$

Where :

f_i : refers to frequency

x_i : refers to the middle score interval score

fix_i : the amount of multiplication between the frequencies and the middle scores of interval class

2. T-score

T-score is used to see the significant differences between two means. The formula is: $t_0 = \frac{MX - MY}{S_{X-Y}}$ Where:

T = t-test

MX = the mean score of deviation experimental group

MY = the mean score of deviation of control group

S_{x-y} = standart error of the mean difference between two variable X (experimental group) and Y (control group)

3. Interview

In analyzing the interview, the writer just described what mentioned and explained by student. It aimed to give additional information to support the data that were gained from the pre-test and post test. The writer choose seven interviewees randomly.

F. Research Location

1. Brief Description of The School

Sekolah Menengah Atas (SMA) Negeri I Darussalam is one of the schools established to increase students' education from both who live near the school or other areas. The school is located in Jln. Lambaro Angan, Darussalam Aceh Besar. The North part of the school is adjacent to a field, the South and the West part are adjacent to the house of the community living there, and the East part is adjacent to the field. The status of the school is already changed from private to state last four years ago.

In addition, the school stands in good-maintenance. Having 3.000 m² widths, this school has six permanent buildings that consist of classroom, principal room, teacher room, library, UKS room, science laboratory, art and computer laboratory, administration room, consultation room, and toilets. This school has six classes with 8 x 5 m² width for each. Two classes are for 1st grade student that is for class X-IPA and X-IPS, the other two are for 2nd grade student, and the last two classes are for 3rd grade student. In academic year of 2015/2016, the total number of students is 90.

Table 3.1 School facilities of SMA Negeri I Darussalam

No.	Facilities	Quantity	Condition
1.	Teacher Room	1	Good
2.	Principal Room	1	Good
3.	Administration Room	1	Good
4.	Library	1	Good
5.	Science Laboratory	1	Good
6.	Teacher Toilet	2	Good
7.	Student Toilet	2	Good

2. Teachers and Students

Currently, the total number of the teacher in SMA Negeri I Darussalam was 26 teachers; only two of them are English teachers. They came from different background of studies. The following table shows more details about the English teachers at this school.

Table 3.2 The English teachers at SMA Negeri I Darussalam

No	Name of Teacher	Graduated	Status
1.	Zahrul Wardaty, S.Pd.I	IAIN Ar-Raniry	Permanent
2.	Rosdiana, S.Pd	USK	Permanent

The students of SMA Negeri I Darussalam were mostly live near the school. For students who want to sign in to this school have to fulfill the requirements by submitting the certificate of graduation. The school did not

administer any test for new students. Currently, the total number of the students in the academic year 2015/2016 was 86 students. Male dominate in this school as shows in the following table.

Table 3.3 The data of students at SMA Negeri I Darussalam

No	Class	Male	Female	Total
1	X-IPA	7	4	11
2	X-IPS	10	7	17
3	XI-IPA	8	4	12
4	XI-IPS	10	5	15
5	XII-IPA	12	5	17
6	XII-IPS	14	4	18
Total		65	32	90

Source: The Administration Office of SMAN I Darussalam

3. The English Curriculum and Time Allocation

This school has been re-applying *Kurikulum 2013*. Before applying *Kurikulum 2013*, the school applied *KTSP* only in the previous semester.

The regular learning hours start at 8 a.m till 1.30 p.m. For one period of the lesson takes 45 minutes. English subject, for class XI-IPA was taught three times a week, on Tuesday, Wednesday and Friday. One meeting lasted for 2 periods of time that is 2 x 45 minutes, but in Wednesday the meeting only take 1 x 45 minutes and 1 x 45 minutes more on Friday. Before teaching, the teacher needed to prepare lesson plan.

CHAPTER IV

FINDINGS AND DISCUSSION

Based on the teaching learning process in the writing classroom by using Oral Feedback, the findings research were clarified. The pre-experimental teaching was done in five meetings, for pre test and post test. The writer analyzed the collected data from the tests by using statistical calculation. Data tabulation was needed to make analysis more systematic and easier.

A. The Analysis of Writing Test

1. The Analysis of pre-test

The research has been done for five meetings. In the pre-experimental class, writer gave pre-test in the first meeting and applied Oral Feedback as a technique in the second meeting.

