

**THE EFFECT OF TEACHER'S FEEDBACK ON STUDENTS'
WRITING RECOUNT TEXT**

A Proposal

**Submitted as a Partial Fulfillment of the Requirements for S1-
Degree**

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ABSTRACT

The purpose of this study was to obtain empirical data about the effect of teacher feedback on students' writing of recount texts, especially for class X students of SMAN 2 Tumijajar in the 2023/2024 academic year. The participants selected in this study consisted of 56 students who were divided into two classes, the first class X IPA and the second class X IPS. X IPA was selected as the experimental class and X IPS as the control class. The selection of control and experimental classes are based on pre-test scores.

This research was conducted using quantitative methods and the research design was quasi-experimental. The instrument used in this research are a test which is divided into two tests; pre-test and post-test. The two tests were also given at different times, the pre-test was given before the researcher gave any treatment to the two groups and the post-test was given after the researcher gave treatment to the experimental class. Data were analyzed using the t-test. The result obtained from this study showed the diversity of students' abilities in writing recount texts before and after the feedback given by the teacher to students. The p-value in this study is 0.001 which is lower than the standard figure, which is 0.05 or equal to 5% which means H_0 is rejected and H_a is accepted and the result of the effect size level is 1.65 based on the results of the effect of size level which can be classified as a strong effect. According to the empirical data shown in this study, it is believed that teacher feedback has a strong effect on students' writing recount texts for class X SMAN 2 Tumijajar in 2023/2024.

Keywords: Feedback, Recount Text, Writing.

DECLARATION

I hereby declare that this thesis entitled The Effect of Teacher's Feedback on Students' Writing Recount Text, is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they books, articles, and any other kinds of document, and are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, 9 October 2023

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“verily, with every difficulty there is relief” (QS. Al Inshyrah: 6)

DEDICATION

I dedicate this thesis to the followings:

1. My God Allah SWT, Who's blessing and mercy have been very crucial to completion of my thesis.
2. My beloved parents, Mr. Marsudi and Mrs. Tarsini who have provided me with unconditional loves and never ending supports, not only for the completion of my study but also for the success of my life I am thankful for having you by my side, and this thesis is absolutely also yours.
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CURRICULUM VITAE

The researcher of this thesis is Leni Anggun Kusuma, or famously called by her friends, Leni. She was born on Panaragan Jaya, Tulang Bawang Barat Regency, Lampung. She is the third daughter of Mr. Marsudi and Mrs. Tarsini. She has two sisters and one brother, the first name is Irma Wahyuni Eka wati and the second is Rara Indicha Pratiwi, and brother the name is Ilham Prasetya.

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Finally, since nothing is perfect, and despite all the meaningful names I have mentioned above, every mistake in this bachelor thesis remains exclusively mine, and thus, I am welcome to any form of critical feedback for the betterment of this thesis.

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CHAPTER I

INTRODUCTION

A. Title Confirmation

The title of this research is “**The Effect of Teacher’s Feedback on Students’ Writing Recount Text**” To emphasize the meaning in the title in this case, it is first explained from the terms of the title of this thesis as follows:

1. Feedback

Feedback is the provision of information regarding the correctness of the student’s answers to the questions given, accompanied by additional information in the form of an explanation of the location of the error or verbal/written motivation.

According to Richards and Schmidt, feedback can be defined as any information or comments, as a result of behavior that refers to comments or other information received by students, in order to focus their success on learning tasks or tests, either from the teacher or other people¹.

As stated by Hyland, feedback is an inseparable, integral and important element in language learning, especially in writing, because it provides researcher with a set of information between what the readers need and the expectations of students' writing².

Through feedback, a student can find out how far the material that has been taught can be mastered. With that feedback, students can also corrected their own abilities, or in other words as a means of correcting the progress of their own learning.

¹ Richards, J C. & Schmidt, Longman Dictionary of Language Teaching and Applied Linguistics, (London, Pearson Education Limited,2002) p. 199.

² Ken Hyland, Second language Writing, (New York, Cambridge University Press, 2003), p. 207.

As for the teacher, with feedback they can find out and assess the extent to which the material he teaches has been mastered by students. Students as learning subjects, have unique potential and characteristics, greatly determine the success of education. The ability and sincerity of students to respond to knowledge, values and skills have a big role in learning success.

2. Writing

In general, writing is expressing ideas, and opinions in a piece of writing.

According to Suyitno, writing can be interpreted as an effort to express thoughts, knowledge, ideas and life experiences of the author in researcher language, so that the writing is easy to understand and able to evoke emotions, the researcher must write coherently, easy to read expressive, and easily understood by others³.

3. Recount text

Recount text is a text that serves to retell events or experiences that occurred in the past. Recount text consist of 3 structures, namely orientation, series of events, and reorientation.

According to Anderson, a recount is a piece of text that retells past events, usually in the order in which they occurred⁴.

This study will find the effect of feedback given by the teacher to students, so that students are able to master the ability to write recount texts and make it easier for students to understand each material explained by the teacher through the provision of such feedback. In addition, using feedback can make it

³ Imam Suyitno, *Writing Skill*, (2018) p.42-45

⁴ Mark Anderson and Katy Anderson, *Text Types in English 2*, (South Yarra: Macmillan.1997), p. 48

easier for teachers to know whether students understand the material that has been taught, and make it easier for students to understand the material that has been taught.

B. Background of the Problem

Writing is a medium for expressing ideas and opinions apart from speaking, especially in today's era. Writing is also one of the important skills to be mastered by students. They use it to communicate with each other, as a means of ideas and emotional expression. As far as his concerned, writing is the most difficult skill in English. The first reason is because the researcher must master English grammar, and the use of language in writing is completely different from the use of language in spoken language. Another reason is because the choice of words in the writing is strictly chosen to make the author's ideas make sense. Next, writing is about how the author conveys his idea, so the researcher must be able to understand how to develop and organize the idea.

Kellogg notes that writing is a cognitive procedure that tests memory, thinking capacity, and verbal sequences to communicate thoughts effectively⁵. As we know verbal communication is a type of spoken communication in which messages are transmitted through spoken words. Here the sender gives words for his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations. The effectiveness of verbal communication depends on the tone of the speaker, the clarity of speech, volume, speed, body language and the quality of the words used in the conversation. In the case of verbal communication, the feedback is immediate because there is simultaneous sending

⁵ Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL Learners' Writing Skills: Problems, Factors and Suggestions. *Journal of Education & Social Sciences*, 4(2), 83–94.

and receiving of messages by the sender and receiver. The success of verbal communication depends not only on an individual's speaking ability but also on listening skills. How effectively a person listens to the subject matter determines the effectiveness of communication. Verbal communication applies both in formal and informal situations.

Many people realize that writing is not an easy process, especially students. Students face many difficulties at various levels of writing.⁶ Classify there are four problems; cognitive, linguistic, psychological, and pedagogical categories. Students are often afraid of failure or afraid of being wrong because they pay a lot of attention to structure when writing ideas. Many factors cause negative attitudes in writing from students and teachers. Incoherent text neglects to communicate thoughts; The teaching strategies used by teachers also affect the lack of trust in students despite the fact that they become proficient in grammatical and syntactic structures. And sometimes feedback is rarely given by teachers in the learning process even though teacher feedback has a big influence in improving students' abilities, this can be concluded by researchers from the results of interviews with teachers and several students For Indonesian students, the unresolved problem of lack of trust is also caused by a lack of vocabulary. This makes students unable to express their ideas clearly and well, senior high school English learners must make short texts, one of which is recount text.

According to Saragih, recount text is a text that refers to past events that intend to involve or provide them with information about the event⁷. Natsir, says that recount is a

⁶ Haider, G. (2012). An Insight Into Difficulties Faced By Pakistani Student Writers: Implications for Teaching of Writing. *Journal of Educational and Social Research*, 2(3), 17–28.

⁷ Saragih, N., Silalahi, R., & Pardede, H. (2014). The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar. *IOSR Journal of Humanities and Social Science*, 19(1), 56–64.

kind of text that retells what happened before. It should be written chronologically. It consists of three parts; orientation, events, and reorientation. Based on the syllabus, the recount text is taught in the tenth grade of high school. Unfortunately, it is explained that in the tenth grade of high school, there are still many students who are still confused and challenged to write recount text.

Based on the research that I have done at SMAN 2 Tumijajar, I found several student problems, especially in writing recount texts, such as the difficulty of finding ideas and being unable to distinguish the use of grammar this can be seen from the number of students who are still not precise in using tenses, using inappropriate vocabulary, using incorrect punctuation marks, and most students still lack confidence in writing english texts. This fact is supported by Diana Lisa in her thesis which found that around 57.79% of students at SMPN 4 Bandar Lampung still scored below the least dominant standard criteria (KKM) for writing recount texts. This also happened to Mustika which analyzed the difficulties of students in writing recount texts in the eleventh grade of MA Putra Al-Ishlahuddiny Kediri. It was found that students faced many difficulties when writing recount texts, about 83 percent of students had difficulty vocabulary, about 70 percent had difficulty looking for content, 64 percent organizational and structure difficulties⁸.

While students face many difficulties in writing, it is also supported by educators who rarely provide feedback to students' writing. This is one of the causes that make it difficult for students to write and lack confidence. In order to acquire language, learners expect opportunities to produce language, complete with errors, and have events for self-correction through communication with others. Other

⁸ Mustika, H. Y., Udin, U., & Susanti, M. W. N. (2017). Writing difficulties, recount text, factors contributing to students' difficulties in writing recount text. *Universitas Mataram, Indonesia*.

researchers such as Sims-Knight and Upchurch note that helping students to know how to evaluate and reflect on their learning conditions will enable them to become independent learners. In addition, various types of feedback are usually provided by the instructor in combination with correction of learners' written production errors. Federation University Australia also explained the importance of providing feedback, the most important thing is that the purpose of feedback is to provide information that will help students to find out their work. Because writing in an EFL classroom meets different needs for students as for instructors, writing has an important aspect of language acquisition, especially as it allows the instructor the opportunity to provide feedback.

As stated by Hyland, feedback is an inseparable, integral and important element in language learning, especially in writing, because it provides writers with a set of information between what the readers need and the expectations of students' writing.⁹ In addition, Hyland and F.Hyland recognize that feedback is a key element of the scaffolding provided by the teacher to build student confidence and literacy resources to participate in the target community.¹⁰ This is widely seen as an important part of improving the quality of learning, and it is recognized by those working in the field of second language writing¹¹.

Feedback on writing has an important role in teaching writing skills in all learning areas. In almost all learning contexts, feedback is very important. The use of this strategy is a central contribution to the discipline. This offers promising opportunities for teachers in all EFL and ESL

⁹ Ken Hyland, *Second language Writing*, (New York, Cambridge University Press, 2003), p. 207.

¹⁰ K. Hyland and F. Hyland, "State of the art article, Feedback on second language students' writing." *Language Teaching*, vol 39, (London, 2008), p.77.

¹¹ K. Hyland and F. Hyland, *op.cit* p.83

contexts to improve the quality of their educational practice in terms of providing their feedback on writing in a significant way. That's because feedback plays an important role; many people try to find the most effective feedback one of which is to give feedback. Goldsmith states that providing feedback to students will have a positive effect on their achievement¹².

