IMPROVING THE STUDENTS’ WRITING SKILL IN EXPLANATION TEXT BY USING GUIDED DISCOVERY LEARNING METHOD AND TEACHER’S CORRECTIVE FEEDBACK

(A CAR of the Eleventh Grade Students of SMKN 2 Salatiga in the Academic Year of 2016/2017)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for Degree of Sarjana Pendidikan (S.Pd.) in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga

By:

ANING SULISTYANINGSIH

113-13-081

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA

2017
DECLARATION

In The Name of Allah,

Hereby, the writer declares that this graduating paper is written by the researcher. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly. This declaration is written with the full concern of the researcher.

Salatiga, August 31st 2017

The researcher

Aning Sulistyawijaya

NIM. 113 13 081
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I have been marked below:

Name : Aning Sulistyaningsih
NIM : 113-13-081
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Salatiga, September 18th 2017

The researcher,

Aning Sulistyaningsih
NIM. 113 13 081
Salatiga, August 31st 2017

Rr. Dewi Wahyu Mustikasari, M.Pd.
The Lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga
ATTENTIVE COUNSELOR’S NOTE
Case : Aning Sulistyaningsih’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Aning Sulistyaningsih’s graduating paper entitled IMPROVING THE STUDENTS’ WRITING SKILL IN EXPLANATION TEXT BY USING GUIDED DISCOVERY LEARNING METHOD AND TEACHER’S CORRECTIVE FEEDBACK (A CAR of the Eleventh Grade Students of SMKN 2 Salatiga in the Academic Year of 2016/2017), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

Rr. Dewi Wahyu Mustikasari, M.Pd
NIP.19790821 20110102007
A GRADUATING PAPER

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(A CAR of the Eleventh Grade Students of SMKN 2 Salatiga in the Academic Year of 2016/2017)

WRITTEN BY:
ANING SULISTYANINGSIH
113 13 081

has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga, on 18th September 2017 and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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MOTTO

Everything Will Come to Those Who Keep Trying with Determination and Patience

~Thomas Edison~

Your Time Is Your Opportunity

~The Researcher~

The pessimist sees difficulty in every opportunity. The optimist sees the opportunity in every difficulty

~Winston Churchill~
DEDICATION

This graduating paper is dedicated to:

1. My beloved parents Marjuki and Siti Aminah, who always love and support me. Thanks for your time, sincerity, effort and your financial support. You are my inspiration and everything

2. My beloved sister Indriana Rizky Mubarokah who always accommpanies me

3. The honorable English teacher of SMKN 2 Salatiga Sugeng Sulistiyono, S.Pd who helped me in conducting the research

4. All of my nice students of Tehnik Elektronika Industri C at SMKN 2 Salatiga who has successfully participated in my research

5. My beloved partner during conducting my research Risa Tofantisari and also Wiji Astuti and Ina Kurniawati thanks for your help and support

6. My closest one who always gives his shoulders to lean on and advices to make me better

7. My big family of English Education batch 2013. We come here together, we have fought for our success together and we will be successfull together
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,
Assalamu’alaikum Wr. Wb.

Alhamdulillahi ribbill’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer, so the writer can finish the graduating paper. Bless and mercy are upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

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Salatiga, August 31\textsuperscript{st} 2017

The researcher

\begin{center}
\includegraphics[width=1cm]{signature}
\textbf{Aning Sulistyawiningsih}
NIM. 113 13 081
\end{center}
ABSTRACT


Keywords: Writing, explanation text, guided discovery learning method, teacher’s corrective feedback.

The researcher used guided discovery learning method and teacher’s corrective feedback to improve the students’ writing skill in explanation text. The objectives of this research were (1) to describe the implementation of guided discovery learning and teacher’s corrective feedback at the eleventh grade students of SMKN 2 Salatiga in the academic year of 2016/2017, (2) to measure how far is the improvement of guided discovery learning and teacher’s corrective feedback in explanation text. This research used Classroom Action Research (CAR). It was conducted in two cycles. Each cycle consisted of four steps. They included planning, acting, observing, and reflecting. The researcher took role as an observer who observed all the students’ and the teacher’s activity in the class while the teacher was the collaborator. The result showed that (1) The implementation of using guided discovery learning and teacher’s corrective feedback to improve the students’ writing skill was successfully reached. The number of the students who passed the passing grade improved periodically from the cycle 1 to the cycle 2. The passing grade was 72. The pre test of the cycle 1 showed 23.81% of the students who could pass the passing grade. The post test of the cycle 1 showed 76.19% of the students who could pass the passing grade. The researcher used the result of the post test in cycle 2 to compare the improvement of the cycle 2. The post test of cycle 2 showed 85.71% of the students who could pass the passing grade, (2) The improvement of the students’ writing skill in explanation text of the eleventh grade students of SMKN 2 Salatiga was highly significant. In the cycle 1, the t-test was 5.288, and the t-table was 2.085. It showed significant level as many as 5%. Then, in the cycle 2, the t-test was 2.269.
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CHAPTER I

INTRODUCTION

A. Background of the Study

According to József (2001, p.5) “Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representation of knowledge and of experience with subjects.” It requires the students are capable of expressing their ideas into some sentences and generate their sentences well. This skill is needed by the students in order to create clear and effective writing, so the students can express their opinions or thoughts. Besides the students should be able to generate their ideas well, their writing must represent their knowledge concerning the issue they bring. Having good mastery in some techniques of writing skill, the students will be easier to convey what they will write, so that it can be understood by the readers.

Writing is a habitual activity. The students usually have good mastery in writing because they always do writing activity continuously. They also do many mistakes in producing sentences. The suitable selection of word spelling and grammar are one of the students’ problems in writing. Revising the mistakes could increase their ability in selecting the proper word so that the sentences are coherent. Carroll (1990, p.1) argues that the students are usually
taught writing that are focused on the students’ failure. The repeated failures made by the students become one of part in process of learning writing.

Relating to those mistakes, Rook (1990, p.9) gives statement “The fact is that most people who do a good deal of reading usually have no difficulty in writing sentences, since they are used to seeing sentences, and they are probably familiar with a wide variety of sentence pattern.” The researcher also regards that the students’ ability in writing skill will be improved well through doing periodical reading activity. Reading activity will help the students to gain much more vocabularies which those are used to produce sentences. In this study, the researcher used guided discovery learning which was implemented for reading skill. The researcher tried to use guided discovery learning for writing skill based on the reason above. This is hoped, it will help the English teacher of SMKN 2 Salatiga to overcome the students’ difficulties in teaching writing skill.

In getting the acceptable data to conduct this research, the researcher has done the pre-survey at March, 10th and 13th 2017. The interview was used to know the difficulties faced by the students about English generally and specifically in writing skill. The English teacher in the eleventh grade of TEI (Tehnik Elektronika Industri) C is also interviewed to know his difficulties in teaching writing skill in this class. This activity can be called as a pre survey of the research that has a purpose to know several problems in learning English faced by the students and the teacher in the class. The researcher is also helped by the data so it will be easy to determine the
suitable step to be threatened for the students. As a result, the students will feel that their problem in learning English can be solved little by little.

In the section of the students’ interview, the students had various and understandable answer to state their problem in learning English. However, from all students’ answer, the researcher underlined problems mostly faced by students in learning writing. Those problems included having no vocabulary to create the paragraph and less knowledge on the grammar of sentence.

For the teacher, the given questions included minimal standart of competence in learning English, some problems faced in learning activity generally. Specifically, it might include the difficulties in teaching writing skill, the method usually used in the class, the response and the students’ achievement after receiving the method and kind of feedback usually given for students.

Later, the minimal standart of competence that should be achieved by the students in learning English is that they should have adequate communication skill. They should pass the passing grade namely 72. However, in the class the students had various ability in learning English and teacher could not force them to get the best achievement. In addition, based on the 2013 curriculum, the teacher has limit time to teach English and too many topics of discussion. It is certainly the problem that should be faced by the teacher and students. In short, in line with the students, the teacher also regarded that the students who had lack of vocabulary were the most often problem of students in writing skill.
In conclusion, the teacher’s problem in teaching writing may be classified into two parts. The first is the teacher has a problem with the students’ various ability to learn English. The second problem is the teacher has no much time to teach English, so that the teacher can not provide many vocabularies for the students. The students’ problems in learning English especially for writing skill are having no enough vocabulary mastery and less knowledge on the grammar of sentence.

Mustikasari (2011, p.36) states that “One of the problems of students’ motivation to write is he gets trouble to express his feeling and to write it.” This situation is understandable that student faces this problem, since the student has limitation of storage of vocabulary. The researcher concludes that the students’ motivation to produce writing will increase if they have sufficient vocabularies. The students will record the vocabularies in their mind if they use it continuously.

From the explanation above, the researcher attempts to find out the suitable solution in order to help the teacherto solve the problems. The researcher proposes a solution by changing the previous technique to the better one in teaching writing skill. Here, the researcher chooses the guided discovery learning method and teacher’s corrective feedback in improving the students’ writing skill in explanation text. By doing this, the students learn English well especially about writing explanation text independently and can understand the target language effectively from the teacher’s motivated feedbacks. For this reason, the researcher is very interested in conducting a
research related to the explanation above entitled “IMPROVING THE STUDENTS’ WRITING SKILL IN EXPLANATION TEXT BY USING GUIDED DISCOVERY LEARNING METHOD AND TEACHER’S CORRECTIVE FEEDBACK (A CAR OF THE ELEVENTH GRADE STUDENTS OF SMK N 2 SALATIGA IN THE ACADEMIC YEAR OF 2016/2017)”

B. Problems of the Study

After knowing the background of the study above, the researcher has several problems of the study that have to be solved. The problems that can be identified are as follows:

1. How is the implementation of the guided discovery learning and teacher’s corrective feedback of the eleventh grade students of SMK Negeri 2 Salatiga?

2. To what extent is the improvement of the guided discovery learning and teacher’s corrective feedback to improve the students’ writing skill in explanation text at the eleventh grade students of SMKN 2 Salatiga?

C. Objectives of the Study

Based on problems of study above, this research is conducted and has objectives of the study as follows:

1. To describe the implementation of the guided discovery learning and teacher’s corrective feedback at the eleventh grade students of SMK Negeri 2 Salatiga.
2. To measure how far is the improvement of the guided discovery learning and teacher’s corrective feedback at the eleventh grade students of SMK Negeri 2 Salatiga to improve the students’ writing skill in explanation text.

D. Benefits of the Study

This research is conducted to give theoretical and practical benefit as follows:

1. Theoretical
   a. The researcher expects that this research can be used as a reference for those who want to conduct a research in English teaching and learning process.
   b. This research can be used by the students to increase their knowledge about English especially for the way of writing skill’s teaching through the implementation of guided discovery learning method and teacher’s corrective feedback.