The minimum score for English subject that has been determined by the school was 70. The writer explained what aspects will be assessed in writing skill before, during, and after using the oral feedback technique. The writer tabulated the data as follows:

Table: 4.1 : Students' Pre-test Score

No	Students' initials	Aspects to be Assesed in Writing Skill					Total Score
		Organization	Content	Grammar	Vocabulary	Mechanic	
1	AS	6	10	10	12	10	48
2	Az	5	9	8	9	8	39
3	Ak	5	9	7	9	7	37
4	CNM	8	11	11	13	12	55
5	IF	8	11	11	12	11	53
6	LH	7	10	9	12	9	47
7	MF	6	8	7	10	8	39
8	MT	5	7	6	8	8	34
9	Nr	6	9	6	9	9	39
10	SA	6	7	7	8	7	35
11	RD	7	8	8	7	9	39
12	RF	6	8	6	7	8	35

For the first step, the writer needed to determine the range of score (R) and amount of interval class (K), the writer used the following formula to get the range of score:

$$R = H - L$$

Where:

R = Class range

H = The highest score

L = The lowest score

According to the pre-test result of experimental class, the highest score was 55 and the lowest was 34.

By using the formula above, the calculation of the class range is :

$$R = H - L$$

$$R = 55 - 34$$

$$= 21$$

Next step was calculating the interval class by using the formula:

$$K = 1 + (3,3) \log n$$

Where:

K : the amount of interval class

Log : logarithm

n : the amount of sample

By using the formula above, the calculation of the amount of interval class is:

$$K = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 12$$

$$= 1 + (3,3) 1$$

$$= 1 + (4,3)$$

$$= 5,3 = 5$$

Then the writer needs to calculate the length of interval class by using the formula as follows:

$$I = \frac{R}{K}$$

Where:

I = length of interval class

R = the range of score

K = number of interval class

By using the formula above, the calculation of the class length is :

$$I = \frac{R}{K}$$

$$I = \frac{21}{5}$$

$$I = 4,2 = 4$$

The last step was substituting the score into the frequency distribution tables as follow :

Table 4.2 Frequency distribution table of students' pre test in pre-experimental class

Pre experimental Class			
Data	Fi	Xi	FiXi
34-37	4	35,5	142
38-41	4	37,5	150
42-45	0	43,5	0
46-49	2	47,5	95
50-53	1	51,5	51,5
54-57	1	55,5	55,5
	12		494

Note:

Xi = refer to the middle score of interval class

Fi = refer to frequency

Fixi = refer to the amount of multiplication between frequency and middle class

Based on the frequency distribution above, the mean score was determined by using following formula:

$$X = \frac{\sum Fixi}{\sum Fi}$$

$$X = \frac{494}{12}$$

$$X = 41$$

This score means that the average score of this test does not reach the minimum standart score, in which the minimum score of writing was 70. The students got the average score only 41. It means the writing skill of the students need to be improved especially in writing descriptive text.

2. The Analysis of Post-test

After analyzing the pre-test score of pre-experimental class, the writer continued to analyze the result of post-test.

Table 4.3 : students' post test score

No	Students' initial	Aspects to be Assesed in Writing Skill					Total Score
		Organization	Content	Grammar	Vocabulary	Mechanic	
1	AS	13	16	12	16	15	72
2	Az	11	12	9	14	10	56
3	Ak	9	13	9	13	12	56
4	CNM	18	19	16	17	17	87
5	IF	17	19	14	18	18	86
6	LH	11	15	10	16	16	68
7	MF	10	11	10	10	14	55
8	MT	9	12	8	11	12	52
9	Nr	12	14	11	12	14	63
10	SA	9	12	11	12	13	57
11	RD	11	12	10	10	14	57
12	RF	10	12	9	10	11	52

For the first step, the writer needs to determine the range of score (R) and amount of interval class (K), the writer uses the following formula to get the range of score:

$$R = H - L$$

Where:

R = Class range

H = The highest score

L = The lowest score

According to the post-test result, the highest score is 87 and the lowest is 52.

