ENHANCING JUNIOR HIGH SCHOOL STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH CONFERENCE FEEDBACK

THESIS

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LANGUAGE AND ARTS DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, *Karnanto Riono* and *Sri Yuni Astutik*. Thank you very much for your endless love, pray and support.
2. My beloved brother and sister, *Pandu Wijaya* and *Khaira Nur Kholifah Azzahra*. Thank you for your love, attention, and endless support.
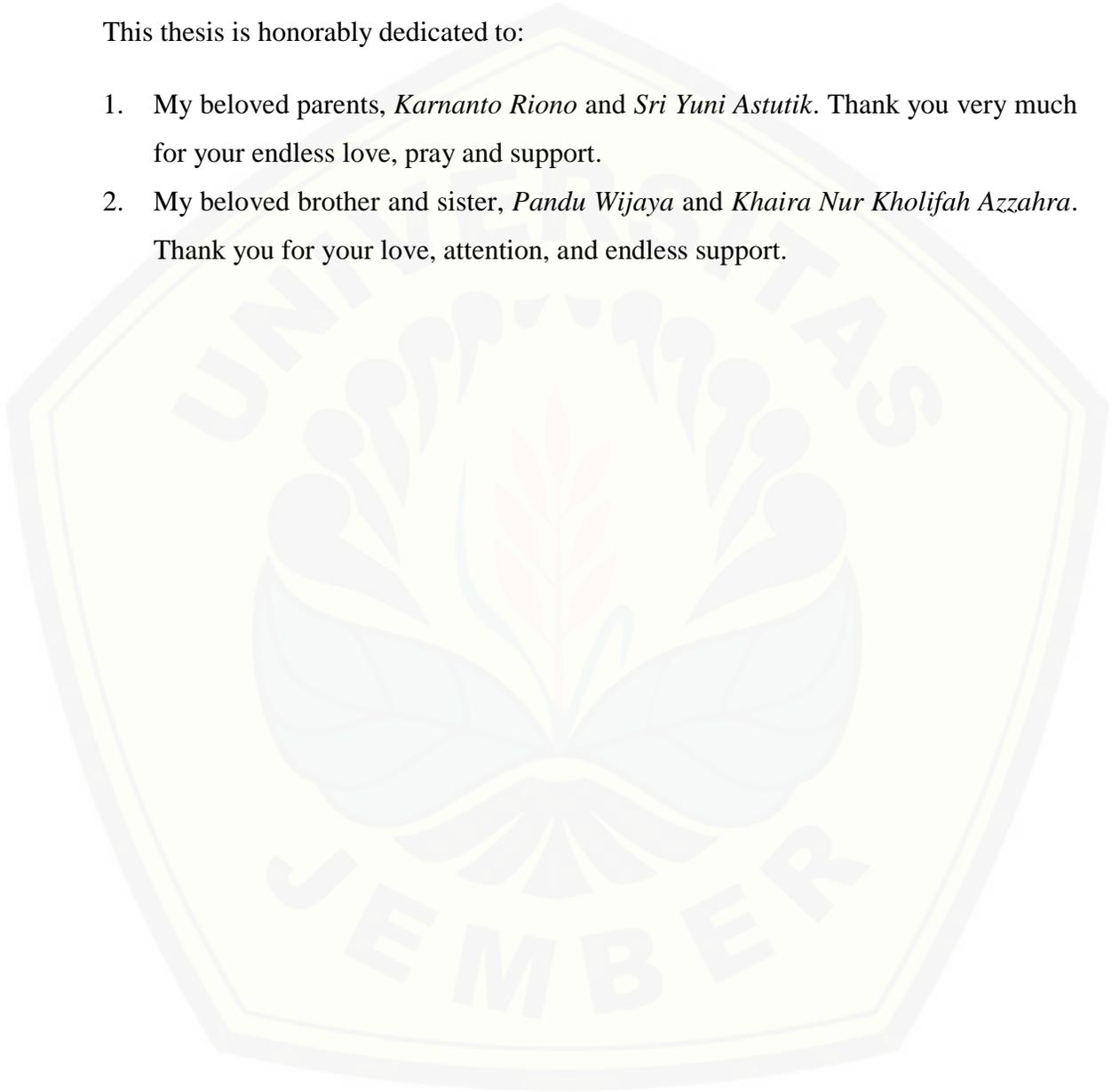
MOTTO

"We all need people who will give us feedback. That is how we improve"

(Bill Gates)

STATEMENT OF THESIS AUTHENTICITY

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Jember, December 2017

The writer,

Rhekzy Maulana Putra

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CONSULTANTS' APPROVAL

ENHANCING JUNIOR HIGH SCHOOL STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH CONFERENCE FEEDBACK

THESIS

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APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled "Enhancing Junior High School Students' Ability In Writing Descriptive Text Through Conference Feedback." is approved and received by the examination committee of the faculty of teacher training and education of Jember University.

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I believe that this thesis might have some weaknesses. Therefore, any valuable criticism and suggestions will be wisely appreciated.

Jember, December 2017

Rhekzy Maulana Putra

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SUMMARY

Based on the findings of the previous studies, the use of conference feedback was effective in facilitating students to write English texts and to gain competency in writing. Further, in Indonesia, the research issue on using conference feedback is under explored. Hence, this study investigated how conference feedback helped junior high school students in Indonesia write English texts targeted in the curriculum particularly how to revise and edit texts based on the results of conference feedback.

The objectives of this research were: (1) to describe which parts of descriptive texts the students have to plan, revise and edit based on the suggestions after the conference feedback and (2) to know the quality of the final versions of descriptive writing texts having been revised and edited by the students based on the conference feedback session. The design of this research was Classroom Action Research which covered four stages of activities namely: (1) planning, (2) implementing, (3) observing, and (4) reflection. Those four main stages were preceded by reconnaissance (preliminary study).

This study was conducted at SMP-B5 (pseudonym) and the research participants were the students from the VIII A class. The researcher chose that class based on the suggestions from the English teacher and analyzed the students' previous descriptive writing texts scores based on the English teacher's documents. The result indicated that most of the students of class VIII A got difficulties in writing grammatically correct sentences, choosing the appropriate vocabulary, organizing ideas, and applying the mechanics of writing correctly. There were 19 students as the participants of this research.

The data collection methods used in this research were final versions of students' writing products and observation. The final versions of students' writing products was conducted in the second meeting of each Cycle to get the students' scores. Meanwhile, the observation was conducted during the implementation of the action to

get the detail description about the students' difficulties and errors by using conference form.

This research was considered to be successful if at least 75% of the VIII A students achieved the standard score of the school, that is, 70. This research was conducted in two cycles since the result of the final versions of students' writing products in first cycle did not achieve the research target. In the first cycle, the result of the final versions of students' writing products who get score at least or higher than 70 was 12 students or 63% students while the second cycle the result of the final versions of students' writing products was 15 students or 78% students. It indicated that the percentage increased as much as 15% from Cycle 1 to Cycle 2 and it means that the success criteria had been achieved. Therefore, the action research was stopped and it was not necessary to continue to the next cycle.

Moreover, the result of the observation by using conference form revealed that the students could make a good outline for their writing drafts, write grammatically correct sentences, select appropriate vocabulary, arrange their ideas coherently, and use appropriate punctuations in the final versions of their texts. Shortly, it can be concluded that the use of conference feedback could enhance the students' writing ability.

As the result of this research showed that using conference feedback could improve the students' writing ability. The researcher gives some suggestions in order to give practical and empirical contributions. Practically, through the findings of this study, English teachers are expected to apply the conference feedback as an alternative strategy to help the students revise and edit their writing drafts to create better writing products. Empirically, the result of this research can be used as a source of information for future researchers who want to conduct a further research dealing with the use of conference feedback.

CHAPTER 1. INTRODUCTION

This introductory chapter gives readers' information about the research topic, the issue being investigated, the importance of investigating the issue, the position of this research in relation to related previous studies, the research focus, and the research contributions.

1.1 Research Background

There has been a little interest in researching conference feedback as a form of alternative assessment in the last twenty years (e.g. Nikel 1997; Naidu, 2007; Gulley, 2012; Nicholas and Paatsch, 2014; Mirzaee and Yaqubi, 2016). By employing different research designs, (case study, descriptive study, action research, and experimental designs), the research studies in this issue were conducted in America, Australia, Thailand, Malaysia, and Iran in the context ELT for kindergarten to university students. The findings of the previous studies were mostly similar in the sense that conference feedback was effective in facilitating students to write English texts and had competency in writing.

Chronologically, the findings of the previous studies on conference feedback were reported in the following. Nikel (1997) reported that conferences could help children revise their stories and could develop their writing proficiency. Naidu (2007) also reported that students who received written feedback and conference feedback could identify their errors and improve their writing. More specifically, Gulley (2012) found that student-teacher conferences had a significant effect on revisions of content, structure, grammar, and style. In addition, Nicholas and Paatsch (2014) as well as Mirzaee and Yaqubi (2016) proved that interactional feedback affected learners' accuracy, motivation and the rapport between teacher and learners.

Based on the findings of the previous studies, it convincingly proved that conference feedback not only improved the students' writing skill but also helped students revise and edit their writing drafts, and build a close relationship between the

teacher and the students. In Indonesia, the research issue on using conference feedback in helping students gain competency in writing was under explored. To fill the gap, this study was going to investigate how conference feedback helps junior high school students in Indonesia write English texts targeted in the curriculum. This study also considered the results of interview with the English teacher of SMP-B5 (pseudonym) and analyzed the students' previous descriptive writing texts scores based on the English teacher's documents. The result indicated that the percentage of the students' who achieved the standard score of the school (i.e. 70) was 47% students or 9 of 19 students. Besides, the students had difficulties in writing grammatically correct sentences, selecting appropriate vocabulary, organizing ideas and applying mechanics of writing. The main focus of this study was to investigate the contributions of conference feedback in helping students to write English texts particularly how to revise and edit texts based on the results of conference feedback.

1.2 Research Questions

The present study was focused to answer two research questions in the following:

1. how can conference feedback help junior high school students plan, revise and edit drafts of their writing?
2. how is the quality of the final versions of descriptive texts written by junior high school students after they revised and edited their texts based on the inputs of conference feedback session?

1.3 Research Objectives

Based on the research questions the objectives of the research are formulated as follows:

1. to describe which parts of descriptive texts the students have to plan, revise and edit based on the suggestions after the conference feedback.

2. to know the quality of the final versions of descriptive writing texts having been revised and edited by the students based on the conference feedback session.

1.4 Research Contributions

The results of this research are expected to give empirical and practical contributions. Empirically, it is expected that the next researchers should consider the time allocation when giving conference feedback, they could change from individual conference to pair or group conference to solve that problem and investigate the students' perceptions about the effectiveness of using conference feedback. Practically, through the findings of this study, English teachers are expected to apply the conference feedback as an alternative strategy to help students revise and edit their writing drafts to create better writing product.

CHAPTER 2. REVIEW OF RELATED LITERATURE

The review of related literature in this chapter deals with the theories related to the use of formative assessment in language English teaching, conference feedback in writing, and previous studies on conference feedback.