2. Practical
   a. This is the first step for the researcher to apply his/her knowledge about English.
   b. The students will be motivated to increase their ability in writing skill in improving their capability about English.
   c. The students are hoped to become an active student in learning process in the English classroom after the researcher conduct this research.
d. For the English teachers, it can be a new knowledge to teach their students about writing skill easily. The researcher hopes, the teachers can develop their teaching skill especially in writing skill and they will be able to make their students enjoy writing text.

E. Limitations of the Study

This research is focused on the guided discovery learning method and teacher’s corrective feedback for learning explanation text. Then, it focuses on organization, content, grammar, mechanics and style as the items to be checked.

F. Definition of the Key Words

1. Writing

According to Oshima (2007, p.2) writing is a discovery process that involves discovering ideas, organizing them, and arranging the selected ideas into order. Whenever he wants to deliver his ideas to the subject reader, he has known the audience or the intended readers. In other words, writing is the process of producing language that comes from mind. The writer tries to enlarge and sort his ideas, feelings, and opinion to make well-composed sentence for the sake of information.

2. Explanation Text

Explanation text is a text which tells how and why something in the world happens. It concerns more about the object rather than the subject (Wood & Stubbs, 2000, p.62).
3. Guided discovery learning

Guided Discovery is an instructional approach based on leading questions and problem framing that guide students to obtain knowledge and discover relations and concepts by getting involved in the classroom interaction where the teacher helps them to be more active and more responsible for their learning (El-Kahlout, 2010, p.33).

4. Teacher’s corrective feedback

Teacher’s corrective feedback is a cooperative learning among teacher and students to correct an error or mistake that made by students. It is hoped the students can learn from their fault and have an improvement (Bitchener & Ferris, 2012, p.30).

G. Outline of the Graduating Paper

This research is arranged into five chapters. The chapters can be organized into the following paragraphs.

The first chapter is the introduction that explains the background of the study which discusses about the reason of why the researcher wants to analyze the use of guided discovery learning and teacher’s corrective feedback to improve students’ writing skill in explanation text. This chapter also includes the limitation of the study, problems of the study, objectives of the study, benefits of the study, definition of the keywords and organization of graduating paper.

The second chapter discusses the literature review. The description of theory framework which includes the previous studies, concept of
writing, concept of genre, concept of explanation text, concept of guided discovery learning, and explanation of teacher’s corrective feedback.

The third chapter consists of the research methodology. It consists of the location of the study, research design, subject of the study, time allocation, technique of the data collection, cycles of classroom action research, criteria of evaluation and technique of the data analysis.

The fourth chapter is the findings and discussions of the research. It explains the implementation and the improvement of the research.

The fifth chapter is closure that provides the conclusion and suggestion from the researcher after finishing this research. It is followed by references and appendices.
A. Previous Studies

The researcher takes several references from the other researcher that are related to this research. These researches are also used to be main reference in conducting this research because this is a development of the previous research.

The first research is from El-Kahlout (2010). This study aimed at examining the effectiveness of using guided discovery approach on developing reading comprehension skills for the eleventh graders in Gaza governorates. In order to achieve the aim of the study; the researcher adopted an experimental research design. She stated in her research that the study result indicated that there are statistically significant differences between pre and post test of both the experimental and control group in reading comprehension skills in favor the post test. She also recommended the English teacher to adapt guided discovery in teaching English in general and in teaching reading in particular.

The second research was from Aghanjaloo (2016). This research aimed at: (1) investigating the effects of four types of written corrective feedback (WCF) (i.e., focused direct corrective feedback, unfocused direct corrective feedback, focused indirect corrective feedback, and unfocused indirect corrective feedback) on intermediate EFL learners’ writing performance; (2)
finding out the most effective type of WCF for intermediate EFL learners’ writing performance; (3) determining learners’ attitudes toward the effectiveness of using WCF and the types which they had received. This was an experimental research. The participants of this study were 140 female and male intermediate EFL learners studying English at private language institutes in Iran. The researcher used Nelson Profiency Test, writing test and attitude questionnaire as the instruments. The results indicated that, learners outperformed in all of the four groups, validating WCF as an effective technique which can be used in EFL classes. A clear implication of the study is that WCF types (specially unfocused direct corrective feedback) should be emphasized as an essential tool for developing writing ability of intermediate EFL learners.

The two previous studies were used by the researcher to conduct this research. The researcher also took the several theories as references. From all the studies, there was a similarity between the previous studies and this research. That was using a guided discovery learning method and teacher’s corrective feedback. However, both of guided discovery and teacher’s corrective feedback were used separately. In this case, the researcher tried to develop the two items by combining them into one research. The researcher developed the two items for writing skill and implemented them in classroom action research.
B. Concept of Writing

1. Definition of Writing

Hughes (1998, p.7) gives the definition of writing as follows:

Writing is primarily an aural/oral process which, although it is produced through the dimension of time (as all human actions are) has the inherent potential to persist through time, and for different sections to be revisited in the same form, but in a different order, as when we go back and re-read part of a paragraph or sentence when we do not understand.

It can be concluded that writing can be used overtime. The writer records what happens in present days as a written document and reuses it in the future. The written document can be used to recall information in relation to the present usage.

Carroll (1999, p.1) argues that “Writing is one of important discovery. Writing can provide the storage of informations, beliefs, arguments, opinions, explanations, theories, feelings from people.” It will be helpfull to share the communication between the contemporaries’ generation and the future generation. It is a tool where people can know the other’s thought although they never meet. Writing allows the writer and the reader to exchange their opinion in which the writer produce certain work and the reader gives the commentary.

The manner of how the author shares his ideas in writing will influence the reader’s satisfaction in getting information. The author should be able to make the reader’s understand so they will not make
wrong perspective from what they read. It is important to inform that the author requires making a satisfactory writing.

2. Elements of Satisfactory Writing

Carroll (1990, p.1) presupposes that the students who will have a good writing should know both how to spell and how to write the word correctly. It is also required to have sufficient knowledge about grammar and word usage for producing good writing. In short, there are three elements of satisfactory writing namely organization, grammar and mechanic. Organization deals with the ability how to construct a sentence properly. The second element is grammar which requires the students to utilize the correct grammar. It deals with the agreement between the subject and the verb, the reference and the pronoun and the consistency of the tense. The last the sentence should be well written that there is no mistake in spelling, punctuation, capitalization and word usage.

Carroll (1990, p.4) mentions “The three elements of satisfactory writing include Clarity, Coherence and Focus. He also states that most students fail to produce a good writing in developmental writing course because of lack of clarity, coherence and/or focus.”

In this study, the researcher would like to focus on the coherence in writing. According to Carroll (1990, p.4), coherence is one of elements in satisfactory writing. Coherence is where the author can make connection between sentences and ideas in a paragraph. Among one
paragraph and the other paragraph have also clear relation to each other. There are also good transitions and connections among the paragraphs.

3. Categories for Evaluating Writing

Brown (1991) in Brown (2000, p.357) shows the six general categories that are often the basis for the evaluation for the students’ writing.

a. Content

1) Thesis statement
2) Related ideas
3) Development of ideas through experience, illustration, facts, opinions, etc
4) Use description, cause/effect, comparison/contrast
5) Consistent focus

b. Organization

1) Effectiveness of introduction
2) Logical sequence of ideas
3) Conclusion
4) Appropriate length

c. Discourse

1) Topic sentence
2) Paragraph unity
3) Transitions
4) Discourse markers
5) Cohesion
6) Rhetorical conventions
7) Reference
8) Fluency
9) Economy
10) Variation
d. Syntax
e. Vocabulary
f. Mechanics
1) Spelling
2) Punctuation
3) Citation of references (if applicable)
4) Neatness and appearance

According to Brown & Braile (1984, p.39-41) as cited by Brown (2004, p.244-245), the analytic scales for rating composition in writing are as follows:

**Table 2.1 Organization**

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-18</td>
<td>Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete</td>
</tr>
<tr>
<td>17-15</td>
<td>Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused</td>
</tr>
<tr>
<td>14-12</td>
<td>Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given.; problems of organization interfere</td>
</tr>
</tbody>
</table>
### Table 2.2 Content

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-18</td>
<td>Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought</td>
</tr>
<tr>
<td>17-15</td>
<td>Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present</td>
</tr>
<tr>
<td>14-12</td>
<td>Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right</td>
</tr>
<tr>
<td>11-6</td>
<td>Ideas incomplete; essay does not reflect careful thinking or was hurriedly written, inadequate effort in area of content</td>
</tr>
<tr>
<td>5-1</td>
<td>Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully</td>
</tr>
</tbody>
</table>

### Table 2.3 Grammar

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-18</td>
<td>Native-like fluency in English grammar; correct use of relative clauses; prepositions; modals, article, verb forms, and tense sequencing; no fragments or run-on sentences</td>
</tr>
<tr>
<td>17-15</td>
<td>Advanced proficiency in English grammar; some grammar problems do not influence communication, although the reader is aware of them; no fragments or run-on sentences</td>
</tr>
<tr>
<td>14-12</td>
<td>Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present</td>
</tr>
<tr>
<td>11-6</td>
<td>Numerous serious grammar problems interfere with communication of the writer’s ideas; grammar review of some areas clearly needed; difficult to read sentences</td>
</tr>
<tr>
<td>5-1</td>
<td>Severe grammar problems interfere greatly with the message; reader can not understand what the writer was trying to say; unintelligible sentence structure</td>
</tr>
</tbody>
</table>
The researcher uses those rubrics to evaluate the students’ writing. They are the researcher’s measuring instrument to give score for the students. However, the researcher only needs some parts of the rubrics because the researcher wants to adjust the students’ ability in writing with the rubric. The needed rubric that used by the researcher is explained in the next chapter.
C. Concept of Genre

1. Definition of Genre

According to Nesi & Gardner (2012, p.24) genre has various social purposes depend on the different audience and different context. It tells the way how to do things in written text. The writer produces the different types of text considering the characteristic of the reader.

Hyland (2007, p.149) gives more understandable explanation about the concept of genre.

Genre is as manner of using language. It is based on the idea that members of a community usually have little difficulty in recognising similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively and easily. This is, in part, because writing is a practice based on expectations: the reader’s chances of interpreting the writer’s purpose are increased if the writer can take the trouble to anticipate what the reader might be expecting based on previous texts they have read of the same kind.

In this context, the researcher concludes that genre means a way of using language. There are many varieties of human model in using language in the world. The purpose of human language use is also various. The language usage to communicate for different purpose may be called genre.

2. Kinds of Genre

Bennet, Carter & Marino (2013, p.5) divide genre accordingly with their purpose. They are procedure, information report, narrative, explanation, recount, review, persuasive and report.
1. **Procedural**

   Procedure text is a text that contains information and instructions on how to do something. This text has purpose to direct people performing successfully activities in safe, efficient and appropriate ways.

