



**STUDENTS' GRAMMATICAL ACCURACY ON WRITING  
DESCRIPTIVE TEXTS: AN ACTION RESEARCH OF  
TEACHER'S WRITTEN CORRECTIVE FEEDBACK**

**THESIS**

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**ENGLISH EDUCATION STUDY PROGRAM  
THE LANGUAGE AND ART DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2019**



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Composed to Fulfill one of the Requirements to Obtain S1 Degree at the English  
Education Study Program, Language and Arts Department,  
Faculty of Teacher Training and Education,  
Jember University

by:

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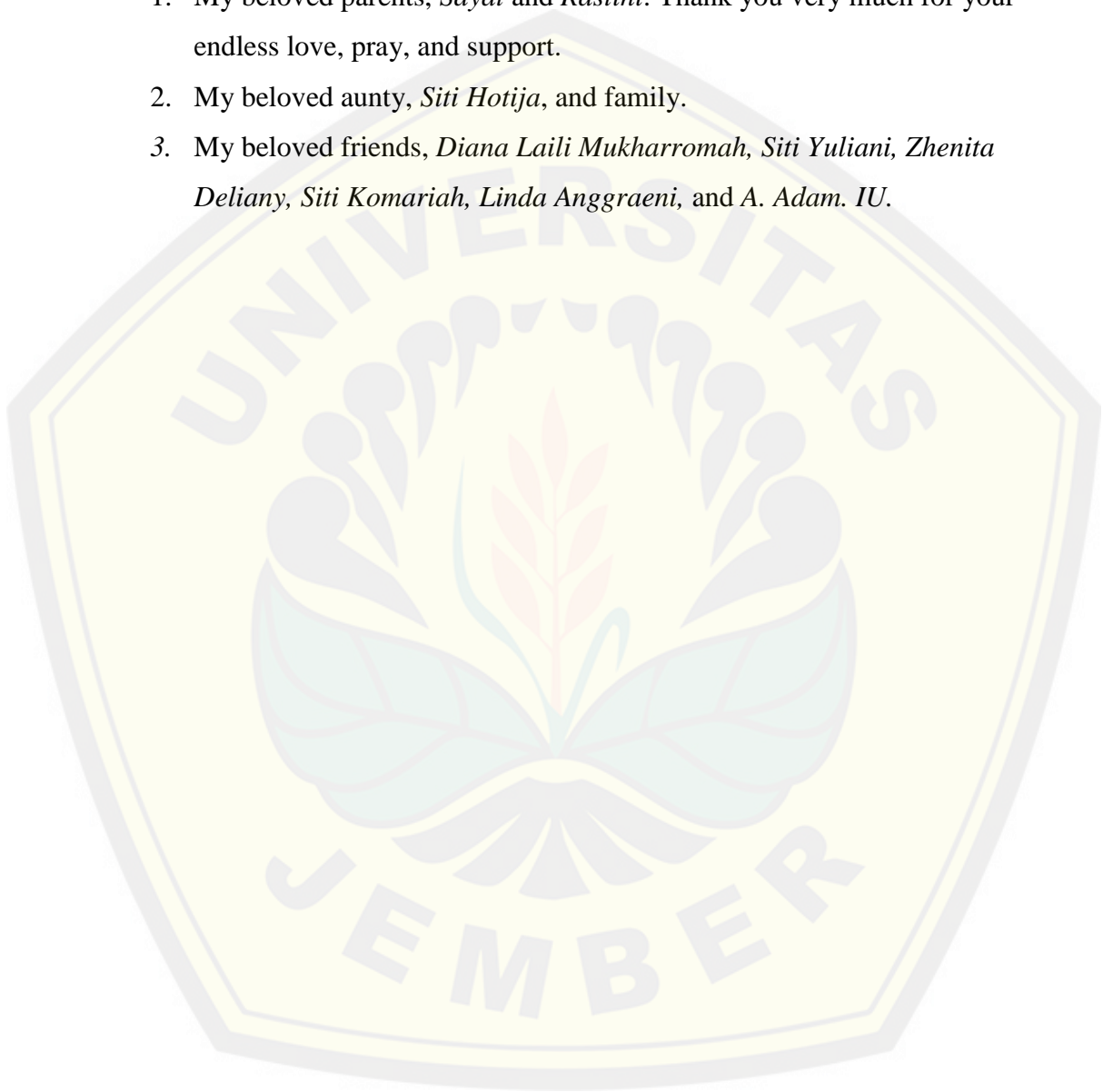
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JEMBER UNIVERSITY  
2019**

## DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, *Sayat* and *Rastini*. Thank you very much for your endless love, pray, and support.
2. My beloved aunty, *Siti Hotija*, and family.
3. My beloved friends, *Diana Laili Mukharromah*, *Siti Yuliani*, *Zhenita Deliany*, *Siti Komariah*, *Linda Anggraeni*, and *A. Adam. IU*.



**MOTTO**

“True intuitive expertise is learned from prolonged experience with good feedback on mistakes”

(Daniel Kahneman)<sup>1</sup>



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### STATEMENT OF THESIS AUTHENTICITY

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Jember, March 2019

The writer,

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**STUDENTS' GRAMMATICAL ACCURACY ON WRITING  
DESCRIPTIVE TEXTS: AN ACTION RESEARCH OF TEACHER'S  
WRITTEN CORRECTIVE FEEDBACK**

**THESIS**

Composed to Fulfil One of the Requirements to Obtain S1  
at the English Education Program, Language and Arts Department,  
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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions and criticism would be appreciated and respectfully welcomed to make this thesis better.

Jember, March 19<sup>th</sup>, 2019

The Writer



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## SUMMARY

**Students' Grammatical Accuracy on Writing Descriptive Texts: An Action Research of Teacher's Written Corrective Feedback; Solfiyatuzzahro, 140210401039; 39 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.**

This classroom action research was intended to improve the tenth MIPA 3 grade students' grammatical accuracy on writing by using Teacher's Written Corrective Feedback at SMA Negeri Rambipuji, Jember. Based on the preliminary study, it was found out that the main problem of tenth MIPA 3 grade students was in grammar that made them produce errors when they constructed a piece of writing. It happened because the students experience difficulties in using appropriate tenses and teacher only gave feedback to some students as the example for the whole class. However, this technique did not seem to be effective to be implemented during writing activity. It made difficult for the students to correct their errors. Students still feel confused because when the case is on grammar, students might face situation which they could not correct the errors by themselves as the teacher did it only to some students' work instead of individual feedback. It was proved by looking at the percentage of students who could achieve the standard score (71) was only 67% students (Appendix A p.77).

The data collection methods used were students' writing and questionnaire. The students' writing product was conducted in each cycle to gain students' grammatical accuracy scores, while the questionnaire was to know about students' perceptions towards the feedback given. The study was done in two cycles to check the consistency of the research result. Each cycle covered two meetings of the implementation of the action and one meeting for administering the test. Besides, the questionnaire consisted of 6 indicators, namely 1) students' perception of the importance of writing in learning English; (2) students' perception of the meaningfulness of teacher's written corrective feedback; (3) students' perception of their awareness of their mistakes; (4) students' perception of the ease in understanding their teacher's written corrective feedback; (5)

students' perception of the benefit of teacher's written corrective feedback; (6) students' perception of their self-carefulness to the errors in their future.

This research was considered to be successful if at least 71 % of X MIPA 3 students achieved the standard score of the school, that is, 71. The result of this research was categorized as successful because in the first cycle, the result of students' grammatical accuracy was 72 % or 26 students who got score at least or higher than 71. In other words, Cycle 1 fulfilled the criteria of success because 71% of students achieved the research criteria.

Then, the action was continued to Cycle 2 to check the consistency of the students' achievement. The second Cycle showed much better result. It reported that 78% or 28 students passed the standard minimum score. It indicated that the percentage increased as much as 6% from Cycle 1 (72%) to Cycle 2.

Moreover, the result of questionnaire on students' perception towards written corrective feedback revealed that the score level was 774 in which it was categorized as strongly positive. It can be concluded that teacher's written corrective feedback gave many contributions to the development of students' writing ability and improvement on students' grammatical accuracy. Furthermore, since the students' perception to the teacher's written corrective feedback was positive, it was highly recommended for teachers to apply written corrective feedback in teaching and learning process, especially in teaching writing.

Based on the result above, it can be concluded that the action in Cycle 2 had achieved the criteria of success of the research. The result of Cycle 1 to Cycle 2 showed an improvement as well as achieved the criteria of success. Finally, it can be summarized that the application of Teacher's Written Corrective Feedback could improve the tenth MIPA 3 students' grammatical accuracy.

## CHAPTER I. INTRODUCTION

This chapter discusses the topic of the research. It consists of research background, research problem and research contribution. Each section is explained in the following part respectively.

### 1.1 Research Background.

Writing is seen as a complex and difficult skill to learn which requiring students to master not only the linguistics aspects but also the cognitive one. Richards and Renandya (2002) stated that writing is the most difficult skill to master for the English language learners. Bashyal (2009) added that writing is a complex task that requires a variety of skills such as mastering vocabulary, grammar, and organization of the text. Besides, Aliakbari (2009) said that writing requires an accurate knowledge of grammar system. The emphasis on accuracy is justified to the production of structurally correct and to prevent inaccuracy that may result of structurally erroneous sentences. Furthermore, Gottsäter (2018) also said that lack of knowledge of grammar increases the risk of communication breakdown.

Based on the preliminary study done in January 2018 by interviewing the English teacher of SMA Rambipuji, the researcher found out that the students' major problem in writing was they still did not know how to structure their writing in accurately. The teacher said that students were better in other components of writing such as mechanics and organization. However, they failed to recognize and use the appropriate grammar in writing. They were confused either using present tense or past tense. Teacher commonly gave feedback on the students' work by using one or two students' work as the example for the whole class. Then he wrote the work on the white board to be corrected together with the students. By knowing their friends mistakes, other students were hoped to be able to revise their own errors. it could be said that teacher had tried to give students feedback on students' work. Nevertheless, the feedback given was less effective because students still felt confused. There are some errors that are untreatable to

self-correction such as sentence structure and word choice (Ellis,2019). When the case is on grammar, students might face situation which they could not correct the errors by themselves as the teacher did it only to some students' work instead of individual feedback. In other words, students' might not be able to revise their own work by observing on their friends' work only. It might became the reason of the tenth MIPA 3 still made most errors on their grammar that led to the low mean score in writing. The result indicated that the percentage of the students who achieved the standard score (71) was only 67% students or 24 students of 36 students.

Regarding the problem found in the preliminary study, providing the effective feedback on the students' errors was very crucial for students' writing improvement. By giving individual correction, students knew their mistakes in order to fix their next writings to be better. Further, the demand for corrective feedback cannot be disregarded. Ferris (1999) had showed L2 student writers want, expect, and value teacher feedback on their written errors. The main reason might be that their subject teachers require accuracy in students' L2 writing in their writing classes.

Hendrickson suggested that some errors that obstruct communication or those that students made frequently might have higher priorities for correction than others (Ekinci, 2017). Teacher should decide which errors would be corrected to make the best use of providing written feedback to the students. In this research, the researcher gave written corrective feedback on grammar because students made frequently errors on grammar when they constructed text. Grammar was emphasis more than other errors to make the students concentrated more on grammar first before the other components of writing.

There has been a growing interest in applying teacher's feedback on teaching and learning writing process. Using different research designs and different participants, this issue has been investigated by a number of researchers (e.g Sheen, 2007; Farrokhi, 2012; Shirazy and Shekarabi, 2014; Hasan, 2014; Hosseiny, 2014, Saadi and Saadat, 2015; Khanlarzadeh and Nemati, 2016. Ekinci, 2017). Based on the research findings, it convincingly proved that teacher's



feedback could improve students' grammatical accuracy and writing skill. Moreover, there were also some supports of using direct corrective feedback as the effective technique to improve students' grammatical accuracy.

Each study had different characteristic with this present study. First, most of the previous researches used experimental research. Two researches implemented classroom action research with the implementation of error codes/indirect and conference/oral feedback. This research applied classroom action research with the implementation of direct written feedback. Second, most of the previous studies were concerned in the cognitive aspects, only a few studied on the affective aspects. Next, the grammar aspects were addressed between the previous research and this research. The last, the participant of those studies ranging from preparatory school students, elementary EFL learners, junior high school students up to University students, and also L2 students. However, this research involved the tenth grade of MIPA 3 of SMAN Rambipuji.

Therefore, the researcher was interested in conducting a classroom action research entitled "Students' Grammatical Accuracy on Writing Descriptive Texts: An Action Research of Teacher's Written Corrective Feedback"

## **1.2 Research Problems**

Based on the explanation above, this research is aimed at giving answer on the following questions.

1. How can teacher's written corrective feedback improve the students' grammatical accuracy in writing descriptive texts?
2. How are students perceptions about teacher's written corrective feedback?

## **1.3 Research Contributions**

The results of this research are expected to give some contributions.

### **1.3.1 Theoretical Contribution**

The results of this research were expected to be the information to the theory underlying this study. The results might have clear information dealing

with whether the present study results confirmed or disconfirmed the theoretical basis of the study.

### **1.3.2 Empirical Contribution**

The result of this research helped the future researchers who had the same interest in dealing with the implementation of written corrective feedback to improve students' grammatical accuracy as the reference and inspiration for further research. It was expected to apply whether or not the same research design with different aspects of writing other than grammar. Further, the students' perception which were studied only a part of the research. Thus, it could be studied more comprehensive in the future research.

### **1.3.3 Practical Contribution**

The result of this research was useful for the English teacher as the information about written corrective feedback to improve students' writing skill. Hopefully, teacher is able to apply written corrective feedback more effectively by using certain procedures or steps to improve students' writing achievement.

## CHAPTER 2: RELATED LITERATURE REVIEW

This part discusses about the research literature review consisting of 1) theoretical framework, 2) conceptual review, and 3) previous research study.

### 2.1 Theoretical Framework:

This sub chapter presents the theory of Teacher's Written Corrective Feedback consisting of Formative Assessment and Written Corrective Feedback.

#### 2.1.1 Formative Assessment

Hendrickson & Truscott (cited in Chiu & Tam, 2013), Written Corrective Feedback is also called error correction or grammar correction originated from the field of Second Language Acquisition (SLA). Before 1960, language experts who believe in the Contrastive Analysis Hypothesis claim that learners make errors in the second language because they are affected by the first language. In other words, their errors can be avoided if they realize the difference between the two languages. Thus, error correction is needed for this reason. He added that, the audio-lingual approach in 1960s also encourages the teaching of second language by memorizing dialogues, studying all the grammatical rules, avoiding the making of errors. Additionally, the socio cultural theory by Vygotsky's (1987), cognitive development is a result of social interaction between people. Learning happens when a less knowledgeable person interacts with a more knowledgeable person.

Likewise, feedback and its kinds were also discussed under the topic of formative assessment. Formative assessment is defined as encompassing all those activities undertaken by teachers or students which provide information to be used as feedback to modify the teaching and learning activity in which they are engaged, Black & William (cited in Gottsäter, 2018). Tuttle (cited in Gottsäter, 2018) stated that formative assessment is something which teachers use in order to find out how much a student has achieved so far, and what the student could do in order to improve their knowledge. He further argued that to know if the students

Have understood the assessment, teacher can do some forms of a follow up activity, either in the shape of a hand-in of a revised version of the same text, or another text where similar structures are targeted. Tuttle (cited in Gottsäter, 2018) explained that one way to engage in formative assessment is through written corrective feedback. However, for the written corrective feedback to be formative, it has to be done in a certain way which is time consuming. The written corrective feedback becomes formative when teacher presents students with a way to increase their knowledge that could be in the form of informing them of how a specific grammatical structure is supposed to be constructed. However, only informing students what they did wrong is not formative. It is the step after it which might qualify the corrective feedback as formative. He further explained one example of how written feedback could be formative is by first giving the students valuable input of how the grammatical structures is constructed accurately, and giving possibly additional exercise that connected to the target of grammatical structure, followed by students handing in a written assignment, and then giving students corrective feedback with a focus on grammatical errors in the written assignment. He also argued that, however, as formative feedback requires the teacher to inform the students of how they can improve which in this example can be done through presenting students with the correct answer and along with an explanation from the teacher. Teacher can do a follow up activity, either in the shape of a hand-in of a revised version of the same text, or another text where similar structures are targeted.

### **2.1.2 Written Corrective Feedback**

Mobini & Khisravi (2016) stated that written corrective feedback is a teacher's input to a writer's composition in the form of information to be used for revision. Ellis (2008), teacher can use different types of written corrective feedback on students' work: (1) direct corrective feedback; (2) indirect corrective feedback; (3) metalinguistic corrective feedback; (4) the focus of the feedback; (5) electronic feedback; and (7) reformulation. Additionally, there are various alternatives for students to respond to the feedback either redrafting or learners

need to attend to the corrections. The alternatives exist are: (1) revision required; (2) no revision required. It can be in the form of: a) students are asked to study corrections; b) students just given back the corrected text. In deciding the choice of errors to correct can be proposed in some ways either addressing all errors types that the students commit or one or two types of errors. Ellis (2009) suggested that corrective feedback be directed at marked grammatical features or features that learners have shown they have problems with. He further added that the correction of written feedback is always delayed to allow teachers to collect written work and respond to it.

## 2.2 Conceptual Review

This sub chapter presents the conceptual review of Teacher's Written Corrective Feedback. Each concept is explained in the following part respectively.

### 2.2.1 Teacher's Written Corrective Feedback

Teachers are advised to take responsibility to provide correction for students' writing improvement. Teachers provide a reaction to students' efforts, to help them improve as writers and to confirm the grade they have been given (Hyland & Hyland, 2006).