With feedback, students can correct their own abilities, and other words, as a corrective tool for their own learning progress. The importance of feedback in classroom learning is also stated by Russell and Spada, "We think feedback is essential in helping groups and group members learn more about how they operate and about themselves individually. We also think that feedback has to be given skillfully".¹³ More or less it can be interpreted that useful feedback to help students study in groups (classical) and individuals regarding ability how to operate something and be able to know the ability individually. So it can be concluded that feedback can training and imparting a skill. Thus, in an effort improve the quality of education, feedback is very necessary.

Based on the problems above, the researcher is interested in researching "The effect of teachers' feedback on students writing recount text". This feedback to the teacher is expected to help in improving students' skills.

C. Identification and Limitation of the Problem

a. Identification of the problem

Based on the background of the problem above, the researcher identifies as follows :

1. Most students are weak in developing ideas
2. Students' vocabulary is limited
3. Most students still lack confidence to write in English

¹² Leibold, N., & Schwarz, L. M. (2015). The Art of Giving Feedback. *Journal of Perianesthesia Nursing*, 31(2), 175–179.

¹³ Rusell and Spads, (2006), p. 64.

4. feedback is rarely used in the learning process

b. Limitation of the Problem

In this study, the problem will be restricted at the teacher rarely gives feedback on learner`s writing. Perhaps teacher`s feedback will help the other issue to solve.

This study will focus on obtaining empirical evidence on the effect of teacher feedback on students writing recount texts in senior high school.

D. Formulation of the Problem

Based on the background of the problem above, the writing can formulate the following problems: “is there any effect of giving feedback by the teacher to improve students writing recount text?”

E. Objective of the Research

The objective of this researcher is to determine whether there was an effect of providing feedback by the teacher to improve students` recount text writing skills.

F. Significant of the Research

1. For teachers

If there is a positive impact on the teacher's feedback, the English teacher can use the method if it feels very suitable for the student's situation.

2. For students

For students, feedback given the teacher can improve who students have difficulty in writing recount texts, and they can be directed to learn to write recount texts and not make mistakes.

3. For researchers

The researcher can apply this method of giving feedback when he teaches English, especially writing recount text.

G. Relevant of the Research

Some of the studies that have been carried out include: the first by Ratna Sari Dewi (2018) about the impact

of peer feedback on student argumentative essays. This research design is quasi-experimental method and the research was conducted on fifth semester student majoring in English education at UIN Syarif Hidayatullah Jakarta, from the research it can be seen that the post-test result by experimental class increased sharply, which means the use of peer feedback in writing argumentative essays is effective and has a good impact (Dewi, 2018).

The second come from Septia Tri Gunawan (2019) which discussed the teacher's indirect corrective feedback on students' ability to write explanatory texts. This research was conducted at SMAN 85 Jakarta which found there were significant results from providing indirect feedback on students' writing abilities, especially in writing explanatory texts (Gunawan, 2019).

The third is another study conducted by Siti Mei Rahmawati (2017) which examined direct and indirect corrective feedback on the writing skills of EFL students, this research is a case study in Bandung, especially in junior high schools. This shows that direct an indirect feedback as improved students' writing skills (Rahmawati, 2017).

Related to this research, the researcher decided to conduct a research that focuses on providing feedback to students in improving the ability to write recount texts. The main purpose of this study was to determine the improvement of students' ability in writing recount text from the feedback given by the teacher. The researcher realizes that teacher feedback is needed to be able to improve each student's writing ability.

H. Systematic of the Research

The systematic in this discussion is divided into three chapters, where each chapter describes a different problem, that is:

- 1. CHAPTER I INTRODUCTION:** Is an introduction which contains confirmation of the title, background of the problem, identification of the problem, limitation of

the problem, formulation of the problem, objectives of the research, significant of the research, relevant of the research, and systematic of the research.

2. **CHAPTER II REVIEW OF LITERATURE:** This chapter contains a theoretical framework of writing, definition of writing, the significance of writing, the process of writing, the purpose of writing, writing assessments, Text, definition of text, kinds of text, generic structure text, recount text, definition of recount text, the kinds of recount text, the generic structures of recount text, and language features of recount text, feedback, definition of feedback, types of feedback, the purpose of feedback, kinds of feedback.
3. **CHAPTER III RESEARCH METHOD:** This chapter of place and time of the research, research design, population, sample and data collecting, operational definition of variables, research instrument, validity and reliability of the instrument, fulfilment of the assumption and hypothesis testing.
4. **CHAPTER IV RESEARCH FINDING AND DISCUSSION:** This chapter which is consists of Data Presentation, Result of Data of Analysis, Interpretation, Effect Size and Discussion
5. **CHAPTER V CLOSING:** This chapter which is consists of Conclusion and Suggestion.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

1. Place of the Research

The place of this research was conducted at SMAN 2 Tumijajar Tulang Bawang Tengah in the academic year 2023/2024.

2. Time of the Research

The research was conducted on march 10, 2023 until all data were collected.

B. Research Design

The design of this research was a quasi-experimental design. Experimental is methodologies the use researcher for determining cause and effect of variables. The study design used in this study is a quantitative study. Creswell states that "quantitative research involves collecting data to quantify information and perform statistical processing to support or refute alternative claims to knowledge." It can be interpreted that in quantitative research, accurate data is needed to be calculated so that accurate results are obtained.

In this study, the researcher use an experimental design that involves two classes as a control class and an experimental class. In the experimental class, this research use teacher feedback as a treatment used for recount text learning, while the control group does not received feedback teacher.

Table 3.1

Research Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	Experimental treatment (using feedback)	✓
Control	✓	No treatment (without feedback)	✓

C. Population, Sample and Data Collecting

1. Population

According to James, the population is a group of elements or cases, whether individuals, objects, or events, that meets specific criteria and which we intend to generalize about research results. All this means that the population is all the individuals of the member you want to observed.¹⁴ In this research, The population in this study were all students of class X IPA 1 and X IPS 1 at SMAN 2 Tumijajar in the academic year 2022/2023.

Table 3.2
Population of English Tenth Grade of SMAN 2 Tumijajar
in Academic Year 2023/2024

No	Class	Male	Female	Total
1	X IPA 1	15	13	28
2	X IPS 2	8	20	28
Total of Students		23	33	56

2. Sample

Arikunto stated that sample is the part of the population which will be investigated.¹⁵ Based on the population above the researcher take two classes as the sample of the research. In this study, the sample is senior high school students in grades X IPA 1 and X IPS 1 at SMAN 2 Tumijajar.

3. Data Collecting Technique

To collect data, the researcher use data from the pre-test and post-test:

¹⁴ James H Mcmillan, *Educational Research Fundamental for the Consumer*, Virginia Commonwealth University; harpetacollins).p.85

¹⁵ Arikunto, S. *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta. Althof: 2006), p.18

- **Pre-test**

The researcher give a pre-test to the control group and the experimental group in writing recount text before being given treatment, the aim is to determine the students' ability in writing recount text before doing feedback.

- **Post-test**

Post-test is carried out after the treatment was given. The post-test is used to obtain data on the ability to write recount text after receiving feedback from the teacher. The level of questions and systems given by students is the same as the pre-test because both will be used to measure students' writing ability.

D. Operational Definition of Variables

In a study, there are two variables, namely:

Independent Variable (X), the variable x is the teachers feedback

Dependent Variable (Y), the variable Y is students' writing recount text

E. Research Instrument

According to Margono, research instruments are defined as data collection tools that must be well planed and designed in various forms to obtain empirical data as it is.¹⁶ Meanwhile, according to Arikunto, the research instrument is the device used by the author during data collection.¹⁷ The instrument use in this study was a test which divide into two part based on the time when giving a test; pre-test and post-test. When doing the pre and post-test, students asked for writing recount text in the form of an essay as much minimum 3 paragraphs. The topic asked by the teacher was different for pre-test and post-test. In the pre-test, learners request to write a topic about travelling, and the topic for post- test is about the most embarrassing story. To help the

¹⁶ Margono, *Metodologi Penelitian Pendidikan*,(Jakarta: Rineka Cipta, 2014), p. 155.

¹⁷ Arikunto, *Research Instrument*, (2010) p. 149.

students' work, the instructor made a plan to write a recount text by the students, the plan is presented below.

Table 3.3
Plan of recount text¹⁸

Title
<ul style="list-style-type: none"> • Orientation- Setting in details. The writer must provide the information about : Who?, What?, When?, Where?, Why? • Sequence of events It must provide events chronologically it can start from first, second, third,next, last, etc. • Re-orientation This is the ending of the story, it involves feeling of the write, assumption,and the value of subject.

F. Validity and Reliability of the Instrument

1. Validity of the test

A valid measuring instrument used to measure and get valid data. stated Valid means instrument which can be used to measure what it is supposed to measure. Suharsimi dan Arikunto stated Validity test is a measure that shows the level of validity of an instrument¹⁹.

A good test is a test that has validity. The test can be said to be valid if the instrument item can be used to measure what should be measured. That is, the test can be said valid if the test can actually test what needs to be tested correctly. Researcher analyzed test of content and construct validity to measure whether the test being carried out is valid or not.

¹⁸ Lancashire County Council, *Primary Framework Support for Writing, non-fiction*, (Lancashire County Council 2008), p.6-7

¹⁹ Suharsimi, Op. Cit. p. 149.

2. Reliability of the test

Reliability is a measuring tool. Arie stated that measurement reliability is the level of consistency that measures about whatever it is.²⁰ The test can be said to be good and must have high validity, this can be done by checking the student's writing test to determine the reliability of the test.

The next step is to calculate the reliability of the test. Frenkel and Wallen stated that, reliability refers to the consistency of values obtained how consistent they are for each individual from one administration of another instrument and from one set of items to another.²¹ Reliability refers to the consistency of the test. In this research, researchers will be using Anates for test reliability. Anates can help with item analysis quickly, easy and accurate. Anatest is needed in research to assess goodness instrument or not.

G. Fulfilment of the Assumption

1. Normality test

Normality test is a test which has a goal to know data which already distributed are normal.²² in this research the researcher use shapiro-wilk and Kolmogorov-Smirnov. The data is said to be normal if the significance level is more than 5% or 0.05.

a. Following formula of Shapiro-Wilk:

$$T3 = \frac{1}{D} [\sum_{i=1}^n \alpha_i (\chi_{n-i+1} - \chi_i)]^2$$

Description :

$$D = \sum_{i=1}^n \alpha_i (\chi_i - \bar{\chi})^2$$

α_i = coefficient test Shapiro-wilk

χ_{n-i+1} = data to $n - i + 1$.

χ_i = data to i .

²⁰ Donald Ary, 2019 p.236.

²¹ Jack R Frankel and Norman E. Wallen, p.154.

²² Ghasemi, A., & Zahediasl, S. (2012). Normality tests for statistical analysis: A guide for non-statisticians. *International Journal of Endocrinology and Metabolism*, 10(2), 486–489.