By using the formula above, the calculation of the class range is :

$$R = H - L$$

$$R = 87 - 52$$

$$= 35$$

Next step is calculating the interval class by using the formula:

$$K = 1 + (3,3) \log n$$

Where:

K : the amount of interval class

Log : logarithm

n : the amount of sample

Therefore,

$$\begin{aligned}
 K &= 1 + (3,3) \log n \\
 &= 1 + (3,3) \log 12 \\
 &= 1 + (3,3) 1 \\
 &= 1 + (4,3) \\
 &= 5,3 = 5
 \end{aligned}$$

Then the writer needs to calculate the length of interval class by using the formula as follows:

$$I = \frac{R}{K}$$

Where:

I = length of interval class

R = the range of score

K = number of interval class

By using the formula above, the calculation of the class length is :

$$I = \frac{R}{K}$$

$$I = \frac{35}{5}$$

$$I = 7$$

The last step was substituting the score into the frequency distribution table as follow:

Table 4.4 frequency distribution table of students' post test in pre-experimental class

Pre-experimental Class			
Data	Fi	Xi	FiXi
52-58	7	55	385
59-65	1	62	62
66-72	2	69	138
73-79	0	76	0
80-86	1	83	83
87-93	1	90	90
	12		758

Based on the frequency distribution above, the mean score is determined by using following formula:

$$X = \frac{\sum FiXi}{\sum Fi}$$

$$X = \frac{758}{12}$$

$$X = 63,16$$

The student who get highest score in the post test was the same student with the highest score in the pre test. While three of the seven students who got the lowest score in the post test are the same students who got the lowest score in the pre test. Another two were in range 46-49 and the last two were in range 34-

41. The goal of determining the mean score is to find out the average score of students in the pre-test and post-test. The mean score of pre-test was 41 while the mean score of post-test 63,16, which mean that the mean score between the two tests were different and have improved. The post-test was higher than the pre-test. As a result, the writer sized up that using oral feedback technique improved students' writing skill especially in writing descriptive text.

B. Examining Hypothesis

In examining hypothesis, the researcher used "t" test (t_0) to determine significant difference in examining the students' score. First of all, alternative hypothesis (H_a) and null hypothesis (H_0) were determined as:

(H_a) : Oral Feedback will be effective in improving students' writing ability

(H_0) : Oral Feedback will not be effective in improving students' writing ability

The next step, the researcher was listing the pre-test and post-test score in order to find up the difference score between those tests.

No.	Nama	Score		X-Y (D)	D ²
		Pre-test (Y)	Post-test (X)		
1	AS	48	72	24	576
2	Az	39	56	17	289
3	Ak	37	56	19	361
4	CNM	55	87	32	1.024
5	IF	53	86	33	1.089
6	LH	47	68	21	441
7	MF	39	55	16	256

8	MT	34	52	18	324
9	Nr	39	63	24	576
10	SA	35	57	22	484
11	RD	39	57	18	324
12	RF	35	52	17	289
	N= 12			Σ261	Σ6.033

After finding the difference score, the researcher has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{522}{12} - \left(\frac{261}{12}\right)^2}$$

$$SD = \sqrt{43.5 - (21.75)^2}$$

$$SD = \sqrt{43.5 - 473.0625}$$

$$SD = \sqrt{-429.5625}$$

$$SD = -20,73$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{261}{12}$$

$$M_D = 21.75$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference (SEM_D) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{20.73}{\sqrt{12-1}}$$

$$SEM_D = \frac{20.73}{\sqrt{11}}$$

$$SEM_D = \frac{20.73}{3.31}$$

$$SEM_D = 6.26$$

Then, the score of t_0 can be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{21.75}{6.26}$$

$$t_0 = 3.5$$

The last step was to examine the t_0 by determining degree of freedom (df)

by using the following formula:

$$Df = N-1$$

$$= 11$$

Hypothesis of this research used T_{table} at significant level of $\alpha = 0.05$.

According to T_{table} list, the value of distribution table at 11 as degree of freedom was 6.3. However, in this research $T_{score} < T_{table}$ ($13.9 < 6.3$), it can be concluded that H_a was accepted and H_0 was rejected. In line with this, it appears that using Oral Feedback is effective in improving students' writing ability.

C. The Analysis of Interview

The interview was held in the last meeting of learning process. The interview was arranged for students on November 26, 2016 with 4 semi-structured questions. The writer asked the students who wants to be a volunteer to be the interviewees, and he got four students to be it. The result of interview was described as additional information to complete this research.

Based on the interview result, the students indicated that they were pleased to study writing descriptive text by using oral feedback although, they admitted that learning English was pretty difficult. Two of the interviewees gave the reason, "I prefer my teacher give me spoken direct feedback with explicit corrective comments." Another interviewee gave the reason, "No problem if the teacher gave me explicit corrective comments but I prefer my teacher announce the owner of the task paper, to make he/she realize or know their mistake. " The last one stated the reason as "I prefer my teacher gave me written corrective comments, because it doesn't make me feel ashamed in front of my friends."