In the context of this research, teacher's written corrective was given in the form of direct corrective feedback. Ellis (2009) states that direct corrective feedback is the way to inform students about the location and the correct forms of the errors. He also generally illustrates direct correction on students' works. It takes a number of different ways; crossing out an unnecessary word, morpheme, inserting a missing word or morpheme, and writing the correct form above or near to the erroneous form. Teacher, then, provides the students with correct form. The following illustration belongs to the model of direct corrective feedback by Ellis.

a	a	the
A dog stole <del>the</del> bone from <del>a</del> butcher. He escaped with having <del>a</del> bone. When the dog was		
over	a	a saw a
going <del>through</del> bridge over <del>the</del> river he <del>found</del> dog in the river.		

Source: Ellis (2009)

Likewise, Hosseiny (2014) states that direct corrective feedback consists of an indication of the error and the corresponding correct linguistic form. Ferris and Robert (2001) defined it as the correction made by a teacher. Another group of scholars, Bitchener et al. (2005) indicates that direct feedback is the identification and the correction of errors provided by teachers to students. Additionally, Shekarabi and Shirazi (2014), direct feedback focuses on overt correction of error which can be accompanied by metalinguistic explanations to vividly clarify the errors.

Different studies proposed some procedures in implementing direct feedback. Sheen (2007) used 9 steps in his procedure of implementing written feedback: 1) giving the students the story with an empty writing sheet attached to it; 2) asking students to read; 3) explaining the key words and moral value ; 4) asking the students to tear off the story part; 5) reading the story aloud. It is done by the teacher. 6) asking students to rewrite the story.; 7) collecting the students' written work ; 8) correcting the students' work; 9) asking the students to check over their written work carefully for 5 minutes. In this procedure the students were only asked to study the corrections rather than to redraft their written narratives. The result showed that students have positive effect after being given feedback.

Another procedure was proposed by Nemati and Khanlarzadeh (2016) examined the effectiveness of written corrective feedback in the improvement of EFL learners' grammatical accuracy. There were 5 steps as follows: 1) providing students with an acceptable writing sample; 2) asking the students to produce writing assignment; 3) asking the student to submit it; 4) giving back the students' scored drafts in the next session; 4) giving students enough time to consult during in-class revision; 5) asking the students to revise it. The result revealed that the students who got feedback (experimental group) performed much better than those in control group.

Thus, this research adapted the procedure of giving direct feedback by adapting from those two previous researches, Sheen (2007) and Nemati and Khanlarzadeh (2016)

### **2.2.2 Descriptive Text and Its Features.**

In line with 2013 Curriculum, students are required to be able to make an oral or written descriptive text, short and simple, about tourism and historical place, by paying attention the social function, text structure and language features correctly (Permendikbud, 2016:2). Regarding to this, writing must be taught to the tenth grade students in the content of descriptive text writing. Kane (2000:351) states that description is about sensory experience-how something looks, sounds, and tastes.

Additionally, descriptive text is a text to describe a particular person, place or thing. Its social function is to describe a particular person, place or thing. The generic structures include identification and description. Besides those elements, it has language features focusing on specific participant, using simple present tense, using attributive and identifying process, and using adjective (Gerot and Wignel, 1995).

### **2.2.3 Text Writing Achievement**

Writing achievement deals with the students' ability to write the target knowledge in which it is measured by writing achievement test. According to Mc Millan (1992:117), an achievement test has characteristic to measure the present knowledge and skill of related educational experiences. Further, Arikunto (2002:127) stated that a test is a list of questions or exercises or other tools which are used to measure skill, intelligence, ability or aptitude owned by an individual or group. Hence, a test is a tool to measure the proficiency in the form of questions, exercises or other tools about what has been learned by the students in one or more areas of knowledge. Text writing achievement means the students' ability in writing a text that covers some aspects of writing. There are five components of writing; grammar, vocabulary, mechanics, content, and organization (Hughes, 2003:101).

However, the focus of this research is the students' grammatical accuracy. Accuracy is emphasis on the sense of leading to produce structurally correct (Aliakbari, 2009). He added that accuracy also prevents the production of

structurally erroneous sentences. It means accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation, and vocabulary. The target of the grammatical structures in this research is the grammar used in Descriptive text covering present tense/ verb, noun/pronoun, adjective, and conjunction.

#### **2.2.4 Students Perceptions on Written Corrective Feedback.**

Mazkowitz and Orgel (cited in Pratiwi, 2013) defined perception as a global response to a stimuli or a set of stimuli. Dobkin and Pace (cited in Pratiwi, 2013) described three stages of perceptual process, it begins with attention which is called as selection process, the next stage is called perception, after that it is followed by reaction. The experts claimed that perception itself is affected by several factors that are both internal and external. The internal factors come from the students' themselves like feeling thought, willingness, needs, and motivation. While, the external factors come from the outside of students such as educational background, experience, environment, culture and belief. At last, Dobkin and Pace emphasizes that perception is a selection, organization, and interpretation of sensory data.

Some studies showed that the learners themselves wanted to be corrected in writing by their teachers. Students were more in favor of a direct approach (Ferris & Roberts, 2001). In line with this, comparative study between EFL teachers' and Intermediate High School students' perceptions of written corrective feedback on grammatical errors (Farrokhi & Gozhi, 2011) showed that both teachers and students agreed that they strongly valued grammatical accuracy and written corrective feedback on students' writing. From those previous studies above, teacher and students have positive perception toward the written corrective feedback. However, the students' perception towards teacher's written feedback may be different from one to another; it can be positive or negative. Thus, it is necessary to continue to conduct study on students' perceptions of written corrective feedback to improve the effectiveness of corrective feedback in writing classes.



### **2.2.5 The Advantages and Disadvantages of Teacher's Written Corrective Feedback.**

According to Ellis (2009), teacher's direct corrective feedback has some advantages such follows.

1. Direct corrective feedback is beneficial in providing learners with explicit guidance about how to correct their errors.
2. Direct corrective feedback can be used by the teacher to help the students' difficulties such as using appropriate, accurate and complete responses, correct spellings and punctuation and grammatical accuracy in writing activity.
3. Direct corrective feedback may be appropriate for beginner students or in situation when errors are not amenable to self-correction such as sentence structure, and when teacher wants to direct students' attention to error patterns that require students correct them

Furthermore, Chandler (2003) claims that direct corrective feedback serves fast and easy way for students to instantly make revision. In line with this, Bitchner and Knock (2009), direct corrective feedback reduces the type of confusion that the language learners may experience and it provides language learners with information to help them resolve more complex errors. Direct corrective feedback can be effective in promoting acquisition of specific grammatical features (Sheen, 2007). Hence, direct corrective feedback is fruitful to improve students' grammatical accuracy on writing achievement since it provides students with explicit information on how they correct their errors.

On the other hand, direct corrective feedback also has disadvantages. Ellis (2008), a disadvantage is that it requires a minimal processing on the part of the learner. It might help them to produce the correct form when they revise their writing, but it may not contribute to long-term learning. Error correction often regarded as the most exhausting and time consuming of teacher's work (Ferris, 2002). Additionally, Hosseiny (2014) says that some students do not pay attention to the feedback given by the teacher. To overcome these disadvantages, Ferris (in Ellis, 2009) argues that if the correction was clear and consistent it would work for acquisition. It means teacher should be clear and consistent in correcting

students' errors in order it contributes to long-term learning so that, students remember. Also, if they have learned the rule, it may have a long term effect on learners' ability to avoid the errors. Teacher should give enough information and treatment about errors so that, students can notice their errors and build up the information helping them to write better (Ekinci, 2017). He also gives suggestion, teacher shouldn't see error correction as a heavy load, and they should keep on dealing with students' errors to gain the expected writing level. Teacher should teach the students oh how to use the given feedback.

### **2.2.6 The Steps of Giving Written Corrective Feedback in Teaching Writing**

The procedure was adapted by combining the steps from Nemati and Khanlarzadeh (2016) and Sheen (2007). The steps of giving direct corrective feedback were as follows.

1. Providing students with a passage consisting of an acceptable writing sample.
2. Asking the students to write a draft of a descriptive text based on the topic given. The draft should consist of the title, the generic structure and the language features of descriptive text.
3. Collecting the students' draft to be corrected at home.
4. Giving written corrective feedback in the form of direct corrective feedback by crossing out and circling the errors and then giving the correct form explicitly on the students' errors. The focus of the corrective feedback was the language features covering tenses, conjunction, adjective, and noun/pronoun.
5. Giving back the draft that had been given the feedback to the students in the next session. It was given after the teacher finished correcting the draft.
6. Asking the students to look at the corrections in their first draft carefully.
7. Asking the students to ask question about what they did not understand from the feedback. It was conducted during the in-class writing revision.
8. Giving enough time to discuss the students' errors that the students make in writing with the whole class. This additional oral explanation was aimed to give clearer explanation about the students' difficulties.

9. Asking the students to redraft by revising the first descriptive text based on the written feedback given by the teacher.
10. Asking the students to submit the revision to the teacher after the students finished in revising the draft by following the written feedback given.

### **2.3 Previous Research Review**

There were several studies reviewed related to the issue on the implementation of written corrective feedback.

The first research was done by Mithat Ekinci (2017), School of Foreign Languages Osmaniye Korkut Ata University, Turkey. The research was undertaken using an action research that investigates the effect of Written Corrective Feedback and Error Codes in improving writing skill. It was conducted over 8 weeks during 2014-2015 spring semesters. It covered all the aspects of writing however, the emphasis was on grammar. The findings showed that giving written feedback and using error codes improved the writing skills of the students. Additionally, the students developed positive ideas about giving written feedback and using error codes to correct their writing paragraph.

The other research is presented by Khanlarzadeh and Nemati (2016). The article presented the effectiveness of direct unfocused in the improvement of learners' grammatical accuracy. It focused on an experimental research and EFL context. The participants included 33 male elementary students of a private language institute in Tehran, Iran. There were 8 tasks included descriptive text and narrative a picture of series. The result indicated that the experimental group significantly outperformed the control group in the revision of three writing tasks.

The next article was presented by Mobini and Khosravi (2016), University of Zanjan, Iran. The design of this research was an experimental research that presented the effects of four types of teacher's written corrective feedback on intermediate EFL writing performance. The participants were 120 students at private language institutes in Iran. The significance result showed that unfocused direct corrective feedback is the most effective technique for teaching

English writing. Additionally, learners also had positive response to the attitude questionnaire.

Hasan, A (2014), Jember University. The design was a classroom action research. He presented the role of written feedback to improve the seventh grade students' participation and present tense achievement in writing a descriptive paragraph. The focus of this research was on students' present tense achievement. The results proved that the giving of written feedback could improve students' simple present tense achievement and participation.

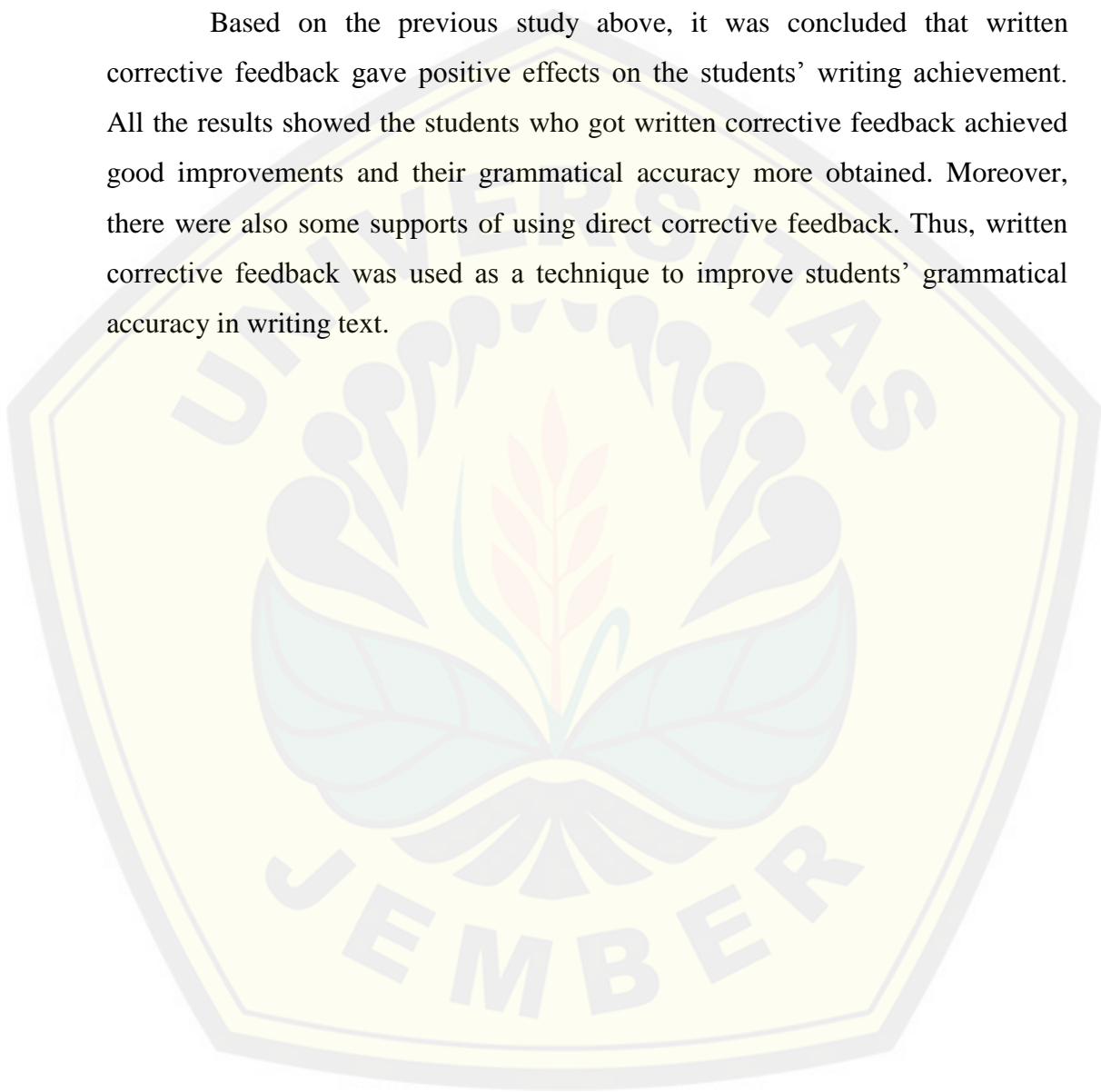
Another research was presented by Hosseiny (2014), Islamic Azad University. He investigated the role of direct and indirect written corrective feedback in improving the Iranian EFL students' writing skill. The research was done under the experimental research. The participants were sixty pre-intermediate students in Iranian institutes in Ardabil. The target structure is an article system in term of definite and indefinite articles. The result showed that the direct feedback groups outperform the control group with no feedback. This study also supported for using direct and indirect feedback to expand learners' grammatical accuracy.

Additionally, Shekarabi and Shirazi (2014), University of Tehran also investigated the effect of direct and indirect corrective feedback to enhance the linguistic accuracy on Iranian learners' writing performance. The research was done under an experimental research. The participants were 60 Japanese students. It focused on Japanese as foreign language and three linguistic categories; noun phrases, adjective phrases, and prepositions. Students were required to compose expository essays. The result revealed that direct feedback enhanced the linguistic aspects of students' written essays.

The last research was done by Sheen (2007), American University. He examined the effect of direct only and direct-metalinguistic feedback and language aptitude on the acquisition of articles. The participants were 91 intermediate ESL learners. It was found that the feedback group performed much better than the control group with no feedback in the immediate test. It was also found a significant positive association between students' gain and their aptitude

for language analysis. The results showed that written corrective feedback which targeted a single linguistic feature improved learners' accuracy, especially when metalinguistic feedback was provided and the learners had high language analytic ability.

Based on the previous study above, it was concluded that written corrective feedback gave positive effects on the students' writing achievement. All the results showed the students who got written corrective feedback achieved good improvements and their grammatical accuracy more obtained. Moreover, there were also some supports of using direct corrective feedback. Thus, written corrective feedback was used as a technique to improve students' grammatical accuracy in writing text.



### CHAPTER 3: RESEARCH METHODOLOGY

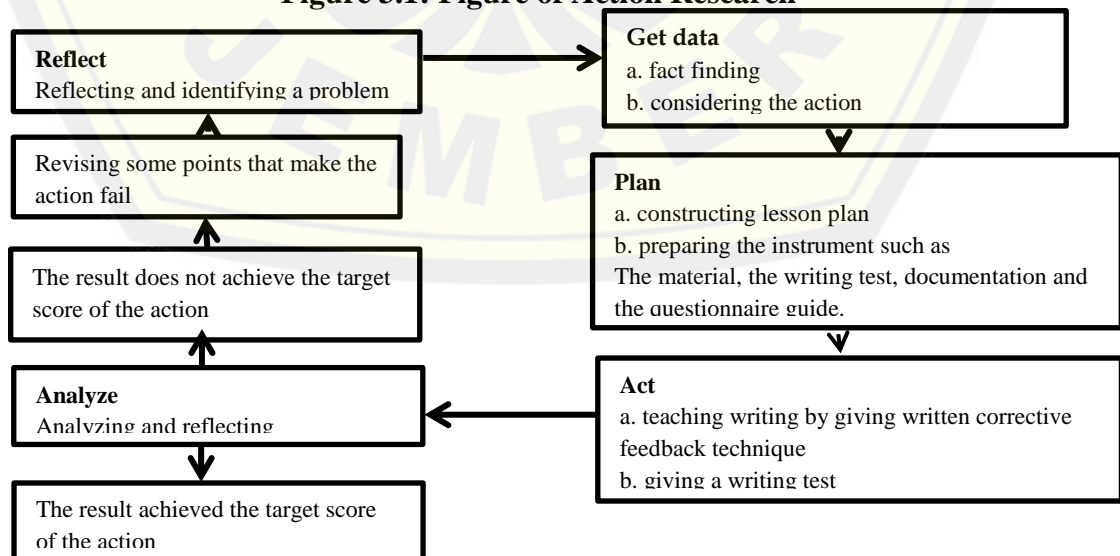
This part discusses about the research methodology consisting of (1) research design, (2) research context, (3) research participants, (4) data collection method, (5) data analysis method.