\bar{x} = data average

Criteria:

If $\rho \geq \alpha$ then H_0 is accepted, and if $\rho \leq \alpha$ then H_0 is rejected.

b. following formula of Kolmogorov-Smirnov:

1. hypothesis:

H_0 : data follows a certain distribution.

H_1 : data does not follow a certain distribution.

2. Test Statistics :

The test statistic uses D, which is the maximum value of $F(Y_i) - \frac{i-1}{N}$ or $\frac{i-1}{N} - F(Y_i)$.

Mathematically it can be written as :

$$D = \max (1 < i < N) \left(F(Y_i) - \frac{i-1}{N}, \frac{i-1}{N} - F(Y_i) \right)$$

Where $F(Y_i)$ is the cumulative probability distribution.

3. Decision Rule

a. Accept H_0 if the value of D is smaller than the value of DN, α on the table Kolmogorov Smirnov ($D < DN, \alpha$).

b. Reject H_0 if the value of D is equal to or greater than DN, α the value in the Kolmogorov Smirnov table ($D \geq DN, \alpha$).

4. Conclusion

a. If H_0 accepted, the data follows a certain distribution.

b. If H_0 rejected then the data does not follow a certain distribution.

2. Homogeneity test

The homogeneity test aims to determine the variance of the two classes, whether they have the same variance or different variants. In this study, the authors used Levene statistics to calculate the homogeneity of the data. Homogeneity test was carried out with formula:

$$W = \frac{(N-k) \sum_{i=1}^n ni (\bar{z}_i - \bar{z})^2}{(k-1) \sum_{i=1}^k \sum_{j=1}^{ni} (z_{ij} - \bar{z})^2}$$

Description :

n = number of observations

k = number of groups

$$Z_{ij} = (Y_{ij} - \bar{Y}_i)$$

Description :

\bar{Y}_i = the average of the group to i

\bar{Z}_i = group average of Z_i

\bar{Z}_i = the overall mean of Z_{ij}

The criterion is if $F_{\text{count}} < F_{\text{table}}$ then the data comes from homogeneous sample.

3. T-test

In this research the researcher used SPSS to count the T-test, below are some steps for counting T-test in SPSS:²³

- a. click analyze > compare means > independent samples t-test
- b. Select the variable to be tested in the variable test box
- c. choose variable grouping
- d. specify 2 types of groups in define groups
- e. click ok.

4. Determining the effect of size level

The effect of size level is conducting after calculating T-test. It has a goal to know the effect has a significance level or low level. Mostly for determining the effect of size level used a formula from Cohen and this research the researcher use Cohen's d effect size calculator.

H. Hypothesis Testing

After the normality and homogeneity tests have been fulfilled or carried out, the researcher then use the independent sample t-test.

The hypothesis is:

²³ Kent state university. (2020). *Independent sample t-test*. <http://libguides.library.kent.edu/SPSS/independentT-test>

There are two t, t-test which is symbolized by t-count and another one is t-table symbolized by t-table

- a. If the value of t-test (t-count) $>$ t-table with a significant degree of 0,05 H_0 is rejected and H_a is accepted.
- b. If the value of t-test (t-count) $<$ t-table with a significant degree of 0,05 H_0 is accepted and H_a is rejected.

The explanation of those symbols are:

H_0 :There is no effect of teacher`s feedback on students writing recount text. It is proved by the result of students` work between the two groups.

H_a :There is an effect of teacher`s feedback on students writing recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was a quantitative method and the design was quasi-experimental, the purpose of this study is to obtain the statistical data or empirical data on the effect of teacher's feedback on students writing recount text at tenth grade in SMA N 2 Tumijajar. The final score from the experimental class in SMA N 2 Tumijajar was risen significantly. Based on the result it can be concluded that through applying the teacher's feedback can enhance learners' writing ability especially in writing recount text.

The result shows that the teacher's feedback improved learners ability in creating recount text and it has a big impact to the students' ability. It can be seen by looking at the data of experimental class, the mean of experimental class in the pre-test was 71,28 while the mean of the post test was 81,89, of course it increases sharply in contrary with the controlled class which was not given the treatment (teachers' feedback) the mean of post-test was 70,07 while in the post-test it decreased 0.95 points become 69,92. It was proven also by the value of p-value or sig (two-sided) was 0.001 which means lower than sig a 0.05, that value defines about the hypothesis, it means the H_0 is rejected and H_a is accepted. The meaning of H_a is accepted there was a significance effect from teacher's feedback on students writing recount text. It was strengthen by the 1.65 Cohen's d effect size which means it gives a major impact on students' writing recount text.

B. Suggestion

Based on the research findings, there are several suggestions aimed at: to teachers, students, and other researcher.

1. For Teacher

After knowing the importance of giving feedback to the students` work, teachers` feedback can be one of many ways in teaching writing. Teacher`s feedback has many benefits for students and the teacher itself. For making it better and more effective teachers are suggested to choose the best way for giving feedback using it can be written feedback, conference, etc depends on the condition of the students and teacher.

2. For Students

When students learn to create a text especially creating recount text and the teacher give feedback to the students` work please focus on the instructor`s adjustment or feedback since it is essential for improving students` performance in writing. Students also can revise, learn, check, and develop the work and become more understanding about the linguistic aspect, teachers` feedback is valuable for students to enhance the writing ability.

3. For Other Researcher

Actually, this research is far from perfect so, here is a suggestion for the future researcher, hopefully this kind of feedback can be used for many kinds of text not only recount text. This research might be one of the related studies for the next research and it is expected that the study gives many information for the next research and it can be useful for the next study.

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APPENDICES

APPENDICES

Appendix 1

INSTRUMEN VALIDASI SOAL PRE-TEST

Judul penelitian : The Effect of Teachers' Feedback on Students Writing Recount Text

Peneliti : Leni Anggun Kusuma

Prodi : Pendidikan Bahasa Inggris

Nama validator : Nunun Indrasari, M.Pd

A. PETUNJUK PENGISIAN

1. Berdasarkan pendapat Bapak/Ibu terhadap soal (terlampir), berilah tanda checklist (✓) pada kolom penilaian yang telah disediakan. Penilaian menggunakan rentang nilai sebagai berikut: 1 (Tidak Baik), 2 (Kurang Baik), 3 (Baik)
2. Selain memberikan penilaian, dapat juga Bapak/Ibu memberikan komentar pada bagian yang telah disediakan.
3. Isilah kolom validasi berikut ini:

No	Aspek yang diminati	Penilaian		
		1	2	3
1	Materi : 1. Soal sesuai dengan indicator. 2. Materi yang digunakan sesuai dengan kompetensi yang diukur. 3. Kesesuaian soal dengan tujuan penelitian. 4. Soal ditulis dengan jelas dan singkat		✓	✓ ✓ ✓

2	Kontruksi 1. Penjelasan petunjuk pengerjaan soal 2. Pokok soal dirumuskan dengan jelas 3. Adanya petunjuk yang jelas tentang cara pengerjaan soal		✓ ✓	✓
3	Bahasa: 1. Menggunakan bahasa yang komunikatif 2. Rumusan kalimat soal menggunakan bahasa sederhana yang mudah dipahami oleh siswa			✓ ✓

4. Saran dan Komentar

Pembuatan soal sudah baik, sesuai dengan kemampuan siswa. Harap tambahkan aspek yang akan dinilai dan pertimbangkan tema di pre-test.

Bandar Lampung, 07 March 2023



Nunun Indrasari, M.Pd
NIP: 198707272015032006

Appendix 2

INSTRUMEN VALIDASI SOAL POST-TEST

Judul penelitian : The Effect of Teachers' Feedback on Students Writing Recount Text

Peneliti : Leni Anggun Kusuma

Prodi : Pendidikan Bahasa Inggris

Nama validator : Nurul Puspita, M.Pd

B. PETUNJUK PENGISIAN

1. Berdasarkan pendapat Bapak/Ibu terhadap soal (terlampir), berilah tanda checklist (✓) pada kolom penilaian yang telah disediakan. Penilaian menggunakan rentang nilai sebagai berikut: 1 (Tidak Baik), 2 (Kurang Baik), 3 (Baik)
2. Selain memberikan penilaian, dapat juga Bapak/Ibu memberikan komentar pada bagian yang telah disediakan.
3. Isilah kolom validasi berikut ini:

No	Aspek yang diminati	Penilaian		
		1	2	3
1	Materi : 5. Soal sesuai dengan indicator. 6. Materi yang digunakan sesuai dengan kompetensi yang diukur. 7. Kesesuaian soal dengan tujuan penelitian. 8. Soal ditulis dengan jelas dan singkat			✓ ✓ ✓ ✓

2	Kontruksi 4. Penjelasan petunjuk pengerjaan soal 5. Pokok soal dirumuskan dengan jelas 6. Adanya petunjuk yang jelas tentang cara pengerjaan soal		✓ ✓	✓
3	Bahasa: 3. Menggunakan bahasa yang komunikatif 4. Rumusan kalimat soal menggunakan bahasa sederhana yang mudah dipahami oleh siswa			✓ ✓

4. Saran dan Komentar

Pembuatan soal sudah baik, sesuai dengan kemampuan siswa. Harap tambahkan aspek yang akan dinilai dan pertimbangkan tema di pre-test.

Bandar Lampung, 07 March 2023



Nunun Indrasari, M.Pd

NIP: 198707272015032006

Appendix 3

Analysis of the Interview to the teacher

Interview was conducted at SMA Negeri 2 Tumijajar Tulang Bawang Tengah on August 19th, 2022.

Endang Suharti, S.Pd. is the English teacher.

No	Questions	Answers
1	How long have you been teaching English?	I have been teaching English since 2010
2	Could you explain your experiences when you teaching English?	I have experience teaching English about descriptive text material, where in fact this type of text is easy to understand and compose, but in practice students experience many difficulties in compiling this type of text due to the lack of students' vocabulary and lack of ability to remember the meaning of each vocabulary.
3	What are the problems that you face in teaching English?	I have problem in choosing media and techniques that can be effective so that's tudents can understand well without having a lot of difficulties.
4	What the media that you use in teaching English?	When the learning process takes place offline, the media used is teacher and student books, picture media, power points, and other media related to learning materials. Meanwhile, when the learning process takes places online, the media used is smartphone, website, laptop and another media support for learning.

5	How is the student's ability in English?	Students' ability in English is still low, they have difficulty in speaking, reading, listening, and writing, because of the lack of vocabulary that students have.
6	What are the problems that students face in learning English?	The problems that are usually faced by students and the most common is the lack of vocabulary that students have, then the lack of understanding of grammar and also basic students are still lacking in remembering the vocabulary meaning.
7	How you face the student's problems in learning process?	By providing regular exercises such as reading a text, memorizing some vocabulary and translating English sentences.