2.1 Formative Assessment: Theoretical Framework

Feedback and its kinds are discussed under the topic of formative assessment. The theoretical ideal of formative assessment (FA) is for students to develop the capacity to gather evidence of their own learning, which they then interpret and use to plan the next steps of the learning process (Clark, 2011). FA is a strategic process which uses evidence regarding the extent of student knowledge (declarative knowledge) and skill (procedural knowledge) to support further learning and as such increases student's motivation and engagement (Cauley and McMillan, 2010). The purpose of classroom assessment is therefore to provide practitioners, administrators and policy makers with classroom-level data to improve teaching methods and to guide and motivate students to be actively involved in their own learning. Assessments should help students 'become more effective, self-assessing, self-directed learners' (Angelo and Cross 1993, p.4)

Further, formative assessment (FA) has eight principles (Clark, 2011). In those eight principles the students must collaborate with the teacher in order to: (1) be able to understand clearly what they are trying to learn, and what is expected of them; (2) be given immediate feedback about the quality of their work and what they can do to make it better; (3) be given advice about how to sustain improvement; (4) be fully involved in deciding what needs to be done next (5) be aware of who can give them help if they need it and have full access to such help; (6) be able to build knowledge of themselves as learners, and become meta-cognitive; (7) take more responsibility for their learning and participate more in the process of learning; (8) engage parents and

careers in the learning process. Based on the statement above, formative assessment applied as the assessment method because the main focus of this study is to investigate the contributions of conference feedback in helping students to write English texts, in particular how to revise and edit texts based on the results of conference feedback.

2.2 Conference Feedback and Its Effects on Writing Skill: Conceptual Framework

2.2.1 Conference feedback

In the context of language assessment, conference feedback is a crucial part in learning process as it can help students learn and achieve the stated learning goal. Conference feedback is feedback which is given orally by a teacher, playing his or her role as a facilitator or the participant for the students' writing. The teacher as a reader can help the students to solve their problems, check their understandings, and then give them feedback immediately. It was stated by Gulcat and Ozagac (2006:4), in conference as feedback the students can directly ask the teacher questions on the issue they have troubles with, and at the same time the teacher may check the students' meaning or understanding and giving feedback immediately. In addition, Juwah *et al*. (2004:7) also suggest that in conference, the students not only receive initial feedback information but also have opportunity to engage the teacher in discussion about the feedback.

Furthermore, conferencing can build a close relationship between the teacher and the students and also will promote the students' self-learning. As stated by Keh (1990:298) in conference feedback, students can ask question, have a chance to talk more in English, improve their writing by saying where the problems are, and get immediate feedback. In addition, the teacher can see whether the students understand what he or she is saying by reading their faces and can respond accordingly. Then, students can express their ideas more clearly in writing and the teacher can explain the most difficulties which students have in their writing.

Based on the meanings of conference feedback previously defined operationally, the present study defines conference feedback as input in the forms of comments and suggestions from the teacher as a reader to the students as writers orally that provides useful information for revision and better quality of writing. The purpose of conference feedback is to encourage students to read critically their writing drafts based on suggestions by the teacher in order to improve their writing achievement.

2.2.2 The effects of conference feedback on the students' writing

In the teaching of English as a foreign language, writing is one of the language skills considered difficult to be learnt by the students in Indonesia. In order to write a well-organized text, the students have to master the five aspects of writing, i.e. grammar, content, mechanic, organization, and vocabulary. Without mastering those five aspects of writing, the students will face difficulties in mastering the writing skill. Dealing with Curriculum 2013 especially for the eighth grade students, it is stated that the students are able to express the meaning and rhetorical steps of a short simple essay using various languages accurately, fluently, and appropriately in the form of descriptive text.

According to Wong (1999:373), a descriptive text is used to describe a person, a place, or an object so precisely that the reader "sees" the item clearly in his or her imagination. It is supported by Stanley (1998:152) that description presents the appearance of things that occupy space, whether they are objects, people, building or cities. In addition, Miller and Cohen (1998:224) state that the writer can create powerful descriptive language and well-chosen of adjective. The purpose of description is to convey the reader what something looks like by describing it with words. Description is used to say what something or somebody is like. It can be concluded that descriptive text refers to a group of sentences dealing with one main idea that gives a picture of something or somebody clearly through the words.

In the context of the present study, conference feedback serves as a mean to improve the students' ability in writing a descriptive text. It has been discussed in the

previous section that in conference feedback, the students can ask question, have a chance to talk more in English, improve their writing by saying where the problems are, and get immediate feedback, so they can find their errors and try to revise them. Furthermore, the students can find their own way in writing during the writing process and in the final draft, they can produce a good descriptive writing texts.

2.3 Previous Studies on Conference Feedback

There are five previous studies reviewed related to the issue of conference feedback. First, Naidu (2007) conducted a research on the students' response towards the teacher's written comment and conference feedback in Malaysia. He applied a case study involving six ESL learners of below average proficiency as the research participants. The result showed that the use of written feedback and conference feedback session in ESL context could identify their errors and improve their writing

Second, Nikel (1997) investigated the essence of the writing conferences and how the dialogue affected the children and their writing. He applied qualitative descriptive study and the subjects of the study were a part of kindergarten to grade eight schools in Saskatchewan, Thailand. The result showed that conferences were the most effective when the researcher helped the children rehearse their stories, revise based on the needs of audience and develop proficiency with some mechanical concerns.

Next, Nicholas and Paatsch (2014) investigated the incorporation of student/teacher conferences into a pre-existing program to support the development of phonemic awareness skills of students in their first year of schooling. The participants were 84 children and one class teacher in a Victorian Government school in Australia. The result showed that the use of conference with the key features of a discussion of academic performance and goal setting indicated that success could be achieved with all the first year students and not just those who were more academically advanced.

Further, Mirzaee and Yaqubi (2016) investigated the use of teachers' silence in writing conference talk in Iran in order to detail the features of talk that either create or inhibit participation. They applied conversational action toll design involving 7 MA

candidates of Persian-L1 native speakers with an age ranging of 23 to 26 as the research participants. They found that a teacher's silence could function as a significant scaffold which provided learners with room for more participation in the context of writing conferences.

The last, Gulley (2012) conducted a research on the effect of oral feedback (delivered via student teacher conferences) on the development of students' writing in America. He applied mixed design of ancova involving 70 developmental students' writings at mid western community college as the research participants. This study revealed that despite the miscommunication that could happen during the feedback process, feedback from their teachers could make positive improvements to the content and organization of their papers. The students in this study improved their papers regardless of the type of feedback they received.

From the previous studies above, it can be concluded that conference feedback gives positive effects on the student's writing ability, the students who have conference feedback achieved goal settings and more academically advanced. Thus, the researcher conducted research to describe which parts of descriptive texts students had to revise and edit based on the suggestions during the conference feedback and to know the quality of the final versions of descriptive writing texts having been revised and edited by the students based on the conference feedback session.

CHAPTER 3. RESEARCH METHOD

This chapter discusses the research design (its arguments and procedures), the research context (where and when to conduct the study), the research participants (who are involved in the study and why), the action procedures, the data collection method and its procedures, and the data analysis method and its procedures.

3.1 The Research Design

This research was designed as a classroom action research because it aimed to solve the students' difficulties in writing a descriptive text by implementing conference feedback in teaching the descriptive text writing. The cycle model of an action research proposed by Kemmis and McTaggart (1992:19) consisting of four steps: planning, implementing, observing and reflection was chosen as the research design. Those four main steps were preceded by reconnaissance (preliminary study). The design of this research was illustrated in the following flow diagram.