#### 3.1 Research Design

This research applied a classroom action research. The researcher identified the problems happening in the classroom especially about writing skill and then proposed a way for an improvement. Teacher was involved in action research. The researcher invited the English teacher as a collaborator to conduct the research and share information. According to Mc Millan (1992:12), action research is a specific type of applied research. Its purpose is to solve a specific classroom problem. The goal is to improve practices immediately within one or few classrooms. Hence, action research refers to a solution from the teacher focuses on the improvement of teaching-learning quality, particularly students' achievement.

The researcher used a classroom action research with cycle model and it consisted of planning, acting, and analyzing the result of the action. Below is the figure of the design of action research from Lodico *et al* (2010).

**Figure 3.1: Figure of Action Research**



Based on the design of the research above, the procedure of the research was as follows.

1. Doing a preliminary study by interviewing the English teacher of grade X for finding out information related to the current condition in the teaching learning of writing.
2. Getting the data such as the students' score and the research subjects then, determining the action based on the preliminary study.
3. Planning the action. It included constructing the lesson plan for cycle 1 and cycle 2 that consisting of meeting 1 and meeting 2 in the collaboration with the English teacher and preparing the instrument such as the material, the writing test, questionnaire guide, and determining the criteria of success.
4. Implementing the action. The researcher taught descriptive text writing, gave "direct corrective feedback" technique, and then gave a writing test in the form of descriptive text to obtain students' grammatical accuracy scores. In this step, the researcher collaborated with the English teacher.
5. Analyzing the students' score of grammatical accuracy on their descriptive text writing.
6. Reflecting the result of the students' descriptive text writing collaboratively with the English teacher
7. Giving the questionnaire guide on students' perception about the technique given in the class.
8. Analyzing the results of the questionnaire.

### **3.2 Research Context**

The research was conducted at SMA Negeri Rambipuji, Jember. There were three reasons of choosing SMA Negeri Rambipuji as the research area. First, the teaching of English was guided by Curriculum 2013 and applied scientific approach in the classroom. Second, the headmaster of the school gave permission to the researcher to conduct the research. The last, the researcher had experienced teaching at SMA Negeri Rambipuji, Jember.

### **3.3 Research Participants**

The participant of this research was tenth MIPA 3 students of SMA Negeri Rambipuji. There were 36 students in this class. The researcher chose that class based on the suggestion from the English teacher that most of the students of class tenth MIPA 3 had difficulties in writing skill especially in grammar aspects. It was proven from the score of their writing is still low.

### **3.4 Data Collection Method**

Data collection method was method used to get the data of the research. The data collections used are writing test and questionnaire.

#### **3.4.1 Writing Test**

Test was used to measure students' abilities in certain fields of knowledge. The researcher applied achievement test in this classroom action research to measure the tenth grade students' grammatical accuracy on writing descriptive texts. The writing test in this research referred to writing a descriptive text. The form of the test was a writing test consisting of approximately 150 words based on the topic given. The topic was tourism or historical places in Jember. The students were required to compose a descriptive text based on the topic given completed with correct generic structure and language features of descriptive text. The writing test was lasted for 45 minutes. The writing test was conducted to get the score of students' grammatical accuracy.

#### **3.4.2 Questionnaire**

This research used questionnaire as a method to collect data about students' feelings or perceptions of using teacher's written corrective feedback. Students' questionnaire about their perception on writing skill was adapted from Ekinci (2017). Likert Scale was used in questionnaire consisted of six questions. The range was from number 4 shows the highest frequency (strongly agree) up to 1 shows the lowest one (strongly disagree).



There were some criteria or characteristics for each option in Likert scale:

1. Strongly agree

The students thought that all the written feedback given by the teacher in their descriptive text writing gave many contributions of the students' development to their ability in writing descriptive text.

2. Agree

The students thought that the written feedback given by the teacher in their descriptive text writing played an important role on the students' development to their ability in writing descriptive text.

3. Disagree

The students thought that the written feedback given by the teacher in their descriptive text writing just give them less contribution on the students' development to their ability in writing descriptive text.

4. Strongly disagree

The students thought that the written feedback given by the teacher in their descriptive text writing did not give any contribution on the students' development to their ability in writing descriptive text.

(Arikunto: 2006)

The specification of students' questionnaire is presented in the table below.

Table 3.1: The Specification of the Questionnaire.

No	Variables	Indicators	Item number
1	The students perception toward the teacher's written corrective feedback	<ul style="list-style-type: none"> <li>• Students' perception of the importance of writing in learning English</li> <li>• Students' perception of the meaningfulness of teacher's written corrective feedback</li> <li>• Students' perception of their awareness of their mistakes</li> <li>• Students' perception of the ease in understanding their teacher's written corrective feedback</li> <li>• Students' perception of the benefit of teacher's written corrective feedback</li> <li>• Students' perception of their self-carefulness to the errors in their future writings.</li> </ul>	1 2 3 4 5 6

### 3.5 Data Analysis Method

Data analysis method is used to analyze the data gained in the research.

#### 1. Students Grammatical Accuracy

To score each paper, the researcher used the formula by Sheen (2007:266). Each student's work was scored according to Sheen's suggested formula four times by the researcher that were respectively scoring tense, adjective, noun/ pronoun, and conjunction. Below is the formula.

Score:

$$\frac{n \text{ correct suppliance in context}}{n \text{ obligatory contexts} + n \text{ suppliance in non - obligatory context}} \times 100$$

Notes:

Obligatory context= the correct use of the target use.

Non-obligatory context= in appropriate of the target use.

(Sheen, 2007:266)

First, the correct use in obligatory context was scored. Then, the score became the numerator of the ratio. The denominator was the sum number of obligatory contexts and the number of non-obligatory contexts. After scoring each student's work, the score was analyzed using descriptive statistics by calculating the number of students who have achieved 71 and below 71. The target of success criteria was 71% of the students achieving the minimum score which was at least 71 or more in the test. Then, the scores of students' test in cycle 1 were compared to students' test in cycle 2. This aim was to know whether or not there was the improvement of scores made in the first and second cycles.

#### 2. Students' Questionnaire.

The data of questionnaire was analyzed statistically by using the formula below.

The total scores of answers the questions:

Lower Fence (B) = total number of respondents (N) x Lowest score (1) x items

Upper Fence (A) = total number of respondents (N) x Highest score (4) x items

After that:

$$\text{Range (n)} = (A-B)$$

$$\text{Quartile I (Q1)} = B + n/4$$

$$\text{Quartile II (Q2)} = B + n/2$$

$$\text{Quartile III (Q3)} = B + n3/4$$

Note:

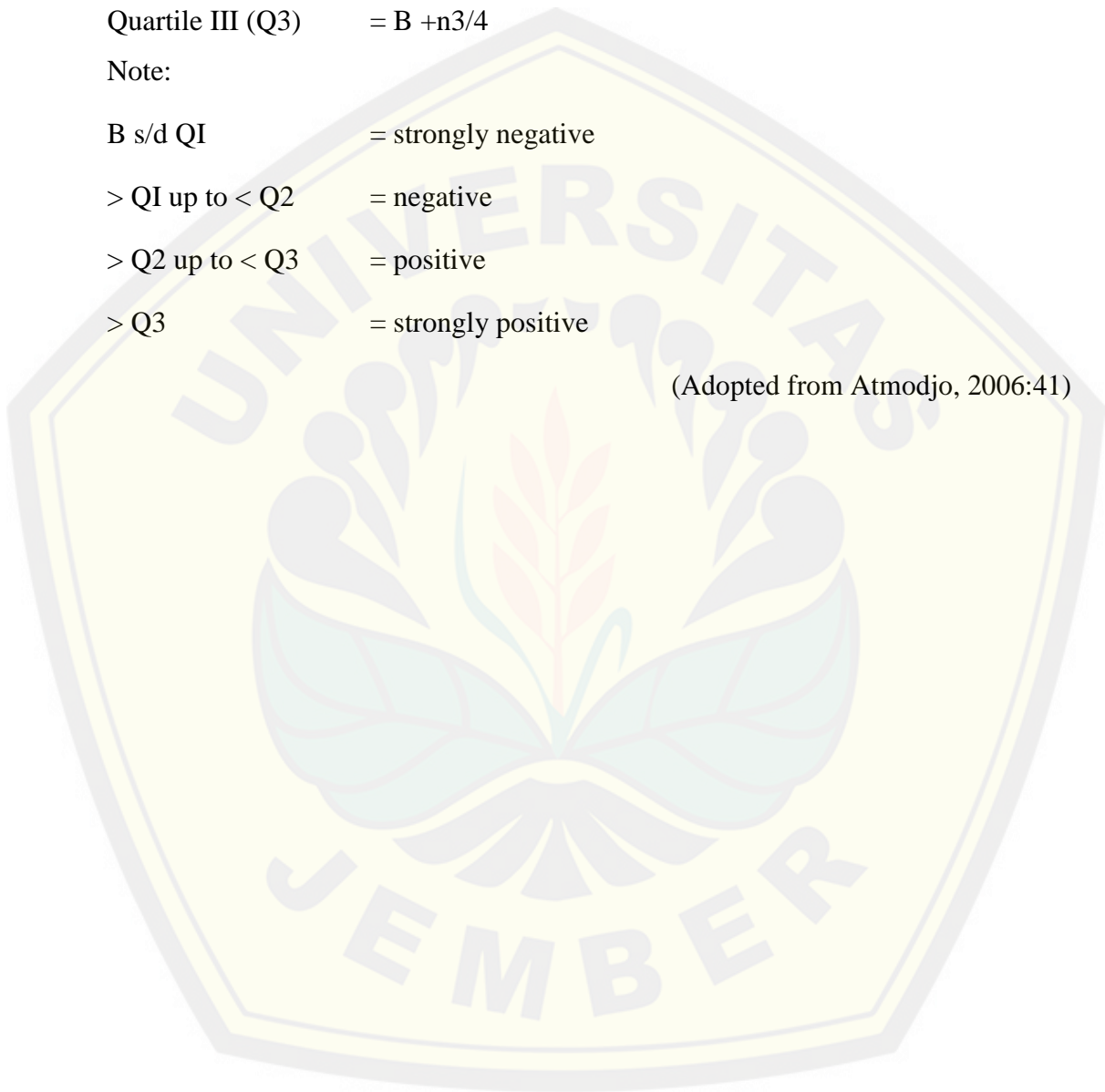
$$B \text{ s/d } Q1 = \text{strongly negative}$$

$$> Q1 \text{ up to } < Q2 = \text{negative}$$

$$> Q2 \text{ up to } < Q3 = \text{positive}$$

$$> Q3 = \text{strongly positive}$$

(Adopted from Atmodjo, 2006:41)



## CHAPTER 5: CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions. The suggestions are expected to give theoretical, empirical, and practical contribution.

### 5.1 Conclusion

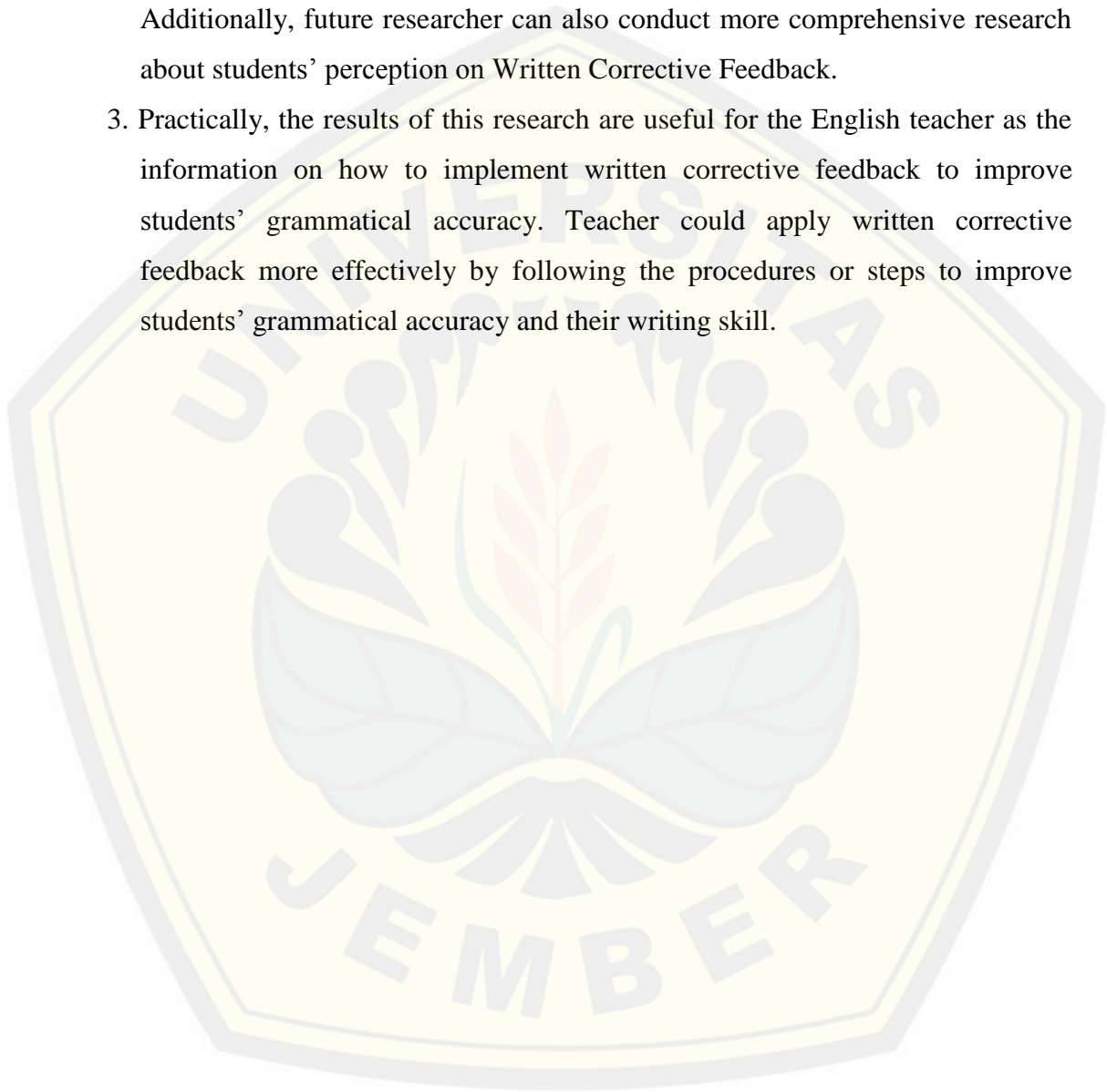
Based on the results of data analysis and discussion, there are two things that can be concluded. First, teacher's written corrective feedback and the procedure implemented can improve students' grammatical accuracy on students' descriptive text writing. The included procedures supported the success of written feedback such as; additional explanation session from the teacher and revision session after students got their paper back. The improvement of students' grammatical accuracy can be seen from the percentage of the students who achieve the standard score in both of cycles, Cycle 1 and Cycle 2. Second, students also have positive perceptions toward the teacher's written corrective feedback given.

### 5.2 Suggestions

As the results of this research show that teacher's written corrective feedback can improve students' grammatical accuracy on descriptive text writing and students also have positive perception toward the teacher's written corrective feedback. The researcher gives some suggestions in order to give theoretical, empirical, and practical contribution.

1. Theoretically, through the findings of this research, it is found that the application of teacher's corrective feedback can be maximally done when it is supported by good or proper procedure.

2. Empirically, the results 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 implementation of teacher's written corrective feedback. They can apply whether or not the same research design with different aspects of writing. Additionally, future researcher can also conduct more comprehensive research about students' perception on Written Corrective Feedback.
3. Practically, the results of this research are useful for the English teacher as the information on how to implement written corrective feedback to improve students' grammatical accuracy. Teacher could apply written corrective feedback more effectively by following the procedures or steps to improve students' grammatical accuracy and their writing skill.



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**APPENDIX A: RESEARCH MATRIX**

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESES
Students' grammatical accuracy on writing descriptive texts: An action research of teacher's written corrective feedback.	<p>1. How can teacher's written corrective feedback improve the students' grammatical accuracy in writing descriptive texts?</p> <p>2. What are the students' perceptions about teacher's written corrective feedback?</p>	<p><b>Independent:</b> Teacher's written corrective feedback in teaching descriptive writing text</p> <p><b>Dependent:</b> Students' grammatical accuracy on writing descriptive texts</p>	<p>Teacher's corrective feedback:</p> <ul style="list-style-type: none"> <li>- Giving students the example of descriptive text</li> <li>- Asking the students to write drafts</li> <li>- Asking the students to handed their drafts to the teacher.</li> <li>- Giving corrective feedback on the students' grammatical errors; tense, noun/ pronoun, adjective, and conjunction by locating the errors and giving the right form.</li> <li>- Giving back the drafts that have been given the corrections to students in the next session.</li> <li>- Asking students to look at the corrections in their drafts carefully</li> <li>- Asking the students to revise their first written drafts following the feedback given</li> <li>- Asking the students to submit the revision to the teacher.</li> <li>- Giving questionnaire on the implementation of written corrective feedback in teaching writing.</li> </ul> <p>The aspect of the students' writing product focuses on grammar covering tense, pronoun/noun, adjective, and conjunction.</p>	<p>1. Research participants: The students at class X MIPA 3 at SMAN RAMBIPUJI</p> <p>2. Document: - The initial name of the research subjects -The previous writing scores of class X MIPA 3 from the English teacher.</p>	<p>1. Research design: Classroom action research with the cycle model. The stages of each cycle cover the following activity: a. Planning the action b. Implementing the action c. Observing and evaluating the action d. Data analysis and reflection of the action</p> <p>2. Area determination method: Purposive method</p> <p>3. Research participant determination method: Purposive method</p> <p>4. Data collection method: Main data: - Writing test - Questionnaire Supporting data: -Documentation</p> <p>5. Data Analysis Method: The data will be analyzed quantitatively by using formula from Sheen (2007:266). Each student's work is scored four time times by the researcher that are scoring tense, adjective, noun/ pronoun, and conjunction. Score: <math display="block">\frac{n \text{ suppliance in context}}{n \text{ OC} + n \text{ sup } N - \text{OC}} \times 100</math> Note: OC= Obligatory context= the correct use of the target use. Non-obligatory context= inappropriate of the target use.</p>	<p>1. The implementation of teacher's corrective feedback can improve students' grammatical accuracy on writing descriptive text.</p> <p>2. Students have positive feelings on the implementation of teacher's written corrective feedback.</p>

**APPENDIX B Interview Guide for Preliminary Study for Teacher**

No	Question (Researcher)	Answer (English Teacher)
1	How is the teaching and learning writing so far?	In teaching writing usually at first time I teach grammar and the mechanic, after that I give exercise to them and I invite to them write the answers in front then we discuss together. After the students understand more, I evaluate by giving exercise to them.
2	What method do you use in teaching writing?	I divide the students into group. In that group, I ask them to discuss for about 10 minutes and share their writing in front of their friends. At the end, they will have individual works.
3	How is the students' writing achievement so far by using your method?	The first time, the students score were still low. When they get individual work is hoped their achievement higher than before.
4	How do you score the students' writing?	To score, I use the grammatical errors, dictions used in construction the sentences
5	Is it based on the five aspects?	Depend on the discussion I used in that day. Usually, in writing rubric I focused on the grammatical and then dictions and appropriate subjects and predicates in each sentence
6	Do the students have difficulties in learning English especially writing?	Every I teach students, they always have difficulties. The common problem that the students faced is understanding the sentences especially in tenses present or past tense. They are still confused in using in the sentences, but they are better choosing words and others.
8	How do you overcome the students' problem?	I usually review the materials for about 10 minutes. I revise and give them exercise. If the achievement higher means it is success.
9	How do you correct the students' errors in writing?	I correct the students by revising the materials. I always revise the materials. I only take one or two works only.
10	Have you ever given written feedback briefly on their writing?	Yeah, I take one or two students work as the example. I write on the white board to be discussed together due to the limitation of time.