Appendix 4

The results of the Interview in Preliminary Research from Students' at SMA Negeri 2 Tumijajar Tulang Bawang Tengah

Nama : Cahya Fatmawati

Kelas : X Ips 1

No	Pertanyaan	Jawaban
1.	Apakah anda menyukai Bahasa Inggris?	Iya suka, karena pelajaran Bahasa Inggris mudah untuk dipahami.
2.	Apakah anda mengalami kesulitan dalam belajar Bahasa Inggris?	Ada, seperti saat menerjemahkan Bahasa Inggris ke Bahasa Indonesia.
3.	Apakah kurangnya kosa kata menjadi factor kesulitan anda dalam belajar Bahasa Inggris?	Ya Tidak
4.	Apakah kesulitan dalam mengingat kosakata Bahasa Inggris menjadi hambatan bagi anda untuk belajar Bahasa Inggris?	Tidak

5.	Seberapa sering anda menggunakan kamus selama beajar Bahasa Inggris?	Setiap pelajaran Bahasa Inggris berlangsung.
6.	Bagaimana anda belajar Bahasa Inggris didalam kelas dengan guru Bahasa Inggris anda?	Dengan mempelajari materi di buku dan melakukan practice.
7.	Apakah guru Bahasa Inggris sering memberikan feedback atau umpan balik setelah selesai menjelaskan materi ?	Kadang-kadang

Nama : Ardyan Dwi Saputra

Kelas : X Ips 1

No	Pertanyaan	Jawaban
1.	Apakah anda menyukai Bahasa Inggris?	Iya, karema termasuk Bahasa internasional. Jika kita berlibur keluar negeri kebanyakan menggunakan Bahasa Inggris yang biasa kita pelajari di sekolah.
2.	Apakah anda mengalami kesulitan dalam belajar Bahasa Inggris?	Iya, kurangnya rasa percaya diri, kesulitan dalam pelafalan, dan sulit untuk menerjemahkan.
3.	Apakah kurangnya kosakata menjadi	Ya Tidak Ya

	factor kesulitan anda dalam belajar Bahasa Inggris?		
4.	Apakah kesulitan dalam mengingat kosa kata Bahasa Inggris menjadi hambatan bagi anda untuk belajar Bahasa Inggris?	Ya Tidak	Ya
5.	Seberapa sering anda menggunakan kamus selama belajar Bahasa Inggris?		Setiap pelajaran Bahasa Inggris berlangsung.
6.	Bagaimana anda belajar Bahasa Inggris didalam kelas dengan guru Bahasa Inggris anda?		Seru, tapi agak pusing dikit.
7.	Apakah guru Bahasa Inggris sering memberikan feedback atau umpan balik setelah selesai menjelaskan materi ?		Iya, tetapi jarang

Nama : Elsa Ratna Pratiwi

Kelas : X Ipa 1

No	Pertanyaan	Jawaban
1.	Apakah anda menyukai Bahasa Inggris?	Tidak, karena bahasanya yang sulit dimengerti.
2.	Apakah anda mengalami kesulitan dalam belajar Bahasa Inggris?	Ya, sulit dalam merangkai kata atau kalimat Bahasa Inggris.
3.	Apakah kurangnya kosakata menjadi factor kesulitan anda dalam belajar Bahasa Inggris?	Ya Tidak
4.	Apakah kesulitan dalam mengingat kosa kata Bahasa inggris menjadi hambatan bagi anda untuk belajar Bahasa Inggris?	Ya Tidak
5.	Seberapa sering anda menggunakan kamus selama	Hanya ketika guru Bahasa Inggris memberi perintah untuk membuka kamus.

	beajar Bahasa Inggris?	
6.	Bagaimana anda belajar Bahasa Inggris didalam kelas dengan guru Bahasa Inggris anda?	Terkadang guru membaca cerita Bahasa Inggris dan guru juga yang menerjemahkan.
7.	Apakah guru Bahasa Inggris sering memberikan feedback atau umpan balik setelah selesai menjelaskan materi ?	Kadang-kadang

Nama : Iqbal Apriyanto

Kelas :X Ipa 1

No	Pertanyaan	Jawaban
1.	Apakah anda menyukai Bahasa Inggris?	Tidak
2.	Apakah anda mengalami kesulitan dalam belajar Bahasa Inggris?	Ya, Karena saya tidak paham artinya dan sulit untuk menghafal kosakata Bahasa Inggris.
3.	Apakah kurangnya kosakata menjadi factor kesulitan anda dalam belajar Bahasa Inggris?	Ya Tidak

4.	Apakah kesulitan dalam mengingat kosa kata Bahasa Inggris menjadi hambatan bagi anda untuk belajar Bahasa Inggris?	Ya Tidak	Ya
5.	Seberapa sering anda menggunakan kamus selama belajar Bahasa Inggris?		Hanya ketika guru Bahasa Inggris memberi perintah untuk membukakamus.
6.	Bagaimana anda belajar Bahasa Inggris didalam kelas dengan guru Bahasa Inggris anda?		Seperti guru pelajaran lain, dengan menulis dipapan tulis, mendekte, dan menjelaskan materi.
7.	Apakah guru Bahasa Inggris sering memberikan feedback atau umpan balik setelah selesai menjelaskan materi ?		Kadang-kadang

Appendix 5**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)****EXPERIMENTAL CLASS**

Nama Satuan Pendidikan	: SMAN 2 Tumijajar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X (Sepuluh) / Genap
Materi Ajar	:Teks recount tulis dan lisan sederhana, tentang pengalaman / kejadian / peristiwa
Alokasi Waktu	: 2 X 45 menit

A. Kompetensi Inti

- **KL.1:** Menghayati dan mengamalkan ajaran agama yang dianutnya
- **KL.2:** Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- **KL.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.

- **KI.4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
<p>3.7 Menganalisis fungsi sosial, struktur text, dan unsur kebahasaan pada text recount sederhana tentang pengalaman/kejadian, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> - Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab. - Mengurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab. - Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana
<p>4.7.1 Menangkap makna dalam <i>recount</i> lisan dan tulis sederhana</p>	<ul style="list-style-type: none"> - Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana sederhana tentang

	<p>kegiatan/kejadian/peristiwa.</p> <ul style="list-style-type: none"> - Menyunting teks recount sederhana lisan sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
<p>4.7.2 Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<ul style="list-style-type: none"> - Menyunting teks recount sederhana tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. - Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan pembelajaran

1. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.
2. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menangkap makna dan menyunting teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.
3. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu menangkap makna dan menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.
4. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, membuat teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

D. Materi Pembelajaran

Teks recount sederhana lisan dan tulis

- **Fungsi sosial**

To tell/re-tell the past event which has two goals, they are giving information and entertaining the reader.

- **Struktur text**

Dapat mencakup:

- Orientation (pengenalan: who, where, when)
- Events (urutan peristiwa)
- Re-Orientation (penutup cerita rangkuman rentetan peristiwa)

- **Unsur kebahasaan**
 - Focus on individual or team participants
 - Using simple past tense, past progressive, past perfect, past perfect progressive
 - Using adverbial phrase
 - Using material action
 - Emphasis on sequence of temporal events
- **Topik**

Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- Pendekatan : scientific approach
- Model : task based learning
- Teknik : diskusi, tanya jawab

F. Media dan Alat Pembelajaran

Media:

- Power point
- Lembar penilaian

Alat:

- Spidol dan papan tulis
- Leptop
- proyektor

G. Sumber Belajar

- Buku pegangan guru dan siswa
- Kamus bahasa inggris

H. Langkah-Langkah Pembelajaran

Pertemuan ke-1

Kegiatan	Tahap pembelajaran	Kegiatan pembelajaran	Alokasi Waktu
Kegiatan pendahuluan		<ul style="list-style-type: none"> - Guru masuk ke kelas dengan mengucapkan salam. - Guru menunjuk salah satu siswa untuk memimpin do`a. - Guru menanyakan kabar siswa dengan mengabsennya. - Guru menyiapkan psikis siswa dengan memberikan permainan konsentrasi. - Guru memberi motivasi belajar. - Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. - Guru menjelaskan tujuan 	10 menit

		pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	
Kegiatan inti		<ul style="list-style-type: none"> - Guru mengajak siswa untuk mengingat kembali materi recount text yang pernah siswa pelajari di SMP. - Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang hal-hal yang tidak mereka mengerti. - Guru mengarahkan peserta didik untuk mulai membuat teks recount. - Guru meminta peserta didik untuk memahami teks 	40 menit

		<p>recount yang telah dibuat.</p> <ul style="list-style-type: none"> - Guru memberi perintah kepada peserta didik untuk memengemukakan dan menceritakan teks recount yang telah dibuat kepada teman sejawat. - Guru memberikan soal pre-test kepada siswa. 	
Penutup		<ul style="list-style-type: none"> - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class? - guru 	10 menit

		menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
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Pertemuan ke 2 dan 3

Kegiatan	Tahap pembelajaran	Kegiatan pembelajaran	Alokasi Waktu
Kegiatan pendahuluan		<ul style="list-style-type: none"> - Guru masuk ke kelas dengan mengucapkan salam. - Guru menunjuk salah satu siswa untuk memimpin do`a. - Guru menanyakan kabar siswa dengan mengabsennya. - Guru menyiapkan psikis siswa dengan memberikan permainan konsentrasi. - Guru memberi motivasi 	10 menit

		<p>belajar.</p> <ul style="list-style-type: none"> - Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. - Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. 	
Kegiatan inti		<ul style="list-style-type: none"> - Siswa membaca teks recount sederhana yang terdapat dalam buku teks yang berjudul “meeting my 	40 menit

		<p>idol”.</p> <ul style="list-style-type: none">- Guru membagi siswa ke dalam 7 kelompok dan setiap kelompok terdiri dari 6 siswa.- Guru memberi instruksi kepada siswa untuk mengidentifikasi “<i>Generic structure</i>” dari teks yang berjudul “meeting my idol”.- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.	
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		<ul style="list-style-type: none">- Siswa mempertany akan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan / kejadian / peristiwa.- Guru memberi instruksi setiap kelompok harus berhitung dari angka 1 sampai dengan 6.- Dalam kerja kelompok terbimbing siswa menganalisis dengan membanding kan berbagai teks yang menggambar	
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		<p>kan kegiatan / kejadian / peristiwa dengan focus pada fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> - Guru mengevaluasi siswa dengan memberikan pertanyaan yang akan dijawab oleh setiap nomor yang di sebutkan oleh guru. 	
Penutup		<ul style="list-style-type: none"> - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Guru menginformasikan rencana kegiatan pembelajaran untuk 	10 menit

		pertemuan berikutnya.	
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I. Penilaian Hasil Pembelajaran

Kriteria penilaian Kinerja, tugas, dan tes tulis Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanyakan, mengumpulkan data, mengasosiasi, dan mengkomunikasikan.

- ✓ Pencapaian fungsi sosial.
- ✓ Kelengkapan dan keruntutan struktur teks recount sederhana.
- ✓ Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.
- ✓ Kesesuaian format penulisan/ penyampaian

a. Sikap:

- Observasi, penilaian diri, dan penilaian teman sejawat.
- Jurnal didalam kelas yang berisi catatan perilaku siswa yang dibuat oleh guru.

b. Pengetahuan:

- Pengetahuan siswa tentang struktur teks, unsur kebahasaan di evaluasi menggunakan tes tertulis dan penugasan.

c. Keterampilan:

- Praktik atau unjuk kerja.
- Penugasan atau ulangan harian.