Diagram 3.1: Flow Diagram of Action Research

Cycle 1   Cycle 2

```
          ┌──────┐    ┌────────┐      ┌──────────────┐    ┌────────┐
┌──────┐  │ Plan │ →  │ Action │  →   │ Revised Plan │ →  │ Action │ →
│ Rec. │→ └──────┘    └────────┘      └──────────────┘    └────────┘
└──────┘     ↑            ↓                  ↑                 ↓
          ┌─────────┐  ┌─────────┐     ┌─────────┐       ┌─────────┐
          │ Reflect │← │ Observe │     │ Reflect │   ←   │ Observe │
          └─────────┘  └─────────┘     └─────────┘       └─────────┘
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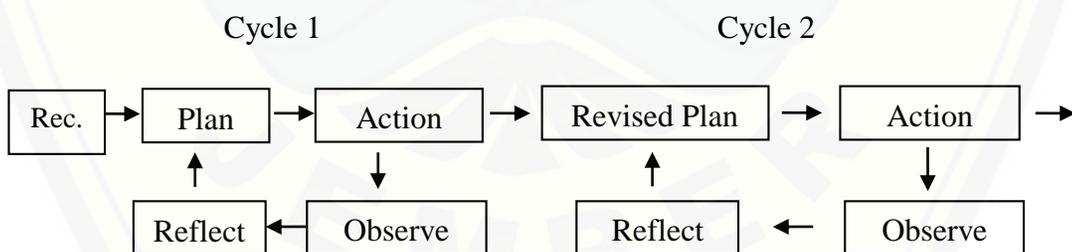
Note: Rec : Reconnaissance

(*Adapted from Kemmis and McTaggart, 1992:19*)

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The procedures of the research were as follows:

1. Doing the reconnaissance (preliminary study) by interviewing the English teacher of the eighth grade students of SMP-B5 in order to get some information about the students' problem related to the teaching of writing and to decide which class was used as the research participants. Besides, the researcher also analyzed the students' previous score in writing descriptive texts based on the English teacher's documents to know the students' ability in writing a descriptive text.

2. Planning the action by constructing one lesson plan for meeting 1 and meeting 2 because those meetings were sequence and conference form as an observation sheet for Cycle 1.

3. Implementing the action in Cycle 1 that was teaching writing a descriptive text. In this step, the researcher did the activity collaboratively with the English teacher. The researcher did the teaching learning process while the English teacher did the observation.

4. Asking the students' to submit final versions of their writing products after the action given in Cycle 1.

5. Analyzing the results of the final versions of students' writing products and the result of observation in Cycle 1.

6. Reflecting the result of the final versions of students' writing products and the result of classroom observation on writing English class in Cycle 1. The result of the final versions of students' writing products revealed that 12 students or 63% students had achieved the school's standard score that was 70. Meanwhile, the target of success criteria of this research was 75% students achieved the school's standard score that was 70. It indicated that the result of the final versions of students' writing products in Cycle 1 did not achieve the target yet. Therefore, it was necessary to conduct the second cycle.

7. Planning the action by constructing one lesson plan for meeting 1 and meeting 2 because those meetings were sequence and conference form as an observation sheet for Cycle 2.

8. Implementing the action in Cycle 2 by reviewing the materials of descriptive texts. In this step, the researcher did the activity collaboratively with the English teacher. The English teacher did the teaching learning process while the researcher did the observation.

9. Asking the students' to submit final versions of their writing products after the action given in Cycle 2.

10. Analyzing the result of the final versions of students' writing products and the result of observation in the Cycle 2.

11. Reflecting the result of the final versions of students' writing products and the result of classroom observation on writing English class in the Cycle 2. The result of the final versions of students' writing products score revealed that 15 students or 78% students had achieved the school's standard score that was 70. Meanwhile, the target of success criteria of this research was 75% students achieved the school's standard score that was 70. It indicated that the success criteria had been achieved. Therefore, action research was stopped and it was not necessary to continue to the next cycle.

12. Drawing conclusion to answer the research problems.

3.2 Research Context

This study was conducted at SMP-B5, the Regency of Bondowoso, East Java, Indonesia. The primary reason why this school was chosen was that the school principal and the English teacher have given permission to the researcher to get the data. The teaching of English in this school was guided by Curriculum 2013. Further, the time of English lesson in this school was 4 x 40 minutes in a week and the teacher used authentic assessment as the assessment method. Then, based on Curriculum 2013, this school applied scientific approach in terms of teaching English in the classroom.

3.3 Research Participants

The research participants were the students from the VIII A class of SMP-B5 Bondowoso. The researcher chose that class based on the suggestions from the English teacher because most of the students of class VIII A got difficulties in writing grammatically correct sentences, choosing the appropriate vocabulary, organizing ideas, and applying the mechanics of writing correctly.

3.4 Action Designs

3.4.1 Materials

The material taught was descriptive texts that include the social functions, language features, and generic structure of descriptive text.

3.4.2 Technique

Conference feedback was used as a technique in helping students to solve their problems in writing a descriptive text. In conference feedback session, the students can ask questions, say what their problems are, and get immediate feedback from the teacher, so they can analyze their errors and revise them.

3.4.3 Procedures

The steps in implementing conference feedback in teaching a descriptive text are illustrated in the following.

1) The teacher provided a theme before the students wrote the first draft.
2) The teacher asked the students to choose a topic by themselves related to the theme and then write some sentences related to the topic as the outline.
3) The teacher asked the students to write their first draft based on their outline.
4) The teacher gave conference feedback while the students were writing their first draft by moving from table to table (or desk to desk) in the classroom.
5) The teacher asked the students to submit their writing.

6) The teacher gave conference feedback to the whole class to give clearer explanation about the students' errors.

7) The teacher gave chance to the students to discuss their difficulties in writing their first draft by asking or answering questions and clarifying the feedback given by the teacher.

8) The students wrote the final draft and submitted the result to the teacher.

Those steps above were sequence in the first and second meetings. In the first meeting the conference feedback session was given individually and in the second meeting was given to the whole class after identifying and analyzing the result of conference feedback session in the first meeting.

3.4.4 Assessment

The final drafts submitted by the students were assessed by using analytical scoring rubric for writing. The aspects scored were content, grammar, organization, vocabulary, and mechanics.

3.5 Data Collection Method

3.5.1 Observation

The observation was needed to collect the data about which parts of descriptive texts the students have to revise and edit after receiving conference feedback. The English teacher observed the process when students revised and edited their drafts by writing them in conference form as follows:

Students' Names (Initials)	Date	Observations		Teacher Action	Student Action	Teacher Follow-up
		Students' work				

(*Anderson, 2009: 11-13*)

To fill the conference form, the teacher moved from desk to desk (or table to table) or sit next to the students as they wrote. On the students' names and date column, the teacher wrote all of the students' names and wrote the date to anticipate the same teaching point in the next conference feedback session. In the observations or students' work column, the teacher wrote the students' progress in writing the descriptive text. Next, the teacher asked open-ended questions in teacher action column. The questions such as "How is it going?", "Who will you describe?", "Why do you choose this person?", and "How can I help you today?" were good ones to invite the students to tell what they did as a writer. Then, the students' responses were written in the student action. The last, feedback given by the teacher towards the students' response was written on the teacher follow-up column. After all of the students had conference feedback, the teacher used the notes in this conference form as the data to analyze students' errors in using English. The results of analysis were used as a guide to provide points to do in the next meeting.

3.5.2 Final Versions of Students' Writing Products

To know the quality of the final versions of descriptive texts revised and edited by the students (based on the conference feedback session), the students were asked by the teacher to submit their final version of their writing products. Then, the teacher scored them using the analytic writing rubric in order to know the strengths and

weaknesses of the students' writings in each writing aspect. Hughes (2003:100) says that a method of scoring which requires a separate score for each of a number of aspects of a task are said to be analytic. There were five aspects that were scored analytically: grammar, vocabulary, mechanic, content, and organization (see Table 3.1). The score of the student's writing was gained by adding score in each component (gained score) divided by maximum score in the rubric (25) times one hundred (gained score : maximum score x 100).

Table 3.1 The Analytic Scoring Rubric of Writing

No	Criteria	Score
1.	Grammar	
	• Few (if any) errors of grammar or word order.	5
	• Some errors of grammar or word order but do not interfere comprehension.	4
	• Errors of grammar or word order frequent; re-reading is necessary for full comprehension.	3
	• Errors of grammar or word order very frequent; readers own interpretation is needed.	2
	• Errors of grammar or word order so severe as to make comprehension.	1
2.	Vocabulary	
	• Use few (if any) inappropriate words.	5
	• Use some inappropriate words but do not interfere comprehension.	4
	• Use wrong or inappropriate words frequent; expressing of ideas limited.	3
	• Use wrong or inappropriate words very frequent; readers own interpretation is needed.	2
	• Vocabulary so limited as to make comprehension impossible.	1
3.	Mechanics	
	• Few (if any) misspelling, wrong punctuation, and capitalization.	5
	• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.	4
	• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension.	3
	• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed.	2
	• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.	1

4.	Content	
	• Main idea stated clearly and accurately, change of opinion very clear.	5
	• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.	4
	• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.	3
	• Main ideas not clear and accurate, change of opinion statement weak.	2
	• Main ideas not all clear and accurate, change of opinion statement very weak.	1
5.	Organization	
	• Few (if any) lack of organization and link to ideas.	5
	• Some lack of organization and link of ideas but do not impair communication.	4
	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.	3
	• Lack of organization and link of ideas very frequent; readers own interpretation is needed.	2
	• Lack of organization and link of ideas so serve as to make communication impaired	1
Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization) Writing score: <u>Total score from each aspect</u> x 100 = ………….. Maximum score (25)		

(Adapted from: Hughes, 2003: 101-102)

3.6 Data Analysis Method

The questions addressed during conference feedback and notes made by the teacher in the conference form (i.e. students' progress in writing, students' answers to the questions during conference feedback, teacher's feedback) provided evidence (qualitative data) that were analyzed to answer the first research questions, i.e. how conference feedback could help junior high school students plan, revise and edit their drafts of writing. In the first phase, these data were categorized into: (1) evidence that could explain how conference feedback helped students make a plan for writing descriptive text, and (2) evidence that could explain how conference feedback helped students revise and edited their drafts of their writing. Then, the data were analyzed