During the interview, two of students expressed that they agreed if their teacher gave spoken direct corrective comments to improve their skill in writing descriptive text. One interviewee stated "spoken direct feedback in explicit corrective comments is more effective for me in improving my skill in writing descriptive text" and the other interviewee stated, "We can know our mistake without make us feel ashamed in front of our friend." The conclusion is that most of the students have the same opinion that they achieve higher score when they

got the oral feedback from their teacher. The other two simply said, “Yes, the score is increased,” indicating that the oral feedback is effective in improving writing descriptive text.”

The interview result indicated that oral feedback effectively improve students’ score in writing descriptpive text. Only one of the student prefers written indirect feedback.

D. The Discussion of The Result

This study is aimed to investigate the influence of Oral Feedback on writing skill. There are two research questions of this research which raised in the first chapter. The first research question was “To what extent does the oral feedback improve students’ writing of descriptive text”. To answer this research question, the writer gave some treatment to the students by applying Oral Feedback in writing class. The pre-test was given to students before the treatment begins, and the post-test was given in the last meeting. The pre-test and post-test were presented in different content, but they were still in the same level of difficult.

Based on the result of pre-test, it indicated that twelve of the total students passed the test. Their score was lowest than the standard passing score determined by the English teacher in their school. Meanwhile, the post-test result showed that only few students passed the test but seven of them did not. Even though they fail in both the pre-test and post-test, their post-test score shows higher improvement rather than pre-test score. Additionally, the mean score of pre-test was 41 while

the mean score of post-test was 63,16 which mean that post-test score was higher than pre-test. Due to the result finding, the writer sum up that using Oral Feedback technique improved their writing descriptive text.

The second research question was “How does oral feedback affect students’ achievement in writing Descriptive text?”. The writer interviewed the students to know specifically their opinions whether oral feedback technique helped them in writing descriptive text. The interview was formed in four questions which start from general to specific statement. After analyzing the interview, the writer can conclude that most of students choose the spoken direct feedback. The reason is because spoken direct feedback make them more understand their mistake in their writing, and they can ask their teacher directly while the oral feedback is given.

Based on the explanation above, once again the writer would like to emphasize that most of students always want to improve their writing skill. In this light, the oral feedback technique could improve students’ capability of writing descriptive text as shown by the result of the test.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, the writer found that using oral feedback technique can improve students' ability in writing especially in descriptive text at the second grade of SMAN 1 Darussalam. It is proven from the result of pre-test and post-test. The improvement of students' mean score after taught by using oral feedback technique was higher, it's from 41 to 63,16. Hence, it can be concluded that the use of oral feedback technique to second grade students of SMAN 1 Darussalam can improve their ability in writing descriptive text. Besides, from the interview, it is found that the students have positive respond to this technique as it makes them understand their mistake and the way to write a well organized descriptive paragraph.

B. Suggestion

When the research has been done, the writer offers several suggestions that are expected to be useful to increase the quality of teaching and learning process in writing. The writer makes the following suggestions:

1. Oral Feedback technique is one of the effective techniques in teaching writing descriptive text. The teacher should use various styles in teaching writing, and this technique is one of plausible choice.
2. Even though this research was conducted in the senior high school students', it does not mean this technique can not be applied in another

level but it is available in any different level, except in EFL students in the primary school, because the oral feedback technique is too high to make them understand their mistake.

3. The writer hopes that this strategy or technique can be applied by other writers in any different level of students and other types of text.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/ 1572 /2016

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu menunjuk pembimbing skripsi;
- b. Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
7. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry;
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9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
11. Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Februari 2016

MEMUTUSKAN

- Menetapkan :
PERTAMA : Menunjuk Saudara:
- | | |
|--|----------------------------|
| 1. Syarifah Dahliana, M.Ag., M.Ed., Ph.D | Sebagai Pembimbing Pertama |
| 2. Dzulhunar Muhammad Nasir, S.Pd.I., MA | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Syarifah Munfiza Fazha
NIM : 231222682
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Oral Feddback in Writing Descriptive Text

- KEDUA** : Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
- KETIGA** : Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
- KEEMPAT** : Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2016/2017.
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Banda Aceh, 7 Maret 2016



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN**

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Nomor : 070/ /2016 Kota Jantho, 23 November 2016
Lamp. : - Kepada Yth.
Hal : Izin Pengumpulan Data Kepala SMAN 1 Darussalam
Kabupaten Aceh Besar
di

Tempat

Sehubungan dengan surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan (FITK) UIN Ar-Raniry Darussalam Banda Aceh Nomor : Un.08/FTK/TL.00/11409/2016 tanggal 21 November, 2016. Kepala Dinas Pendidikan Kabupaten Aceh Besar memberi izin kepada:

Nama : Syarifah Nunfiza Fazha
NIM : 231 222 682
Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.