2. **Recount**

   Recount text is used to retell the past events in order to inform, entertain or reflect the readers. Recount may be personal, factual or imaginative.

3. **Information Report**

   Information report is a factual report that contains information about something. It is used to get a way for better understanding about living or non-living subject.

4. **Narrative**

   Narrative is about telling story with a purpose to entertain the readers. It also teaches the readers a lesson or excite their emotions about an issue.

5. **Explanation**

   Explanation is a factual genre used to explain the sequenced, cause or theoretical understanding of a phenomenon or event. The purpose of explanation is to explain and describe the events happening in our world logically.

6. **Review**
Review is a factual genre concerning people’s summarising and critically evaluating a text. It is taught for the students in order that the students can give their personal statement about a text.

7. Persuasive

Persuasive contains statement of opinion or belief of the writer. It convinces the reader about his point of view on an issue.

8. Report

Report is a factual genre that describes the natural, cultural and technological phenomena in the world. The information of report is accurate, relevant and wider than description.

D. Concept of Explanation Text

1. Definition of Explanation Text

Explanations are written to explain how something works or occurs. The process of the events is explained sequentially and with the time related information (Law, 2013, p.17).

“Explanation genre requires students to demonstrate knowledge and understanding, and to answer questions, such as ‘What is x?’ and additionally expect students to explain how something works or function. The explanations themselves are intended to demonstrate current shared knowledge and understanding (Nesi & Gardner, 2012, p.36).”

The researcher concludes that explanation text is a text used to explain the process of a phenomenon, events or action. It is also used to share the fact of knowledge and understanding.
2. **Generic Structure and Language Features of Explanation Text**

Hartono (2005, p. 21) states that the structure of an explanation text include: First, general statement which is introducing the topic or process being explained. Second, sequenced explanation is written in order how and why something works or occurs. The last is conclusion which provides a final explanation.

Law (2013, p.17) mentions features of an explanation text may include non human participants, cause and effect relationships, passives and timeless present tense. Non human participants mean that the main subject of text is usually a noun. This text is explaining about the process or the occurrence of something works, where automatically only a noun that can be described.

Later on, Hartono (2005, p. 22) explains that there are six language features in explanation text, namely:

a. **General Noun**

The general noun includes noun that is known generally. People commonly use those nouns for communication, e.g. bee, food, honey, etc.

b. **Action Verb**

Action verb is a verb that can be seen when we do it, e.g. drink, make, fall, cover, etc.

c. **Simple Present Tense**
The simple present tense is used for events or situations that exist always, usually, or habitually in the past, present, and the future (Azar, 1993, p.3).

d. Passive Voice

Passive voice concerns more on the events (what happen). The object of an active sentence becomes the subject of a passive sentence. The subject of an active sentence is the object of by in the “by-phrase” in a passive sentence.

e. Conjunction of Time and Cause-Effect Relationship

1) Conjunction of time is used to show chronological order. It may include: first, then, after, next, finally, etc.

2) Cause and effect relationship is used to explain the reason and the result of events. The expressions is that usually used are because, since, as, because of, due to, so, etc.

f. Technical Terms

Using technical term is to make the sentences sound more scientific. Example: Inside the stomach, special enzym changes nectar into sugar. They are called fructose and glucose.

The paragraph below is the example of explanation text from Hartono (2005, p. 21).

<table>
<thead>
<tr>
<th>Table 2.6 Example of Explanation Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How a Spider’s Web Forms</strong></td>
</tr>
<tr>
<td>General Statement</td>
</tr>
<tr>
<td>A spider web looks delicate but it is very strong. It can hold 4000 times a spider’s weight. But how does it form</td>
</tr>
</tbody>
</table>
Sequenced Explanation

First the spider spins a thread of silk. The thread gets blown over to a branch by the wind. Then she makes another two threads and makes a Y shape. Next she makes more threads and they look like spokes off a wheel. Then the spider goes in a spiral, out and back in, sits in the middle and waits for food.

Conclusion

This is how a web is formed.

It was retrieved from www.tki.org.nz/r/assessment/exemplars/eng/

E. Concept of Guided Discovery Learning

The following is the general information about guided discovery. The researcher explains the definition of guided discovery from the experts. Furthermore, the information are about the features of guided discovery, benefits of guided discovery, the role of the teacher in guided discovery, guided discovery and motivating students, the importance of questioning in guided discovery, disadvantages of guided discovery, stages of guided discovery

1. Definition of Guided Discovery Learning

According to Balim (2009) as mentioned by Rambe & Sani (2014, p.91), guided discovery learning is used as one of various teaching methods that make the students are active. This method allows the teacher guides the students to discover the material. It is regarded as a better teaching method to increase the students’ success and inquiry learning skills than the traditional one.

According to Nwagbo (1999) as cited by Akinbobola & Afolabi (2010, p.17), states that in learning process, the gist of the materials are
illustrated then the students are required to find out the detail materials by the teacher’s guidance. The students are asked to answer successive questions in order to encourage their responsibility in learning. Besides getting the conclusion of the material discussed with the teacher, guided discovery learning allows the students to elaborate the material into wider context.

Based on the explanation above, the researcher defines that guided discovery learning is a model of critical thinking of learning by answering question in a class. It aims to improve students’ activeness in a course. The students are hoped to gain their own knowledge and information by guidance from the teacher.

2. Features of Guided Discovery

As stated by Spencer (1999, p. 186) in El-Kahlout (2010, p. 33), the features of guided discovery may be as follows:

a. There is concordance between context of learning and the materials so that the best result can be achieved. Then, the teacher chooses the context of the learning to suit the learning outcomes. During learning process, the students are guided by this method to get the best understanding of the material.

b. The students have responsibility for exploration of content necessary for understanding through self-directed learning. In small group, the students start to explore the material and presents it in front of the class.
c. The study guides are used to facilitate and guide students during their learning. The teacher gives guidance the students in order to direct the students’ learning process.

d. Understanding is reinforced through application in problem-oriented; task-based, work related experiences. The students are involved in a given situation to explore the material.

e. The process of guided discovery can be modified with various strategies. It depends on the teacher’s creativity to encourage the students’ activeness. One of the strategies that is used is simulation. The simulations are done by giving apperception to draw the students’ opinion in the class.

In conclusion, the researcher uses guided discovery learning to create the students’ responsibility about the learning. The students are hoped capable to understand the needed material by doing discovery and exploration.

3. **Benefits of Guided Discovery**

Linton (1998, p. 216-222) suggested that the following benefits are gained through learning by guided discovery in El-Kahlout (2010, p. 35):

a. The students are encouraged to explore their understanding by using concrete experiences of the material.

b. The students are allowed to use of their own knowledge to generate content of information.
c. In this method, the teacher roles are as facilitator and fellow investigator. The learning process in the class is not dominated by the teacher’s authority.

d. The teacher is not the only source of information because the students have to find it by their own way.

According to Mayer (2004) as cited by Mirasi, Osodo and Kibirige (2013, p.81) recommends using guided discovery because “It helps students meet two important criteria for effective learning. Firstly, activating or constructing appropriate knowledge to be used in making sense of new incoming information. Secondly, integrating new incoming information with appropriate knowledge base”.

In line with statement from El-Kahlout, the researcher in this study makes the best use of guided discovery to improve students’ writing skill for the eleventh grade students. The researcher regarded that the eleventh students are mature enough to practice guided discovery and they have ability to inquire with the teacher’s guidance.

4. Role of the Teacher in Guided Discovery

The teacher’s role in classroom activities is very important anyway. The interaction between the students and the teacher can encourage the students’ confidence to be more active in the class. Their interaction can also warm up the class environment. So, it can reduce students’ anxiety during the lesson.
According to Brown (2001, p.166-168) as cited by Mustikasari (2011, p.155), Teacher takes many kinds of roles in the class namely teacher as controller, teacher as director, teacher as manager, teacher as facilitator, and teacher as resource. It is not matter what the role of teacher in the classroom, teacher is always as the students’ main attention. Teacher should be able to give sufficient source of knowledge, good model and attitude.

In the light of what has been mentioned above, El-Kahlout (2010, p. 38) summarized the role of the teacher in the following:

a. Clarifying the wrong concepts for the students. It is possible that the students will acquire various information. Then the teacher has to sort the misconception and conclude the right one.

b. Instead of letting the students to discover their own understanding, the teacher is responsible for preparing activities and questions which lead students to discovery.

c. The teacher’s main role is as counselor who gives necessary support and help.

5. **Guided Discovery and Motivating Students**

   Using guided discovery is very regarded as a motivational method and enjoyed by students. It is explained by Adkisson & McCoy (2006, p. 1-6) in El-Kahlout (2010, p. 38). The details are as follows:

a. The topic is identified or an issue is posed. The teacher tries to recall the students’ experience related to the topic of the material.
b. The teacher and students work together to brainstorm ideas for ways of investigating the topic. The teacher guides the students to discover the generic structure and the language features of explanation text. It is because in writing skill, the students are hoped capable of creating a paragraph suitable with the explanation text component.

c. The students work individually or in small groups to obtain and interpret data. At first, they have to discover on their own. Then they are asked to work in group in order to gain more effective learning.

d. The inferences and tentative conclusions are drawn, shared across groups and modified if necessary. After the group activities, the students conclude the generic structure and language features of explanation text and define the definition of explanation text.

e. The teacher clears up any misconceptions, summarizes the findings and helps to draw conclusion. The teacher gives feedback to clarify any misconception that gained by the students.

f. The students reach the conclusion about the topic and initiate a new topic. By doing so, the students feel satisfied and motivated. The students will be well motivated to study on their own and find other topic to discover.

To sum up, guided discovery is characterized by necessity of using motivation which helps in exploring of the knowledge and creating an enjoyable classroom atmosphere (El-Kahlout, 2010, p. 40).
In this case, the researcher used guided discovery for improving reading skill as the reference because she regarded that the process of writing is passed after reading activity. The researcher thinks that guided discovery is also useful in writing activity. Students will not be difficult to generate their ideas in writing activity. Also the teacher and students interaction will lead them to an enjoy learning.

6. Importance of Questioning in Guided Discovery

Questioning is one important activity in guided discovery. It leads students to be able to talk about the content of the lesson. It is also the teacher’s activity to guide students in implementation of guided discovery.