and interpreted logically by seeking connections and patterns among the data. Lastly, the results of analysis were reported descriptively.

After scoring the final versions of descriptive texts written by the students in Cycle 1 and Cycle 2, the scores were analyzed using descriptive statistics by calculating the number of students who had achieved minimally score 70 and below 70. Then, the scores of descriptive text writings in cycle 1 were compared to those of the final versions of students' descriptive text writing in cycle two. This aim was to know whether or not there was the improvement of scores made in the first and second cycles as the result of conference feedback given in the teaching of descriptive writing.
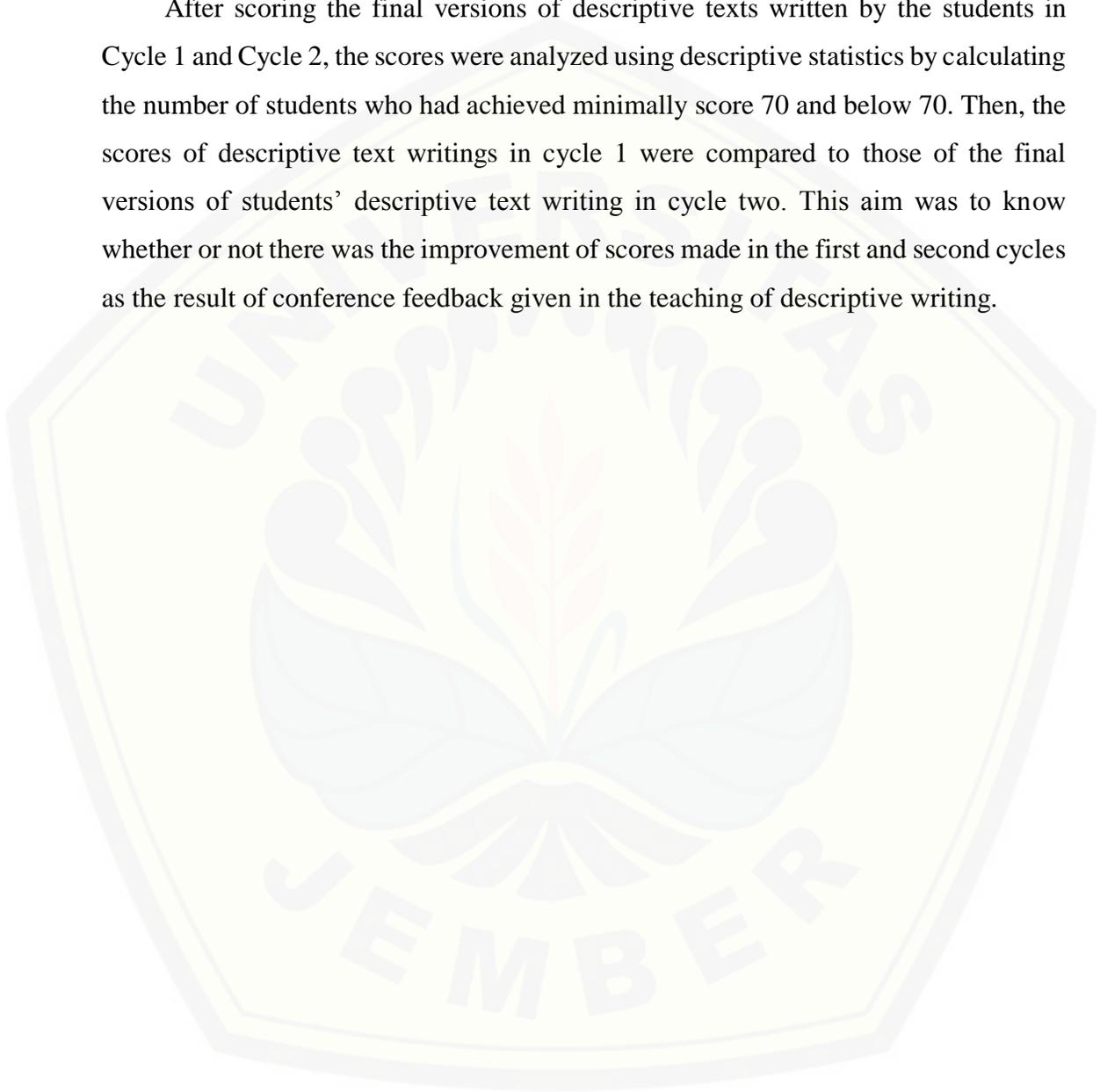
CHAPTER 5. CONCLUSIONS AND SUGGESTIONS

This chapter present the conclusion and suggestion. The suggestions are expected to give empirical and practical contribution.

5.1 Conclusion

Based on the result of data analysis and discussion, there are two things than can be concluded. Firstly, the implementation of conference feedback in the process of teaching and learning writing can help the students plan, revise and edit their drafts of writing. Secondly, the implementation of conference feedback session could improve the quality of final versions of descriptive texts written by junior high school students after they revised and edited their texts based on the inputs of conference feedback session. The improvement of the students' writing ability could be seen from the percentage of the students who achieved the standard score in both cycles, that is, Cycle 1 and Cycle 2. In Cycle 1 the percentage of the students who got score equal or more than 70 was 63% students or 12 students, while in Cycle 2 improved to 78% students or 15 students.

5.2 Suggestions

As the result of this research showed that using conference feedback could improve the students' writing ability. The researcher gives some suggestions in order to give practical and empirical contributions.

1. Practically, through the findings of this study, English teachers are expected to apply the conference feedback as an alternative strategy to help students revise and edit their writing drafts to create better writing product.

2. Empirically, the result of this research can be used as a source of information for the future researchers who want to conduct a further research dealing with the use of conference feedback by using the same or different research design like experimental or descriptive research, with different language skills for different level of subjects and schools.

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APPENDIX A

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPHOTESES

Enhancing Junior High School Students' Ability in Writing Descriptive Text Through Conference Feedback.	1. How can conference feedback help junior high school students revise and edit drafts of their writing?	**Independent:** Conference feedback in teaching descriptive writing text
		
		Dependent:
		1. The final versions of students' writing product
			Conference Feedback :
			- Interaction between teacher and students
			- Help the students find their own way in writing
			- Carried out during and after conversation
			
			The aspects of the final versions of students' writing product covers :
			- Grammar
			- Vocabulary
			- Mechanics
			- Content
			- Organization
			
			(*Hughes,2003:101-102*)
				1. Research participants: The students of class VIIA at SMP-B5 Bondowoso in the 2016/2017 Academic Year.
				
				2. Informant: The seventh grade English teacher of SMP-B5 Bondowoso .
				
				3. Document:
				- The names of the research subjects.
					1. **Research Design:** Classroom action research with the cycle model. The stages of each cycle are:
					  a. The planning of the action
					  b. The implementation of the action
					  c. Observation and evaluation of the action.
					  d. Data analysis and reflection of the action
					  (*Kemmis, 1988:5*)
					
					2. **Area Determination Method** Purposive Method
					
					3. **Research Participant Determination Method** Purposive Method
						1. The implementation of conference feedback can help the eighth grade students revise and edit drafts of their writing at SMP-B5 Bondowoso.
						
						2. The implementation of conference feedback can improve the quality of final versions of descriptive texts written by the eight grade students after they edit and revise their texts at SMP-B5 Bondowoso.

| | 2. How are the quality of the final versions of descriptive texts written by junior high school students after they revise and edit their texts based on the inputs of conference feedback session? | 2. The students' first draft descriptive text writing achievement | • The final versions of students' writing product | - The previous scores of class VIII A students' descriptive writing text based on the English teacher's documents. | 4. **Data Collection Methods**
Primary Data:
- The final versions of students' writing product
- Observation

5. **Data Analysis Method**
The result of the students' writing test was analyzed by using descriptive statistic (frequency distribution and percentage). | |

APPENDIX B

Interview Guide for Preliminary Study

No	The List of Questions for Interview	Teacher's Answer
1.	How do you teach writing skill to your students?	I usually ask the students to write a text based on the topic provided in the textbook.
2.	What technique do you use in teaching writing?	I only used lecturing and assignment method during the teaching and learning process.
3.	Do you ever apply conference feedback as your technique in teaching writing?	No, I do not.
4.	What difficulties are usually faced by the students in learning writing?	Most of the students are lack of vocabulary, they still cannot write good sentences based on the structure, and some of them usually write sentences in Indonesian first, then they translate them into English.
5.	What is the minimum standard requirement score of English at this school?	It is 70.
6.	Which class do you think have problems in learning writing?	I think VIII A class has problem in learning writing because most of the students in that class got score below the standard score 70.

APPENDIX C: QUESTIONS DURING CONFERENCE FEEDBACK

The teacher gave conference feedback when the students wrote their first draft by moving from table to table (or desk to desk) or sit next to the students in the classroom Questions during conference feedback:

a. **On the students' progress**
   1. "How is it going?"
   2. "What are you doing as a writer today?"
   3. "How can I help you today?"
   4. "Who will you describe?"
   5. "How well do you know him?"
   6. "What are the stronger sections? The weaker? Why?"
   7. "Where do you think you get off the track?"

b. **On the students' errors**
   1. "Did you choose the right words in this sentence?"
   2. "Did you choose the right punctuation in this sentence?"
   3. "Did you write the text based on the language features of descriptive text?"
   4. "Did you follow the generic structures of descriptive text?"
   5. "Did you arrange your ideas well?"

c. **Follow-up questions**
   1. "What do you need to write in the next draft?"
   2. "Is this finished? If not, what would you like to change?"
   3. "What do you think you ought to be working on in your writing?"
   4. "What do you plan to work on next?"

APPENDIX D

LESSON PLAN
(Meeting 1, Cycle 1)

School : SMPN 5 Bondowoso
Subject : English
Grade/ Semester : VIII/1
Language Skill : Writing
Theme : Descriptive
Topic : Favorite Singer in Indonesia
Time Allocation : 2 x 40 minutes

I. Basic Competence and Indicators

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

    1.1.1 Showing enthusiasm in learning English.

2.5 Menunjukkan perilaku jujur, tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar, dan menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan

    2.5.1 Showing honesty, responsibility, care, responsive, and proactive in teaching learning process in the teaching learning process.

3.10 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.

    3.10.1   Mentioning the social function of descriptive text

    3.10.2   Identifying the generic structure of descriptive text

    3.10.3   Identifying the language features of descriptive text

4.4. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

    4.4.1 Outlining their writing (first draft)

    4.4.2 Making a draft writing based on their writing outline

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4.4.3 Revising their writing. (Writing product)

4.4.4 Writing a well-organized descriptive text by following the sentence structure and the language features individually

II. Learning Objectives

4.1 The students show their enthusiasm in learning English

4.2 The students will show enthusiasm, honesty, responsibility, responsiveness and participation in the teaching and learning process.

4.3 The students are be able to make outline of their writing (prewriting)

4.4 Students are be able to make a draft of writing based on their writing outline.

4.5 Students are be able to revise their writing (post writing) after receiving conference feedback from the teacher.

4.6 Students are be able to write a well-organized descriptive text by following the generic structure and the language features of descriptive text.

III. Learning Materials

1. Definition of Descriptive text

Descriptive text is a text which says what a person or a thing is like.

2. The purpose of Descriptive text is to describe and reveal a particular person, place, or thing.

3. The generic structure of Descriptive text

- Identification   : identify the phenomenon to be described.
- Description   : describing the phenomenon in parts, qualities, or/and characteristics.

4. The language feature

- Using simple present tense
- Using adjective
- Using action verbs

5. The example of descriptive text

Afgan

Identification

Afgan's full name is Afgan Syah Reza. He was born on 27 May 1989 in Jakarta. He is well known as a talented young singer.

Description

Afgan is quite tall. His height is 170 cm. He has an oval face and short hair. He has a pointed nose. He has light complexion. He is a singer and he has good voice. His favorite music is pop, R & B, Soul and Jazz. Those genres of music influence his way to sing.

(Adapted from: http://www.sekolahoke.com/2011/06/descriptive-text-pop-singerafgan.html)

IV. **Teaching and Learning Strategy**

- Approach   : Process approach
- Method   : Outlining, drafting, revising, editing, publishing
- Technique   : Conference feedback

V. **Media, Instrument, and Learning Resources**

Media   : Whiteboard, board maker, students' sheet

Learning Resources   :

1. http://www.englishindo.com/2015/07/contoh-descriptive-text.html
2. http://www.sekolahoke.com/2011/06/descriptive-text-pop-singer-afgan.html

VI. Teaching and Learning Activities

Phase	Description	Time Allocation
Set Induction	1. The teacher greets the students in English.	1'
	2. The teacher and students pray together.	1'
	3. The teacher checks the attendance list by calling out the students' names.	2'
	4. The teacher gives a riddle about Afgan to the students.	1'
	5. The teacher shows a picture of Afgan.	1'
	6. The teacher sings a part of Afgan's song entitled *Jodoh Pasti Bertemu.*	1'
	7. The teacher states the lesson objectives	2'
Main Activity	1. The teacher provides a theme about Favorite Singer in Indonesia.	1'
	2. The teacher asks the students to choose a topic related to the theme given and then write some sentences which are related to the topic as the outline.	5'
	3. The teacher asks the students to write their first draft based on their outline.	1'
	4. The teacher gives conference feedback when the students write their first draft by moving from table to table (or desk to desk) or sit next to the students in the classroom.	57'