Menentukan gambaran umum, informasi tertentu/tersurat, dan rujukan kata dari teks pemberitahuan sederhana.

a) Rubik Aspek Sikap

No	Butir Sikap	Deskripsi	Perolehan Nilai
1	Jujur - Mengerjakan ulangan sendiri.	- Selalu - Sering - kadang - kadang - jarang - tidak pernah	5 4 3 2 1
2	Bertanggung jawab - Mengerjakan tugas yang diberikan.	- Selalu - Sering - kadang - kadang - jarang - tidak pernah	5 4 3 2 1
3	Kerjasama - Ikut serta aktif dalam tugas kelompok.	- Selalu - Sering - kadang - kadang - jarang - tidak pernah	5 4 3 2 1
4	Disiplin - Mengumpulkan tugas sesuai	- Selalu - Sering - kadang	5 4 3 2

	waktu yang ditentukan.	- kadang - jarang - tidak pernah	1
5	Percaya diri - Berani bertanya.	- Selalu - Sering - kadang - kadang - jarang - tidak pernah	5 4 3 2 1

a. Rubik aspek pengetahuan

No	Butir Sikap	Deskripsi	Perolehan Skor
1	Pengucapan	- hampir sempurna - ada kesalahan tapi tak mengganggu makna - ada beberapa kesalahan dan mengganggu makna - banyak	5 4 3 2 1

		kesalahan dan mengganggu makna - banyak kesalahan dan sulit dipahami	
2	Intonasi	- hampir sempurna - ada kesalahan tapi tak mengganggu makna - ada beberapa kesalahan dan mengganggu makna - banyak kesalahan dan mengganggu makna - banyak kesalahan dan sulit dipahami	5 4 3 2 1
3	Ketelitian	- hampir sempurna - ada	5 4

		<p>kesalahan tapi tak mengganggu makna</p> <ul style="list-style-type: none"> - ada beberapa kesalahan dan mengganggu makna - banyak kesalahan dan mengganggu makna - banyak kesalahan dan sulit dipahami 	<p>3</p> <p>2</p> <p>1</p>
4	Pemahaman	<ul style="list-style-type: none"> - hampir sempurna - ada kesalahan tapi tak mengganggu makna - ada beberapa kesalahan dan mengganggu makna - banyak kesalahan 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

		<p>dan mengganggu makna</p> <ul style="list-style-type: none"> - banyak kesalahan dan sulit dipahami 	
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b. Rubik Aspek Keterampilan

No	Butir Sikap	Deskripsi	Perolehan Skor
1	Melakukan tindak komunikasi dengan tepat	- selalu melakukan kegiatan komunikasi dengan tepat	5
		- sering melakukan komunikasi dengan tepat	4
		- beberapa kali berkomunikasi dengan tepat	3
		- pernah berkomunikasi dengan tepat	2
		- tidak pernah melakukan kegiatan komunikasi dengan tepat).	1

c. Instrumen Penilaian Menulis

Aspect of Writing	Score	Criteria
Content	27-30	Excellent to Very good: well-informed, factual, Thesis development as a whole, relevant to subject assigned.
	22-26	Good to Average: A little knowledge of the subject, suitable range, Limited development of the topic, generally relevant to the subject, but need more detail.
	17-21	Fair to Poor: definite knowledge of the subject. Lack of substance. Not enough development of the topic.
	10-16	Very Poor: restricted knowledge of the topic, Not well-informed, not relevant, hard to evaluate.
organization	18-20	Excellent to Very good: Flow expression, thoughts obviously expressed/validated, brief, efficient, logical order, connected.

	15-17	Good to Average: A little bit choppy, generally organized the main ideas stick out, restricted support, coherent yet fragmented sequencing.
	10-14	Fair to Poor: not-fluent, thoughts befuddled or uncoordinated, lack of logical order and advancement.
	7-9	Very Poor: can not be communicated, there is no organization. Difficult to evaluate
Vocabulary	18-20	Excellent to Very good: high range. Effective word/idiom choice and usage. Mastery in word form.
	15-17	Good to Average: sufficient range. Sometimes errors of word/idiom form, choice, and usage, but the meaning is clear enough.
	10-14	Fair to Poor: restricted range. Make many errors of word/idiom form, choice, and usage. The meaning is uncertain.

		7-9	Very Poor: necessary translation, poor of English vocabularies, idioms, word forms, difficult to evaluate.
Language use (grammar)	22-25		Excellent to very good: efficient developments, not a lot of errors of agreements, tenses, numbers, word order / function, articles, pronouns, prepositions.
	18-21		Good to average: efficient but simple constructions. Minor issues with complex development, some errors of agreement, tension, number, word order /function, articles, pronouns, prepositions yet the meaning is rarely unclear.
	11-17		Fair to poor: the principles issues are in basic or complex development, common errors of negation, agreement, tense, number, word, order / function, articles, pronouns, prepositions or fragments, run-ons, deletions. The meaning is misled or unclear.
	5-10		Very poor: virtually no knowledge of sentencing rules, make many errors, does not communicate,hard to evaluate.

Mechanics	5	Excellent to very good: already mastery of conventions. Make some spelling, punctuation, capitalization, and paragraphing errors.
	4	Good to average: infrequent errors of spelling, punctuation, capitalization, and paragraphing but the meaning is clear.
	3	Fair to poor: repeated errors of spelling, punctuation, capitalization, and paragraphing, poor handwriting and uncertain meaning.
	2	Very poor: there is no mastery of conventions, many errors of spelling, punctuation, capitalization, and paragraphing. Handwriting is unreadable or hard to evaluate.

Tumijajar, 10 March 2023



Mengetahui,

Guru Mata Pelajaran

[Handwritten Signature]

Endang Suharti, S.Pd.

NIP. 196810052007012035

Guru Praktikan,

[Handwritten Signature]

Leni Anggun Kusuma.

NPM. 1811040063

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS

Nama Satuan Pendidikan	: SMAN 2 Tumijajar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X (Sepuluh) / Genap
Materi Ajar	: Teks recount tulis dan lisan sederhana, tentang pengalaman / kejadian / peristiwa
Alokasi Waktu	: 2 X 45 menit

A. Kompetensi Inti

- **KI.1:** Menghayati dan mengamalkan ajaran agama yang dianutnya
- **KI.2:** Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- **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.

- **KI.4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
<p>3.8 Menganalisis fungsi sosial, struktur text, dan unsur kebahasaan pada text recount sederhana tentang pengalaman/kejadian, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> - Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab. - Mengurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab. - Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana
<p>4.7.1 Menangkap makna dan teks <i>recount</i> lisan dan sederhana.</p>	<ul style="list-style-type: none"> - Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan

	<p>pada teks recount sederhana sederhana tentang kegiatan/kejadian/peristiwa.</p> <ul style="list-style-type: none"> - Menyunting teks recount sederhana lisan sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
<p>4.7.2 Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<ul style="list-style-type: none"> - Menyunting teks recount sederhana tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. - Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan,

	secara benar dan sesuai dengan konteks.
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C. Tujuan pembelajaran

5. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.
6. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menangkap makna dan menyunting teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.
7. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu menangkap makna dan menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.
8. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, membuat teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

D. Materi Pembelajaran

Teks recount sederhana lisan dan tulis

- **Fungsi sosial**

To tell/re-tell the past event which has two goals, they are giving information and entertaining the reader.

- **Struktur text**

Dapat mencakup:

- Orientation (pengenalan: who, where, when)

- Events (urutan peristiwa)
- Re-Orientalisation (penutup cerita rangkuman rentetan peristiwa)
- **Unsur kebahasaan**
 - Focus on individual or team participants
 - Using simple past tense, past progressive, past perfect, past perfect progressive
 - Using adverbial phrase
 - Using material action
 - Emphasis on sequence of temporal events
- **Topik**
Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

Generic Structure	Text
Orientation (pengenalan: Who, When, Where)	<p>Afgan has always been my favourite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.</p>
Events (Urutan Peristiwa)	<p>On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was</p>

	<p>prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?". The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.</p> <p>Then, he started the event by singing his hit single "Dia dia dia". Afganisme went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan".</p>
<p>Re-orientation (Penutup cerita rangkuman rentetan peristiwa)</p>	<p>He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. And it was the best day ever!</p>

The Battle of



On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place as Indonesians refused to surrender their weaponry to British army which was part of the Allied forces then. The defiant Bung Tomo is the well-known revolutionary leader who played a pivotal role in this battle.

It all started due to a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A. W. S. Mallaby. While Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya that British would not ask Indonesian troops and militia to surrender their weapons, a British plane from Jakarta dropped leaflets all over Surabaya requesting Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed. On 30 October

1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports surrounding the death but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements in preparation of sieging the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Despite the heroic resistance from the Indonesians, half of the city was conquered within 3 days while the whole battle lasted for 3 weeks. In total, between 6,300 and 15,000 Indonesians died while casualties on the British side are only numbered at about 600.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle. However, the same battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

B. J. Habibie



Bacharuddin Jusuf Habibie known as B. J. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998-1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R. A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo, mother of a Bugis descent and his mother was a Javanese noblewomen from Yogyakarta. His parents met while Studying in Bogor. When he Was 14 years old, Habibie's father wasdied.

Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title Diplom-Ingenieur. He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut fur Leichtbau, RWTH Aachen to conduct research for his doctoral degree.

In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was re-painted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on May 12, 1962, returning to Germany shortly afterwards. Habibie and wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and

later another son, Ihareq KemalHabibie.

When Habibie's minimum salary forced him to work time, he found Marque Talbot's employment with the Automotive, where he became an advisor. Habibie worked on two projects which were received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to his retirement three years later, but Habibie refused.

Habibie accepted Hamburg position with Messerschmitt-Bolkow-Blohm. There, developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmitt on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.

In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned Nusantara Gate Aircraft Industry company. In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government has been stabilized in the face of the Asian financial crisis and chaos of the last few months of Suharto's presidency.

Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudhoyono's presidency. In September 2006, he released a book called *Detik-Detik Yang Menatakan: The Long Way of Indonesia Towards*

Democracy Decisive Moments Indonesia's Long Road Towards Democracy).

Cut Nyak Dhien



Cut Nyak Dhien was a leader of the Acehese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government. Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nantasetia, was a member of the Rulin Ulee Balang aristocratic class in VI Mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve. On 26 March 1873, the Dutch declared war on Aceh. The second Aceh Expedition, the Dutch successfully captured VI Mukim in 1873 followed by the Sultan's palace in 1874. In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI Mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was

enraged and swore to destroy the dutch. Sometime later, teuku umar proposed to marry her. learning that teuku umar would allow her to fight, she accepted his proposal. they were married in 1880. this greatly boosted the morale of aceh armies in their fight against dutch. teuku umar and cut nyak dhien had a daughter, cut gambang. The war continued, and the acehnese declared holy undersupplied, teuku umar surrendered to the dutch forces on september 30, 1893 along with 250 of his men. the dutch army welcomed him and appointed him as a commander, giving him the title of teuku umar johan pahlawan. however, teuku umar secretly planned to betray the dutch. Two years later teuku umar set out to assault aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, and ammunition, using these supplies to help the acehnese. this is recorded in dutch history as "het verraad van teukoe oemar" (the treason of teuku umar).