El-Kahlout (2010, p. 46) pointed that the teacher has to carry out questioning carefully and at the suitable time during the lesson to achieve the purpose successfully. She regarded that the questioning is the main factor in a reading discovery lesson. She thought that questioning is important because they:

a. Activate students and keep them active all the time
b. Response with evidence from the text
c. Check and give feedback which helps building new knowledge about the world
d. Comprehend the message that the writer wants to convey
e. Transfer the knowledge gained from the text and connect it with the world around

In other word, according to the researcher, the questioning activity in writing activity by using guided discovery help in connecting the students’ previous knowledge to produce their own writing.
7. Disadvantages of Guided Discovery

In doubt, it does not successfully implemented unless students and teachers are aware of their role in teaching and learning process. In addition, the administration of school has an essential role in facilitating the mission of the teachers as well as the students (El-Kahlout, 2010, p. 53).

Later, Mayer (2004, p. 14-19) in El-Kahlout (2010, p. 54) mentioned some disadvantages of the guided discovery as follows:

a. It is time-consuming method. It takes longer time to acquire information.

b. Discovery methods require a resource-rich learning environment

c. It is suitable only for the students with good motivation.

d. The students’ inadequate knowledge causes them to learn in accurate material.

e. Guided discovery learning is not as effective as deep learning because they only recognize the basic knowledge.

f. It is not suitable for young learners because they have major problems with inductive learning.

g. Not all teachers have enough capability to conduct guided discovery learning because it results poor outcome.

In conclusion, the researcher attempts to point out the disadvantages of guided discovery. The time allocation during learning process is important to manage the class. It may be time-consuming
method if the teachers are not able to manage the class. Every material should be explained carefully to make sure that the students understand about what they learn. The teacher has to encourage students to say their prediction about material and to distinguish between facts and opinion. The teacher’s activity should also be able to attract the students’ interest in the material, so the learning process is in line with guided discovery learning.

8. Stages of Guided Discovery

The researcher uses the stages of guided discovery as procedures and techniques. Is is cited from El-Kahlout (2010, p.92). The following were the explanation of stages of guided discovery:

a. Stage One (Warming-Up)

In this stage, the teacher gives initial questions to prepare the students for the lesson. The teacher helps the students to recall their information from their own experience. It is to link the previous learnt material with the new subject matter. This stage is very essential to build students’ attention and help in bridging the gap in learning by activating the students’ prior knowledge and in taking in the new material.

b. Stage Two (Before you read, Problem-Framing)

The teacher draws the students’ attention to the title and frames the lesson theme in term of a problem to research for solutions by answering certain questions. The students work individually.
c. **Stage Three (While you read, Focusing Attention)**

   The key words are discussed and explained, the focus is falling on the main and general idea. The students practice skimming for the gist of the text.

d. **Stage Four (While you read, Problem-Framing & Leading-Question)**

   The students practice scanning for specific information under the guidance of the teacher who asks leading-questions. The teacher frames a problem after the students respond and answers of each question in order to discover the relationships between concepts.

e. **Stage Five (While you read, Giving Feedback)**

   The teacher sums up the main idea and the supporting idea of the text. The students receive feedback about their learning.

f. **Stage Six (While you read, Problem-Framing & Asking Leading-Question)**

   The students work in pairs and practice scanning for specific information concerning another idea included in the text by answering leading-questions. Each question is formed in term of a problem which needs a solution and leads to another point until the students achieve discovery of new knowledge to be added to their prior one.

g. **Stage Seven (After you read, Making Connections)**
The students practice interpreting data & relating the knowledge they discover to their own experience. The teacher asks the students to work in groups and do tasks and give suggestions and opinions based on their new learning.

**h. Stage Eight (summative Evaluations & Giving Feedback)**

The students work in groups and practice interpreting data and answering comprehensive question on the worksheets distributed among them. The teacher and the students receive feedback about the whole work. New topic emerges and students start again.

**F. Concept of Teacher’s Corrective Feedback**

Here, the discussion includes the definition of written corrective feedback from the experts, and the forms of written corrective feedback generally.

**1. Definition of Written Corrective Feedback**

According to Keh (1990) in Aghanjaloo (2016, p. 29), “Written corrective feedback is as teacher’s input to a writer’s composition in the form of information to be used for revision.” Corrective feedback is useful to give comment for the students’ work. So that, as they read the comment, they can evaluate their competence.

Bitchener & Ferris (2012, p. 51) state that written corrective feedback was done to establish an accuracy improvement and to measure an increase in learning. The teacher’s activity includes a revision stage in which learners are required to revise their task of writing, using the
feedback they have received on their text. It is as documentation of the
students’ task in order to compare their improvement.

The researcher concludes that written corrective feedback is one of
good method used by the teacher to fix the students’ assignment. It can be
done by giving some motivational feedback and correction to be revised
by the students. Thus, the students can achieve an accurate improvement
in learning.

2. Forms of Corrective Feedback

a. Types of Written Corrective Feedback

The following are the general forms of written corrective feedback:

1) Indirect Corrective Feedback

Indirect feedback is defined by Ferris (2002) in Bitchener &
Ferris (2012, p.149) as a indicating an error through circling,
derlining, highlighting, or otherwise marking it at its location in a
text, with or without a verbal rule reminder or an error code, and
asking students to make corrections themselves.

2) Direct Corrective Feedback

Direct correction is a correction that not only calls attention to
the error but also provides a specific solution to the problem. Direct
correction may take a variety of forms. In a writing course, the most
major categories of direct corrections are cross-outs or rewrites of, or
addition to, the students’ original text (Bitchener & Ferris, 2012, p.148).

3) **Focused Corrective Feedback**

According to Fatemipour, Safivand & Sanavi (2010, p.6574), focused corrective feedback is when teachers choose to correct the certain types of error rather than all. The focused corrective feedback is intensive because teacher attempts to select the learners’ specific types of errors to correct.

4) **Unfocused Corrective Feedback**

Fatemipour, Safivand & Sanavi (2010, p.6574) also explain that the unfocused corrective feedback is correcting whatever inaccurate forms he discovers in a learners’ written work. It can be an extensive correction because teachers correct all of learner’s error.

From the four forms of written corrective feedback, the teacher used direct corrective feedback as the mostly used in learning. The teacher always gave direct feedback to the students after the students gave responses of the teacher’s questions. For the students, it was one of the teacher’s guidance in learning by using guided discovery itself. Giving feedback was one of activities in guided discovery learning. However, in this study should give a clear stressing that type of written corrective feedback usually used by the teacher was direct corrective feedback.
b. **Types of Oral Corrective**

Tedick & Gortari (1998, p.1) mention six types of oral corrective feedback as the following:

1) **Explicit Correction**

   The teacher warns students that he/she utters wrong utterances. While the students produce wrong utterances the teacher explicitly provides the correct form.

2) **Recast**

   The teacher implicitly reformulates the students’ error or provides the correction. The teacher does not show the students’ error.

3) **Clarification Request**

   The teacher uses certain phrases that the students’ message is not clearly understood or contains some kinds of mistake. The students are required to repeat or reformulate the sentence or utterance.

4) **Metalinguistic Clues**

   The teacher does not provide the correct form but he gives some clues related to the formulation of the students’ utterance. It can be in the form of affirmation, question or clarification.

5) **Elicitation**

   As the students make mistake, the teacher directly elicits the correct form by asking questions. The students are required to
complete the teacher’s utterance or reformulate his own. Elicitation questions need more than just a yes/no response.

6) Repetition

The teacher repeats the students’ utterance to imply that he says wrong word. It is said to draw the students’ attention to correct his mistake.

For oral corrective feedback, the teacher mostly used explicit correction because that was given during the students’ activity of presentation. The feedback was given in order that the students would be more understand about the material they presented. It was not a speaking skill activity but presentation one, so that, explicit correction was regarded as a better way in fixing the misconception of the students about the material.
CHAPTER III
RESEARCH METHODOLOGY

A. Location of the Study

This classroom action research was conducted in SMK Negeri 2 Salatiga. This vocational high school is well known in Salatiga because its achievement. The location of SMK Negeri 2 Salatiga is on Jl. Parikesit, Dusun Warak, Desa Dukuh, Kecamatan Sidomukti, Kota Salatiga.

B. Research Design

One of purposes of this research is to solve the teacher teaching problem in the classroom, the researcher used classroom action research.

There are several definitions of action research based on experts.


Action research is a form of self-reflective inquiry that can be utilized by teachers in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which these practices are carried out.

In the other hand, Hien (2009, p.105) gives more comprehensive definition of action research is as below:

Action research is a process of exploration in which teachers explore such things as themselves as an educator, their lives or unique perspectives of their students, the structure and practices of educational systems in order to bring positive change to their schools and communities.
Here, the English teacher of TEI C class who did the treatment. It could help the teacher to know what was exactly the difficulty of the students’ writing in class by using the method.

Hopkins (2002, p.41) in Koshy (2005, p.8) defines that “action research combines a substantive act with a research procedures; it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform”. Conducting an action research has several procedures should be planned. Enquiring problems in the class is used as the background of the study. The purpose of this research is to gain improvement and new understanding to reform a better situation.

The definition of action research may be concluded by the researcher as a method of research. It is conducted to gain an improvement in a class in action. It uses some procedures to fix the existing problems. Here, the researcher did an action research as an observer and she was also accompanied by another observer. The other observer was Risa Tofantisari. She is a student of IAIN Salatiga. She helped the researcher to observe the students’ and the teacher’s activity in the class.

C. Subjects of the Study

The subject of the study is the students of Tehnik Elektro Industri (TEI) C class in academic year 2016-2017 of SMK Negeri 2 Salatiga. When the researcher conducted the research, only 20 students could join in this research completely. Four students were on apprenticeship; four students were training for a competition and the remaining had some agenda out of the class.
D. Role of the Researcher

In this study, the role of the researcher was as an observer. The researcher gave the guidance to the teacher in learning process by using guided discovery and teacher’s corrective feedback. The teacher was as the collaborator of the researcher. The teacher taught the students by using guided discovery and teacher’s corrective feedback in the class. The researcher invited another observer to help her in observing the condition in the class.

E. Time Allocation

Table 3.1 Research Schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre survey</td>
<td>March, 10\textsuperscript{th} &amp; 13\textsuperscript{th} 2017</td>
</tr>
<tr>
<td>2</td>
<td>Interview</td>
<td>March, 10\textsuperscript{th} &amp; 13\textsuperscript{th} 2017</td>
</tr>
<tr>
<td>3</td>
<td>Preparing cycle 1, and cycle 2</td>
<td>March, 14\textsuperscript{th} – April, 10\textsuperscript{th} 2017</td>
</tr>
<tr>
<td>4</td>
<td>Conducting pre-test cycle 1</td>
<td>April, 11\textsuperscript{th} 2017</td>
</tr>
<tr>
<td>5</td>
<td>Conducting treatment cycle 1</td>
<td>April, 18\textsuperscript{th} 2017</td>
</tr>
<tr>
<td>6</td>
<td>Conducting post-test cycle 1</td>
<td>April, 25\textsuperscript{th} 2017</td>
</tr>
<tr>
<td>7</td>
<td>Conducting treatment cycle 2</td>
<td>May, 2\textsuperscript{nd} 2017</td>
</tr>
<tr>
<td>8</td>
<td>Conducting post-test cycle 2</td>
<td>May, 5\textsuperscript{th} 2017</td>
</tr>
<tr>
<td>9</td>
<td>Writing the graduating paper</td>
<td>May, 8\textsuperscript{th}--August, 31\textsuperscript{st} 2017</td>
</tr>
</tbody>
</table>

F. Techniques of Collecting the Data

The researcher had several techniques of collecting the data to support the research. The techniques of collecting the data could be observation, interview, test, and documentation. In this research, test and observation were used by the researcher as the main technique to get the data.