	5. The teacher asks the students to submit their writing.	1'
Closure	1. The teacher and students make a conclusion about the lesson.	5'
	2. The teacher closes the learning activities.	1'
	3. The teacher says good bye to the students.	

VII. ASSESSMENT

a. Process assessment

- **Method** **:** Observation
- **Instrument** : Rating scale : used to assess students' enthusiasm, honesty, responsibility, responsiveness and participation in teaching and learning process

RATING SCALE

Name	enthusiasm			honesty			responsibility			responsiveness			participation		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
B															
C															
D															
E															

Notes: 1: fair, 2: good, 3: very good

b. Product assessment

- **Method** : Giving writing task
- **Instrument** : Writing scoring rubric : used to assess students' product of writing

Writing Scoring Rubric

No	Criteria	Score
1.	Grammar	
	• Few (if any) errors of grammar or word order.	5
	• Some errors of grammar or word order but do not interfere comprehension.	4

	• Errors of grammar or word order frequent; re-reading is necessary for full comprehension.	3
	• Errors of grammar or word order very frequent; readers own interpretation is needed.	2
	• Errors of grammar or word order so severe as to make comprehension.	1
2.	Vocabulary	
	• Use few (if any) inappropriate words.	5
	• Use some inappropriate words but do not interfere comprehension.	4
	• Use wrong or inappropriate words frequent; expressing of ideas limited.	3
	• Use wrong or inappropriate words very frequent; readers own interpretation is needed.	2
	• Vocabulary so limited as to make comprehension impossible.	1
3.	Mechanics	
	• Few (if any) misspelling, wrong punctuation, and capitalization.	5
	• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.	4
	• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension.	3
	• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed.	2
	• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.	1
4.	Content	
	• Main idea stated clearly and accurately, change of opinion very clear.	5
	• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.	4

	• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.	3
	• Main ideas not clear and accurate, change of opinion statement weak.	2
	• Main ideas not all clear and accurate, change of opinion statement very weak.	1
5.	Organization	
	• Few (if any) lack of organization and link to ideas.	5
	• Some lack of organization and link of ideas but do not impair communication.	4
	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.	3
	• Lack of organization and link of ideas very frequent; readers own interpretation is needed.	2
	• Lack of organization and link of ideas so serve as to make communication impaired	1

Total score: (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization)

Writing score: <u>total score</u> x 100 = …………..

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Jember, June 14th, 2017

Enclosure

The English Teacher   Researcher,

Ani Hariyaningsih, S.Pd   Rhekzy Maulana Putra

195503231987032015   120210401060

APPENDIX 1 (Pre-Instructional activities)

1. Giving a riddle

   I am a young singer in Indonesia. I am a man. I always wear glasses. My best song is *Jodoh Pasti Bertemu.* Who am I?

2. Showing Afgan's picture

Do you know who he is?

APPENDIX 2 (Main Activities)

Write some sentences which are related to the topic as the outline of your writing. Based on your outline, then write the first writing draft that consists of 10-12 sentences by following the generic structures and language features of the descriptive text.

LESSON PLAN
(Meeting 2, Cycle 1)

School   : SMPN 5 Bondowoso

Subject   : English

Grade/ Semester   : VIII/1

Language Skill   : Writing

Theme   : Descriptive

Topic   : Favorite Singer in Indonesia

Time Allocation   : 2 x 40 minutes

I. Basic Competence and Indicators

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

      1.1.1 Showing enthusiasm in learning English.

2.5 Menunjukkan perilaku jujur, tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar, dan menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan

      2.5.1 Showing honesty, responsibility, care, responsive, and proactive in teaching learning process in the teaching learning process.

3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.

      3.3.1 Mentioning the social function of descriptive text

      3.3.2 Identifying the generic structure of descriptive text

      3.3.3 Identifying the language features of descriptive text

4.4. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

      4.4.1 Outlining their writing (first draft)

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4.4.2 Making a draft writing based on their writing outline

4.4.3 Revising their writing. (Writing product)

4.4.4 Writing a well-organized descriptive text by following the generic structure and the language features individually

II. Learning Objectives

4.1 Students show their enthusiasm in learning English

4.2 Students will show enthusiasm, honesty, responsibility, responsiveness and participation in teaching and learning process.

4.3 Students are be able to make outline of their writing (prewriting)

4.4 Students are be able to make a draft of writing based on their writing outline.

4.5 Students are be able to revise their writing (post writing) after receiving conference feedback from the teacher.

4.6 Students are be able to write a well-organized descriptive text by following the sentence structure and the language features of descriptive text.

III. Learning Materials

- Reviewing the materials about descriptive text by using question and answer method.

IV. Teaching and Learning Strategy

- Approach : Process approach
- Method : Outlining, drafting, revising, editing, publishing
- Technique : Conference feedback

V. Media, Instrument, and Learning Resources

Media : Whiteboard, board maker, students' sheet

Learning Resources :

1. http://www.englishindo.com/2015/07/contoh-descriptive-text.html
2. http://www.sekolahoke.com/2011/06/descriptive-text-pop-singer-afgan.html

VI. Teaching and Learning Activities

Phase	Description	Time Allocation
Set Induction	1. The teacher greets the students in English.	1'
	2. The teacher and students pray together.	2'
	3. The teacher checks the attendance list by calling out the students' names.	1'
	4. The teacher states the lesson objectives.	2'
Main Activity	1. The teacher reviews the material about descriptive text.	15'
	2. The teacher gives conference feedback to the whole class to give clearer explanation about the students' errors.	15'
	3. The teacher gives chances to the students to discuss their difficulties in writing their first draft by asking or answering questions and clarifying the feedback given by the teacher.	
	4. The students write the final draft and submit it to the teacher.	37'
Closure	1. The teacher and students make a conclusion about the lesson.	5'
	2. The teacher closes the learning activities.	1'
	3. The teacher says good bye to the students.	1'

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VII. ASSESSMENT

a. Process assessment

- **Method**   : Observation
- **Instrument**   : Rating scale : used to assess students' enthusiasm, honesty, responsibility, responsiveness and participation in teaching and learning process

RATING SCALE

Name	enthusiasm			honesty			responsibility			responsiveness			participation		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
B															
C															
D															
E															

Notes: 1: fair 2: good, 3: very good

b. Product assessment

- **Method**   : Giving writing task
- **Instrument** : Writing scoring rubric : used to assess students' product of writing

Writing Scoring Rubric

No	Criteria	Score
1.	Grammar	
	• Few (if any) errors of grammar or word order.	5
	• Some errors of grammar or word order but do not interfere comprehension.	4

	• Errors of grammar or word order frequent; re-reading is necessary for full comprehension.	3
	• Errors of grammar or word order very frequent; readers own interpretation is needed.	2
	• Errors of grammar or word order so severe as to make comprehension.	1
2.	Vocabulary	
	• Use few (if any) inappropriate words.	5
	• Use some inappropriate words but do not interfere comprehension.	4
	• Use wrong or inappropriate words frequent; expressing of ideas limited.	3
	• Use wrong or inappropriate words very frequent; readers own interpretation is needed.	2
	• Vocabulary so limited as to make comprehension impossible.	1
3.	Mechanics	
	• Few (if any) misspelling, wrong punctuation, and capitalization.	5
	• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.	4
	• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension.	3
	• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed.	2
	• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.	1
4.	Content	
	• Main idea stated clearly and accurately, change of opinion very clear.	5
	• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.	4

	• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.		3
	• Main ideas not clear and accurate, change of opinion statement weak.		2
	• Main ideas not all clear and accurate, change of opinion statement very weak.		1
5.	Organization		
	• Few (if any) lack of organization and link to ideas.		5
	• Some lack of organization and link of ideas but do not impair communication.		4
	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.		3
	• Lack of organization and link of ideas very frequent; readers own interpretation is needed.		2
	• Lack of organization and link of ideas so serve as to make communication impaired		1

Total score: (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization)

Writing score: $\dfrac{\text{total score}}{25} \times 100 = \ldots\ldots$

Jember, June 14th, 2017

Enclosure

The English Teacher   Researcher,

Ani Hariyaningsih, S.Pd   Rhekzy Maulana Putra

196503231987032015   120210401060

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APPENDIX 1 (Main Activities)

Revise your first draft and submit it as the writing product (final draft)!

APPENDIX E

LESSON PLAN

(Meeting 1, Cycle 2)

School	: SMPN 5 Bondowoso
Subject	: English
Grade/ Semester	: VIII/1
Language Skill	: Writing
Theme	: Descriptive
Topic	: Favorite Actor or Actress in Indonesia
Time Allocation	: 2 x 40 minutes

I. Basic Competence and Indicators

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

   1.1.1 Showing enthusiasm in learning English.

2.5 Menunjukkan perilaku jujur, tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar, dan menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan

   2.5.2 Showing enthusiasm, honesty, responsibility, responsiveness, and participation in teaching learning process in the teaching learning process.

3.11 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.

   3.11.1   Mentioning the social function of descriptive text

   3.11.2   Identifying the generic structure of descriptive text

   3.11.3   Identifying the language features of descriptive text

4.5. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana

   tentang orang, binatang, dan benda, dengan memperhatikan tujuan, struktur

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teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

    4.4.1 Outlining their writing (first draft)

    4.4.2 Making a draft writing based on their writing outline

    4.4.3 Revising their writing. (Writing product)

    4.4.4 Writing a well-organized descriptive text by following the sentence structure and the language features individually

III. Learning Objectives

4.7 The students show their enthusiasm in learning English

4.8 The students will show enthusiasm, honesty, responsibility, responsiveness and participation in the teaching and learning process.

4.9 The students are will be able to make outline of their writing (prewriting)

4.10 Students are be able to make a draft of writing based on their writing outline.

4.11 Students are be able to revise their writing (post writing) after receiving conference feedback from the teacher.

4.12 Students are be able to write a well-organized descriptive text by following the generic structure and the language features of descriptive text.