The dutch general johannes benedictus van heutsz sent a spy to aceh. teuku umar was killed during a battle when the dutch launched a surprise attack on him in meulaboh. when Cut Gambang cried over his death, cut nyak dhien slapped her and then she hugged her and said: "as acehnese women, we may not shed tears for those who have been martyred." after her husband died, cut nyak dhien continued to resist the dutch with her small army until its destruction in 1901, as the dutch adapted their tactics to the situation in aceh. furthermore, cut nyak dhien suffer from nearsightedness and arthritis as she got older. the number of her troops was also decreasing and they suffered from lack of supplies.

One of her troops, pang laot, told the dutch the location of her headquarters in beutong le sageu. the dutch attacked, catching dhien and her troops by surprise. despite desperately fighting back, dhien was captured. her daughter, cut gambang, escaped and continued the

resistance. dhien was brought to banda aceh and her myopia and arthritis slowly healed, but in the end she was exiled to sumedang, west java because the dutch were afraid she would mobilize the resistance of aceh people. she died on 6 november 1908.

E. Metode Pembelajaran

- Pendekatan : scientific approach
- Model : task based learning
- Teknik : diskusi, tanya jawab

F. Media dan Alat Pembelajaran

Media:

- Power point
- Lembar penilaian

Alat:

- Spidol dan papan tulis
- Leptop
- proyektor

G. Sumber Belajar

- Buku pegangan guru dan siswa
- Kamus bahasa inggris

H. Langkah-Langkah Pembelajaran

Pertemuan ke 1 dan 2

Kegiatan	Tahap pembelajaran	Kegiatan pembelajaran	Alokasi Waktu
Kegiatan pendahuluan		<ul style="list-style-type: none"> - Guru masuk ke kelas dengan mengucapkan salam. - Guru menunjuk salah satu siswa untuk memimpin 	10 menit

		<p>do`a.</p> <ul style="list-style-type: none">- Guru menanyakan kabar siswa dengan mengabsennya.- Guru menyiapkan psikis siswa dengan memberikan permainan konsentrasi.- Guru memberi motivasi belajar.- Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;	
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		<p>dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.</p> <ul style="list-style-type: none">- Guru membagi siswa ke dalam 7 kelompok dan setiap kelompok terdiri dari 6 siswa.	
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Kegiatan inti		<ul style="list-style-type: none">- Setiap kelompok diberikan tugas yang berbeda beda oleh guru.- Kelompok 1 dan 2 membaca dan mengidentifikasi teks yang berjudul “The Battle of Surabaya”.- Kelompok 3 dan 4 membaca dan mengidentifikasi teks yang berjudul “B.J. Habibie”.- Kelompok 5 dan 6 membaca dan mengidentifikasi teks yang berjudul “Cut Nyak Dhien”.- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.	40 menit
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		<ul style="list-style-type: none">- Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa.	
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Penutup		<ul style="list-style-type: none"> - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Guru mengevaluasi siswa dengan memberikan pertanyaan kepada setiap kelompok expert. - Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	10 menit
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Pertemuan ke-3

Kegiatan	Tahap pembelajaran	Kegiatan pembelajaran	Alokasi Waktu
Kegiatan pendahuluan		<ul style="list-style-type: none"> - Guru masuk ke kelas dengan mengucapkan salam. - Guru menunjuk salah satu siswa untuk memimpin 	10 menit

		<p>do`a.</p> <ul style="list-style-type: none">- Guru menanyakan kabar siswa dengan mengabsennya.- Guru menyiapkan psikis siswa dengan memberikan permainan konsentrasi.- Guru memberi motivasi belajar.- Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi	
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		dan penjelasan uraian kegiatan sesuai silabus.	
Kegiatan inti		<ul style="list-style-type: none"> - Guru mengajak siswa untuk mengingat kembali materi recount text yang telah diajarkan di kelas. - Guru memberi soal post-test kepada siswa. - Siswa mengerjakan soal post-test yang diberikan oleh guru 	40 menit
Penutup		<ul style="list-style-type: none"> - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Guru mengevaluasi siswa dengan memberikan pertanyaan kepada setiap kelompok expert. 	10 menit

		- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
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J. Penilaian Hasil Pembelajaran

Kriteria penilaian Kinerja, tugas, dan tes tulis Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanyakan, mengumpulkan data, mengasosiasi, dan mengkomunikasikan.

- ✓ Pencapaian fungsi sosial.
- ✓ Kelengkapan dan keruntutan struktur teks recount sederhana.
- ✓ Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.
- ✓ Kesesuaian format penulisan/ penyampaian

d. Sikap:

- Observasi, penilaian diri, dan penilaian teman sejawat.
- Jurnal didalam kelas yang berisi catatan perilaku siswa yang dibuat oleh guru.

e. Pengetahuan:

- Pengetahuan siswa tentang struktur teks, unsur kebahasaan di evaluasi menggunakan tes tertulis dan penugasan.

f. Keterampilan:

- Praktik atau unjuk kerja.

- Penugasan atau ulangan harian.

Menentukan gambaran umum, informasi tertentu/tersurat, dan rujukan kata dari teks pemberitahuan sederhana.

b) Rubik Aspek Sikap

No	Butir Sikap	Deskripsi	Perolehan Nilai
1	Jujur - Mengerjakan ulangan sendiri.	- Selalu - Sering - kadang-kadang - jarang - tidak pernah	5 4 3 2 1
2	Bertanggung jawab - Mengerjakan tugas yang diberikan.	- Selalu - Sering - kadang-kadang - jarang - tidak pernah	5 4 3 2 1
3	Kerjasama - Ikut serta aktif dalam tugas kelompok.	- Selalu - Sering - kadang-kadang - jarang - tidak pernah	5 4 3 2 1
4	Disiplin - Mengumpulkan tugas sesuai	- Selalu - Sering - kadang-	5 4 3

	waktu yang ditentukan.	kadang - jarang - tidak pernah	2 1
5	Percaya diri - Berani bertanya.	- Selalu - Sering - kadang-kadang - jarang - tidak pernah	5 4 3 2 1

d. Rubik aspek pengetahuan

No	Butir Sikap	Deskripsi	Perolehan Skor
1	Pengucapan	<ul style="list-style-type: none"> - hampir sempurna - ada kesalahan tapi tak mengganggu makna - ada beberapa kesalahan dan mengganggu makna - banyak kesalahan dan mengganggu makna - banyak kesalahan dan sulit dipahami 	5 4 3 2 1
2	Intonasi	- hampir	5

		<ul style="list-style-type: none"> sempurna - ada kesalahan tapi tak mengganggu makna - ada beberapa kesalahan dan mengganggu makna - banyak kesalahan dan mengganggu makna - banyak kesalahan dan sulit dipahami 	<p>4</p> <p>3</p> <p>2</p> <p>1</p>
3	Ketelitian	<ul style="list-style-type: none"> - hampir sempurna - ada kesalahan tapi tak mengganggu makna - ada beberapa kesalahan dan mengganggu makna - banyak kesalahan dan mengganggu makna - banyak kesalahan dan sulit dipahami 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

4	Pemahaman	<ul style="list-style-type: none"> - hampir sempurna - ada kesalahan tapi tak mengganggu makna - ada beberapa kesalahan dan mengganggu makna - banyak kesalahan dan mengganggu makna - banyak kesalahan dan sulit dipahami 	5 4 3 2 1
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e. Rubik Aspek Keterampilan

No	Butir Sikap	Deskripsi	Perolehan Skor
1	Melakukan tindak komunikasi dengan tepat	<ul style="list-style-type: none"> - selalu melakukan kegiatan komunikasi dengan tepat - sering melakukan komunikasi dengan tepat - beberapa kali berkomunikasi dengan tepat - pernah berkomunikasi dengan tepat 	5 4 3 2 1

		- tidak pernah melakukan kegiatan komunikasi dengan tepat).	
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f. Instrumen Penilaian Menulis

Aspect of Writing	Score	Criteria
Content	27-30	Excellent to Very good: well-informed, factual, Thesis development as a whole, relevant to subject assigned.
	22-26	Good to Average: A little knowledge of the subject, suitable range, Limited development of the topic, generally relevant to the subject, but need more detail.
	17-21	Fair to Poor: definite knowledge of the subject. Lack of substance. Not enough development of the topic.
	10-16	Very Poor: restricted knowledge of the topic, Not well-informed, not relevant, hard to evaluate.
organization	18-20	Excellent to Very good: Flow expression, thoughts obviously expressed/validated, brief, efficient, logical order, connected.
	15-17	Good to Average: A little bit choppy, generally organized the main ideas stick out, restricted support, coherent

		<p>yet fragmented sequencing.</p> <p>Fair to Poor: not-fluent, thoughts befuddled or uncoordinated, lack of logical order and advancement.</p> <p>Very Poor: can not be communicated, there is no organization. Difficult to evaluate</p>
	10-14	
	7-9	
Vocabulary	18-20	<p>Excellent to Very good: high range. Effective word/idiom choice and usage. Mastery in word form.</p>
	15-17	<p>Good to Average: sufficient range. Sometimes errors of word/idiom form, choice, and usage, but the meaning is clear enough.</p>
	10-14	<p>Fair to Poor: restricted range. Make many errors of word/idiom form, choice, and usage. The meaning is uncertain.</p>
	7-9	<p>Very Poor: necessary translation, poor of English vocabularies, idioms, word forms, difficult to evaluate.</p>

Language use (grammar)	22-25	<p>Excellent to very good: efficient developments, not a lot of errors of agreements, tenses, numbers, word order / function, articles, pronouns, prepositions.</p>
	18-21	<p>Good to average: efficient but simple constructions. Minor issues with complex development, some errors of agreement, tension, number, word order /function, articles, pronouns, prepositions yet the meaning is rarely unclear.</p>
	11-17	<p>Fair to poor: the principles issues are in basic or complex development, common errors of negation, agreement, tense, number, word, order / function, articles, pronouns, prepositions or fragments, run-ons, deletions. The meaning is misled or unclear.</p>
	5-10	<p>Very poor: virtually no knowledge of sentencing rules, make many errors, does not communicate,hard to evaluate.</p>
Mechanics	5	<p>Excellent to very good: already mastery of conventions. Make some spelling, punctuation, capitalization, and paragraphing errors.</p>

	4	<p>Good to average: infrequent errors of spelling, punctuation, capitalization, and paragraphing but the meaning is clear.</p>
	3	<p>Fair to poor: repeated errors of spelling, punctuation, capitalization, and paragraphing, poor handwriting and uncertain meaning.</p>
	2	<p>Very poor: there is no mastery of conventions, many errors of spelling, punctuation, capitalization, and paragraphing. Handwriting is unreadable or hard to evaluate.</p>

Tumijajar 10 March 2023

Mengetahui,
Guru Mata Pelajaran



[Signature]
Endang Suharti, S.Pd.
NIP. 196810052007012035

Guru Praktikan,
[Signature]
Leni Anggun Kusuma.
NPM. 1811040063

Appendix 6 Question of Pre-Test**Pre-Test****Name** :**Class** :**Time** : **60 Minutes****Below are instructions that must follow:**

1. Write a recount text about your last travelling.
2. The text must contain orientation, a series of events, and re-orientation.
3. The text must have at least 3 paragraphs.