1. Observation

According to Koshy (2005:99), “Through structured observation, people can gather both qualitative and quantitative data. Using carefully
designed checklists or observation schedules, people can record behaviour patterns and the number of actions and interactions.” In this research, a field not was used by the researcher as a tool of observation.

Koshy (2005, p.97) also states that field note can be used to record the contemporary and significant events during the observation. It is valuable to keep record what actually happens and why the people ideas developed. The researcher made two kinds of listed item in field note for observation. Those were for the teacher’s and the students’ activities.

Table 3.2 Listed Items in Field Note for Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Checking students’ readiness for lesson and greeting students before the lesson begins</td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
</tr>
<tr>
<td>3</td>
<td>Checking students’ attendance</td>
</tr>
<tr>
<td>4</td>
<td>Giving apperception refering the material</td>
</tr>
<tr>
<td>5</td>
<td>Guiding students in learning explanation text by using Guided Discovery Learning Method’s step sequentially</td>
</tr>
<tr>
<td>6</td>
<td>Giving questions related with the material and helping students to remember in order to make easy the material will be learnt</td>
</tr>
<tr>
<td>7</td>
<td>Giving a puzzled situation to be guessed by the students then asking students to write the vocabularies on their book</td>
</tr>
<tr>
<td>8</td>
<td>Asking students to identify the given vocabulary and one of student present what his group have found in front of the class</td>
</tr>
<tr>
<td>9</td>
<td>Discussing what students have found after that showing a picture to be observed and interpreted what the purpose of it</td>
</tr>
<tr>
<td>10</td>
<td>Giving feedback by checking students’ answer about the picture</td>
</tr>
<tr>
<td>11</td>
<td>Giving a complete explanation text and asking students to look for the relation between their new knowledge and the text</td>
</tr>
<tr>
<td>12</td>
<td>Evaluating students’ comprehension and giving feedback by using worksheet to students</td>
</tr>
<tr>
<td>13</td>
<td>Asking students to summarize the lesson</td>
</tr>
<tr>
<td>14</td>
<td>Giving feedback after the lesson</td>
</tr>
<tr>
<td>15</td>
<td>Informing next material for next meeting</td>
</tr>
<tr>
<td>16</td>
<td>Closure</td>
</tr>
</tbody>
</table>
Table 3.3 Listed Items in Field Note for Students

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sharing their experience concerning material</td>
</tr>
<tr>
<td>2</td>
<td>Guessing the answer of the puzzled situation from teacher and write on their books</td>
</tr>
<tr>
<td>3</td>
<td>Identifying the vocabularies individually then one student presents what he/she has found</td>
</tr>
<tr>
<td>4</td>
<td>Summarizing and discussing what they have learnt then interpreting picture/video given by teacher</td>
</tr>
<tr>
<td>5</td>
<td>Associating what they have learnt (include vocabularies, generic structure and language features) with a complete explanation text given by teacher</td>
</tr>
<tr>
<td>6</td>
<td>Doing worksheet given by teacher individually</td>
</tr>
<tr>
<td>7</td>
<td>Recapping main point of the lesson</td>
</tr>
</tbody>
</table>

2. Interview

Koshy (2005:92) states that”The main purpose of interviews is to gather responses which are richer and more informative than questionnaire data. In some cases, adults and children give more honest responses in one-to-one situation.”The researcher did the interview before conducting the research. It was used to gain the students’ and the teacher’s problems in learning English. It was specifically in writing skill.

3. Test

a. Pre-Test

Before conducting the cycle 1 and cycle 2, the researcher gave the pre-test for each cycle. It was because the researcher wanted to know the ability of the students before getting treatment in the cycle 1, and cycle 2. The students were given 5 questions in the paper sheet
and asked to write an explanation text accordingly with the given theme. The researcher observed the pre-test to get data analysis.

b. Post-Test

After the students got the pre-test and treatment in the cycle 1, and cycle 2 from the researcher, the students got post-test in the research. The students did the 5 question and write a simple explanation text accordingly with the given theme. The students tried to implement the given method during the treatment.

4. Documentation

The documentation of the research were photo, video, syllabus, lesson plan, validation sheet and field note sheet. The photo and video were taken during the process of the research. The others were prepared before the research was conducted.

G. Cycles of Classroom Action Research

Kemmis & McTaggart (2000) in Koshy (2005, p.4) make a spiral model of action research that has four steps. The spiral model is illustrated in a figure below
1. Cycle 1

a. Planning

Before doing the research, the researcher planned what action would be done. Below were the activities during the research:

1) Preparing syllabus, lesson plan, rubric, pre-test, post-test, media, and material.
2) Preparing validation sheet for lesson plan and syllabus
3) Preparing the students’ worksheet
4) Preparing the teacher’s and the students’ field note
5) Preparing tools of learning in the class
6) Preparing the camera to take the pictures and videos

The media used in this study such as PowerPoint Presentation. The title of PowerPoint Presentation in the cycle 1 was Explanation Text “Volcano”, and it was taken from online resource and the
students’ handbook. Thus, the preparation was prepared in order to achieve the goal of teaching and learning process.

b. Acting

In this stage, the plans of the research were done in the class. The following are the plans which to be acted:

1) Providing some vocabularies represent with the material to be guessed by the students
2) Guiding the students to identify the vocabularies and presenting what they have found in front of the class
3) Summarizing and discussing the result of the presentation
4) Presenting a picture about the phenomenon of rain
5) Giving feedback of the picture
6) Giving a complete explanation text and connecting the text with the previous material
7) Giving exercise and giving feedback
8) Helping students to get the main point of the lesson
9) Giving motivation for the students

c. Observing

Here, the researcher was as observer and she was also helped by the other observer. The observing activity was done to observe how the teacher taught his students by using the method. This activity also observed the students activity during the lesson. It started from pre-test until post-test. All of the situation in the class were observed
and written in an observational checklist, either teacher’s activity or students’ activity. The listed items in field note for the teacher were presented as following:

1) Checking students’ readiness for lesson and greeting students before the lesson begins

2) Praying before the lesson begins

3) Checking students attendance

4) Giving apperception refering the material

5) Guiding students in learning explanation text by using Guided Discovery Learning Method’s step sequentially

6) Giving questions related with the material and helping students to remember in order to make easy the material will be learnt

7) Giving a puzzled situation to be guessed by the students then asking students to write the vocabularies on their book

8) Asking the students to identify the given vocabulary and one of student present what his group has found in front of the class

9) Discussing what students have found after that showing a picture to be observed and interpreted what the purpose of it

10) Giving feedback by checking students’ answer about the picture

11) Giving a complete explanation text and asking students to look for the relation between their new knowledge and the text

12) Evaluating students’ comprehension and giving feedback by using worksheet to students
13) Asking students to summarize the lesson
14) Giving feedback after the lesson
15) Informing next material for next meeting
16) Closure

The listed items in field note for the students were presented as following:

1) Sharing their experience concerning material
2) Guessing the answer of the puzzled situation from teacher and write on their books
3) Identifying the vocabularies individually then one student presents what he/she has found
4) Summarizing and discussing what they have learnt then interpreting picture/video given by teacher
5) Associating what they have learnt (include vocabularies, generic structure and language features) with a complete explanation text given by teacher
6) Doing exercise given by teacher individually
7) Recapping main point of the lesson
d. Reflecting

After conducting the first treatment in cycle 1, the researcher and the teacher reflected the result of the research. The reflecting activity included how the teacher taught his students by using the method. Then the teacher calculated score of his students. The
observer also gave the data from the observation. The lesson plan would be rebuilt if it was not effective to be taught. In this research, the researcher did cycle 2 because the students’ score were less than the passing grade (KKM) and the researcher expect 80% could pass the passing grade (KKM).

2. Cycle 2

a. Planning

In cycle 2, the researcher planned some activities that would be done in treatment stage. The following were the lists of the planning:

1) Preparing pre-test, post-test, media, and material of cycle 2
2) Preparing the students’ worksheet
3) Revising the teacher’s and the students’ field note
4) Revising the lesson plan accordingly with the solution from the teacher and observer
5) Preparing new validation sheet for lesson plan and syllabus in cycle 2
6) Reselecting the learning strategy to improve the students’ activeness and proficiency
7) Preparing tools of learning in the class

b. Acting

In cycle 2, the researcher added new activities and materials for the students. It could be seen below:
1) Giving a new topic of material for the lesson  
2) Dividing the students into some groups  
3) Guiding students to discuss the given topic in group  
4) Asking each group to present the result of discussion  
5) Giving feedback after group presentation  

The students were given new material about nature phenomenon. The PowerPoint Presentation was Explanation Text “Landslide”.

c. Observing  
The observer observed the teacher’s and students’ activities during in the class. She also looked at the observational checklist to make sure the teacher’s and students’ activites were appropriate. The observer also wrote all situations happened during the lesson.

d. Reflecting  
The researcher tried to reflect her lesson plan, evaluated how the teacher taught the students, and calculated the score of the students. The reflecting activity was done by analyzing the data from observation. She calculated the score of pre-test and post-test activity. The last, she evaluated the result of post-test in cycle 1 and cycle 2. After calculating the score, the researcher found that more than 80% students could pass the passing grade (KKM). It means, the researcher would not conduct the cycle 3.
**II. Evaluation Criteria**

The researcher used two rubrics to assess the students’ result of pre-test and post test. The students’ assignment may include the objective test and the essay. There were also two technical scoring used by the researcher. For the objective test, there were 5 questions and for each question had the maximal 5 points. If the students could give the accurate answer, the amount of the score would be 25 points. For the essay, the students should write 15 sentences, where the maximal point was 5 for each sentence. If the students’ work were appropriate with the criteria and the instruction, so the the students would get the maximal point of 75. The whole maximal points of the assignment were 100 points.