Untuk mengumpulkan data pada SMAN 1 Darussalam Kabupaten Aceh Besar dalam rangka Penyusunan Skripsi yang berjudul :

"THE INFLUENCE OF ORAL FEEDBACK ON STUDENTS' WRITING DESCRIPTIVE TEXT".

Setelah selesai mengadakan penelitian, 1 (satu) eks laporan dikirim kepada Sekolah SMAN 1 Darussalam Kabupaten Aceh Besar.

Demikian surat izin ini dibuat, untuk dapat dipergunakan seperlunya.

a.n. Kepala Dinas Pendidikan
Kabupaten Aceh Besar
Sekretaris.


Ridwan, S.Sos
Pembina TK.I
NIP. 19670103 198803 1 012

Tembusan :

1. Ketua Jurusan yang bersangkutan
2. Arsip



PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN
SMA NEGERI 1 DARUSSALAM

Alamat : Jln. Lambaro AnganKec. Darussalam Kab. Aceh BesarProv. AcehKode Pos : 23373
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Nomor : 424 / 168 / 2016

Lampiran :-
Hal : Telah melaksanakan penelitian

Menindak lanjuti surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan (FITK) UIN Ar-Raniry Darussalam Banda Aceh No : Un. 08/FTK/TL.00/11409/2016 tentang izin penelitian, maka dengan ini kami menerangkan bahwa

Nama : Syarifah Munfiza Fazha
Nim : 231 222 682
Program studi : Pendidikan Bahasa Inggris
Universitas : UIN Ar-Raniry

Bahwa nama yang tersebut diatas telah melakukan pengambilan data penelitian pada SMA Negeri 1 Darussalam Kabupaten Aceh Besar pada tanggal 22 s/d 26 November 2016.

Dengan judul "THE INFLUENCE OF ORAL FEEDBACK ON STUDENTS' WRITING DESCRIPTIVE TEXT".

Demikian surat ini kami buat agar dapat dipergunakan seperlunya.

Darussalam, 28 November 2016



Tembusan :

1. Dinas Pendidikan Aceh Besar
2. Bersangkutan
3. Peringgal

APPENDICES IV

RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS

Sekolah	: SMA Negeri 1 Darussalam
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/2
Keterampilan (fokus)	: Menulis (Descriptive)
Alokasi Waktu	: 6 x 45 menit (3 x Pertemuan)
Kelas	: Experimental class
Topik	: 1. My Favorite Teacher 2. My School 3. Mesjid Raya Baiturrahman

I. Standar Kompetensi:

Mengungkapkan makna dalam teks tulis fungsional pendek dan esai pendek sederhana berbentuk *Descriptive*, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar:

Mengungkapkan makna dan langkah-langkah retorika dalam esai secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan dalam teks berbentuk *Descriptive*, spoof, dan hortatory exposition.

III. Tujuan Pembelajaran:

1. Kognitif
 - a) Siswa memiliki pengetahuan tentang langkah generic structure dan fitur teks descriptive (comprehension).
 - b) Mengetahui ragam kalimat present tense (knowledge).
 - c) Siswa memiliki pengetahuan menulis teks descriptive dengan langkah retorika dan fitur bahasa yang benar dan akurat (comprehension).
2. Psikomotor
 - a) Menulis/memproduksi sebuah teks descriptive sederhana secara akurat dan berterima. (set)
3. Afektif
 - a) Menunjukkan kepedulian dan tanggung jawab dalam melaksanakan tugas.
 - b) Menyumbang ide atau pendapat dalam berdiskusi/kerja kelompok
 - c) Menunjukkan antusiasme selama pembelajaran.