**APPENDIX C****A Questionnaire on Writing Skill for Student**

This questionnaire is designed to learn students' perspectives about error correction. There is no right and wrong answer because there are many different ways that work for different students. The goal is to better understand how you feel about error correction. You are expected to read the sentences carefully, and choose the best answer considering your feelings.

<b>What do you think about these sentences about writing skill?</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1. Writing is a vital part of learning English.				
2. I learn more from the correction provided by the teacher.				
3. I learn from my own errors.				
4. I think error correction is easy to learn.				
5. I think using error correction in writing helps me to focus more on my errors.				
6. When I get back my paper with correction provided by the teacher, I check them to avoid doing the same errors again.				

**APPENDIX D****LESSON PLAN CYCLE 1(Meeting 1)**

Subject	: English
Level/Semester	: X/1
Language Skill	: Writing
Language Focus	: Descriptive Text
Theme	: Tourism and Historical Place.
Time Allocation	: 2 x 45'

**A. CORE COMPETENCE**

KI 1. Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3. memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

**B. BASIC COMPETENCE AND INDICATORS**

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1 Identify 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
4.4 Teks deskriptif 4.4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.4.2.1 Write a descriptive text with the theme tourism and historical place, 4.4.2.2 Revise their writing based on the written feedback given.

**C. LEARNING OBJECTIVES**

Learners are expected to be able to

4.4.2.1 Write a descriptive text with the theme tourism and historical place.

4.4.2.2 Revise their writing based on the written feedback given.

**D. LEARNING MATERIALS**

1. The definition of Descriptive text

Descriptive text is a text that describes a particular person, thing and place

2. The Social Function

The social function of descriptive text is to describe a characteristic of person, thing and place.

3. Generic structure of descriptive text:

a. Identification: Introduce the subjects of the description, the time and the place

b. Description: In this part contain explanation about the characteristics, quality, size, physical appearance, ability, habit, daily life, etc.

4. Language features of descriptive text:

1. Simple present tense
2. Using noun
3. Active verb
4. Using adjective
5. Conjunction (and, or, but, .... )

**E. MEDIA AND RESOURCES**

1. Media : LCD, laptop, video, and white board.

2. Resources : (<https://pakpuguh.wordpress.com/2011/08/12/description-text/>)

**F. LEARNING APPROACH AND STRATEGY**

Approach : Scientific Approach.

Technique : Teacher's Written Corrective Feedback

**G. TEACHING AND LEARNING ACTIVITIES**

Activity	Teacher	Students	Time Allocation
1. Set Induction	<ul style="list-style-type: none"> <li>- Teacher Greets the students</li> <li>- Teacher asks the students to pray together</li> <li>- Teacher checks the attendance list.</li> <li>- Teacher gives a riddle</li> <li>- Teacher shows picture of Borobudur.</li> <li>- Teacher asks leading questions:               <ol style="list-style-type: none"> <li>a. do you know this place?</li> <li>b. did you ever visit this place?</li> <li>c. where is it located?</li> <li>d. what can you say about this place?</li> </ol> </li> <li>- Teacher states the material that will be learned and the learning objective</li> </ul>	<ul style="list-style-type: none"> <li>- Students answer teacher's greeting.</li> <li>- Students pray together.</li> <li>- Students raise their hand as sign of presence.</li> <li>- Students guess the riddle</li> <li>- Students pay attention.</li> <li>- Students answers the question</li> <li>- Students answer the question</li> <li>- Students answer the question</li> <li>- Students answer the question</li> <li>- Students pay attention</li> </ul>	5minutes
2. Main Activities			80'
	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>-Teacher provides the students with a descriptive text about Borobudur temple</li> <li>-Teacher asks the students to read the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Students pay attention.</li> <li>- Students read the texts</li> </ul>	15'
	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Teacher guides students to ask questions about things that they don't understand from the topic.</li> <li>- Teacher asks the students to mention the example of the generic structure and language features of descriptive text used in the text ?               <ol style="list-style-type: none"> <li>a. Can you find the generic structure of the text?</li> <li>b. Can you find the language features of descriptive in the text?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- With teacher's guidance, students ask questions about things they don't understand from the topic.</li> <li>- Students mention the generic structure and language features.</li> </ul>	5' 5'
	<p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to do tasks with the topic is descriptive text about Borobudur temple.</li> <li>The tasks are:               <ol style="list-style-type: none"> <li>1. finding two examples of the language features of descriptive text used in text</li> <li>2. underlining the generic structure of descriptive text</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Students do the tasks</li> </ul>	5'
	<p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to discuss the answer together.</li> </ul>	<ul style="list-style-type: none"> <li>- Students discuss the answer together</li> </ul>	5'
	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to write their first draft.</li> <li>- Teacher gives direct corrective feedback in students' draft focusing on present tense/verb, noun/pronoun, adjective, and conjunction by crossing out or circling the errors form and writing the correct form on it.</li> </ul>	<ul style="list-style-type: none"> <li>- Students write their first draft</li> </ul>	45'
3.Closure	<ul style="list-style-type: none"> <li>- Teacher asks the students to make a conclusion about the topic that has been discussed.</li> <li>- Teacher asks the students to say hamdalah.</li> <li>- Teacher closes the class by saying salam.</li> </ul>	<ul style="list-style-type: none"> <li>- Students make a conclusion about the topic that has been discussed.</li> <li>- Students say hamdalah.</li> <li>- Students answer teacher's salam.</li> </ul>	5'

**H. ASSESSMENT**

1. Process Assessment (*Appendix 4*)
2. Product Assessment (*Appendix 4*)

The English Teacher

Jember, August 7<sup>th</sup>, 2018

Researcher,

Febri Hidayati, S.Pd

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**APPENDIX 1**

Pre- Instructional Activity

1. I am a great building. I am composed with many Stupas. I am very historic. I am in Central Java. Many people either local or international visit me. Who am I?
2. Showing Borobudur temple's picture?



- a. Do you know this place?
- b. Have you ever visited this place?
- b. Where is it located?
- c. What can you say about this place? Can you describe it?

**APPENDIX 2:**

## Material:

- Descriptive text is a text that describes a particular person, thing and place
- Purpose is to describe a characteristic of person, thing and place
- Generic structures:
  - c. Identification: Introduce the subjects of the description, the time and the place
  - d. Description: In this part contain explanation about the characteristics, quality, size, physical appearance, ability, habit, daily life, etc.

## Language features:

1. Simple present tense
2. Using noun
3. Active verb
4. Using adjective
5. Conjunction (and, or, but, .... )

## Example:

**Borobudur Temple*****(Identification)***

Borobudur is one of the most wonderful legacies of the ancient human which Indonesia has ever had. A lot of people come to visit Borobudur to see how wonderful this temple is

***(Description)***

Borobudur, or Barabudur, is Mahayana Buddhist Temple in Magelang, Central Java, Indonesia. The temple consists of nine stacked platforms, six squares and three circulars, topped by a central dome which is decorated with 2,672 relief panels and 504 Buddha statues. The central dome is in the center of 72 Buddha statues, each seated inside a perforated *Stupa*. It is the world's largest Buddhist temple often considered as one of the greatest Buddhist monuments in the world.

Built in the 9th century during the reign of the Sailendra Dynasty, the temple was designed in Javanese Buddhist architecture blending the Indonesian indigenous culture of ancestor worship and the Buddhist concept of attaining Nirvana. The temple is also influenced by Gupta art reflecting India's influence on the region, but there are a lot of indigenous elements incorporated that make Borobudur very Indonesian. That is why almost all Indonesian need to go there for a visit.



**APPENDIX 3** (Students' worksheet)**a. Find two examples from each language feature of descriptive text used in the text!**

1. a. present tense:

b. verb:

c. noun/prounoun:

d. adjective:

e. conjunction:

2. Underline the generic structure of the text which includes the identification and description.

**b. Please choose one of the pictures below. Then write a description in approximately 150 words by following the generic structures and language features of the descriptive text.**

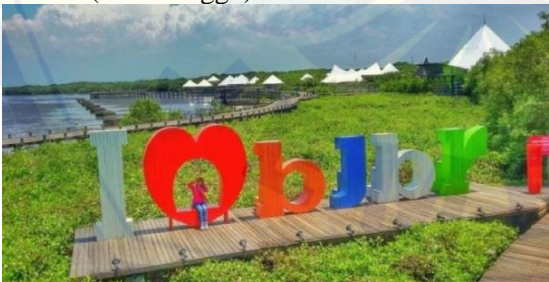
a. Ijen Creater (Banyuwangi)



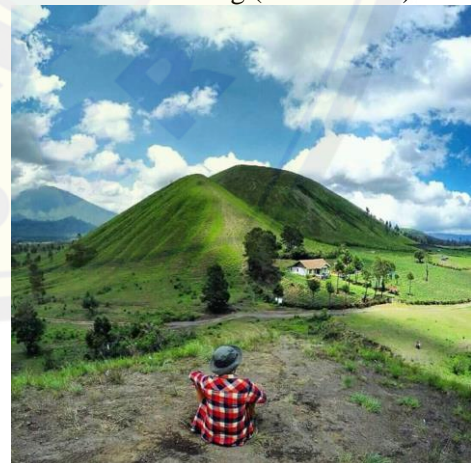
c. Tancak Waterfall (Jember)



b. BJBR (Probolinggo)



d. Kawah Wurung (Bondowoso)



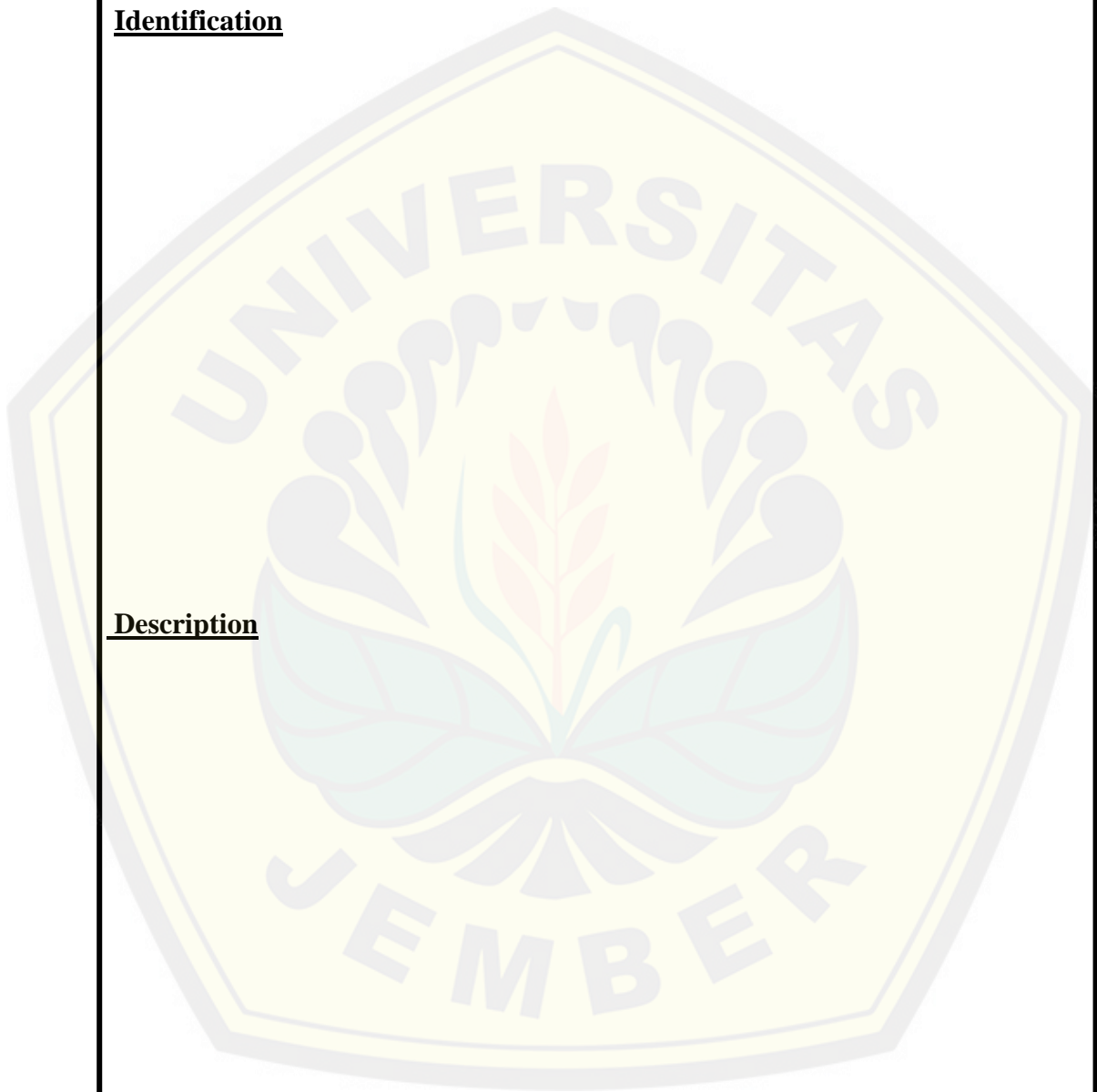
**Students' Worksheet (First Draft)**

Name:

Student Number:

**Identification**

**Description**



**APPENDIX 4:**

1. Process Assessment

- Technique: Observation
- Instrument: Rating Scale is used to assess students' enthusiasm, honesty, responsibility, responsiveness, and participation in teaching 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
1																
2																
3																
4																

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

How to score :  $\frac{\text{Gotten score}}{15} \times 100$

2. Product Assessment

Type of test : Written test

Method: Giving written task

Instrument : Target-Like Use (TLU).

Score:

$$\frac{n \text{ correct suppliance in context}}{n \text{ obligatory contexts} + n \text{ suppliance in non - obligatory context}} \times 100$$

Note:

Obligatory context= the correct use of the target use.

Non-obligatory context= inappropriate of the target use.

**APPENDIX E****LESSON PLAN CYCLE 1 (Meeting 2)**

Subject	: English
Level/Semester	: X/1
Language Skill	: Writing
Language Focus	: Descriptive Text
Theme	: Tourism and Historical Place.
Time Allocation	: 2 x 45'

**A. CORE COMPETENCE**

KI1. Menghargai dan menghayati ajaran agama yang dianutnya.

KI2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

**B. BASIC COMPETENCE AND INDICATORS**

<b>Kompetensi Dasar</b>	<b>Indikator</b>
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1. Identifying 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
4.4 Teks deskriptif 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.4.2.1 Write a descriptive text with the theme tourism and historical place 4.4.2.2 Revise their writing based on the written feedback given

**C. LEARNING OBJECTIVES**

Learners are expected to be able to:

4.4.2.1 Write a descriptive text with the theme tourism and historical place,

4.4.2.2 Revise their writing based on the written feedback given.

**D. LEARNING MATERIALS**

1. The definition of Descriptive text

Descriptive text is a text that describes a particular person, thing and place

2. The Social Function

The social function of descriptive text is to describe a characteristic of person, thing and place.

3. Generic structure of descriptive text:

- a. Identification: Introduce the subjects of the description, the time and the place
- b. Description: In this part contain explanation about the characteristics, quality, size, physical appearance, ability, habit, daily life, etc.

4. Language features of descriptive text:

1. Simple present tense
2. Using noun
3. Active verb
4. Using adjective
5. Conjunction (and, or, but, ....)

**E. MEDIA AND RESOURCES**

1. Media : Board Marker and White Board.

**F. LEARNING APPROACH AND STRATEGY**

Approach : Scientific Approach.