1. **Rubric for Essay**

To assess the students’ writing work, the researcher made an evaluation criteria. The researcher made reference to Brown & Bailey (1984, p.39-41) in Brown (2004, p.244-245) and Brown (1991) as cited by Brown (200, p.375). The detail information of both rubrics had been explained in chapter 3. The following is the grade design of modified rubric made by the researcher. It is suitable with the researcher need in scoring of the students’ work.

To assess the students’ writing work, the researcher used the analytic scale for rating composition tasks by Brown & Bailey (1984, p.39-41) in Brown (2004, p.244-245). The following is the detail of the rubric.
### Table 3.4 Evaluation Criteria for Essay

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence contains correct organization, well developed body sentence and excellent detail that contribute the reader’s understanding; differing sentence patterns which is complex and interesting; using the correct word usage of subjects and verbs appropriately; showing mastery of spelling, punctuation, capitalization</td>
<td>5</td>
</tr>
<tr>
<td>Sentence contains correct organization, are not fully developed body sentence with good details understanding; there are some problems on grammar but it is still acceptable; using variety good vocabularies; showing a few mistakes in spelling, punctuation and capitalization</td>
<td>4</td>
</tr>
<tr>
<td>Sentence contains adequate organization, development of ideas is not complete; having apparent grammar problems that have a negative effect on communication; having quite a lot mistakes in spelling, punctuation and capitalization; misused vocabulary</td>
<td>3</td>
</tr>
<tr>
<td>Sentence idea is unacceptable; writing is dull with unclear pattern of sentence; showing numerous serious grammar problem; having serious problems with spelling, punctuation and capitalization; poor expression of idea</td>
<td>0</td>
</tr>
<tr>
<td>Sentence outline is not appeared; showing severe grammar problems; complete disregard for writing mechanics; inappropriate use of vocabulary</td>
<td></td>
</tr>
<tr>
<td>If there is no answer on worksheet</td>
<td></td>
</tr>
</tbody>
</table>

2. **Rubric for Objective Test**

#### Table 3.5 Objective Test Rubric for the 11th Grade English

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing shows complete idea of the text with the correct spelling words. Writer writes understandable sentence</td>
<td>5</td>
</tr>
<tr>
<td>Writing shows complete idea of the text with incorrect spelling words. Writer is trying to produce understandable sentence</td>
<td>4</td>
</tr>
<tr>
<td>Writing shows not enough complete idea of the text but it is still understandable</td>
<td>3</td>
</tr>
</tbody>
</table>
I. Techniques of Analyzing Data

In this study, the researcher was analyzing the quantitative data and qualitative data. This method could be called as a mixed methods research. According to Cresswell, Fetters, & Ivankova (2004) as quoted by Woolley (2009:8) explains that “mixed methods investigations involve integrating quantitative and qualitative data collection and analyses in a single study or program of inquiry”.

Creswell (2014:32) defines mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone.

Thus, the researcher presented the number of data from the quantitative method and interpreted the final report written of the research from the qualitative method.

1. Quantitative Data

Koshy (2005:86) states that quantitative data can be measured and represented by numbers. A large amount of data is often necessary to analyse them using statistical methods and present them in the form of tables and charts. The researcher analyse the numeric data by calculating

| Writing shows complete idea but it is not relevant with the question | 2 |
| Writing shows incomplete sentences and incorrect spelling words | 1 |
| If there is no answer on worksheet | 0 |
the mean of pre-test and post-test. The following were the formula used by the researcher to calculate the mean of pre-test and post-test:

a. Mean of Pre-test and Post-test

\[ M = \frac{\sum X}{N} \]

Explanation:

\( M \) = Mean of the students’ score

\( \sum X \) = Sum of the students’ score

\( N \) = Total number of the students

According to Sudijono (2009, p.305-307) to calculate the t-test the following formula should be used:

b. Calculated Mean of Difference

\[ MD = \frac{\sum D}{N} \]

Explanation:

\( MD \) = Mean of difference

\( \sum D \) = Total of difference between pre- and post-test

c. Standard Deviation Calculation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

Explanation:

\( SD_D \) = Standard deviation

\( D \) = Difference between pre- and post-test

\( N \) = Number of the students

d. Standard of Error for the Mean Difference
\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\( SE_{MD} \) = Standart of error for the mean difference

\( SD_D \) = Standart deviation

\( N \) = Number of the students

e. To look for the \( t_0 \), the researcher used the following formula:

\[ t_0 = \frac{M_D}{SE_{MD}} \]

\( t_0 \) = t-value of observation

\( M_D \) = Mean of difference

\( SE_{MD} \) = Standard error of mean difference

\( d.b. \) = N-1

2. Qualitative Data

Koshy (2005:86) states that an action researcher would predominantly be working within a qualitative paradigm as the data may be more in the form transcripts, descriptions and documents for analysis. The researcher used qualitative method to analyze the data by using words and to interpret the result of the research.
CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Implementation of Guided Discovery Learning and Teacher’s Corrective Feedback to improve students’ writing skill in explanation text at the eleventh grade students of SMKN 2 Salatiga

a. Cycle 1

1) Planning

Before conducting the research in the class, the researcher planned some activities would be done. The researcher prepared syllabus about explanation text to be used to make a lesson plan. Based on the indicator of explanation text, the researcher made the pre-test and post-test. The pre-test and the post-test had topic the process of rain and the phenomena of solar eclipse. To make the students easy in doing the assignment, the researcher had made the students’ worksheet. Thus, the students’ answer would be neater. The researcher used field note to observe the students’ and the teacher’s activity during the lesson. The researcher also prepared validation sheet for lesson plan and syllabus to make sure that the lesson plan and the syllabus was compatible. The validation was done with the teacher. In cycle 1 the researcher
prepared the needed material by using media slides of PowerPoint Presentation. It was displayed by the tools computer and projector in the class. The documentation was taken from pictures, videos and the students’ attendance list.

That was the first meeting for the students to learn Explanation Text. The researcher gave the students’ score were from their result of pre-test and post-test. There were two forms of questions in the students’ paper sheet. Those were objective test and essay. The amounts of objective test were 5 questions. For essay, students had to write 15 sentences. There were four aspects that the researcher used to assess the students. There were organization, content, grammar, style and mechanic. The detail of rubric for each question had been explained in chapter 2 in criteria of evaluation. The range for each question was 1 to 5 points.

2) Implementation of the Action

The cycle 1 was conducted from 11, 18 and 25 April 2017. There were three part of this cycle. The first planning, the researcher wanted to conduct cycle 1 in 2 days where pre-test was conducted in day 1 and treatment and post-test in day 2 of cycle 1. However, after discussing with the teacher, paying attention to the time allocation during in the class was very important. The researcher was given suggestion by the teacher that the condition
of the students were not as same as the researcher thought. For writing, students would need much time to produce sentences. Thus, the researcher considered about the time of pre-test.

The first part was giving pre-test for the students which were conducted on April, 11th 2017. The researcher gave the pre-test in the class and introduced herself before giving it to the students. The researcher also gave instructions how to do the pre-test. The theme of the material was nature phenomena. The title of objective test was “Rain”. For essay, the students had to write 15 sentences about “Solar Eclipse”. The researcher gave list of vocabularies in the paper sheet to help students to generate their ideas about solar eclipse. The researcher provided students’ worksheet for the students when students did the pre-test.

In the pre-test, the students did the objective test well but it was not satisfied yet. The kind of question in objective test was WH question. Most of students just gave short answer for each question. For example, in question “What is the text about?”, then the students just wrote “Rain”. It was not complete answer based on the rubric. The correct answer should be “The text is about the process of rain”. It was also followed by the next question until the end. Some students also wrote the wrong word when gave answer, such as missing a letter in a word.
In essay assignment, the students felt difficult to write their ideas in their worksheet. Actually, the researcher had provided some words related to the topic. Those were used to help the students to write their ideas. However, the students were still confused where would start their words. The other problems were the students were difficult to make a simple sentence accordingly with the proper grammar and make coherent sentences. Students were also confused to make sentences that represented introduction, body and conclusion in the paragraph. The students’ manner in writing the essay was translating word by word from Bahasa into English.

The researcher gave the treatment for students on April, 18th 2017. The teacher entered the class and greeted the students as usual. Before starting the lesson, the teacher leaded the students to pray and check students’ attendance list. While the teacher making a good situation in the class, the researcher was as observer and the operator in the class. The researcher helped the teacher to operate the computer and observe the students’ and the teacher’s activities during the lesson. The other observer had a job to take video for documentation.

For the first step in guided discovery and teacher corrective feedback, the students were not allowed to open their book for a while. The teacher started the lesson by giving an
apperception to the students related to the material. It was used to help the students to be easy in inquiring their new knowledge about the materials. In guided discovery, the learning process were divided into nine stages. They were stage one (warming up & providing data), stage two (before you read, problem framing), stage three (asking leading question), stage four (focusing attention), stage five (problem-framing), stage six (giving feedback), stage seven (asking leading question), stage eight (giving feedback and making connection) and stage nine (recapping / summarizing). The researcher just gave little activities for teacher corrective feedback in learning process. It was because the main focus in this learning was in guided discovery, while teacher corrective feedback was inserted in some activities during the lesson.

The first stage of the lesson was warming-up & providing data. The teacher gave some questions related with the material. It was used to help the students to recall their experience which it would facilitate them to understand the materials. In this activity, the teacher gave questions to the students but none shared their experience. The students still paid attention to the teacher but there was no commentary. However, the teacher tried to gave some clues to help the students answer the question. Then, the students gave responses by answering the question little by little.
The second stage was before you read, problem farming. The teacher had a puzzled situation that had to be guessed by the students. The teacher provided some vocabularies representing the structural text and the language features of explanation text. The students were asked to think about those clues in order to gain knowledge about explanation text. Then, those clues were ordered to be written in their book. At that time, the students still tried to identify those clues and did what the teacher directed without any commentaries.

Stage three was asking leading questions. The activities were identifying the given clues with the teacher's guidance and asking one of the students to present what they had found in front of the class. The students came in front of the class then wrote the answer on the board by using his words. One question that the students did was the definition of general statement in explanation text. It was found from identifying the meaning of the words general and statement itself. Actually, all of the clues that were given by the teacher should be answered by the students individually. However, the teacher could not wait for the students responses for long time because it would give effect in time allocation.

Stage four was focusing attention, which the teacher had activity together with the students to summarize the result of the
students before. Looking at the time, the discussion could not run well because the students did not also completely participate in the learning process. The students felt strange with this learning method, so that their attitude in the class just kept silent. They were not still active to answer the teacher’s questions.

In stage five was problem-framing, which the teacher displayed a picture about a volcano. The students were asked to interpret the meaning of the picture. The teacher asked the students whether they had gone to mountain Merapi. The teacher still guided the students to get their understanding of his purpose. Some students had not come to the Mount Merapi yet. The teacher wanted to give the relation between Mount Merapi which is an active volcano with the explanation text. However, it was regarded that the students felt difficult to understand what their teacher meant by giving those questions.