III. Learning Materials

1. Definition of Descriptive text

    Descriptive text is a text which says what a person or a thing is like.

2. The purpose of Descriptive text is to describe and reveal a particular person, place, or thing.

3. The generic structure of Descriptive text

    - Identification   : identify the phenomenon to be described.
    - Description   : describing the phenomenon in parts, qualities, or/and characteristics.

4. The language feature

- Using simple present tense

- Using adjective

- Using action verbs

5. The example of writing descriptive text

Maudy Ayunda

Identification

Maudy Ayunda is a famous artist from Indonesia. Her full name is Ayunda Faza Maudya. She was born in Jakarta on 19 December 1994.

Description

Maudy is a good looking girl. She has thin lips, oval face, and short black hair. She has light skin. She has a very nice smile. She is very friendly to people. She likes to create a song using guitar and piano. Maudy's favorite singers are Tompi, Agnes Monica, Bruno Mars, and Taylor Swift. She thinks that they influence her career mainly in singing.

(Adapted from: http://www.sekolahoke.com/2016/02/descriptive-text-maudy-ayunda-2062.html)

IV. Teaching and Learning Strategy

- Approach   : Process approach

- Method   : Outlining, drafting, revising, editing, publishing

- Technique   : Conference feedback

V. Media, Instrument, and Learning Resources

Media   : Whiteboard, board maker, students' sheet

Learning Resources   :

1. http://www.englishindo.com/2015/07/contoh-descriptive-text.html

2. http://www.sekolahoke.com/2016/02/descriptive-text-maudy-ayunda-2062.html)

VI. Teaching and Learning Activities

Phase	Description	Time Allocation
Set Induction	1. The teacher greets the students in English.	1'
	2. The teacher and students pray together.	1'
	3. The teacher checks the attendance list by calling out the students' names.	2'
	4. The teacher gives a riddle about Maudy Ayunda to the students.	1'
		1'
	5. The teacher shows a picture of Maudy Ayunda.	1'
	6. The teacher sings a part of Maudy Ayunda's song entitled *Jakarta Ramai.*	
		2'
	7. The teacher states the lesson objectives	
Main Activity	1. The teacher provides a theme about Favorite actor or actress in Indonesia.	1'
	2. The teacher asks the students to choose a topic related to the theme given and then write some sentences which are related to the topic as the outline.	5'
	3. The teacher asks the students to write their first draft based on their outline.	1'

	4. The teacher gives conference feedback when the students write their first draft by moving from table to table (or desk to desk) or sit next to the students in the classroom.	57'
	5. The teacher asks the students to submit their writing.	1'
Closure	1. Teacher and students make a conclusion about the lesson.	5'
	2. Teacher closes the learning activities.	
	3. Teacher says good bye to the students.	1'

VII. ASSESSMENT

a. Process assessment

- **Method** : Observation
- **Instrument** : Rating scale : used to assess students' enthusiasm, honesty, responsibility, responsiveness and participation in teaching and learning process

RATING SCALE

Name	enthusiasm			honesty			responsibility			responsiveness			participation		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
B															
C															
D															
E															

Notes: 1: fair, 2: good, 3: very good

b. Product assessment

- **Method** : Giving writing task
- **Instrument** : Writing scoring rubric : used to assess students' product of writing

Writing Scoring Rubric

No	Criteria	Score
1.	Grammar • Few (if any) errors of grammar or word order. • Some errors of grammar or word order but do not interfere comprehension. • Errors of grammar or word order frequent; re-reading is necessary for full comprehension. • Errors of grammar or word order very frequent; readers own interpretation is needed. • Errors of grammar or word order so severe as to make comprehension.	5 4 3 2 1
2.	Vocabulary • Use few (if any) inappropriate words. • Use some inappropriate words but do not interfere comprehension. • Use wrong or inappropriate words frequent; expressing of ideas limited. • Use wrong or inappropriate words very frequent; readers own interpretation is needed. • Vocabulary so limited as to make comprehension impossible.	5 4 3 2 1
3.	Mechanics • Few (if any) misspelling, wrong punctuation, and capitalization. • Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension. • Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension. • Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed. • Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.	5 4 3 2 1
4.	Content • Main idea stated clearly and accurately, change of opinion very clear. • Main ideas stated fairly clearly and accurately, change of opinion relatively clear. • Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak. • Main ideas not clear and accurate, change of opinion statement weak. • Main ideas not all clear and accurate, change of opinion statement very weak.	5 4 3 2 1

5.	Organization	
	• Few (if any) lack of organization and link to ideas.	5
	• Some lack of organization and link of ideas but do not impair communication.	4
	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.	3
	• Lack of organization and link of ideas very frequent; readers own interpretation is needed.	2
	• Lack of organization and link of ideas so serve as to make communication impaired	1

Total score: (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization)

Writing score: $\frac{\text{total score}}{25} \times 100 = $ …………..

Jember, August 12th, 2017

Enclosure

The English Teacher   Researcher,

Ani Hariyaningsih, S.Pd   Rhekzy Maulana Putra

196503231987032015   120210401060

APPENDIX 1 (Pre-Instructional activities)

1. Giving a riddle

    I am a young actress in Indonesia. I am one of the actresses in *Tendangan Dari Langit* movie. I am a singer too. One of my best songs is *Untuk Apa*. Who am I?

2. Showing Maudy Ayunda's picture

    Do you know who she is?

APPENDIX 2 (Main Activities)

Write some sentences which are related to the topic as the outline of your writing. Based on the outline, then write the first writing draft that consists of 10-12 sentences by following the generic structures and language features of the descriptive text.

LESSON PLAN
(Meeting 2, Cycle 1)

School : SMPN 5 Bondowoso

Subject : English

Grade/ Semester : VIII/1

Language Skill : Writing

Theme : Descriptive

Topic : Favorite Actor or Actress in Indonesia

Time Allocation : 2 x 40 minutes

I. Basic Competence and Indicators

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

      1.1.1 Showing enthusiasm in learning English.

2.5 Menunjukkan perilaku jujur, tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar, dan menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan

      3.5.1 Showing honesty, responsibility, care, responsive, and proactive in teaching learning process in the teaching learning process.

4.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.

      3.4.1 Mentioning the social function of descriptive text

      3.4.2 Identifying the generic structure of descriptive text

      3.4.3 Identifying the language features of descriptive text

4.5. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

      4.4.1 Outlining their writing (first draft)

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4.4.2 Making a draft writing based on their writing outline

4.4.3 Revising their writing. (Writing product)

4.4.4 Writing a well-organized descriptive text by following the generic structure and the language features individually

II. Learning Objectives

4.7 Students show their enthusiasm in learning English

4.8 Students will show enthusiasm, honesty, responsibility, responsiveness and participation in teaching and learning process.

4.9 Students are be able to make outline of their writing (prewriting)

4.10 Students are be able to make a draft of writing based on their writing outline.

4.11 Students are be able to revise their writing (post writing) after receiving conference feedback from the teacher.

4.12 Students are be able to write a well-organized descriptive text by following the sentence structure and the language features of descriptive text.

III. Learning Materials

- Reviewing the materials about descriptive text by using question and answer method.

IV. Teaching and Learning Strategy

- Approach   : Process approach
- Method   : Outlining, drafting, revising, editing, publishing
- Technique   : Conference feedback

V. Media, Instrument, and Learning Resources

Media   : Whiteboard, board maker, students' sheet

Learning Resources   :

1. http://www.englishindo.com/2015/07/contoh-descriptive-text.html
2. http://www.sekolahoke.com/2011/06/descriptive-text-pop-singer-afgan.html

VI. Teaching and Learning Activities

Phase	Description	Time Allocation
Set Induction	1. The teacher greets the students in English.	1'
	2. The teacher and students pray together.	2'
	3. The teacher checks the attendance list by calling out the students' names.	1'
	4. The teacher states the lesson objectives	2'
Main Activity	1. The teacher reviews the material about descriptive text by using question and answer method.	15'
	2. The teacher gives conference feedback to the whole class to give clearer explanation about the students' errors.	15'
	3. The teacher gives chances to the students to discuss their difficulties in writing their first draft by asking or answering questions and clarifying the feedback given by the teacher.	37'
	4. The students write the final draft and submit it to the teacher.	
Closure	1. Teacher and students make a conclusion about the lesson.	5'
	2. Teacher closes the learning activities.	1'
	3. Teacher says good bye to the students.	1'

VII. ASSESSMENT

a. Process assessment

- **Method**   : Observation
- **Instrument**   : Rating scale : used to assess students' enthusiasm, honesty, responsibility, responsiveness and participation in teaching and learning process

RATING SCALE

Name	enthusiasm			honesty			responsibility			responsiveness			participation		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
B															
C															
D															
E															

Notes: 1: fair 2: good, 3: very good

b. Product assessment

- **Method**   : Giving writing task
- **Instrument** : Writing scoring rubric : used to assess students' product of writing

Writing Scoring Rubric

No	Criteria	Score
1.	Grammar • Few (if any) errors of grammar or word order. • Some errors of grammar or word order but do not interfere comprehension.	5 4

	• Errors of grammar or word order frequent; re-reading is necessary for full comprehension.	3
	• Errors of grammar or word order very frequent; readers own interpretation is needed.	2
	• Errors of grammar or word order so severe as to make comprehension.	1
2.	Vocabulary	
	• Use few (if any) inappropriate words.	5
	• Use some inappropriate words but do not interfere comprehension.	4
	• Use wrong or inappropriate words frequent; expressing of ideas limited.	3
	• Use wrong or inappropriate words very frequent; readers own interpretation is needed.	2
	• Vocabulary so limited as to make comprehension impossible.	1
3.	Mechanics	
	• Few (if any) misspelling, wrong punctuation, and capitalization.	5
	• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.	4
	• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension.	3
	• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed.	2
	• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.	1
4.	Content	
	• Main idea stated clearly and accurately, change of opinion very clear.	5
	• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.	4

	• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.	3
	• Main ideas not clear and accurate, change of opinion statement weak.	2
	• Main ideas not all clear and accurate, change of opinion statement very weak.	1
5.	Organization	
	• Few (if any) lack of organization and link to ideas.	5
	• Some lack of organization and link of ideas but do not impair communication.	4
	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.	3