Technique : Teacher's Written Corrective Feedback

**G. TEACHING AND LEARNING ACTIVITIES**

Activity	Teacher	Students	Time Allocation
1. Set Induction	<ul style="list-style-type: none"> <li>- Teacher greets the students</li> <li>- Teacher asks the students to pray together.</li> <li>- Teacher checks the attendance list.</li> <li>- Teacher recalls the previous materials about descriptive text.</li> <li>- Teacher states the material that will be learned and the learning objective.</li> </ul>	<ul style="list-style-type: none"> <li>- Students answer the teacher's greeting</li> <li>- Students pray together</li> <li>- Students raise their hands</li> <li>- Students review the previous materials about descriptive text</li> <li>- Students pay attention</li> </ul>	10' minutes
2. Main Activities			75 Minutes
	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Teacher delivers the students' first draft from the previous meeting.</li> <li>- Teacher asks the students to look over the corrections in their written work carefully.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Teacher stimulates students to ask questions.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>- Teacher discusses most mistakes made by students on their draft by giving additional oral explanation to the whole class.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to revise their first descriptive texts based on the feedback given.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to recheck their revision and submit the draft.</li> </ul>	<ul style="list-style-type: none"> <li>- Students pay attention.</li> <li>- Students look over the corrections in their written work carefully.</li> <li>- Students ask questions about things they don't understand from the feedback.</li> <li>- Students pay attention</li> <li>- Students revise their first descriptive texts based on the feedback given.</li> <li>- Students submit the draft.</li> </ul>	5'  5'  15'  20'  30'
3. Closure	<ul style="list-style-type: none"> <li>- Teacher asks the students to make a conclusion about the topic that has been discussed.</li> <li>- Teacher asks the students to say hamdalah.</li> <li>- Teacher closes the class by saying salam.</li> </ul>	<ul style="list-style-type: none"> <li>- Students make a conclusion about the topic that has been discussed.</li> <li>- Students say hamdalah.</li> <li>- Students answer teacher's salam.</li> </ul>	5 minutes

**H. ASSESSMENT**

1. Process Assessment
2. Product Assessment

Jember, August 9<sup>th</sup>, 2018

The English Teacher

Researcher,

Febri Hidayati, S.Pd.

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**APPENDIX 1**

Material:

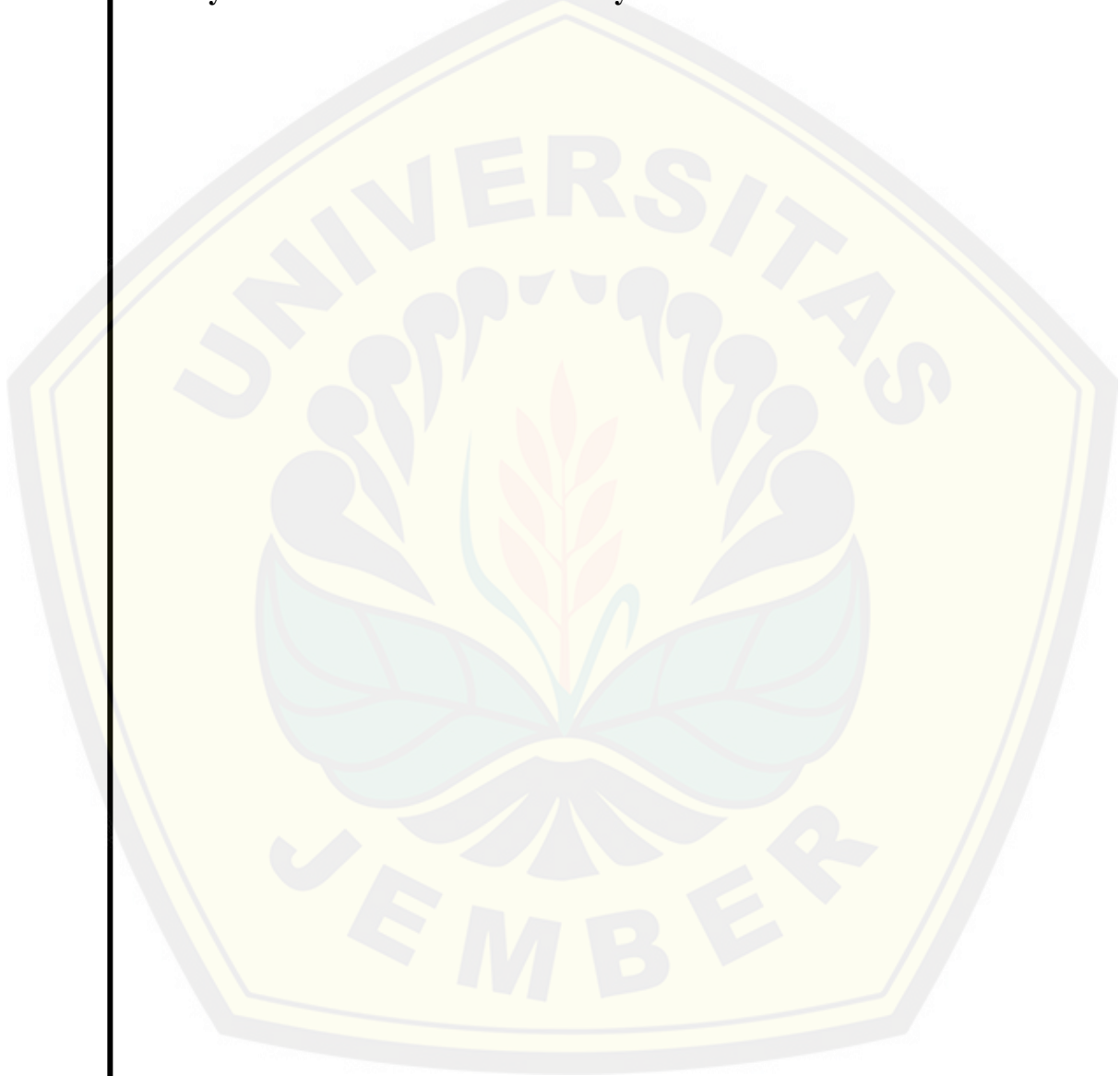
- a. Definition of descriptive text: Descriptive text is a text that describes a particular person, thing and place
- b. Social function of descriptive text: Descriptive text is to describe a characteristic of person, thing and place
- c. Generic structures of descriptive text:
  1. Identification: Introduce the subjects of the description, the time and the place
  2. Description: In this part contain explanation about the characteristics, quality, size, physical appearance, ability, habit, daily life, etc.
- d. Language features of descriptive text:
  1. Simple present tense
  2. Using noun
  3. Active verb
  4. Using adjective
  5. Conjunction (and, or, but, ....

**APPENDIX 2: Students' worksheets (final draft)**

Name:

Student Number:

**Revise your first draft and submit it as your final draft!**





**APPENDIX 3:**

## 1. Process Assessment

- Technique: Observation
- Instrument: Rating Scale is used to assess students' enthusiasm, honesty, responsibility, responsiveness, and participation in teaching learning process.

## RATING SCALE

No	Name	Enthusiasm			Honesty			Responsibility			Responsiveness			Participation		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1																
2																
3																
4																

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

How to score :  $\frac{\text{Gotten score}}{15} \times 100$

## 2. Product Assessment

Type of test : Written test

Method: Giving writing task

Instrument : Target-Like Use

Score:

$$\frac{n \text{ correct suppliance in context}}{n \text{ obligatory contexts} + n \text{ suppliance in non - obligatory context}} \times 100$$

Note:

Obligatory context= the correct use of the target use.

Non-obligatory context= inappropriate of the target use.

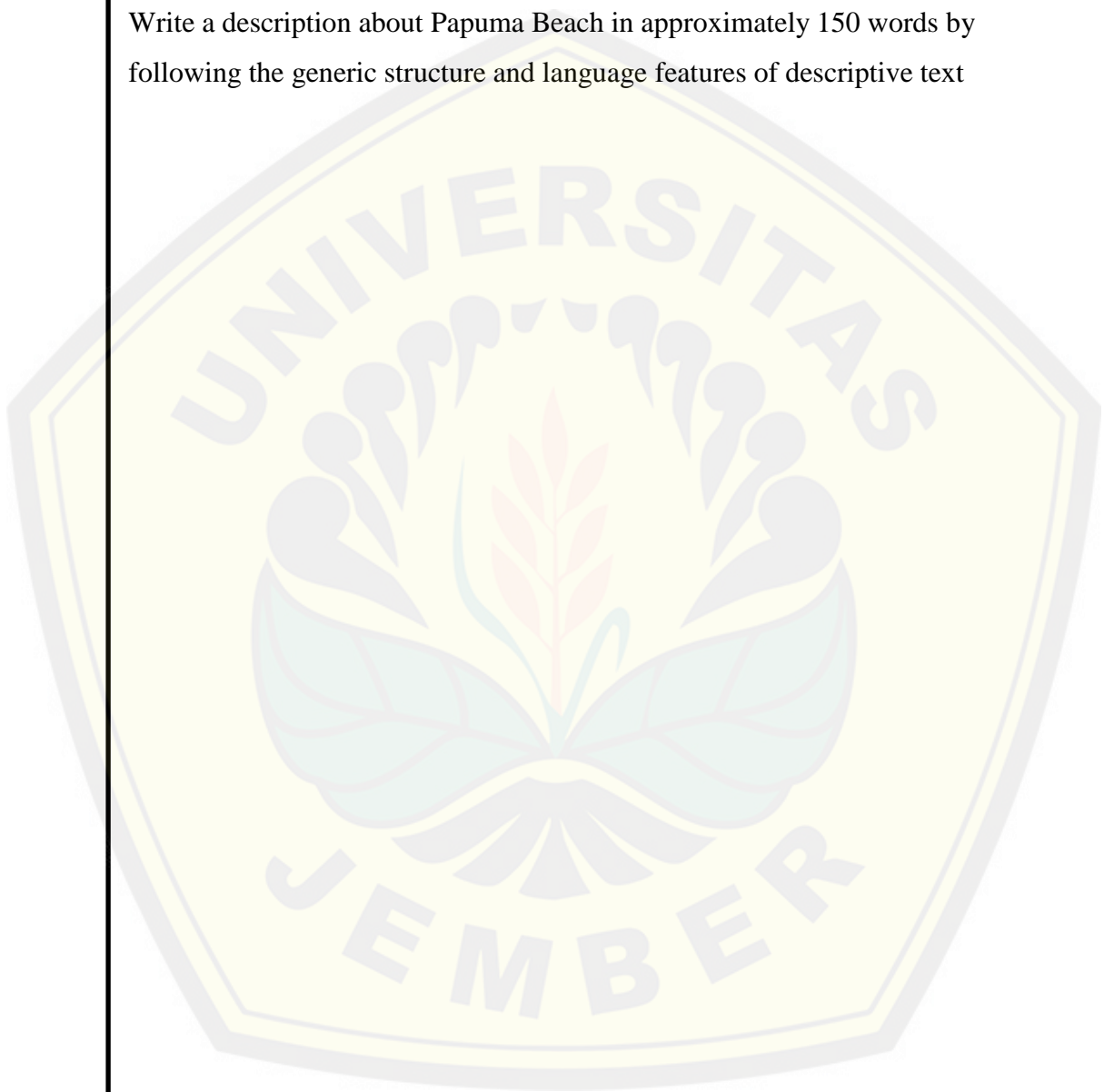
**APPENDIX F**

**Post Test of Cycle 1**

Name:

Student Number:

Write a description about Papuma Beach in approximately 150 words by following the generic structure and language features of descriptive text



**APPENDIX G****LESSON PLAN CYCLE 2 (Meeting 1)**

Subject	: English
Level/Semester	: X/1
Language Skill	: Writing
Language Focus	: Descriptive Text
Theme	: Tourism and Historical Place.
Time Allocation	: 2 x 45'

**A. CORE COMPETENCE**

KI1. Menghargai dan menghayati ajaran agama yang dianutnya.

KI2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

**B. BASIC COMPETENCE AND INDICATORS**

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1 Identify 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
4.4 Teks deskriptif 4.4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.4.2.3 Write a descriptive text with the theme tourism and historical place, 4.4.2.2 Revise their writing based on the written feedback given.

### C. LEARNING OBJECTIVES

Learners are expected to be able to

4.4.2.1 Write a descriptive text with the theme tourism and historical place.

4.4.2.2 Revise their writing based on the written feedback given.

### D. LEARNING MATERIALS

1. The definition of Descriptive text

Descriptive text is a text that describes a particular person, thing and place

2. The Social Function

The social function of descriptive text is to describe a characteristic of person, thing and place.

3. Generic structure of descriptive text:

a. Identification: Introduce the subjects of the description, the time and the place

b. Description: In this part contain explanation about the characteristics, quality, size, physical appearance, ability, habit, daily life, etc.

4. Language features of descriptive text:

a. Simple present tense

b. Using noun

c. Active verb

d. Using adjective

e. Conjunction (and, or, but, .... )

### E. MEDIA AND RESOURCES

1. Media : LCD, laptop, video, and white board.

2. Resources : [https://www.youtube.com/watch?v=txujqGtB\\_6g](https://www.youtube.com/watch?v=txujqGtB_6g)  
<http://blogbahasainggrisku.blogspot.co.id/2016/01/descriptive-text-about-bali.html?m=1>

### F. LEARNING APPROACH AND STRATEGY

Approach : Scientific Approach.

Technique : Teacher's Written Corrective Feedback

## G. TEACHING AND LEARNING ACTIVITIES

Activity	Teacher	Students	Time Allocation
Set induction	<ul style="list-style-type: none"> <li>- Teacher greets the students</li> <li>- Teacher asks the students to pray together.</li> <li>- Teacher checks the attendance list.</li> <li>- Teacher gives a video about Bali</li> <li>- Teacher asks leading questions:               <ol style="list-style-type: none"> <li>a. What Is the video about?</li> <li>b. Did you ever visit this place?</li> <li>c. What can you say about Bali?</li> </ol> </li> <li>- Teacher asks the students about the previous material.</li> </ul>	<ul style="list-style-type: none"> <li>- Students answer teacher's greeting.</li> <li>- Teacher and students pray together.</li> <li>- Students raise their hand as sign of presence.</li> <li>- Students pay attention.</li> <li>- Students answers the question</li> <li>- Students answer the question</li> <li>- Students answer the question</li> <li>- Students state the previous material.</li> </ul>	10 minutes
3. Main activities			75 minutes
	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Teacher provides the students with a descriptive text about Bali</li> <li>- Teacher asks the students to read the text</li> </ul>	<ul style="list-style-type: none"> <li>- Students get the text</li> <li>- Students read the texts</li> </ul>	2' 3'
	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Teacher guides students to ask questions about things that they don't understand from the material.</li> <li>- Teacher asks students to mention the generic structure and language features of descriptive text used in the text?               <ol style="list-style-type: none"> <li>a. can you find the generic structure of the text?</li> <li>b. can you find the language features of descriptive in the text?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Students ask questions about things they don't understand from the material</li> <li>- Students answer the questions</li> </ul>	5' 5'
	<p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to do tasks with the topic is descriptive text about Bali.</li> <li>The tasks are:               <ol style="list-style-type: none"> <li>1. making 2 sentences from 5 words provided by the teacher</li> <li>2. underlining the language features of descriptive text)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Students do the tasks</li> </ul>	8'
	<p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to discuss the answer together.</li> </ul>	<ul style="list-style-type: none"> <li>- Students discuss the answer together</li> </ul>	7'
	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to write their first draft.</li> <li>- Teacher asks the students to submit their draft.</li> <li>- Teacher gives direct corrective feedback in students' draft focusing on present tense/verb, noun/pronoun, adjective, and conjunction by crossing out or circling the errors form and writing the correct form on it.</li> </ul>	<ul style="list-style-type: none"> <li>- Students write their first draft.</li> <li>- Students submit their draft</li> </ul>	45'
3.Closure	<ul style="list-style-type: none"> <li>- Teacher asks the students to make a conclusion about the topic that has been discussed.</li> <li>- Teacher asks the students to say hamdalah.</li> <li>- Teacher closes the class by saying salam.</li> </ul>	<ul style="list-style-type: none"> <li>- Students make a conclusion about the topic that has been discussed.</li> <li>-Students say hamdalah.</li> <li>- Students answer teacher's salam.</li> </ul>	5'

**H. ASSESSMENT**

3. Process Assessment (*Appendix 4*)
4. Product Assessment (*Appendix 4*)

Jember, 21<sup>st</sup>, August 2018

The English Teacher

Researcher,

Febri Hidayati, S.Pd

Solfiyatuzzahro

19710213 199601 2 001

140210401039

**APPENDIX 1**

Pre- Instructional Activity

1. Showing a video about Bali
2. Asking leading questions:
  - a. what does the video describe about?
  - b. did you ever visit this place?
  - c. what can you say about Bali?

**APPENDIX 2:**

Material:

- Descriptive text is a text that describes a particular person, thing and place
- Purpose is to describe a characteristic of person, thing and place
- Generic structures:
  - c. Identification: Introduce the subjects of the description, the time and the place
  - d. Description: In this part contain explanation about the characteristics, quality, size, physical appearance, ability, habit, daily life, etc.
- Language features:
  1. Simple present tense
  2. Using noun
  3. Active verb
  4. Using adjective
  5. Conjunction (and, or, but, .... )

Example:

## BALI

### (Identification)

Bali is a beautiful tropical island in the country of Indonesia. It is located between the island of Java and Lombok and it is a tourist destination for people around the world.

### (Description)

Surfers and non-surfers alike have been drawn to Bali to experience its beautiful beaches, interesting culture and gorgeous landscapes. Especially popular with tourists is Kuta Beach. On the southern coast of Bali, Kuta is a long, golden beach with many resorts. North of Kuta is Ubud, a small, cool town in the mountains famous for arts and crafts.

Unlike most of Indonesia, Bali's population is majority Hindu. There are many wonderful old stone temples in Bali, including the famous Tanah Lot. These temples, along with other cultural performances and ceremonies are big attractive for tourists. Bali is truly a sparkling jewel of Indonesia.

### APPENDIX 3 Students' worksheets

#### a. Answer the questions below correctly based on the text!

1. Underline the language features of descriptive text used in the text above.
2. Make two sentences using present tense from the words below.
  - a. Draw
  - b. Tourist
  - c. Between
  - d. Attractive

#### b. Please choose one of the tourism places below. Then write a description in approximately 150 words by following the generic structures and language features of the descriptive text.