In the stage six, the teacher gave the feedback concerning with the lesson related the picture. The teacher checked the students’ answer directly and fixed their misunderstanding about the picture. The teacher responded the students well and gave explanation for the students that the picture of volcano was one of nature phenomena in the world.

Stage seven was asking leading question. The teacher gave a complete explanation text about “Volcano”. It was displayed in
the PowerPoint Presentation so that the students could see the explanation text given by the teacher. Besides, the teacher gave the students an explanation text about the volcano in a piece of paper. It was hoped that the students could find out the relation between the text and their previous knowledge about explanation text individually. However, it was still not effective yet, so the teacher guided the students to gain the relation. The teacher thought that the students were still confused to apply the guided learning method.

In the stage eight, Giving Feedback and Making Connection there were activities that the teacher evaluated the students’ learning achievement. The teacher gave some exercises to be done by the students. The exercises consisted questions that represented the social purpose and the language features of explanation text. Then the teacher gave the direct feedback to make the students more understand and they would fix their mistake. It was done by discussing the answer together with the students. The teacher also taught how to answer the questions correctly.

Stage nine was recapping or summarizing. Here, the teacher helped the students to summarize the main point of the lesson. It was hoped that the students would always be reminded about the material then they had the long term knowledge.
However, because the time was over, the teacher and the students could summarize the lesson. Thus, the teacher closed the lesson and greeted the students.

The third part of this cycle was giving post-test. It was conducted on April, 25th 2017. The researcher and her observer entered the class. The researcher told the students why she came to the class. The students were shock because they had assignment again. Then the researcher explained to them calmly and the students could understand it. The researcher also said that the questions were still same with the pre-test. The researcher gave instruction how to do the post-test. The students were allowed to open their dictionary but not to search sources from internet.

There was little improvement from pre-test. Some students still gave short answer for objective test. It was regarded that the students forgot the correct way to answer the objective test questions. Before, writing the explanation text completely, some students made a draft with pencil to generate their ideas. Some students wrote their ideas directly with pen and there was no hesitancy to write on. Most of students had grammar error in their writing and felt difficult how to translate their words form Bahasa into English. In writing process, it was certainly time consuming and the students still did their assignment well without any
complain about it. The researcher was proud of the students because they were so responsible for their assignment. However, there were still some mistakes that had to be fixed because the students were still adapted with the process of the study.

3) **Observation**

In the cycle 1, the researcher and her observer observed the teaching and learning process. The researcher made two listed items filed note for the teacher and the students. Furthermore, the researcher explained all the teacher’s and students’ activities in the field note.

The first was the teacher’s written activities in the field note. After entering the class, the teacher checked the students’ readiness and greeted them. The teacher checked the students’ attendance list. The teacher gave apperception before guiding the students in learning explanation text by using guided discovery learning method’s step sequentially. During the lesson, the teacher did all the steps of guided discovery learning based on the lesson plan. The teacher also gave questions for the students related to the material in order to make the material easily to be learnt. The questions were also given to guide the students in puzzeld situation. The teacher asked the students to identify the given vocabularies and one of the students presented what they found in front of the class. The teacher gave feedback after the
students’ presentation after that showing a picture to be observed and interpreted by the students. The teacher and the students discussed the result of the students’ observation and the teacher gave the feedback. The teacher gave a complete explanation text and asked the students to look for the relation between their knowledge and the text. Later on, the teacher gave exercise to evaluate the students’ comprehension on the text.

Based on the listed item in field note, the teacher had done the learning activities well. The activities was harmonic with the lesson plan. The teacher could implement the guided discovery fluently during the lesson. Beside the teacher taught the students by using guided discovery, he always gave feedback for the students. It gave more comprehension for the students about the materials.

However, the teacher forgot to lead the students praying together and summarize the lesson. The teacher also did not ask the students to write the vocabularies on their book and inform the next material. The teaching method that was used by the teacher was scientific approach. All of the stages in guided discovery had been integrated with the scientific approach. In scientific approach, there are observing, questioning, collecting information, associating and communicating. In communicating
activity, there should be summarizing the lesson. It was used to know the students’ comprehension on the previous knowledge.

The second explanation was the students’ written activities in the field note. The students followed the teacher’s instruction in learning process by using guided discovery well. The students tried to guess the answer of the puzzled situation from the teacher. The students also identified the vocabularies individually and one of them presented what he found in front of the class. The students summarized the material of the puzzled situation and discussed it with the teacher. The students tried to interpret the picture by answering the teacher’s question related to the picture.

At the beginning of the lesson, the students did not answer the teacher’s questions. The students did not share their experience to the teacher. However, moving up to the next stage of Guided Discovery learning, students tried to answer the question from the teacher. The researcher guessed that the students were still confused with the application of Guided Discovery learning in learning English. When the teacher asked the students to write the clues on their book, only some students write it. Some students still focused on the teacher explanation but there were some students who felt sleepy. At the last stage of Guided Discovery learning, the students forgot to summarize the
material because the time was over. When, the students did post-test, the students did not apply their knowledge during the treatment yet. The students were still difficult to write their ideas about explanation text.

4) **Reflection**

After seeing the result of the cycle 1, the researcher could conclude that the application of Guided Discovery and Teacher’s Corrective Feedback in this class was not effective yet. The students still adapted with this method in learning English. The students also had no responsibility in learning English by using this method yet. The researcher thought that implementing this method for the students individually was not effective because the students still depended on teacher’s explanation. Therefore, the researcher wanted to change into group discussion, so the students would participate actively in the class. One group consisted of six students and each student had their responsibility to discover the clue. The passing grade (KKM) was 72. The target of the passing grade was 80%. The students did not achieve the passing grade in the cycle 1 because there were only 76.19% of the students who could pass the passing grade. Thus, the teacher would conduct the cycle 2 to achieve the target of the passing grade.
2. Cycle 2

1) Planning

The researcher also prepared some activities before conducting the cycle 2 in the class. Preparing syllabus and making a lesson plan about explanation text was one of the main activities in the cycle 2. The researcher had revised the lesson plan before conducting the cycle 2. It was done to make a better result of the research. The pre-test and the post-test were made based on the indicator and their topics were the process of tsunami and flooding. The researcher made the students’ worksheet to make neat the students’ answer on the paper. Preparing rubric was used to make the students’ scoring. The researcher used listed item in field note to observed the students’ and the teacher’s activity during the lesson. The validation sheet for the syllabus and the lesson plan was needed to confirm its compatibility. It was discussed with the teacher. The new material aboy explanation text was also prepared and it was displayed by computer and projector. The researcher used slides of PowerPoint Presentation as media. The documentation were taken from pictures, videos and the students’ attendance list.

Before doing the action, the researcher planned pre-test activity. However, because of the limit time, pre-test for the second cycle could not be conducted. Therefore, the activities in
the cycle 2 were only divided into two parts. They were treatment and post test activity. Then, the researcher calculated the data from the result of post-test in cycle 1 and post-test in cycle 2. The manner of calculating the score was still same as the cycle 1 and used the same evaluation criteria. The form of the question was still same but the theme was different. In cycle 2, post-test had theme about disaster.

2) **Implementation of Action**

Because in the cycle 2 there were only two part activites, namely treatment and post-test, the researcher gave the second treatment directly in the first meting of cycle 2. It was because the researcer had limit time to conduct the study. The cycle 2 was conducted on May, 2\textsuperscript{nd} & 5\textsuperscript{th} 2017.

The first part of the cycle 2 was treatment. It was conducted on May, 2\textsuperscript{nd} 2017. The teacher entered the class and greeted the students as usual. Then, the teacher checked the students’ attendance list. The students had already started the lesson. The researcher took her seat and she was ready to observe the teaching and learning process. The other observer was ready with her camera to take pictures for documentation.

For the second meeting of explanation text learning, the students had owned knowledge about explanation text. That would be used for learning at the day. Before guiding the students
to learn by using Guided Discovery, the teacher gave ap­per­cep­tion rel­ated with the ma­ter­i­al. The teacher gave some stu­dents clearer ques­tion such as ask­ing the stu­dents to men­tion kinds of dis­as­ter. So that, the stu­dents were more en­thu­siastic to an­swer the ques­tion. Af­ter giv­ing ap­per­cep­tion, the les­son was con­tin­ued by us­ing Guided Dis­cov­er­y and Teach­er’s Cor­rec­tive Feed­back. The stages of Guided Dis­cov­er­y were still same as the cycle 1 but some ac­tiv­i­ties were changed after reflec­tion. Bes­ides, the ac­tiv­i­ties of Teach­er’s Cor­rec­tive Feed­back were in­set­ted in Guided Dis­cov­er­y ac­tiv­i­ties.

The first stage of Guided Dis­cov­er­y was warm­ing-up & pro­vid­ing data. The teacher gave some ques­tions re­lated to the ma­ter­i­al. It was used to help the stu­dents to re­mem­ber the stu­dents’ ex­pe­rience. In hope, that ex­pe­rience would make easy the stu­dents to un­der­stand the ma­ter­i­al that would be learnt. The stu­dents gave good re­sponse by giv­ing an­swer en­thu­si­as­ti­cally.

The stage two was Before You Read, Prob­lem Fram­ing. The teacher di­vided the stu­dents into sev­en groups. The teacher de­ter­mined the group by play­ing a game so the stu­dents would be fo­cused and en­thu­si­as­tic with the teacher. The name of the game was “Num­ber Head To­gether”. Af­ter the stu­dents fin­ished count­ing, then the stu­dents had to get on to­gether with their goup. The teacher pro­vided clues that rep­re­sented the struc­tural text and
language features of explanation text. The students were asked to guess what the purpose of the clues. The teacher made some lotteries of the clues and one student of each group had to take one lottery and discuss in group. Each member of the group had to be given a responsibility so that their task would finish fast. The students followed the teacher instructions well. When they did not understand with the instruction, then they would ask to the teacher.

The stage three was asking leading question. The teacher asked the students to identify the clues in group with the teacher guidance. Here, the teacher gave question for all the group such as “What the meaning of the words/sentences in your little paper?” After the students found the meaning of words/sentences inside of their paper, they were asked to classify them into their word class or grammar and structure. The students did the assignment cooperatively. The teacher walked around to check the students’ comprehension about the instruction. Sometimes, the students enthusiastically asked their difficulties to the teacher.

The stage four was focusing attention. The students were directed to present what they had discussed in front of the class. These activities showed that the students should pay more attention about their responsibility in presenting their assignment. The students also focused with their friends in front of the class,
because they had to get the knowledge from it. The students presented their discussion in group and each group delivered the presentation in turn. After the presentation was over, the teacher always gave feedback and summarized the clues. Here, the teacher gave direct corrective feedback. It was because the students would know directly what they had missed and they would be fast to understand the material. The corrective feedback was given after each group had finished the presentation. When the teacher gave the explanation, the students paid attention and received it well.