	• Lack of organization and link of ideas very frequent; readers own interpretation is needed.	2
	• Lack of organization and link of ideas so serve as to make communication impaired	1

Total score: (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization)

Writing score: $\underline{\text{total score}}$ x 100 = …………..

$\qquad\qquad$ 25

$\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad$ Jember, August 12th, 2017

Enclosure

$\quad$ The English Teacher $\qquad\qquad\qquad\qquad\qquad\qquad$ Researcher,

$\quad$ Ani Hariyaningsih, S.Pd $\qquad\qquad\qquad\qquad$ Rhekzy Maulana Putra

$\qquad$ 196503231987032015 $\qquad\qquad\qquad\qquad\qquad$ 120210401060

APPENDIX 1 (Main Activities)

Revise your first draft and submit it as the writing product (final draft)!

APPENDIX F

The Scores of the Final Versions of Descriptive Texts in Cycle 1

No.	CODE NAME	Scorer 1	Scorer 2	Average	Score ≤ 70	Score ≥ 70
1	AN	72	76	74		√
2	AR	80	80	80		√
3	AK	52	48	50	√	
4	A	60	56	58	√	
5	ALD	56	56	56	√	
6	A	68	72	70		√
7	FID	84	80	82		√
8	GDP	84	88	86		√
9	HS	92	92	92		√
10	IB	64	64	64	√	
11	KA	64	60	62	√	
12	MK	76	72	74		√
13	M	56	56	56	√	
14	MAY	84	88	86		√
15	MS	88	92	90		√
16	NF	72	76	74		√
17	SB	52	52	52	√	
17	SN	68	72	70		√
19	SS	72	72	72		√
TOTAL					7	12

APPENDIX G

The Scores of the Final Versions of Descriptive Texts Based on the Analytic Scoring Rubric in Cycle 1 Rater 1

No	Code Name	Grammar	Vocabulary	Mechanics	Content	Organization	Total
1	AN	4	3	4	4	3	18
2	AR	4	4	4	4	4	20
3	AK	3	3	3	2	2	13
4	A	3	3	3	3	3	15
5	ALD	3	2	3	3	3	14
6	A	3	3	4	4	3	16
7	FID	5	4	4	4	4	21
8	GDP	4	4	5	4	4	21
9	HS	4	5	5	4	4	23
10	IB	4	2	3	4	3	16
11	KA	4	2	4	3	3	16
12	MK	4	3	4	4	4	19
13	M	4	3	2	2	3	14
14	MAY	5	4	4	4	4	21
15	MS	5	5	4	4	4	22
16	NF	4	4	4	3	3	18
17	SB	4	2	2	2	3	13
18	SN	4	3	2	4	4	17
19	SS	3	3	4	4	4	18

APPENDIX H

The Scores of the Final Versions of Descriptive Texts Based on the Analytic Scoring Rubric in Cycle 1 Rater 2

No	Code Name	Grammar	Vocabulary	Mechanics	Content	Organization	Total
1	AN	4	3	4	4	4	19
2	AR	4	4	4	4	4	20
3	AK	3	3	2	2	2	12
4	A	3	3	2	3	3	14
5	ALD	3	2	3	3	3	14
6	A	3	3	4	4	4	17
7	FID	4	4	4	4	4	20
8	GDP	4	4	5	4	5	22
9	HS	4	5	5	4	4	23
10	IB	4	2	3	4	3	16
11	KA	4	2	3	3	3	15
12	MK	3	3	4	4	4	18
13	M	4	3	2	2	3	14
14	MAY	5	4	4	4	5	22
15	MS	5	5	4	4	5	23
16	NF	4	4	4	4	3	19
17	SB	3	2	3	2	3	13
18	SN	4	4	2	4	4	18
19	SS	3	3	4	4	4	18

APPENDIX I

The Scores of the Final Versions of Descriptive Texts in Cycle 2

No.	CODE NAME	Scorer 1	Scorer 2	Average	Score ≤ 70	Score ≥ 70
1	AN	72	76	74		√
2	AR	92	92	92		√
3	AK	72	76	74		√
4	A	72	68	70		√
5	ALD	72	72	72		√
6	A	80	80	80		√
7	FID	80	84	82		√
8	GDP	80	80	80		√
9	HS	76	76	76		√
10	IB	76	72	74		√
11	KA	60	60	60	√	
12	MK	72	72	72		√
13	M	72	72	72		√
14	MAY	72	72	72		√
15	MS	60	64	62	√	
16	NF	84	80	82		√
17	SB	36	40	38	√	
18	SN	56	60	58	√	
19	SS	76	76	76		√
TOTAL					4	15

APPENDIX J

The Scores of the Final Versions of Descriptive Texts Based on the Analytic Scoring Rubric in Cycle 2 Rater 1

No	Code Name	Grammar	Vocabulary	Mechanics	Content	Organization	Total
1	AN	4	4	3	3	4	18
2	AR	4	5	5	4	5	23
3	AK	4	4	3	4	3	18
4	A	4	3	4	3	3	18
5	ALD	4	3	4	4	3	18
6	A	4	4	4	4	4	20
7	FID	5	4	4	4	3	20
8	GDP	5	4	4	4	3	20
9	HS	4	3	4	4	4	19
10	IB	3	4	4	4	4	19
11	KA	3	3	4	3	2	15
12	MK	3	3	4	3	2	15
13	M	4	3	3	4	4	18
14	MAY	3	3	4	4	4	18
15	MS	4	4	5	4	5	21
16	NF	4	4	4	4	5	21
17	SB	2	2	1	2	2	9
18	SN	4	3	2	3	2	14
19	SS	3	4	4	4	4	19

APPENDIX K

The Scores of the Final Versions of Descriptive Texts Based on the Analytic Scoring Rubric in Cycle 2 Rater 2

No	Code Name	Grammar	Vocabulary	Mechanics	Content	Organization	Total
1	AN	4	4	4	3	4	19
2	AR	4	5	5	4	5	23
3	AK	4	4	3	4	4	19
4	A	3	3	4	3	3	17
5	ALD	3	4	4	4	3	18
6	A	4	4	4	4	4	20
7	FID	5	4	4	4	4	21
8	GDP	5	4	4	4	3	20
9	HS	4	3	4	4	4	19
10	IB	3	4	3	4	4	18
11	KA	3	3	4	3	2	15
12	MK	3	3	4	3	3	16
13	M	4	3	3	4	4	18
14	MAY	3	3	4	4	4	18
15	MS	4	4	5	4	5	21
16	NF	4	4	4	4	4	20
17	SB	2	2	2	2	2	10
18	SN	4	3	2	3	3	15
19	SS	3	4	4	4	4	19

APPENDIX L

The Samples of the Conference Form in Cycle 1

Students' Name	Date	Observation Students' work	Teacher Action	Students Action	Teacher Follow-up
Adelia Naryati	August 7th, 2017	On the students' progress	Asking questions: 1. Who will you describe? 2. How well do you know him? 3. Do you need any help?	Answering the questions: 1. I will describe Prily. 2. Yes sir, she has good voices, she is very beautiful, she has long and black hair, etc. 3. Not yet.	Do not forget to follow all rules of descriptive text and do not forget to make outlines before you write your first draft.
Aini Rohmatullah	August 7th, 2017	On the students' progress	Asking questions: 1. How is it going? 2. What do you plan to work on next? 3. Do you need any help?	Answering the questions: 1. I still write the outlines. 2. I will try to write my first draft after I write my outlines. 3. Yes sir, how many sentences should I write as my outline?	You can make outlines as much as you can because it will make you easier in organizing your ideas.
Aldi Kurniawan	August 7th, 2017	On the students' progress and errors	Asking questions: 1. Have you finished write your outline? 2. Did you choose the right words in this sentences? 3. Do you know the use of possessive adjective?	Answering Questions: 1. Yes, sir. 2. I do not know sir. 3. No, sir.	Giving explanation about possessive adjective.

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Algifari	August 7th, 2017	On the students' errors	Asking question: 1. Have you finished write the outline? 2. Did you know about the language features of descriptive text? 3. Did you write all of your sentences using simple present tense?	Answering question: 1. Yes, sir. 2. Yes, sir. Using simple present tense. 3. I do not know, sir.	Giving explanation about simple present tense.
Aprilia Lulus Damayanti	August 7th, 2017	On the students' progress	Asking questions: 1. How is it going? 2. Did you choose the right word in this sentence? 3. Did you write this sentence using simple present tense?	Answering questions: 1. I am writing my first draft sir. 2. I do not know sir. 3. I do not know sir.	Giving explanation about simple present tense.
As'ari	August 7th, 2017	On the students' progress	Asking questions: 1. Do you write an outline or first draft? 2. Who will you describe? 3. Do you need any help?	Answering questions: 1. I still write my outline sir. 2. Dewi Persik. 3. Yes sir, how many sentences should I write as my outline?	You can make outlines as much as you can because it will make you easier in organizing your ideas.
Fenti Irma Damayanti	August 7th, 2017	On the students' progress	Asking questions: 1. How is it going? 2. Do you need any helps?	Answering questions: 1. I am writing my first draft sir. 2. Yes, sir. I do not know how to organize my outline well.	Giving explanation about generic structure of descriptive text.

			Asking questions:	Answering questions:	Giving explanation about article a or an.
Galih Dwi Prasetyo	August 7th, 2017	On the students' errors	1. How is it going? 2. Did you choose the right article a or an in this sentence? 3. Do you know the use of article a or an?	1. I am writing my first draft sir. 2. I do not know. 3. No sir.	
Halimatus Sa'diah	August 7th, 2017	On the students' progress	Asking questions: 1. How is it going? 2. Did you follow the generic structure of descriptive text? 3. What do you plan to work on next?	Answering questions: 1. I am writing my first draft sir. 2. Yes sir, this is the identification and this is the description. 3. I will write my favorite singer "Rizky Febian" in details sir.	Alright, do not forget to use simple present tense and put the punctuation in the right place.
Imam Basori	August 7th, 2017	On the students' errors	Asking questions: 1. How is it going? 2. Did you give full stops in the end of your sentences?	Answering questions: 1. I am writing my first draft, sir. 2. I do not know how to give full stops.	Giving explanation about how to use the right punctuation in the sentences and giving advice to write the sentences in the form of simple present tense.
Khoirul Anwar	August 7th, 2017	On the students' errors	Asking questions: 1. Do you write your first draft or still outlines? 2. Do you know how to write a paragraph well?	Answering questions: 1. I am writing my first draft sir. 2. I do not know sir.	Giving explanation how to write a paragraph well by giving space in the first sentence and using the right punctuation.

			Asking questions:	Answering questions:	Giving explanation about
Maryatul Kiptiyah	August 7th, 2017	On the students' progress	1. What are you doing as a writer today? 2. Did you choose the right punctuation in your writing?	1. I will describe my favorite singer. She is Via Valen. 2. I do not know.	how to give punctuation in the sentences.
Misbah	August 7th, 2017	On the students' progress	Asking questions: 1. Have you finished write your first draft? 2. Do you find any difficulties? 3. Did you use the right punctuation in your writing?	Answering questions: 1. Not yet, sir. 2. No, sir. 3. I do not know, sir.	Giving explanation about how to give punctuation in the sentences.
Mohammad Ainul Yaqin	August 7th, 2017	On the students' progress	Asking questions: 1. How is it going? 2. What do you plan to work on next? 3. Do you find any difficulties?	Answering questions: 1. I am still writing my first draft, sir. 2. I will write "Benigno" in details. 3. Not yet, sir.	Go on and do not forget to follow all rules of descriptive text.
Mohammad Sobirin	August 7th, 2017		Asking questions: 1. Is this finished? 2. What do you plan to work on next?	Answering questions: 1. Not yet sir. 2. I will finish my first draft first, and I will check again to make sure everything is right.	Go on and do not forget to follow all rules of descriptive text.
Nur Fatimah	August 7th, 2017		Asking questions: 1. Is this finished?	Answering questions: 1. Almost finished.	Giving suggestion how to write identification.

			2. Did you follow all rules of descriptive text? 3. What are the stronger sections? The weaker? Why?	2. Yes, sir. This is the identification and this is the description. 3. In description part because I know her in details and the weaker is identification because I do not have any general information about her.	
Saiful Bahri	August 7th, 2017		Asking questions: 1. Is this finished? 2. Did you give spaces in the first sentence of your paragraph? 3. Did you use simple present tense in your writing?	Answering questions: 1. Not yet. 2. No. 3. Yes, sir.	Giving suggestion how to write a good paragraph and giving explanation about simple present tense.
Siska Nuraeni	August 7th, 2017		Asking questions: 1. Is this finished? 2. Did you use the right punctuation in your writing? 3. Do you find any difficulties?	Answering questions: 1. Not yet. 2. I do not know. 3. I do not know how to arrange ideas well.	Giving explanation how to arrange ideas well by using right punctuation and conjunction.
Siti Sofiah	August 7th, 2017		Asking questions: 1. Is this finished? 2. Did you use the right punctuation in your writing? 3. Do you find any difficulties?	Answering questions: 1. Almost finish sir. 2. I do not know. 3. Not yet.	Giving explanation about how to give punctuation in the sentences.

APPENDIX M

The Samples of the Conference Form in Cycle 2

Students' Name	Date	Observation Students' work	Teacher Action	Students Action	Teacher Follow-up
Saiful Bahri	August 14th, 2017	On the students' progress	Asking questions: 1. Who will you describe? 2. How can I help you today? 3. What is your weaker sections from the last writing task?	Answering the questions: 1. I will describe Hito. 2. I want to ask about outline. How many sentences should I write as my outline to produce a good text? 3. I do not have enough vocabulary to make well sentences.	Giving advice about how importance outline in producing a good text and asking to find out the words he did not know in the dictionary.
Maryatul Kiptiyah	August 14th, 2017	On the students' progress	Asking questions: 1. How is it going? 2. What do you plan to work on next? 3. Do you need any help?	Answering the questions: 1. I still write the outlines. 2. I will write my first draft after I have finished my outlines. 3. I still confused how to write sentences in simple past tense form.	Giving explanation about simple present tense.