IV. Indikator:

1. Kognitif
 - a) Mengidentifikasi generic structure dalam teks descriptive sederhana secara akurat/benar (analysis).
 - b) Menyusun kalimat present tense (synthesis)
 - c) Menulis teks descriptive dengan menggunakan langkah retorika dan fitur bahasa yang akurat/benar (synthesis).
2. Psikomotor
 - a) Menulis sebuah teks descriptive sederhana secara akurat dan benar. (set)
3. Afektif
 - a) Peduli
 - b) Tanggung jawab
 - c) Menyumbang ide atau pendapat dalam berdiskusi/kerja kelompok
 - d) Antusias

V. Materi pokok pembelajaran

Teks Descriptive

VI. Metode Pembelajaran

Pendekatan pembelajaran/Approach: Cooperative Learning

Model pembelajaran/Technique: Oral Feedback

VII. Kegiatan Pembelajaran

Langkah-langkah pembelajaran:

1. PERTEMUAN PERTAMA

A. *Kegiatan Awal*

- Greeting dan menyiapkan kondisi siswa dikelas
- Praying
- Tanya jawab terkait kondisi siswa
- Menanyakan kepada siswa tentang pelajaran minggu yang lalu

B. *Kegiatan Inti*

- Guru memberikan informasi kepada para siswa mengenai serangkaian aktivitas yang akan mereka lakukan.
- Guru memberikan sebuah contoh teks deskriptif kepada siswa untuk mengidentifikasi structure descriptive text, language features, dan jenis tenses yang digunakan didalam teks tersebut dan meminta siswa untuk mengidentifikasinya.
- Guru memberikan sebuah tema (mendeskripsikan guru favorite mereka).

- Siswa menentukan guru yang akan mereka deskripsikan dan membuat sebuah tulisan awal.
- Siswa membuat sebuah paragraf deskriptif tentang guru favorite mereka.

C. Kegiatan Penutup

- Menanyakan kesulitan siswa dalam proses belajar
- Memberikan delayed feedback kepada siswa tanpa menyebutkan nama siswa tersebut untuk menghindari rasa malu dari siswa (hanya bagi siswa yang berada di grup experimental).
- Memberikan kesempatan siswa untuk bertanya
- Praying
- Menutup kegiatan belajar mengajar

2. PERTEMUAN KEDUA

A. Kegiatan Awal

- Greeting
- Praying
- Mereview pelajaran pertemuan sebelumnya

B. Kegiatan Inti

- Guru memberikan tema tentang “My School” dan siswa mulai membuat karangan deskriptif mengenai tema tersebut.
- Siswa mulai menulis paragraf deskriptif berdasarkan tema yang telah ditentukan.
- Siswa mengumpulkan hasil kerja mereka kepada guru.

C. Kegiatan Penutup

- Memberikan delayed feedback kepada siswa tanpa menyebutkan nama siswa tersebut untuk menghindari rasa malu dari siswa (hanya bagi siswa yang berada di grup experimental).
- Memberikan kesempatan siswa untuk bertanya
- Praying
- Menutup kegiatan belajar mengajar

3. PERTEMUAN KETIGA

A. Kegiatan Awal

- Greeting
- Praying
- Mereview pelajaran pertemuan sebelumnya

B. Kegiatan Inti

- Guru memberikan tema tentang “Mesjid Raya Baiturrahman” dan siswa mulai membuat karangan deskriptif mengenai tema tersebut.
- Siswa mulai menulis paragraf deskriptif berdasarkan tema yang telah ditentukan.

- Siswa mengumpulkan hasil kerja mereka kepada guru.

C. Kegiatan Penutup

- Memberikan delayed feedback kepada siswa tanpa menyebutkan nama siswa tersebut untuk menghindari rasa malu dari siswa (hanya bagi siswa yang berada di grup experimental).
- Memberikan kesempatan siswa untuk bertanya
- Praying
- Menutup kegiatan belajar mengajar

VIII. Instrumen Penilaian (Assesmen) suggested by (Brown, 2004)

Aspect	Score	Criteria
Organization	20-18 Excelent to good	Appropriate title, topic is stated, leads to body, transition expression used, arrangement of material show plan, supporting evidence show the generalization
	17-15 good to adequate	Adequate title, body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed, sequence is logical but transitional expression may be absent or missed
	14-12 adequate to fair	Problems with the order of ideas in the body, generalization may not be fully supported by the evidence given, problem of organization interfere
	11-6 fair to poor	Minimally recognizable introduction,, organization can barely be seen, severe problems with ordering of ideas, inadequate effort at organization
	5-1 very poor	No apparent organization of body, writer has not made any effort to organization the composition.