Title

- Orientation- setting in details.
The writer must provide the information about: Who ?, What?, Where?, When?, Why?
- Series of events
It must provide events chronologically it can start from first, second, third, next, last, etc.
- Re-orientation
This is a conclusion from the story, it involves feeling of the writer, opinion, and the value of subject.

Appendix 7 Question of Post-Test**Post Test****Name** :**Class** :**Time** : **60 Minutes****Below are instructions that must follow:**

1. Write a recount text about the most embarrassing story in your life.
2. The text must contain orientation, a series of events, and re-orientation.
3. The text must have at least 3 paragraphs.

Title

- Orientation- setting in details.

The writer must provide the information about: Who ?, What?, Where?, When?, Why?

- Series of events

It must provide events chronologically it can start from first, second, third, next, last, etc.

- Re-orientation

This is a conclusion from the story, it involves feeling of the writer, opinion, and the value of subject.

Appendix 8

GRADE X IPA 1 & X IPS 1

SMA N 2 TUMIJAJAR

No	Class	Name	No	Class	Name
1	X IPA 1 (Experiment Class)	Ahmad Kholil Wahyudi	1	X IPS 1 (Control Class)	Alfia Wahyuni
2		Anisah Muthi'atun H	2		Anggun Fitriandalu
3		Anggel Ayu Prastiwi	3		Aulia Puput Ayu L
4		Anzaz Pradika	4		Bintang Rafli A. L
5		Ardyan Dwi Saputra	5		Dian Pratiwi
6		Cahya Fatmawati	6		Dwi Hapsari
7		Dinata Angga	7		Efrita Ailen Fatonah
8		Dionisius Ferdinata	8		Eka Yulianda D
9		Elshafa Arifyani	9		Elsa Ratna Pratiwi
10		Eunike Dwi Charlina	10		Erren Joe Syahputra
11		Fitri Susanti	11		Firda Sa'adah A. S
12		Frans Nur Aziz	12		Herlina
13		Margareth Tessyani T	13		Iqbal Apriyanto
14		Maya Isti	14		Isnaeni Indah

		Yana			S
15		Muhamad Alfaridzi	15		Muhammad Fadli K
16		Muhamad Rafel M	16		Pasha Wijaya Dharma
17		Natasya Dwi Ayu P. N	17		Ravid
18		Prasti Riya Rahayu	18		Reza Noviyanto
19		Revaldo	19		Rintan Anggraini
20		Revo Afta Pratama	20		Roy Hendrawan
21		Rian Kurniawan	21		Sekar Mustika Rahayu
22		Riski Alvin Saputra	22		Sela Dwi Kurnia
23		Rivan Adi Pratama	23		Shafa Dwi Aulya N. Y
24		Salsabila Muallifah A	24		Sofiana Enita S
25		Sandy Prasetyo	25		Syaharani Romadona
26		Sekar Arum H.S	26		Wayan Brata M
27		Septi Wulandari	27		Wayan Gita Puja S
28		Stevi Gloriya A	28		Zalfa Firdah Andara

Appendix 9

The Comparison Pre-Test and Post-Test Score of Experiment Class

No	Students' Name	Experiment Class				
		Pre-Test Score	Grade	Post-Test Score	Grade	Diff
1	Ahmad Kholil Wahyudi	77	B	78	B	1
2	Anisah Muthi'atun H	89	A	95	A	6
3	Anggel Ayu Prastiwi	80	A	90	A	10
4	Anzaz Pradika	77	B	89	A	12
5	Ardyan Dwi Saputra	88	A	95	A	7
6	Cahya Fatmawati	83	A	87	A	4
7	Dinata Angga	62	C	84	A	22
8	Dionisius Ferdinata	81	A	84	A	3
9	Elshafa Arifyani	70	B	80	A	10
10	Eunike Dwi Charlina	55	D	72	B	17
11	Fitri Susanti	72	B	88	A	16
12	Frans Nur Aziz	79	B	95	A	16
13	Margareth Tessyani T	85	A	88	A	3
14	Maya Isti	50	D	80	A	30

	Yana					
15	Muhamad Alfaridzi	72	B	85	A	13
16	Muhamad Rafel M	70	B	75	B	5
17	Natasya Dwi Ayu P. N	60	C	82	A	22
18	Prasti Riya Rahayu	55	D	70	B	15
18	Revaldo	73	B	76	B	3
20	Revo Afta Pratama	50	D	70	B	20
21	Rian Kurniawan	80	A	90	A	10
22	Riski Alvin Saputra	75	B	87	A	12
23	Rivan Adi Pratama	65	C	79	B	14
24	Salsabila Mualifah A	82	A	92	A	10
25	Sandy Prasetyo	71	B	85	A	14
26	Sekar Arum H.S	60	C	80	A	20
27	Septi Wulandari	65	C	75	B	10
28	Stevi Gloriya A	70	B	87	A	17

Appendix 10**The Comparison Pre-Test and Post-Test Score of Control Class**

No	Students' Name	Experiment Class				
		Pre-Test Score	Grade	Post-Test Score	Grade	Diff
1	Alfia Wahyuni	44	D	70	B	26
2	Anggun Fitriandalu	50	D	52	D	2
3	Aulia Puput Ayu L	77	B	80	A	10
4	Bintang Rafli A. L	75	B	79	B	4
5	Dian Pratiwi	80	A	80	A	0
6	Dwi Hapsari	75	B	75	B	0
7	Efrita Ailen Fatonah	81	A	70	B	-10
8	Eka Yulianda D	78	B	73	B	-5
9	Elsa Ratna Pratiwi	60	C	56	D	-4
10	Erren Joe Syahputra	72	B	72	B	0
11	Firda Sa'adah A. S	80	A	80	A	0
12	Herlina	65	C	75	B	10
13	Iqbal Apriyanto	77	B	70	B	-7
14	Isnaeni Indah S	70	B	70	B	0
15	Muhammad Fadli K	67	C	67	C	0
16	Pasha	70	B	70	B	0

	Wijaya Dharma					
17	Ravid	80	A	75	B	-5
18	Reza Noviyanto	73	B	72	B	-1
18	Rintan Anggraini	77	B	65	C	-12
20	Roy Hendrawan	75	B	76	B	-1
21	Sekar Mustika Rahayu	70	B	72	B	-2
22	Sela Dwi Kurnia	65	C	68	C	3
23	Shafa Dwi Aulya N. Y	75	B	68	C	-7
24	Sofiana Enita S	66	C	70	B	6
25	Syahrani Romadona	70	B	65	C	-5
26	Wayan Brata M	70	B	70	B	0
27	Wayan Gita Puja S	65	C	60	C	-5
28	Zalfa Firdah Andara	55	D	55	D	0

Appendix 11

Validity of the Test

		Correlations					
		Q1	Q2	Q3	Q4	Q5	Total
Q1	Pearson Correlation	1	-.021	.155	-.171	-.028	.363
	Sig. (2-tailed)		.917	.430	.385	.886	.058
	N	28	28	28	28	28	28
Q2	Pearson Correlation	-.021	1	.409*	.494**	.273	.739**
	Sig. (2-tailed)	.917		.031	.008	.161	<.001
	N	28	28	28	28	28	28
Q3	Pearson Correlation	.155	.409*	1	.528**	.047	.720**
	Sig. (2-tailed)	.430	.031		.004	.813	<.001
	N	28	28	28	28	28	28
Q4	Pearson Correlation	-.171	.494**	.528**	1	.283	.658**
	Sig. (2-tailed)	.385	.008	.004		.144	<.001
	N	28	28	28	28	28	28
Q5	Pearson Correlation	-.028	.273	.047	.283	1	.497**
	Sig. (2-tailed)	.886	.161	.813	.144		.007
	N	28	28	28	28	28	28
Total	Pearson Correlation	.363	.739**	.720**	.658**	.497**	1
	Sig. (2-tailed)	.058	<.001	<.001	<.001	.007	
	N	28	28	28	28	28	28

Appendix 12

Reliability of the Test

Reliability Statistics

Cronbach's Alpha	N of Items
.530	5

Item-Total Statistics

	Scale Mean if Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	9.39	3.507	-.005	.656
Q2	9.39	2.321	.458	.353
Q3	10.57	2.476	.465	.358
Q4	10.93	2.958	.476	.400
Q5	9.71	3.175	.207	.523

Appendix 13**Score of Pre-Test and Post-Test Experimental Class****Pre-Test Score**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	7.1	7.1	7.1
	55	2	7.1	7.1	14.3
	60	2	7.1	7.1	21.4
	62	1	3.6	3.6	25.0
	65	2	7.1	7.1	32.1
	70	3	10.7	10.7	42.9
	71	1	3.6	3.6	46.4
	72	2	7.1	7.1	53.6
	73	1	3.6	3.6	57.1
	75	1	3.6	3.6	60.7
	77	2	7.1	7.1	67.9
	79	1	3.6	3.6	71.4
	80	2	7.1	7.1	78.6
	81	1	3.6	3.6	82.1
	82	1	3.6	3.6	85.7
	83	1	3.6	3.6	89.3
	85	1	3.6	3.6	92.9
	88	1	3.6	3.6	96.4
	89	1	3.6	3.6	100.0
Total	28	100.0	100.0		

Post-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	3	10.7	10.7	10.7
	72	1	3.6	3.6	14.3

75	2	7.1	7.1	21.4
76	1	3.6	3.6	25.0
78	2	7.1	7.1	32.1
79	2	7.1	7.1	39.3
80	2	7.1	7.1	46.4
82	1	3.6	3.6	50.0
84	2	7.1	7.1	57.1
85	2	7.1	7.1	64.3
87	3	10.7	10.7	75.0
88	3	10.7	10.7	85.7
89	1	3.6	3.6	89.3
90	1	3.6	3.6	92.9
92	1	3.6	3.6	96.4
95	1	3.6	3.6	100.0
Total	28	100.0	100.0	

Appendix 14**Score of Pre-Test and Post-Test Control Class**

		Pre-Test Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3.6	3.6	3.6
	50	1	3.6	3.6	7.1
	55	1	3.6	3.6	10.7
	60	1	3.6	3.6	14.3
	65	3	10.7	10.7	25.0
	66	1	3.6	3.6	28.6
	67	1	3.6	3.6	32.1
	70	5	17.9	17.9	50.0
	72	1	3.6	3.6	53.6
	73	1	3.6	3.6	57.1
	75	4	14.3	14.3	71.4
	77	3	10.7	10.7	82.1
	78	1	3.6	3.6	85.7
	80	3	10.7	10.7	96.4
	81	1	3.6	3.6	100.0
Total		28	100.0	100.0	

		Post-Test Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	3.6	3.6	3.6
	55	1	3.6	3.6	7.1
	56	1	3.6	3.6	10.7
	60	1	3.6	3.6	14.3
	65	2	7.1	7.1	21.4
	67	1	3.6	3.6	25.0