Khoirul Anwar	August 14th, 2017	On the students' progress and errors	Asking questions: 1. How is it going? 2. What is your weaker sections from the last writing task?	Answering Questions: 1. I still write my outlines sir. 2. I am still confuse about using him or her in the sentences.	Giving explanation about possessive adjective.

			Asking question:	Answering question:	Giving explanation about possessive adjective.
Siska	August 14th, 2017	On the students' errors	1. Have you finished write the outline? 2. What is your weaker sections from the last writing task?	1. Not yet, sir. 2. I am still confused about putting him or her in the sentences.	
Aldi	August 14th, 2017	On the students' progress	Asking questions: 1. How is it going? 2. What is your weaker sections from the last writing task?	Answering questions: 1. I am writing my first draft sir. 2. I cannot arrange my ideas well.	Giving advice to write outlines as much as he can. Then, he can organize their idea and give explanation about what good text is.
Algifari	August 14th, 2017	On the students' progress	Asking questions: 1. Do you write the outline or first draft? 2. Who will you describe? 3. Do you need any help?	Answering questions: 1. I still write my outline sir. 2. Angga Putra. 3. Asking about the word he does not know in English.	Asking him to find out the word in the dictionary.
Aprilia	August 14th, 2017	On the students' progress	Asking questions: 1. How is it going? 2. Did you follow the generic structure of descriptive text? 3. Did you write the sentences in English style?	Answering questions: 1. I am writing my first draft sir. 2. Yes sir, this is the identification and this is the description. 3. Yes sir.	Giving explanation about generic structure of descriptive text.
Asari	August 14th, 2017	On the students' errors	Asking questions: 1. How is it going?	Answering questions: 1. I am writing my first draft. 2. Yes, sir.	Giving explanation about the use of is and has.

			2. Did you write the sentences by using your own words? 3. Do you need any help?	3. I still confused when I should use is or has	
Fenti	August 14th, 2017	On the students' progress	Asking questions: 1. How is it going? 2. How can I help you today?	Answering questions: 1. I am writing my first draft sir. 2. I still confused when I should use "a or an" in front of the words.	Giving explanation about article a or an.
Galih	August 14th, 2017	On the students' errors	Asking questions: 1. How is it going? 2. Did you use the right capitalization in your sentences?	Answering questions: 1. I am writing my first draft, sir. 2. I'm not sure about that, sir.	Giving explanation about how to use the right capitalization in the sentences.
Siti Sofiah	August 14th, 2017	On the students' errors	Asking questions: 1. Do you write your first draft or still outlines? 2. Do you find any difficulties? 3. Did you give s or es in your verbs?	Answering questions: 1. I am writing my first draft sir. 2. No, sir. 3. I still confused about that, sir.	Giving explanation about subject and verb agreement.
Nur Fatimah	August 14th, 2017	On the students' progress	Asking questions: 1. What are you doing as a writer today? 2. Do you find any difficulties?	Answering questions: 1. I will describe my favorite actress. She is Audi Marissa. 2. No, sir. 3. Yes, sir.	Go on and find out the word that you still confused in the dictionary.

			3. Do you follow all of the characteristic of descriptive text?		
M. Sobirin	August 14th, 2017	On the students' progress	Asking questions: 1. Have you finished write your first draft? 2. Do you find any difficulties? 3. Did you write the sentences in English style?	Answering questions: 1. Not yet, sir. 2. No, sir. 3. I'm not sure about that, sir.	Giving explanation that English has different style with Indonesian.
M. Ainul Yaqin	August 14th, 2017	On the students' progress	Asking questions: 1. How is it going? 2. Did you choose the right word in this sentences? 3. Do you find any difficulties?	Answering questions: 1. I am still writing my first draft, sir. 2. Yes, sir. 3. I did not have idea anymore to complete 12 sentences.	Asking him to check the word in the dictionary and giving him advice to find another description about his favorite actor.
Misbah	August 14th, 2017		Asking questions: 1. Is this finished? 2. What do you plan to work on next? 3. Do you need any help?	Answering questions: 1. Not yet sir. 2. I will finish my first draft first, and I will check again to make sure everything is right. 3. Asking the word he does not know.	Go on and do not forget to follow all rules of descriptive text and asking him to find out the word in the dictionary.
Imam Basori	August 14th, 2017		Asking questions: 1. Is this finished? 2. Did you follow all rules of descriptive text?	Answering questions: 1. Almost finished. 2. Yes, sir. This is the identification and this is the description.	Giving explanation about how to use the right capitalization in the sentences.

			3. Did you use the right capitalization in your sentences?	3. I do not know sir.	
Halimatus Sa'diah	August 14th, 2017		Asking questions: 1. Is this finished? 2. How can I help you today? 3. Do you write the sentence in Indonesian then translate into English?	Answering questions: 1. Almost finished sir. 2. I do not have any difficulties, sir. 3. Yes, sir.	Giving explanation that English has different structure sentence with Indonesian.
Adelia Naryati	August 14th, 2017		Asking questions: 1. Is this finished? 2. How can I help you today?	Answering questions: 1. Not yet. 2. I do not know to organize my idea well.	Giving explanation how to organize idea well by giving conjunction.
Aini R	August 14th, 2017		Asking questions: 1. Is this finished? 2. Did you use the right punctuation in your writing? 3. Do you find any difficulties?	Answering questions: 1. Almost finish sir. 2. I do not know. 3. Not yet.	Giving explanation about how to give punctuation in the sentences.

APPENDIX N

The Samples of the Final Versions of Students' Writing Products in Cycle 1

Name	: Muhammad. Sobirin
Class	: VII A
Number	: 15 ⟨lima belas⟩

72

Rhoma   Irama

His full name is Rhoma Irama. He was born on 19 December 1946 in tasik malaya. He is well known as The king of Dangout. In Indonesian hes best singer ⟨keramat⟩

Rhoma is quiet tall. His height is 172 cm. He ha an oval face and short hair. He is a singer an He has a good voice. He has small eyes. Rhoma is hand some. He always wears coat. he has fat body. He always Brings white guitar.

G = 3
V = 4
M = 3
C = 4
O = 4
___
18

Name	: Halimatus Sa'diah
Class	: VII^A
Number	: 9

Rizky febian

68

His full name is Rizky febian. He was born on 25 february 1958 in jakarta. He is well know as a talented young singer.

Rizky febian is quiet tall his height is 167 cm. He has an round face. His best single is kesempurnaan Cinta. ~~his~~ his favorite music is pop. He small eyes and flat nose. He is handsome. He has white skin. He is a singer and he has a good voice. He has thin body. He very kind. He very friendly. He is polite.

G : 3
V : 4
M : 3
C : 4
O : 3
――――
17

92

Name	: SAIFUL BAHRI
Class	: 7A
Number	: 18

INUL

52

his FULL name is inul Darahtista he was born on 21 januari 1979 m pasuruan, he is well known as one of the best singer. In indonesia his best single is (masalalu).
- INUL is quiet tall is height is 160 cm. his has an oval face and short hair. he has oval face and a pointed nose. he has white stein he is a singer. and he has a good voise. his favorite music is dangdut, and unique. he has slim body. inul is beautifull. she he has a kind.

G = 3
V = 4
M = 2
C = 2
D = 2
___
13

Name	: MISBAH
Class	: 7ᴬ
Number	: 13

ALIANDO _____ 52

His Full name is Aliando sarif He was born on 26 outober 1996 in jakarta he is well known as a senior singer in indonisia

Aliando is quiet tall his height is 165 cm, he has on oval Face and short hair. he has oval Face and Flat. he has white skin he is a singer and he has a good vaice. his Favorite is Pop. and is Uhigup that Music inFiuence his way to sing. he is slim body. hair is long. se & yes is a small she is a cherFul and dean.

6 . 3
V . 3
M . 2
C . 2
O . 3
____
13

APPENDIX O

The Samples of the Final Versions of Students' Writing Products in Cycle 2

Name	: Aini Rohmatullah
Class	: VII A
Number	: 02

Varrel Bramasta.   92

His full name is Varrel Bramasta. He is known as Bintang in "Anak Sekolahan" tv series. Varrel is tall. His height is 170 cm. He has slim body. Varrel is handsome. He has white skin, a pointed nose and an oval face. He has big eyes. He is an famous actor in Indonesia. Because he is an good actor. He is a protagonist actor. He likes wear watch. And he always wear the T. Shirt. He has many fans.

G : 4
V : 5
M : 5
C : 4
O : 5
    23

Name	: Nur fatimah
Class	: 7 A
Number	: 17

Audi Marissa

80

Her full name is Audi Marissa. she is known as
Naumi in Putih Abu-abu tv series.
She has an oval face and short hair. she has Oval
face and pointed nose. she has white skin. She very beatiful. Her hight
is 168 cm. she has lip thin and slim body. She very cute.
She has Black hair and soft. she is an talented actor. she is
famous actor In Indonesian. she is a singer. she always cheerfull
and happy. She always wears shoes.

G : 3
V : 5
M : 4
C : 4
O : 4
—
20

Name	: M. Sobirin
Class	: VIII
Number	: 15 〈lima belas〉

64

Kevin Julio

His full name ⓖ kevin Julio. He is known as Tristan in ⓜ 〈Ganteng- ganteng serigala〉 tV series. He was barn on 30 march 1993 in Jakarta. He is an antagonist actor.

kevin is quiet ⓥ tall. his ⓜ height 172 cm. Heⓢ is handⓜsome. He ⓖis an ovalⓖ face and pointed nose. He has white skin. He ⓖeyes ⓐis a small. He is a cheerfull. He is clean. He ⓥhas ⓖⓒThe colour hair is Black. He always wearⓥs car, he always ⓒt-shirt unique.

G	= 3
V	= 3
M	= 4
C	= 3
O	= 3
	16

Name	: Khoirul Anwar
Class	: VII A
Number	: 11

64

Gerald YO

His fullname. He is known as Gery In Anak Langit tv series. He has born on 11 Desember 1983 in Jakarta. He is an protagonist actor. He always is patient smart. He is Handsome.

Gerald is quit tall. his height is 175 cm. He has pointed Nose, a small eyes. He has white Skin. He has oval Face and short hair. He has thick eyebrow and small hear. In the Film he like Climb motorcycle, He always drink Juice

G : 3
V : 3
M : 4
C : 3
O : 3
——
16

APPENDIX P

Research Permission Letter from the Dean of the

Faculty of Teacher Training and Education

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

10 AUG 2017

Nomor   : 5 3 3 3 / UN25.1.5 / LT / 2017
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth.Kepala SMPN 5 Bondowoso
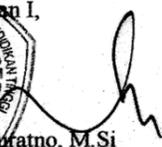Bondowoso

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Rhekzy Maulana Putra
NIM   : 120210401060
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Enhancing Junior High School Students' Ability in Writing Descriptive Text Through Conference Feedback."

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

a.n. Dekan
Wakil Dekan I,

Drs. Sukatno, M.Si
NIP. 19670625 199203 1 003

APPENDIX Q

Statement Letter of Accomplishing the Research

from the Principal of SMPN 5 Bondowoso

PEMERINTAH KABUPATEN BONDOWOSO
DINAS PENDIDIKAN DAN KEBUDAYAAN

SMP NEGERI 5 BONDOWOSO

Jalan A. Yani Nomor 136 Telp (0332) 427850
Email : smpn5bond@yahoo.com
B O N D O W O S O

Kode Pos : 68219

SURAT KETERANGAN PENELITIAN
Nomor: 800/147/430.9.9.25.018/2017

Yang bertanda tangan di bawah ini:

Nama   : **NOEROEL KOEMALA, S.Pd. MM,Pd.**

NIP   : 19630901 198601 2 005

Pangkat/ Gol Ruang : Pembina Tingkat I , IV / b

Jabatan   : Kepala Sekolah

MENERANGKAN BAHWA:

a. Nama   : **RHEKZY MAULANA PUTRA**

b. NIM   : 120210401060

c. Universitas   : Negeri Jember

d. Jurusan / Prodi : FKIP / S-1 Bahasa Inggris

Benar-benar telah melaksanakan Penelitian Skripsi dengan Judul "Enhancing Junior High School Students' Ability in Writing Descriptive Text through Conference Feedback".

Demikian Surat Keterangan ini dibuat sebagai bukti bahwa nama mahasiswa tersebut diatas telah melakukan tugasnya.

Bondowoso, 16 Agustus 2017
Kepala Sekolah,

NOEROEL KOEMALA, S.Pd, MM.Pd
Pembina Tingkat I
NIP. 19630901 198601 2 005