1. Red Island (Banyuwangi)



2. Mount Bromo (Probolinggo)



3. Rembangan (Jember)



4. Gerbong Maut (Bondowoso)



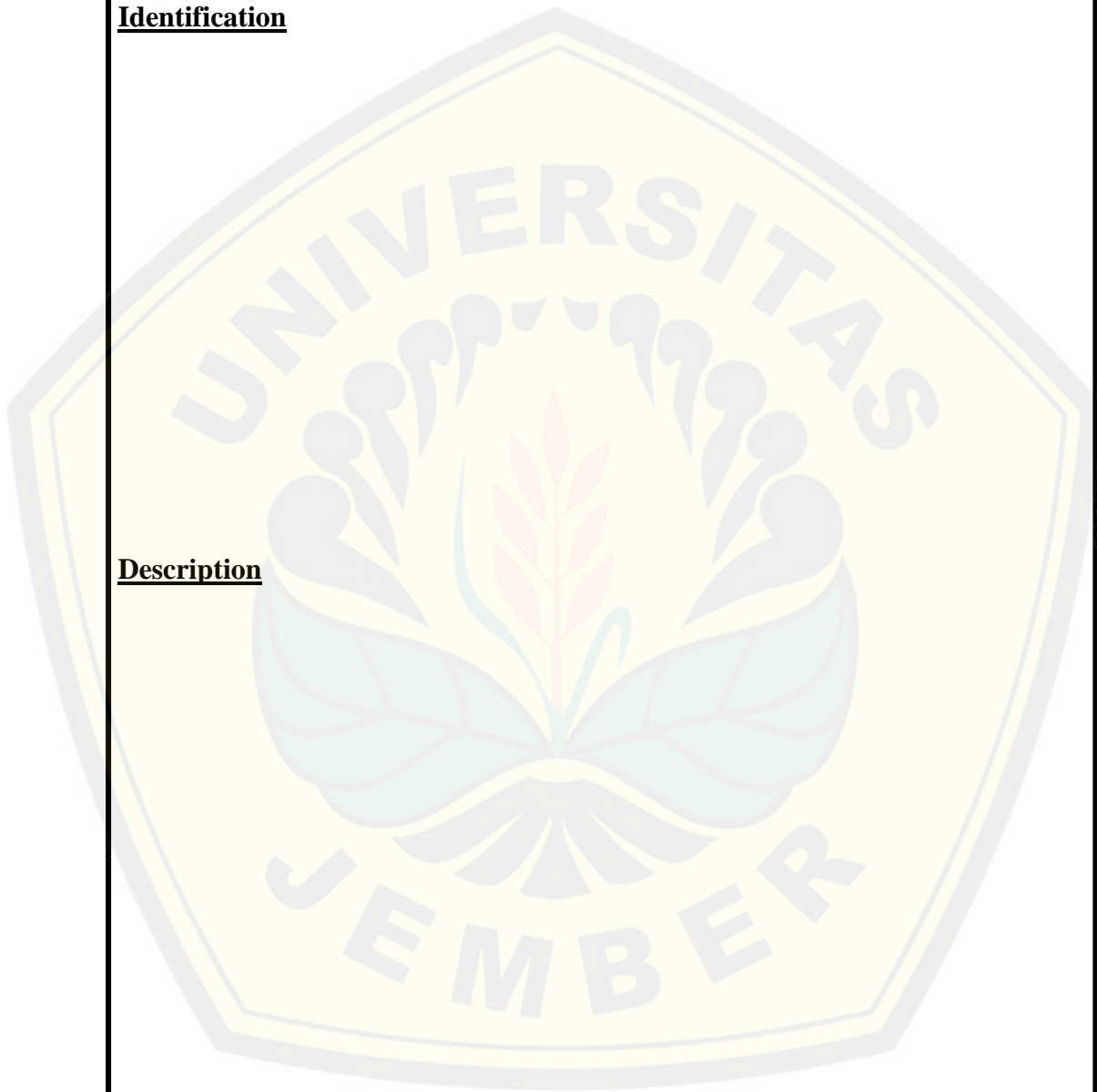
**Students' Worksheet (First Draft)**

Name:

Student Number:

**Identification**

**Description**





**APPENDIX 4:**

1. Process Assessment

- Technique: Observation
- Instrument: Rating Scale is used to assess students' enthusiasm, honesty, responsibility, responsiveness, and participation in teaching learning process.

**RATING SCALE**

No	Name	Enthusiasm			Honesty			Responsibility			Responsiveness			Participation		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1																
2																
3																
4																

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

How to score :  $\frac{\text{Gotten score}}{15} \times 100$

2. Product Assessment

Type of test : Written test

Method : Giving written task

Instrument : Target-Like Use (TLU).

Score:

$$\frac{n \text{ correct suppliance in context}}{n \text{ obligatory contexts} + n \text{ suppliance in non - obligatory context}} \times 100$$

Note:

Obligatory context= the correct use of the target use.

Non-obligatory context= inappropriate of the target use.

**APPENDIX H****LESSON PLAN CYCLE 2 (Meeting 2)**

Subject	: English
Level/Semester	: X/1
Language Skill	: Writing
Language Focus	: Descriptive Text
Theme	: Tourism and Historical Place.
Time Allocation	: 2 x 45'

**A. CORE COMPETENCE**

KI 1. Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3. memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

**B. BASIC COMPETENCE AND INDICATORS**

<b>Kompetensi Dasar</b>	<b>Indikator</b>
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1. Identifying the social function of descriptive text 3.4.2. Identifying the generic structure of descriptive text 3.4.4. Identifying the language features of descriptive text
4.4 Teks deskriptif 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.4.2.4 Write a descriptive text with the theme tourism and historical place 4.4.2.5 Revise their writing based on the written feedback given

**C. LEARNING OBJECTIVES**

Learners are expected to be able to:

4.4.2.1 Write a descriptive text with the theme tourism and historical place,

4.4.2.2 Revise their writing based on the written feedback given.

**D. LEARNING MATERIALS**

1. The definition of Descriptive text

Descriptive text is a text that describes a particular person, thing and place

2. The Social Function

The social function of descriptive text is to describe a characteristic of person, thing and place.

3. Generic structure of descriptive text:

- a. Identification: Introduce the subjects of the description, the time and the place
- b. Description: In this part contain explanation about the characteristics, quality, size, physical appearance, ability, habit, daily life, etc.

4. Language features of descriptive text:

- a. Simple present tense
- b. Using noun
- c. Active verb
- d. Using adjective
- e. Conjunction (and, or, but, .... )

**E. MEDIA AND RESOURCES**

Media : LCD, Laptop, and White Board.

**F. LEARNING APPROACH AND STRATEGY**

Approach : Scientific Approach.

Technique : Teacher's Written Corrective Feedback

**G. TEACHING AND LEARNING ACTIVITIES**

Activity	Teacher	Students	Time Allocation
1. Set induction	<ul style="list-style-type: none"> <li>- Teacher greets the students</li> <li>- Teacher asks the students to pray together.</li> <li>- Teacher checks the attendance list.</li> <li>- Teacher recalls the previous materials about descriptive text.</li> <li>- Teacher states the material that will be learned and the learning objective</li> </ul>	<ul style="list-style-type: none"> <li>- Students answer the teacher's greeting</li> <li>- Students pray together</li> <li>- Students raise their hands.</li> <li>- Students review the previous materials about descriptive text.</li> <li>- Students pay attention</li> </ul>	10' minutes
2. Main activities			70 minutes
	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Teacher delivers the students' first draft from the previous meeting.</li> <li>- Teacher asks the students to look at the corrections in their written work carefully.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Teacher guides students to ask questions about their mistakes from their feedback</li> </ul> <p><b>Assosiating</b></p> <ul style="list-style-type: none"> <li>- Teacher discuss the students' questions with the whole class.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to revise their first descriptive texts based on the feedback given.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to recheck their revision and submit the draft.</li> </ul>	<ul style="list-style-type: none"> <li>- Students pay attention.</li> <li>- Students look at the corrections in their written work carefully</li> <li>- Students ask questions</li> <li>- Students pay attention</li> <li>- Students revise their first descriptive texts based on the feedback given.</li> <li>- Students recheck and submit the draft.</li> </ul>	5'  5'  25'  30'  5'
3. Closure	<ul style="list-style-type: none"> <li>- Teacher asks the students to make a conclusion about the topic that has been discussed.</li> <li>- Teacher asks the students to say hamdalah.</li> <li>- Teacher closes the class by saying salam.</li> </ul>	<ul style="list-style-type: none"> <li>- Students make a conclusion about the topic that has been discussed.</li> <li>- Students say hamdalah.</li> <li>- Students answer teacher's salam.</li> </ul>	10 minutes

**H. ASSESSMENT**

1. Process Assessment
2. Product Assessment

The English Teacher

Jember, 23<sup>rd</sup>, August 2018

Researcher,

Febri Hidayati, S.Pd

19710213 199601 2 001

Solfiyatuzzahro

140210401039

**APPENDIX 1**

Material:

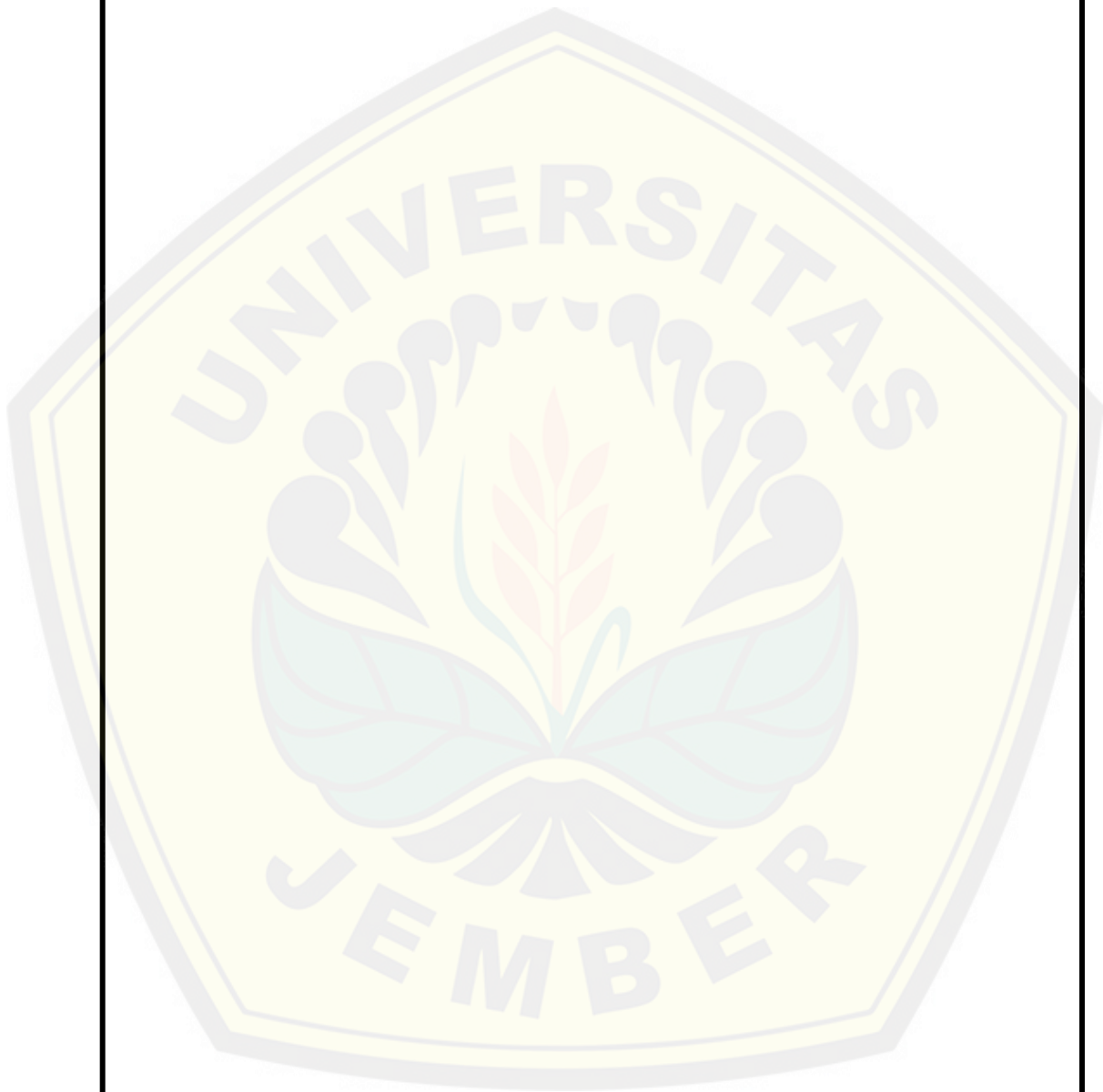
- a. Definition of descriptive text: Descriptive text is a text that describes a particular person, thing and place
- b. Social function of descriptive text: Descriptive text is to describe a characteristic of person, thing and place
- c. Generic structures of descriptive text:
  1. Identification: Introduce the subjects of the description, the time and the place
  2. Description: In this part contain explanation about the characteristics, quality, size, physical appearance, ability, habit, daily life, etc.
- d. Language features of descriptive text:
  1. Using simple present tense
  2. Using noun
  3. Active verb
  4. Using adjective
  5. Conjunction (and, or, but, so...)

**APPENDIX 2: Students' worksheet (final draft)**

Name:

Student Number:

**Revise your first draft and submit it as your final draft!**



**APPENDIX 3:**

1. Process Assessment

- Technique: Observation
- Instrument: Rating Scale is used to assess students' enthusiasm, honesty, responsibility, responsiveness, and participation in teaching learning process.

**RATING SCALE**

No	Name	Enthusiasm			Honesty			Responsibility			Responsiveness			Participation		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1																
2																
3																
4																

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

How to score :  $\frac{\text{Gotten score}}{15} \times 100$

2. Product Assessment

Type of test : Written test

Method : Giving writing task

Instrument : Target-Like Use

Score:

$$\frac{n \text{ correct suppliance in context}}{n \text{ obligatory contexts} + n \text{ suppliance in non - obligatory context}} \times 100$$

Note:

Obligatory context= the correct use of the target use.

Non-obligatory context= inappropriate of the target use.

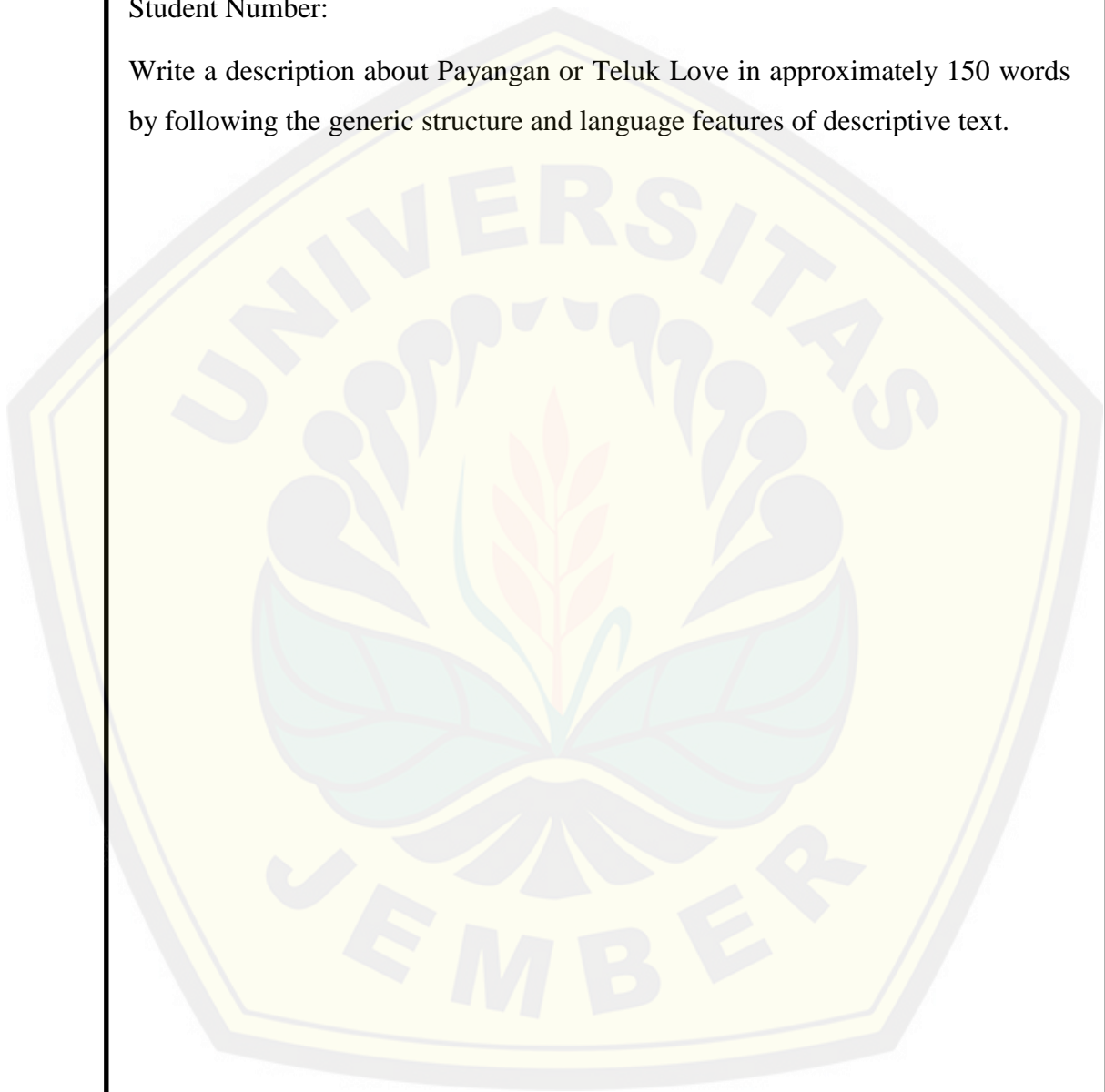
**APPENDIX I**

**Post Test of Cycle 2**

Nama :

Student Number:

Write a description about Payangan or Teluk Love in approximately 150 words by following the generic structure and language features of descriptive text.