68	2	7.1	7.1	32.1
70	7	25.0	25.0	57.1
72	3	10.7	10.7	67.9
73	1	3.6	3.6	71.4
75	3	10.7	10.7	82.1
76	1	3.6	3.6	85.7
79	1	3.6	3.6	89.3
80	3	10.7	10.7	100.0
Total	28	100.0	100.0	

Appendix 15

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of Writing Skill	Pre-Test Experiment	.132	28	.200*	.960	28	.343
	Post-Test Experiment	.125	28	.200*	.959	28	.322
	Pre-Test Control	.175	28	.027	.886	28	.006
	Post-Test Control	.182	28	.018	.937	28	.095

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Descriptives

Class		Statistic		Std. Error	
Result of Writing Skill	Pre-Test Experiment	Mean		71.29	2.084
		95% Confidence Interval for Mean	Lower Bound	67.01	
			Upper Bound	75.56	
		5% Trimmed Mean		71.50	
		Median		72.00	
		Variance		121.619	
		Std. Deviation		11.028	
		Minimum		50	
		Maximum		89	
		Range		39	
		Interquartile Range		17	

	Skewness		-.396	.441
	Kurtosis		-.660	.858
Post-Test	Mean		81.89	1.319
Experiment	95%	Lower	79.19	
	Confidence	Bound		
	Interval for	Upper	84.60	
	Mean	Bound		
	5% Trimmed Mean		81.87	
	Median		83.00	
	Variance		48.692	
	Std. Deviation		6.978	
	Minimum		70	
	Maximum		95	
	Range		25	
	Interquartile Range		11	
	Skewness		-.201	.441
	Kurtosis		-.843	.858
Pre-Test	Mean		70.07	1.724
Control	95%	Lower	66.53	
	Confidence	Bound		
	Interval for	Upper	73.61	
	Mean	Bound		
	5% Trimmed Mean		70.83	
	Median		71.00	
	Variance		83.180	
	Std. Deviation		9.120	
	Minimum		44	
	Maximum		81	
	Range		37	
	Interquartile Range		12	
	Skewness		-1.288	.441
	Kurtosis		1.619	.858
Post-Test	Mean		69.93	1.406

Control	95% Confidence Interval for Mean	Lower Bound	67.04	
		Upper Bound	72.81	
	5% Trimmed Mean		70.20	
	Median		70.00	
	Variance		55.328	
	Std. Deviation		7.438	
	Minimum		52	
	Maximum		83	
	Range		31	
	Interquartile Range		8	
	Skewness		-.713	.441
	Kurtosis		.590	.858

Appendix 16

Homogeneity of the Test**Test of Homogeneity of Variance**

		Levene	df1	df2	Sig.
		Statistic			
Result Students	Based on Mean	.310	1	54	.580
	Based on Median	.314	1	54	.578
	Based on Median and with adjusted df	.314	1	48.958	.578
	Based on trimmed mean	.308	1	54	.581

Descriptives

Class				Statistic	Std. Error
Result Students	Experiment Class	Mean		81.89	1.319
		95% Confidence Interval for Mean	Lower Bound	79.19	
			Upper Bound	84.60	
		5% Trimmed Mean		81.87	
		Median		83.00	
		Variance		48.692	
		Std. Deviation		6.978	
		Minimum		70	
		Maximum		95	
		Range		25	
		Interquartile Range		11	
		Skewness		-.201	.441
		Kurtosis		-.843	.858
		Control Class	Experiment Class	Mean	
95% Confidence Interval for Mean	Lower Bound			67.04	

Interval for Upper Mean Bound	72.81	
5% Trimmed Mean	70.20	
Median	70.00	
Variance	55.328	
Std. Deviation	7.438	
Minimum	52	
Maximum	83	
Range	31	
Interquartile Range	8	
Skewness	-.713	.441
Kurtosis	.590	.858

Result Student	Equal variance	.310	.580	6.207	54	<.001	<.001	11.964	1.927	8.100	15.829
	Equal variances not assumed			6.207	53.781	<.001	<.001	11.964	1.927	8.100	15.829

Appendix 18

The Effect Size

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Result	Cohen's d	7.212	1.659	1.043	2.263
Student	Hedges' correction	7.314	1.636	1.029	2.231
	Glass's delta	7.438	1.608	.924	2.275

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

Appendix 19

Inter rater agreement

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
rater1 *	28	100.0%	0	0.0%	28	100.0%
rater2						

Symmetric Measures

Measure of Agreement	Kappa	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
		.762	.117	7.761	.000
N of Valid Cases		28			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Strength of agreement	
<0.20	Poor
0.21 - 0.40	Fair
0.41 - 0.60	Moderate
0.61 – 0.80	Good
0.81 – 1.00	Very good

0	% of Total	3.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.6%
Total	Count	1	1	1	1	2	1	2	7	3	1	3	1	1	3		28
	% of Total	3.6%	3.6%	3.6%	3.6%	7.1%	3.6%	7.1%	25.0%	10.7%	3.6%	10.7%	3.6%	3.6%	10.7%		100.0%

Appendix 20

Research Letter Pre-Research reply letter from the school

Research reply letter from the school



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 2 TUMIJAJAR

NSS : 30 1 1812 02 015 NPSN : 10809855

Alamat : Jl. Ki Hajar Dewantara No.24 Margomulyo, Kec. Tumijajar, Kab. Tulang Bawang Barat Kd.Pos 34692



Nomor : 422/3956/III.1.2/SMAN.2/13/TBB/2022
 Lampiran : -
 Prihal : Balasan Permohonan Izin Pra Penelitian

Tumijajar, 9 Agustus 2022

Kepada Yth.
 Dekan Fakultas Tarbiyah dan Keguruan
 Universitas Islam Negeri Raden Intan Lampung
 di -

Tempat

Perihal izin Pra Penelitian, Mahasiswa Universitas Negeri Raden Intan Lampung atas nama:

Nama : LENI ANGGUN KUSUMA
 NPM : 1811040063
 Fakultas : Fakultas Tarbiyah dan Keguruan
 Program Studi : Pendidikan Bahasa Inggris

Pada dasarnya kami dari Pihak Sekolah SMA Negeri 2 Tumijajar tidak merasa keberatan dan memberi izin Kepada Mahasiswa bersangkutan untuk melakukan Pra Penelitian.
 Demikian surat ini kami sampaikan atas perhatiannya kami ucapkan terima kasih.

Tumijajar, 9 Agustus 2022
 Kepala SMA Negeri 2 Tumijajar



HERMONO,S.Pd
 NIP.197201301997021002



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGRI 2 TUMIJAJAR

NSS : 30 1 1812 02 015 NPSN : 10809855

Alamat : Jl. Ki Hajar Dewantara No.24 Margomulyo, Kec. Tumijajar, Kab. Tulang Bawang Barat Kd.Pos 34692



SURAT KETERANGAN

Nomor : 567/3956/III.1.2/SMAN.2/13/TBB/2023

Yang bertandatangan dibawah ini :

Nama : Hermono, S.Pd
 Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : Leni Anggun Kusuma
 Npm : 1811040063
 Fakultas : Tarbiyah dan Keguruan
 Program Studi : Pendidikan Bahasa Inggris
 Instansi : Uin Raden Intan Lampung

Yang tersebut diatas benar-benar telah melakukan penelitian guna persyaratan skripsi tanggal: 10 Maret s/d 10 April 2023 dengan judul " The Effect of Teacher Feedback on Students' Writing Recount Text".

Demikian surat keterangan ini kami buat dan dapat digunakan sebagaimana mestinya.

Tumijajar, 15 April 2023
 Kepala SMA Negeri 2 Tumijajar

HERMONO, S.Pd
 NIP. 197201301997021002

Appendix 21

Documentation







Appendix 22

Students Worksheet

Name : Anaz Pradhana
 Class : X IPA 1
 Time : 60 Minutes

77

Pre-Test Instruction

Writing Recount Text

Below are instructions that must follow:

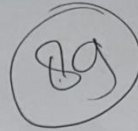
1. Write a recount text about your last travelling.
2. The text must contain orientation, a series of events, and re-orientation.
3. The text must have at least 3 paragraphs.

Answer:

Holiday in Yogyakarta.

Last week me and my family went to my aunt's house in Yogyakarta. In there she lived with her family, her husband and two children. We have plans to visit some of the tourist attractions there. We went to Yogyakarta at 4 PM from our home by personal car and in our trip we did something fun, like listened to music, made some jokes, ate some snacks, and just talked, ~~and~~ everything we wanted. We spent 10 hours to go there. After we arrived at my aunt's family house in Yogyakarta at 2 AM, we rested until morning we woke up and take a bath. The first plan of day one was going to Borobudur temple! We were going to there with my family too. Then we arrived at the location of Borobudur Temple. We bought the ticket and entered the Borobudur Temple area. We surrounded it together I bought some food and also took some family pictures. The next day me and my family planned to went home and thank to my aunt and his already bothered family. After that we hug and started our trip to go home, I think it was very great holidays and experience I ever did with my full family, I was so happy, and I never to forget it!

Name : Anza Pradika
 Class : X IPA 1
 Time : 60 Minutes



Post-Test Instruction

Writing Recount Text

Below are instructions that must follow:

1. Write a recount text about the most embarrassing story in your life.
2. The text must contain orientation, a series of events, and re-orientation.
3. The text must have at least 3 paragraphs.

Answer:

banana Peel

- (Orientation) Yesterday was the most embarrassing day of my life. I woke up late that I even had no time to eat my breakfast. I rushed myself and called on Ojek driver because I thought car would take more time to reach the school.
- (Events) As I arrived at the school gate, I ran as fast as I could. Thankfully I entered the school building one minute before closing time. I was being too happy that I didn't realize, a banana skin lied on the ground. I jumped and ran happily. Suddenly I felt something slippery on my feet and I fell to the ground badly - it was so painful.
- (Re-Orientation) Several students were surprised when I fell to the ground and giggled. I was embarrassed, of course, but the pain was all over my body. I just walked slowly to the class then.

Note:

- Name of place must be capital
- Need space
- Delete s if is not present tense
- Capitalized the first alphabet
- Name of a place must be capital

Appendix 23 Turnitin



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
PUSAT PERPUSTAKAAN

Jl. Letkol H. Endro Suratmin, Sukarame I, Bandar Lampung 35131
 Telp. (0721) 780887-74531 Fax. 780422 Website: www.radenintan.ac.id

SURAT KETERANGAN

Nomor: B-0482/ Un.16 / P1 /KT/II/ 2024

Assalamu'alaikum Wr.Wb.

Saya yang bertandatangan dibawah ini:

Nama : Dr. Ahmad Zarkasi, M. Sos. I
 NIP : 197308291998031003
 Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung
 Menerangkan bahwa Artikel ilmiah dengan judul

THE EFFECT OF TEACHER'S FEEDBACK ON STUDENTS' WRITING RECOUNT TEXT

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Wassalamu'alaikum Wr.Wb.

Bandar Lampung, 05 Februari 2024
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