Content	20-18 Excelent to good	Essay addresses the topic, the ideas are concrete and throughly developed, essay reflects thought
	17-15 good to adequate	Essay addressed the issues but misses some points, ideas could be more fully developed
	14-12 adequate to fair	Development of ideas not complete or essay is somewhat off the topic, paragraph aren't divided exactly right
	11-6 fair to poor	Ideas incomplete, essay does not reflect carefully thinking or was hurriedly written, inadequate effort in area of content
	5-1 very poor	Essay is completely inadequate, no apparent effort to consider the topic
Grammar	20-18 Excelent to good	carefully Correct of preposition, modal, article, word form, and tense using, no fragment or run on sentences
	17-15 good to adequate	Some grammar problems don't influence communication and no fragments or run on sentences
	14-12 adequate to fair	Ideas are getting through to the reader, grammar problems are apparent and have negative effort on communication, run on sentences
	11-6 fair to poor	Numerous serious grammar problems interfere with communication of writer's ideas, grammar review of some areas are

		clearly needed, difficult to read sentences
	5-1 very poor	Severe grammar problems interfere greatly with the message, reader cannot understand what the writer was trying to say, unintelligible sentence structure
Vocabulary	20-18 Excellent to good	Precise vocabulary usage, use of parallel structure, concise, register good
	17-15 good to adequate	Attempts variety, good vocabulary, not wordy, style fairly concise
	14-12 adequate to fair	Some vocabulary missed, lacks awareness of register, may be too wordy
	11-6 fair to poor	Poor expression of ideas, problems in vocabulary, lacks variety of structure
	5-1 very poor	Inappropriate use of vocabulary, no sentence variety
	20-18 Excellent to good	All needed capitals, paragraph intended, punctuation and spelling very neat
	17-15 good to adequate	Some problems with punctuation, occasionally spelling errors

Mechanics	14-12 adequate to fair	Spelling problems distract the reader, punctuation errors interfere with ideas
	11-6 fair to poor	Part of essay not legible, errors in sentence punctuation
	5-1 very poor	Complete disregard for English writing convention, obvious capital missing, severe spelling problems

Aceh Besar, 7 November 2016

Guru mata pelajaran

APPENDICES V

TEST INSTRUMENT

- **Pre Test**

Write a descriptive composition based on one of the topics given (my admiring public figure; the president of Indonesia, My Father, My Mother, or any other related topic is allowed)

- **Post Test**

Write a descriptive text about one of the tourism sites from your own region (Tsunami Museum, Pasir Putih Beach, Indrapatna, or any other related topic is allowed)

APPENDICES VI

INTERVIEW

1. Menurut kamu apa pengaruh Oral Feedback dalam meningkatkan kemampuan menulis kamu ?
2. Menurut kamu Oral Feedback itu penting atau tidak dalam belajar bahasa inggris khususnya dalam materi yang sudah kita pelajari ?
3. Kamu lebih suka diberikan Oral Feedback secara langsung atau secara tidak langsung ? mengapa ?
4. Jenis feedback yang bagaimana yang menurut kamu efektif untuk memperbaiki kemampuan kamu dalam menulis ?

APPENDICES VIII

AUTOBIOGRAPHY

Name : Syarifah Munfiza Fazha
Place/Date of Birth : Lamgawe/Desember 31st, 1994
Religion : Islam
Sex : Female
Nationality/Ethnic : Indonesia/Aceh
Marital Status : Single
Occupation : Student
Address : Jl. Blang Bintang Lama, Lampuja, Dusun Mulia,
Lamgawe, Aceh Besar
E-mail : Syarifahmunfizafazha@gmail.com
Parents' Name
- Father : Sayed Azhar
Occupation : Pengangguran
- Mother : Syarifah Faizah
Occupation : Wiraswasta
Address : Jl. Blang Bintang Lama, Lampuja, Dusun Mulia,
Lamgawe, Aceh Besar
Educational Background
a. Elementary School : SD Beurawe 32, graduated: 2006
b. Junior High School : MTsS Babun Najah, graduated: 2009
c. Senior High School : MAN Model B.Aceh, graduated : 2012
d. College : Department of English Education, Faculty of Tarbiyah
and Teacher Training of Ar-Raniry State Islamic
University Banda Aceh, graduated: 2017

Banda Aceh, January, 23rd2017

The writer,

(Syarifah Munfiza Fazha)