**APPENDIX J The Result of Previous Writing Score of X MIPA 3**

No	Name Code	Score
1	AH	72
2	AFA	54
3	ALP	67
4	AW	65
5	ANSM	77
6	AF	82
7	DML	77
8	DAK	67
9	DEW	54
10	HVGP	62
11	IAK	82
12	IF	62
13	ISAH	67
14	IGA	62
15	IYA	67
16	KB	82
17	MBAS	72
18	MIWH	67
19	MRPS	54
20	MDZHR	52
21	NF	67
22	ND	67
23	PW	54
24	RAZ	62
25	RRP	67
26	SN	67
27	SQA	77
28	SIA	67
29	SA	62
30	TBP	77
31	TCNA	72
32	VCP	82
33	VA	72
34	WAB	57
35	YRN	62
36	YRA	67
<b>TOTAL AVERAGE</b>		<b>2418 67.17</b>

**APPENDIX K The Scores of Students' Grammatical Accuracy in Pre-Cycle**

No	Name Code	Grammatical Aspects				$\Sigma$	WS	$\geq 71$	$\leq 71$
		T/V	N/P	ADJ	CONJ				
1	AH	86	83	100	100	369	92	√	
2	AFA	50	95	100	0	245	61		√
3	ALP	38	90	90	100	318	79	√	
4	AW	83	78	83	100	344	86	√	
5	ANSM	62	75	85	86	308	77	√	
6	AF	12	96	100	0	208	52		√
7	DML	67	83	85	0	235	59		√
8	DAK	73	17	85	10	185	46		√
9	DEW	10	84	100	70	264	66		√
10	HVGP	25	60	83	50	218	54		√
11	IAK	56	94	80	100	330	82	√	
12	IF	14	82	100	75	271	68		√
13	ISAH	54	95	100	100	349	87	√	
14	IGA	20	75	100	33	228	57		√
15	IYA	50	75	100	0	225	56		√
16	KB	78	93	100	100	371	93	√	
17	MBAS	83	78	83	100	344	86	√	
18	MIWH	0	100	100	0	200	50		√
19	MRPS	0	92	100	83	275	69		√
20	MDZHR	71	92	100	0	263	66		√
21	NF	71	76	78	50	275	69		√
22	ND	22	83	85	90	280	70		√
23	PW	0	17	60	50	127	32		√
24	RAZ	50	95	100	0	245	61		√
25	RRP	71	76	100	0	247	62		√
26	SN	29	96	100	0	225	56		√
27	SQA	60	75	83	75	293	73	√	
28	SIA	20	40	50	77	187	47		√
29	SA	86	100	100	100	386	96	√	
30	TBP	75	25	60	67	227	57		√
31	TCNA	50	97	100	100	347	87	√	
32	VCP	25	75	60	100	260	65		√
33	VA	50	85	100	100	335	84	√	
34	WAB	0	78	100	0	178	44		√
35	YRN	17	85	0	100	202	50		√
36	YRA	11	95	100	0	206	51		√
<b>Total</b>		<b>1548</b>	<b>2854</b>	<b>3150</b>	<b>2016</b>	<b>9568</b>	<b>2389</b>	<b>12</b>	<b>24</b>
<b>Average</b>		<b>43</b>	<b>79.3</b>	<b>87.5</b>	<b>56</b>	<b>265.8</b>	<b>66.4</b>	<b>33%</b>	<b>67%</b>

**APPENDIX L THE RESULTS OF STUDENTS' GRAMMATICAL ACCURACY of CYCLE 1**

No	Initial Names	Rater 1				Σ	WS	Rater 2				Σ	WS	AS	Category	
		Grammatical Aspects						Grammatical Aspects							A	NA
		T/V	N/P	ADJ	CONJ			T/V	N/P	ADJ	CONJ					
1	AH	50	78	100	100	328	82	33	79	100	100	312	78	80	√	
2	AFA	60	92	100	100	352	88	50	92	100	100	342	85.5	87	√	
3	ALP	50	85	83	100	318	79.5	50	90	83	100	323	81	80	√	
4	AW	90	100	100	100	390	97.5	40	100	100	100	340	85	91	√	
5	ANSM	25	85	100	100	310	77.5	25	77	100	100	302	75.5	76.5	√	
6	AF	57	96	100	90	343	86	43	96	100	90	329	82	84	√	
7	DML	50	84	100	100	334	83.5	50	84	100	100	334	83.5	83.5	√	
8	DAK	25	57	90	100	272	68	25	57	92	100	274	68.5	68		√
9	DEW	39	91	82	100	312	78	31	87.5	73	100	291.5	73	75.5	√	
10	HVGP	42	75	79	80	276	69	60	57	79	80	276	69	69		√
11	IAK	33	80	89	100	302	75.5	40	93	80	100	313	78	77	√	
12	IF	50	57	80	84	271	68	51	62	85	84	282	70.5	69		√
13	ISAH	10	90	100	100	300	75	10	90	100	100	300	75	75	√	
14	IGA	50	68	60	90	268	67	50	68	60	90	268	67	67		√
15	IYA	56	91	80	100	327	82	56	91	80	100	327	82	82	√	
16	KB	80	93	90	100	363	91	75	92	89	100	356	89	90	√	
17	MBAS	0	95	100	100	295	74	0	95	100	100	295	74	74	√	
18	MIWH	60	58	75,5	78	271.5	68	60	58	75.5	78	271.5	68	68		√
19	MRPS	60	57	80	80	277	69	60	57	82	80	279	70	69.5		√
20	MDZHR	18.7	83	80	85.7	267	66.7	19	86	80	86	271	68	67		√
21	NF	50	60	82	77	269	67	50	60	82	77	269	67	67		√
22	ND	35	60	90	85	270	67.5	42	78	70	90	280	70	68		√
23	PW	25	79	79	85	269	67	25	79	79	90	273	68	67.5		√
24	RAZ	50	94	100	83	327	82	50	94	100	83	327	82	82	√	
25	RRP	50	85	100	100	335	84	37.5	81	100	100	318.5	80	82	√	

No	Initial Names	Rater 1				Σ	WS	Rater 2				Σ	WS	AS	Category	
		Grammatical Aspects						Grammatical Aspects							A	NA
		T/V	N/P	ADJ	CONJ			T/V	N/P	ADJ	CONJ					
26	SN	25	90	100	100	315	79	37.5	90	100	100	327.5	82	80.5	√	
27	SQA	91	96	100	100	387	97	91	96	100	100	387	97	97	√	
28	SIA	83	96	100	100	379	95	83	96	100	100	379	95	95	√	
29	SA	33	100	100	100	333	83	33	100	100	100	333	83	83	√	
30	TBP	50	93	100	100	343	86	45	85	100	100	330	82.5	84	√	
31	TCNA	40	93	80	100	313	78	40	93	80	100	313	78	78	√	
32	VCP	30	95	100	100	325	81	30	94	100	100	324	81	81	√	
33	VA	50	96	100	100	346	86.5	40	96	100	100	336	84	85	√	
34	WAB	0	91	100	100	291	73	0	91	100	100	291	73	73	√	
35	YRN	50	96	100	100	346	86.5	40	96	100	100	336	84	85	√	
36	YRA	63	93	100	100	356	89	54	87	100	100	341	85	87	√	
<b>Total</b>		<b>1630.7</b>	<b>3041</b>	<b>3299.5</b>	<b>3400.7</b>	<b>11372.5</b>	<b>2844.7</b>	<b>1538.5</b>	<b>3040.5</b>	<b>3269.5</b>	<b>3411</b>	<b>11214.5</b>	<b>2816</b>	<b>2828</b>	<b>26</b>	<b>10</b>
<b>Average</b>		<b>45.3</b>	<b>84.5</b>	<b>91.6</b>	<b>94.5</b>	<b>316</b>	<b>79</b>	<b>42.7</b>	<b>84.5</b>	<b>91</b>	<b>94.7</b>	<b>311.5</b>	<b>78.2</b>	<b>78.6</b>	<b>72%</b>	<b>28%</b>

**APPENDIX M THE RESULTS of STUDENTS' GRAMMATICAL ACCURACY in CYCLE 2**

No	Initial Names	Rater 1				Σ	WS	Rater 2				Σ	WS	AS	Category	
		Grammatical Aspects						Grammatical Aspects							A	NA
		T/V	N/P	ADJ	CONJ			T/V	N/P	ADJ	CONJ					
1	AH	69	100	100	100	369	92	78	100	100	100	378	94.5	93	√	
2	AFA	43	100	100	100	343	86	57	100	100	100	357	89	87.5	√	
3	ALP	92	96	100	100	388	97	92	93	100	100	385	96	96.5	√	
4	AW	89	96	100	100	385	96	89	100	100	100	389	97	96.5	√	
5	ANSM	75	92	100	100	367	92	84,5	92	100	100	376.5	94	93	√	
6	AF	81	100	100	100	381	95	81	100	100	100	381	95	95	√	
7	DML	22	90	100	100	312	78	22	90	100	100	312	78	78	√	
8	DAK	20	80	86	90	276	69	20	80	90	90	280	70	69.5		√
9	DEW	20	90	100	100	310	77.5	20	90	100	100	310	77.5	77.5	√	
10	HVGP	50	80	80	70	280	70	50	80	80	70	280	70	70		√
11	IAK	96	96	92	100	384	96	86	96	92	100	374	93.5	95	√	
12	IF	0	91	100	100	291	73	0	91	100	100	291	73	73	√	
13	ISAH	56	93	100	83	332	83	56	93	100	67	316	79	81	√	
14	IGA	22	80	90	90	282	70.5	20	80	90	88	278	69.5	70		√
15	IYA	71	100	100	100	371	93	71	97	100	100	368	92	92.5	√	
16	KB	50	93	100	100	343	86	50	93	100	100	343	86	86	√	
17	MBAS	87.5	92	100	100	379.5	95	87.5	92	100	100	379.5	95	95	√	
18	MIWH	0	85	90	100	275	69	0	85	90	100	275	69	69		√
19	MRPS	33	100	100	100	333	83	44	100	100	100	344	86	84.5	√	
20	MDZHR	33	84.8	100	54.5	272	68	33	85	100	54.5	272	68	68		√
21	NF	22	90	71	90	273	68	22	80	90	86	278	69.5	69		√
22	ND	44	80	85	70	279	70	44	80	85	70	279	70	70		√
23	PW	30	82	80	86	278	69.5	30	80	80	86	276	69	69		√

No	Initial Names	Rater 1				$\Sigma$	WS	Rater 2				$\Sigma$	WS	AS	Category	
		Grammatical Aspects						Grammatical Aspects							A	NA
		T/V	N/P	ADJ	CONJ			T/V	N/P	ADJ	CONJ					
24	RAZ	42	94	100	83	319	80	50	94	100	83	327	82	81	√	
25	RRP	81	96	71	71	319	80	81	98	86	71	336	84	82	√	
26	SN	86	96	80	100	362	90.5	86	92	80	100	358	89.5	90	√	
27	SQA	94	100	100	100	394	98.5	93	100	100	100	393	98	98	√	
28	SIA	73	97	100	100	370	92.5	73	100	100	100	373	93	93	√	
29	SA	71	100	100	100	371	93	71	97	100	100	368	92	92.5	√	
30	TBP	83	80	71	100	334	83.5	83	80	86	100	349	87	85	√	
31	TCNA	50	90	100	100	340	85	50	86	100	100	336	84	84.5	√	
32	VCP	53	93	100	85	331	83	56	93	100	85	334	83.5	83	√	
33	VA	56	96	100	85	337	84	56	96	100	85	337	84	84	√	
34	WAB	54	90	90	100	334	83.5	54	87	90	100	331	83	83	√	
35	YRN	58	73	100	100	331	83	67	81	100	100	348	87	85	√	
36	YRA	83	87	86	100	356	89	83	87	86	100	356	89	89	√	
<b>Total</b>		<b>1950.5</b>	<b>3280.8</b>	<b>3401</b>	<b>3369.5</b>	<b>12001.8</b>	<b>3002</b>	<b>2009</b>	<b>3264</b>	<b>3439</b>	<b>2917</b>	<b>12059</b>	<b>3014.5</b>	<b>3007.5</b>	<b>28</b>	<b>8</b>
<b>Average</b>		<b>54.2</b>	<b>91.1</b>	<b>94.5</b>	<b>93.6</b>	<b>333.4</b>	<b>83.4</b>	<b>55,8</b>	<b>90.7</b>	<b>95.5</b>	<b>81</b>	<b>335</b>	<b>83.7</b>	<b>83.5</b>	<b>78%</b>	<b>22%</b>

**APPENDIX N            The Results Of Analyzing Students' Questionnaire**

Student	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Total
1	3	4	3	3	3	3	19
2	3	3	3	4	3	3	19
3	4	4	3	3	3	3	20
4	4	3	4	4	4	4	23
5	4	4	4	4	4	4	24
6	4	4	4	4	4	4	24
7	4	4	4	4	4	4	24
8	3	4	4	4	4	3	22
9	3	3	4	4	4	4	22
10	3	3	4	3	3	4	20
11	4	3	4	3	4	4	22
12	4	4	3	3	3	3	20
13	4	4	3	3	3	4	21
14	4	4	4	4	4	3	23
15	4	4	4	4	4	4	24
16	4	4	4	3	4	4	23
17	4	4	4	3	4	4	23
18	4	4	4	3	4	3	22
19	4	4	3	3	4	3	21
20	4	4	4	3	3	4	22
21	4	3	4	4	3	4	22
22	4	3	3	3	4	3	20
23	4	3	4	3	3	4	21
24	4	3	4	3	3	4	21
25	4	3	4	3	3	4	21
26	3	3	4	3	3	3	19
27	4	3	4	4	4	4	23
28	3	4	4	3	3	3	20
29	5	3	3	3	3	3	20
30	5	4	3	3	4	3	22
31	3	4	4	4	3	4	22
32	4	3	3	3	3	4	20
33	4	4	4	4	4	3	23
34	4	3	3	3	3	4	20
35	4	3	3	4	3	4	21
36	4	3	3	4	3	4	21
<b>Total</b>	<b>138</b>	<b>127</b>	<b>131</b>	<b>123</b>	<b>125</b>	<b>130</b>	<b>774</b>

The formula are as follows:

The total score of respondents who answers the questions:

Lower Fence (B) = total number of respondents (N) x Lowest score (1) x items

Upper Fence (A) = total number of respondents (N) x High score (4) x items

After that:

$$\begin{aligned} \text{Range (n)} &= (A-B) \\ \text{Quartile I (Q1)} &= B + n/4 \\ \text{Quartile II (Q2)} &= B + n/2 \\ \text{Quartile III (Q3)} &= B + n3/4 \end{aligned}$$

Note:

$$\begin{aligned} B \text{ s/d } Q1 &= \text{strongly negative} \\ > Q1 \text{ up to } < Q2 &= \text{negative} \\ > Q2 \text{ up to } < Q3 &= \text{positive} \\ > Q3 &= \text{strongly positive} \end{aligned}$$

(Adopted from Atmodjo, 2006:41)

$$\text{Upper Fence (B)} = 36 \times 1 \times 6 = 216$$

$$\text{Upper Fence (A)} = 36 \times 4 \times 6 = 864$$

After that:

$$\text{Range (n)} = (864 - 216) = 648$$

$$\text{Quartile 1 (Q1)} = 216 + \frac{648}{4} = 378$$

$$\text{Quartile 2 (Q2)} = 216 + \frac{648}{2} = 540$$

$$\text{Quartile 3 (Q3)} = 216 + \frac{648 \times 3}{4} = 702$$



Note:

216 s/d 378 = strongly negative

>378 up to < 540 = negative

> 540 up to < 702 = positive

> 702 = strongly positive

The results were on the table below.

Score level	Students' Questionnaire	Category
216 s/d 378		Strongly negative
>378 up to < 540		Negative
> 540 up to < 702		Positive
> 702	774	Strongly positive

APPENDIX O

The Example of Direct Written Corrective Feedback on Students' Draft in Cycle 1

Students' Worksheet

Name: Sela Qurrofa Aini  
 Student Number: 27

\* Sukorambi Botanical Garden \*

Identification  
 Sukorambi Botanical Garden is one of the popular tourist spots in Jember city. Sukorambi Botanical Garden is located on Mujahir street, Sukorambi, Jember. This 2-hectare park is located at the foot of the hill <sup>whose</sup> ~~which~~ the lowest point is approximately 60 meters above the sea level.

Description  
 Sukorambi Botanical Garden has many facilities such as restaurants, toilets, a golf course, and gardens. There ~~is~~ <sup>are</sup> also a very large pool. The visitors ~~do~~ <sup>do not</sup> feel afraid to swim because the pool is shallow. The new facility is barbeque area. In the restaurant the visitors can eat and drink. ~~There~~ <sup>These</sup> Botani Garden also ~~has~~ <sup>has</sup> many kinds of animals. ~~There~~ <sup>There are</sup> rabbits, horses, peacocks, and snakes. There are also plants flowers and various herbs.

Students' Worksheet

Name: M. Dinas Zulfa H.R  
 Student Number: 28

Sukorambi Botanical Garden  
(Jember)

Identification  
 Sukorambi Botanical Garden ~~is~~ <sup>is</sup> located in Sukorambi village, Jember. It ~~is~~ <sup>is</sup> very beautiful. Sukorambi Botanical Garden ~~is~~ <sup>is</sup> surrounded by wet rice field.

Description  
 Botani ~~is~~ <sup>is</sup> a popular side in Jember. It also ~~has~~ <sup>has a</sup> pond. There ~~are~~ <sup>are</sup> many various animals. There ~~are~~ <sup>are</sup> various small animals ~~that~~ <sup>those</sup> are rabbit and cat. ~~There~~ <sup>There are</sup> various big wild animals, ~~that~~ <sup>those</sup> are elephant and giraffe. ~~It~~ <sup>It</sup> also Garden ~~also~~ <sup>also</sup> has many plants. Sukorambi Botanical Garden ~~is~~ <sup>is</sup> that is crocodile. Sukorambi Botanical Garden ~~is~~ <sup>is</sup> very happy. When you visit there, you

The Sample of Students' Descriptive Text in Cycle 1

Highest Score

Scorer 1 (The Researcher)

Name: Sela Qurrofa Aini  
 Student Number: 27

Write a description about Papuma Beach in approximately 150 words by following the generic structure and language features of descriptive text.

\* Papuma Beach \*

Papuma beach is one of the popular tourist spots in Jember city. Papuma beach is located in Lojejer village, Wuluhan sub-district. Papuma beach offers its beautiful natural charm.

Along the papuma beach there is ~~is~~ beautiful and clean white sand. There are many foreign tourists visiting Papuma beach just to sunbathe and enjoy the beautiful natural beauty. Besides its natural beauty, this beach is also rich in fauna such as monkeys, komodo dragons, deer etc.

In this beach some supporting facilities are provided for those who want to enjoy the atmosphere of Papuma for longer, such as lodging and campsites. When the sun <sup>goes</sup> down, the atmosphere in Papuma will be more beautiful to enjoy.

As a beach that has a lot of natural beauty <sup>ies</sup> and has been managed as a tourist attraction, Papuma beach has been equipped by several supporting facilities for the convenience of visitors. These facilities include playgrounds, campsites, food stalls, toilets, prayer-rooms and parking lots.

	T	N/P	Adj	Comp
T	11	47	12	4
F	1	2	-	-
	91	96	100	100
			= 389 = 97	

Scorer 2 (The English Teacher)

Name: Sela Qurrofa Aini  
 Student Number: 27

Write a description about Papuma Beach in approximately 150 words by following the generic structure and language features of descriptive text.

\* Papuma Beach \*

Papuma beach is one of the popular tourist spots in Jember city. Papuma beach is located in Lojejer village, Wuluhan sub-district. Papuma beach offers its beautiful natural charm.

Along the papuma beach there is ~~is~~ beautiful and clean white sand. There are many foreign tourists visiting Papuma beach just to sunbathe and enjoy the beautiful natural beauty. Besides its natural beauty, this beach is also rich in fauna such as monkeys, komodo dragons, deer etc.

In this beach some supporting facilities are provided for those who want to enjoy the atmosphere of Papuma for longer, such as lodging and campsites. When the sun <sup>goes</sup> down, the atmosphere in Papuma will be more beautiful to enjoy.

As a beach that has a lot of natural beauty <sup>ies</sup> and has been managed as a tourist attraction, Papuma beach has been equipped by several supporting facilities for the convenience of visitors. These facilities include playgrounds, campsites, food stalls, toilets, prayer-rooms and parking lots.

	T	#	
T	:	"	
N/P	:	46	91
adj	:	100	96
Comp	:	100	
			387 = 97

The Sample of Students' Descriptive Text Writing in Cycle 1

Lowest Score

Scorer 1 (The Researcher)

Name: M. Dimas Zulfa H. R  
 Student Number: 20

Write a description about Papuma Beach in approximately 150 words by following the generic structure and language features of descriptive text.

Papuma Beach <sup>is</sup> one of <sup>beaches</sup> beach in Jember District. Papuma beach <sup>is</sup> located in a small village of Jember named Tanjung Papuma. A lot of local tourist and foreign tourist <sup>visit</sup> ~~visited~~ there. It <sup>is</sup> ~~was~~ very hard to reach Papuma beach because the beach <sup>is</sup> ~~was~~ not really well known. We ~~had~~ <sup>have</sup> to pass a long ~~forest~~ before we reach the beach. However, all of those adventures road <sup>are</sup> ~~was~~ worth after we <sup>reach</sup> ~~reached~~ Papuma beach. It <sup>is</sup> ~~was~~ very <sup>amazing</sup> ~~amazed~~. There <sup>are</sup> ~~was~~ the blue sky, breezing wind, and smooth sand along the beach. We <sup>can</sup> ~~could~~ see a lot of ~~high~~ high rocks and green hill around the beach. It is very <sup>fun</sup> ~~funny~~ to play sand in there. There <sup>are</sup> ~~are~~ also a lot of food ~~stall~~ <sup>sell</sup> ~~stall~~ that ~~are~~ <sup>sell</sup> ~~are~~ delicious. Most of them ~~are~~ <sup>sell</sup> ~~are~~ raw fish. ~~And~~ Papuma beach can also be used for the activity of camping. Papuma beach is an <sup>interesting</sup> ~~interested~~ place.

	T	N/P	Adj	(Con)	
T	3	35	12	1	
F	13	7	3	1	
score	18,7	83	80	85,7	267/67

Scorer 2 (The English Teacher)

Name: M. Dimas Zulfa H. R  
 Student Number: 20

Write a description about Papuma Beach in approximately 150 words by following the generic structure and language features of descriptive text.

Papuma Beach <sup>is</sup> one of <sup>beaches</sup> beach in Jember District. Papuma beach <sup>is</sup> ~~was~~ located in a small village of Jember named Tanjung Papuma. A lot of local tourist and foreign tourist <sup>visit</sup> ~~visited~~ there. It <sup>is</sup> ~~was~~ very hard to reach Papuma beach because the beach <sup>is</sup> ~~was~~ not really well known. We ~~had~~ <sup>have</sup> to pass a long ~~forest~~ before we reach the beach. However, all of those adventures road <sup>are</sup> ~~was~~ worth after we <sup>reach</sup> ~~reached~~ Papuma beach. It <sup>is</sup> ~~was~~ very <sup>amazing</sup> ~~amazed~~. There was the blue sky, breezing wind, and smooth sand along the beach. We <sup>can</sup> ~~could~~ see a lot of ~~high~~ high rocks <sup>fun</sup> ~~funny~~ and green hill around the beach. It is very <sup>fun</sup> ~~funny~~ to play sand in there. There <sup>are</sup> ~~are~~ also a lot of food ~~stall~~ <sup>sell</sup> ~~stall~~ that ~~are~~ <sup>sell</sup> ~~are~~ delicious. Most of them ~~are~~ <sup>sell</sup> ~~are~~ raw fish. ~~And~~ Papuma beach can also be used for the activity of camping. Papuma beach is an <sup>interesting</sup> ~~interested~~ place.

	T	F
T	3	13
N	35	6
Adj	12	3
Conv	1	86 = 274

APPENDIX P

The Sample of Direct Written Corrective Feedback on Students' Draft in Cycle 2

Students' Worksheet

Name: Sela Qurrofa Aini  
Student Number: 27

Bromo Mountain

Identification

Bromo is located in Probolinggo, East Java, Indonesia. Bromo has a height about 2.329 m. Bromo is among four regions, those are Probolinggo, Pasuruan, Lamongan and Malang. This mount including an active mount.

Description

Bromo is a mountain that has beautiful scenery. A lot of people come to visit Bromo and to climb this mountain. Mount Bromo ~~have~~<sup>has</sup> a crater. The weather there is very cold. The temperature reaches 10°C. This place is perfect for seeing the sunrise and sunset. To arrive in the top of the mountain, we must climb the stairs. Bromo ~~have~~<sup>has</sup> a savanna. There are lots of green hills. If we want to <sup>ride</sup> visit Bromo, it is good in summer. A lot of people ~~riding~~<sup>riding</sup> a horse to see the scenery. There are also many people ~~stay in~~<sup>staying</sup> Bromo by camping with family and friends.

Students' Worksheet

Name: M. Dikas Zulfa H. R  
Student Number: 20

Red Island

Identification

Red island is located in Banyuwangi, East Java, Indonesia. Red island can be ~~visit~~<sup>visited</sup> from city centre. The distance about 60 km. A lot of people like to visit this place. Red island is ~~one of~~<sup>one of the</sup> wonderful place in Banyuwangi.

Description

Red island is an ~~interesting~~<sup>interesting</sup> and comfortable beach. ~~and~~ it ~~has~~<sup>has</sup> white sand at the edge of the beach. ~~we~~ we can see the red water of that beach in the evening. ~~Because~~ people ~~said~~<sup>say</sup> that the water can be red because of the reflection of moonlight in the evening. Red island is a perfect place ~~to~~<sup>to be</sup> visited with family. There ~~are~~<sup>are</sup> many cannot trees. It ~~also~~ also has a very pleasant place for ~~being~~<sup>being</sup> visited because the cost is very cheap.

The Sample of the Students' Descriptive Text Writing Cycle 2

Highest score

Scorer 1 (The Researcher)

Nama: Sela Qurrofa Aini  
 Student Number: 27  
 Write a description about Payangan or Teluk Love in approximately 150 words by following the generic structure and language features of descriptive text.  
 \* Payangan Beach \*

Payangan beach is one of the popular tourist attractions in Jember city. Payangan beach is located in Sumberejo village, Wuluhan sub-district. To get to the location can be reached by car or motorcycle. Payangan beach is about 32 km from the city centre. The price of parking in Payangan beach is only Rp. 5.000.

In this beach, many visitors come from various regions in Indonesia and even many foreign visitors come to enjoy the beauty of the beautiful beach. Payangan beach also provides facilities such as eating places, worship places, safe parking, and spots to take many photos from various angles. The beach is bordered by the Indian ocean which is famous for its southern coastline and ferocious waves. Payangan beach has very clean water. This beach also has black sand, but it is still beautiful with the <sup>clean</sup> water ~~area~~.

Another attraction of Payangan beach is the existence of a hill that is quite high around the coast. From this hill we can enjoy the charm of Payangan beach from a height. This is one of beaches that is the centre of fishermen' activities.

	T	N/P	ADJ	CONJ
T	13	51	16	6
F	-	-	11	-
	100	100	94	100 = 394
				= 98.5

Scorer 2 (The English Teacher)

Nama: Sela Qurrofa Aini  
 Student Number: 27  
 Write a description about Payangan or Teluk Love in approximately 150 words by following the generic structure and language features of descriptive text.  
 \* Payangan Beach \*

Payangan beach is one of the popular tourist attractions in Jember city. Payangan beach is located in Sumberejo village, Wuluhan sub-district. To get to the location can be reached by car or motorcycle. Payangan beach is about 32 km from the city centre. The price of parking in Payangan beach is only Rp. 5.000.

In this beach, many visitors come from various regions in Indonesia and even many foreign visitors come to enjoy the beauty of the beautiful beach. Payangan beach also provides facilities such as eating places, worship places, safe parking, and spots to take many photos from various angles. The beach is bordered by the Indian ocean which is famous for its southern coastline and ferocious waves. Payangan beach has very clean water. This beach also <sup>clean</sup> has black sand, but it is still beautiful with the <sup>clean</sup> water ~~area~~.

Another attraction of Payangan beach is the existence of a hill that is quite high around the coast. From this hill we can enjoy the charm of Payangan beach from a height. This is one of beaches that is the centre of fishermen' activities.

t = low  
 N/P: low  
 ADJ: 93  
 CONJ: low = 593  
 = 98

The Sample of the Students' Descriptive Text Writing Cycle 2

Lowest score

The First Scorer (The Researcher)

Nama : M. Dimas Zulfa H. R  
 Student Number: 20

Write a description about Payangan or Teluk Love in approximately 150 words by following the generic structure and language features of descriptive text.

Teluk Love

Teluk Love beach is located in Jember. Teluk Love beach ~~has~~ <sup>has</sup> a beautiful sea. ~~And~~ the sky colour is blue. ~~And~~ Teluk Love ~~has~~ <sup>has</sup> many hill. ~~If~~ If you go to Teluk Love beach, you ~~will~~ <sup>will</sup> find a rack like a love. Teluk Love beach is a beach.

Teluk love also <sup>is</sup> called Payangan, Teluk Love ~~have~~ <sup>has</sup> many facilities. You can play sand and swim. ~~But~~ You may not ~~be~~ <sup>be</sup> far from the ground because the wave is so high. ~~And~~ if you ~~are~~ <sup>are</sup> hungry, there ~~are~~ <sup>are</sup> many food stalls. ~~And~~ if you climb the hill, you ~~will~~ <sup>will</sup> feel the wind. In the top of the hill, you can see the view of Teluk Love beach. The view is so beautiful. Teluk love beach ~~has~~ <sup>has</sup> many parking areas. The parking area <sup>is</sup> also cheap. We can ~~park~~ <sup>park</sup> our transportation any where, anytime, and any day. Teluk love is a wonderful place.

	T	NP	Adj	Comp
T	6	28	11	6
F	12	5		5
score =	33	84.8	100	54.5

27.2  
68

The Second Scorer (The English Teacher)

Nama : M. Dimas Zulfa H. R  
 Student Number: 20

Write a description about Payangan or Teluk Love in approximately 150 words by following the generic structure and language features of descriptive text.

Teluk Love

Teluk Love beach is located in Jember. Teluk Love beach ~~have~~ <sup>has</sup> a beautiful sea. ~~And~~ the sky colour is blue. ~~And~~ Teluk Love have many hill. ~~If~~ If you go to Teluk Love beach, you ~~would~~ <sup>would</sup> find a rack like a love. Teluk Love beach is a beach.

Teluk love also <sup>is</sup> called Payangan, Teluk Love ~~have~~ <sup>has</sup> many facilities. You can play sand and swim. ~~But~~ You may not ~~be~~ <sup>be</sup> far from the ground because the wave is so high. ~~And~~ if you ~~are~~ <sup>are</sup> hungry, there ~~is~~ <sup>is</sup> many food stalls. ~~And~~ if you climb the hill, you ~~would~~ <sup>will</sup> feel the wind. In the top of the hill you can see the view of Teluk Love beach. The view is so beautiful. Teluk love beach ~~have~~ <sup>has</sup> many parking areas. The parking area <sup>is</sup> also cheap. We can ~~parking~~ <sup>park</sup> our transportation any where, anytime, and any day. Teluk love is a wonderful place.

	T	F
T	6	12
N	28	5
Adj	11	-
Comp	6	5
		59.5
		27.25

68

The Sample of Students' Draft

Name : Ica Aulia K.  
 Student Number :  
 Sukorambi Botanical Garden

The Sukorambi Botanical Garden is one of the many baths in Jember. The <sup>Location</sup> ~~located~~ of Sukorambi Botanical Garden is in the district Sukorambi. Its location ~~is~~ not far from the city centre Jember.

In the garden <sup>does</sup> ~~is~~ not just supply a baths, but also available of flora and fauna <sup>that</sup> very interesting visitors to visit in this park. The admission price is relatively cheap also increasingly make a lot of visitors came to spend time with the family in the end of the week.

Usually during the holiday many families who make a tour in this park. The <sup>adequate</sup> ~~facilities~~ <sup>is</sup> usually make visitors feel comfortable visiting this park. The garden is highly recommended for the citizens of Jember who want to ~~the~~ tour or spend time with the family in the end of week.

Name : Tri Choirul Nur Amania  
 Student Number : 31  
 Sukorambi Botanical Garden  
 (Jember)

Sukorambi botanical garden is one of the famous swimming pool in Jember besides Rembangan and Patemon. It is located in Sukorambi, Jember.

Sukorambi botanical garden has many facilities <sup>those are</sup> ~~it is~~ swimming pool, Barbeque outdoor area, restaurant, free wi-fi, golf cart, VIP toilet and difable toilet.

The tourists <sup>do</sup> ~~does~~ not feel afraid, if <sup>they</sup> want to swim in swimming pool, because the water is natural.

Swimming pool in botanical garden is only one pool <sup>which</sup> use natural water. The new facility in Botanical garden is barbeque outdoor area. In Restaurant the tourist can enjoy to eat and <sup>drinks</sup> ~~drinks~~.



## APPENDIX Q

**Research Permission Letter from the Dean of the Faculty of Teacher Training and Education**



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
**UNIVERSITAS JEMBER**  
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 Laman : www.unej.ac.id

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Nomor : 5422 / UN25.1.5 / LT / 2018 31 JUL 2018  
 Lampiran : -  
 Perihal : Permohonan Izin Penelitian

Yth. Kepala SMA RAMBIPUJI  
 Jember

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

Nama : Solfiyatuazzahro  
 NIM : 140210401039  
 Jurusan : Pendidikan Bahasa dan Seni  
 Program Studi : Pendidikan Bahasa Inggris

Berkeanaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Students' Grammatical Accuracy on Writing Descriptive Texts: An Action Research of Teacher's Written Corrective 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 terima kasih.

a.n. Dekan  
 Wakil Dekan I,  
  
 Prof. Dr. Suratno, M.Si.  
 NIP. 1967062519992031003



## APPENDIX R

**Statement Letter of Accomplishing the Research from the Principle of SMA  
Negeri Rambipuji**

	PEMERINTAH PROVINSI JAWA TIMUR DINAS PENDIDIKAN <b>SEKOLAH MENENGAH ATAS NEGERI          RAMBIPUJI</b> Jl. Durian 30 Pecoro, Rambipuji Telp. 0331-711173 - Email: smara30jbr@gmail.com <b>J E M B E R</b> Kode Pos 68152
Nomor	: 422/ <i>051</i> /101.6.5.16/2018
Hal	: <u>Penelitian</u>
Kepala	
Yth	: Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Negeri Jember
Di	Tempat.
Berdasarkan surat Dekan No. 5422/UN25.1.5/LT/2018 tentang penelitian, atas :	
Nama	: SOLFIYATUZZAHRO
Nim	: 140210401039
Jenjang	: S1
Program studi	: Pendidikan Bahasa Inggris
<p>Yang bersangkutan benar – benar telah melaksanakan Penelitian pada kelas X MIPA 3 semester genap pada tanggal 7 Agustus – 11 September 2018 dengan judul :</p> <p><b>" STUDENTS' GRAMMATICAL ACCURACY ON WRITING DESCRIPTIVE TEXTS : AN ACTION RESEARCH OF TEACHER'S WRITTEN CORRECTIVE FEEDBACK "</b>.</p> <p>Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya</p>	
Rambipuji, 16 Agustus 2018 Mengetahui : Kepala Sekolah Waka Kurikulum  <b>Drs. WASITO WAHYUDI</b> NIP. 19670720 200012 1 002	
	