The stage five was problem framing. The teacher displayed a picture about the incident of landslide. The students were asked to interpret the purpose of the picture in group. Then, the teacher asked the students to give presentation in front of the class and then explain it clearly. The students had to mention what they had learnt related to the picture.

The stage six was giving feedback. The teacher gave feedback after the students gave presentation about the picture. The teacher also checked the students’ answer about the picture. The students paid attention carefully about what the teacher explained.

The stage seven was asking leading question. The teacher gave a complete explanation text for each group. They were
asked to look for the relation between their new knowledge and the content of the text. It could be the structural text and the language features of explanation text. The students did the assignment in group and they worked cooperatively. The teacher still gave guidance to each group.

The stage eight was giving feedback and making connection. The teacher evaluated the students’ comprehension by giving exercise for the students. The students answered the questions together and the teacher gave feedback. The teacher gave explanation after checking the students’ answer and the students noticed the teacher well. This activity made connection what the students gained with the form of the exercise questions.

Stage nine was recapping or summarizing. The teacher asked the students to summarize the lesson. The students were still guided by the teacher in summarizing the lesson. The teacher stressed in the structural text and the language features of explanation text. After the lesson had been finished, the teacher closed the class by greeting the students.

The second part of the cycle 2 was giving post-test. The post-test activity was done on May, 5th 2017. There were two forms of the question in the post-test. They were objective test and essay. There were 5 questions of objective test and for essay, the students were asked to write 15 sentences about explanation
text. The theme of the post-test in cycle 2 was about disaster. In the objective test, was about Tsunami and in the essay was about Flooding.

The researcher gave the instruction how to do the assignment calmly. Before giving the paper, the teacher tried to recall the students’ knowledge and gave the manner how to do each question. The students gave their explanation clearly and they were ready to do the assignment. The students were allowed to open their dictionary but not to open internet access. The students started to do their job quitely. There were some students who did the essay first and the other did the objective test first.

While the students did the post-test, the researcher observed the students difficulties in producing explanation text. The students tried to make a draft before they write the real writing. The students did seriously. Some students were able to produce a simple sentence and then they linked a sentence with the others. In other hands, the students tried to produce a coherent paragraph. Not all students did the same, the other students could only produce simple sentences but the sentences were not coherent. Some students could produce simple sentence but there were some sentences which was ambigu. It could be caused the words was not completely written the other reason, the students tried to translate word by word from Bahasa into English. So far,
the students had had improvement in writing skill. They had good development of adaptation with the Guided Discovery and Teacher’s Corrective Feedback.

3) **Observation**

The observation activity was done by the researcher and her observer in the class. There were two kinds of field note for the teacher and the students’ activity. The following was the explanation of the observation’s result during in the class.

The first was the teacher’s written activities in the field note. Before the teacher started the lesson, he checked the students’ readiness for lesson and greeted them. The teacher lead the students to pray then checked the students’ attendance list. Starting the lesson, the teacher gave an apperception referring to the material and it was continued with learning by using guided discovery. The teacher did the steps well and tried to give questions related the material to make the material easier to be learnt. Then, the teacher divided the students into some groups and gave each group puzzled situation. The teacher asked the students to take lottery represented the material to be discussed by each group. The students were asked to identify the given vocabularies in the lottery while the teacher guided them by giving some questions refering to the material. The teacher also walked around to guide the groups one by one. The teacher gave
feedback for each group after that showed them a picture to be observed. The teacher gave feedback again and continued to give a complete explanation text. The students were asked to look for the relation between their new knowledge and the text. The teacher gave exercises for the students and discussed it together with the students. Then, the students summarized the lesson with the teacher.

In cycle 2, the teacher did the guided discovery learning well and chronologically. The teacher always guided the students’ activity so the students would not be hesitating to ask. The teacher had made the students active in the class during the lesson. When the students were asked to give presentation about their lottery, there should be one student who came in front of the class. However, all members of the group came in front of the class and presented in turn. It was not the matter because the students had showed their responsibility about their learning well. In the last session of the treatment of the cycle 2, the teacher did not give feedback again. It was because the teacher had given it by giving feedback stage of Guided Discovery. The teacher also forgot to inform the next material for the next meeting because the time was over.

The second, the researcher also observed the students’ activities during the treatment session. The following were the
the students’ written activities in field note. When the teacher asked the students to make groups, they followed the teacher’s instruction well. The leader of each group gave duty for his member so that their task ended fast. The students started to discuss their topic in group and each group presented what they found in front of the class. Each group mentioned examples related to the material. The students associated what they learnt (include vocabularies, generic structure and language features) with a complete explanation text given by the teacher. The last, the students concluded the main point of the lesson.

From the data above, the researcher could conclude that the students had participated in the class well. The students followed all of the teacher’s instruction during the lesson. The students were brave to give questions to the teacher if they did not understand. The students did all of their assignment cooperatively. It was showed when the teacher asked them to give presentation, they presented their task in turn. They did not depend on one student to do the assignment. They had proved that they had been responsible about their learning. The students were serious in learning and made the best use of the teacher’s guidance.
4) **Reflection**

The cycle 2 had done well. The students’ development of activeness in the class had increased by grouping in guided discovery and teacher’s corrective feedback. The teacher had been a good facilitator for the students so the students could involve actively in the class. The students’ confidence in writing also increased. However, the students were still confused to share their ideas in paragraph. They were also still difficult to make a satisfactory of writing. Grammar was one of their problems in writing because there were still many obstacles in their writing about grammar. Not all the students’ problem had to be overcome by the researcher. The researcher stopped in the cycle 2 because the result of the post-test of cycle 2 showed that there were 85.71% of the students who passed the passing grade (KKM).

**B. Improvement of using guided discovery learning method and teacher’s corrective feedback to improve students’ writing skill in explanation text at the eleventh grade students of SMKN 2 Salatiga.**

Finally, the data were calculated by the researcher mathematically and statistically. The scores were given based on the evaluation criteria. The amount of all questions was 20. For each question, the highest score was 5 point and the lowest score was 0 point. The researcher totaled those scores to find the final score. After getting the data from each cycle, the researcher processed the score to make sure whether the use of Guided
Discovery Learning Method and Teacher’s Corrective Feedback improved the students’ writing skill in explanation text or not. Those data were presented as follow:

a. Cycle 1

1) Pre Test

Table 4.1 Students’ Score in the Pre Test of Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>( \Sigma P )</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agustinus Yoga Pangestu</td>
<td>M</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Andika Agung Wibowo</td>
<td>M</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>Anggito Abi Manyu</td>
<td>M</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>Dimas Yudo Pangestu</td>
<td>M</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>5</td>
<td>Ellen Arnetta</td>
<td>F</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>Fendi Kurniawan</td>
<td>M</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>7</td>
<td>Hani Yasid</td>
<td>M</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>8</td>
<td>Ibnu Setyo Sanjiwo</td>
<td>M</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>9</td>
<td>Idha Rachmawati</td>
<td>F</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>Khakim Ardy Barata</td>
<td>M</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>11</td>
<td>Muhammad Andrian</td>
<td>M</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Audriec Munaas</td>
<td>M</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>13</td>
<td>Muhammad Jamil Latif</td>
<td>M</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>14</td>
<td>Muhammad Syaiful Rizal</td>
<td>M</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>15</td>
<td>Ramadhan Ade Wibowo</td>
<td>M</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>Resky</td>
<td>M</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>Reza Kurnia Putra</td>
<td>M</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>Rijal Alwi Sayfullah</td>
<td>M</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>19</td>
<td>Rizki Wahyu Ibnu Saputri</td>
<td>F</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>Ummi Kholifatul Hasanah</td>
<td>F</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>Wahyu Ningrum</td>
<td>F</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

The researcher calculated the score above to find the presentation of the students who had passed the passing grade (KKM):
Table 4.2 Count of Passing Grade of Pre Test in Cycle 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;72</td>
<td>7</td>
<td>33,33 %</td>
</tr>
<tr>
<td>72</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>&lt;72</td>
<td>14</td>
<td>66,67 %</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100,00 %</td>
</tr>
</tbody>
</table>

From the data above, it could be seen that there were only 33,33 % of the students who passed the passing grade in the pre test of the cycle 1. The passing grade of English lesson in SMKN 2 Salatiga was 72. The researcher expected that there should be at least 80 % of the students who could pass the passing grade. Therefore, the presentation of the pre test achievement in the cycle 1 was not reached.

2) Post Test

Table 4.3 Students’ Score in the Post Test of Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>\sum P</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agustinus Yoga Pangestu</td>
<td>M</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Andika Agung Wibowo</td>
<td>M</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>3</td>
<td>Anggito Abi Manyu</td>
<td>M</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>4</td>
<td>Dimas Yudo Pangestu</td>
<td>M</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>5</td>
<td>Ellen Arnetta</td>
<td>F</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>6</td>
<td>Fendi Kurniawan</td>
<td>M</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>7</td>
<td>Hani Yasid</td>
<td>M</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>8</td>
<td>Ibnu Setyo Sanjiwo</td>
<td>M</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>9</td>
<td>Idha Rachmawati</td>
<td>F</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>10</td>
<td>Khakim Ardy Barata</td>
<td>M</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>11</td>
<td>Muhamad Andrian</td>
<td>M</td>
<td>91</td>
<td>91</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Audriec Munaa</td>
<td>M</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Muhammad Jamil Latif</td>
<td>M</td>
<td>87</td>
<td>87</td>
</tr>
</tbody>
</table>
From the data above, the researcher calculate the number of the students who passed the passing grade.

**Table 4.4 Count of Passing Grade of Post Test in Cycle 1**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;72</td>
<td>16</td>
<td>76.19 %</td>
</tr>
<tr>
<td>72</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>&lt;72</td>
<td>5</td>
<td>23.81 %</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.00 %</td>
</tr>
</tbody>
</table>

After presenting the data of pre test and post test in the cycle 1, the researcher concluded that there was improvement from the pre test. The presentation of the students who passed the passing grade in the post test of cycle 2 were 76.19 %. There were more than a half of the students in the class who had improvement. There were improvement as many as 42.86 %. However, the researcher targeted that there were at least 80% of the students who passed the passing grade. Then the researcher conducted the cycle 2.
3) Calculation of Mean

Table 4.5 Difference Square of Pre and Post Test Score in Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre Test $(X_i)$</th>
<th>Post Test $(Y_i)$</th>
<th>$D$</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agustinus Yoga Pangestu</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>2</td>
<td>Andika Agung Wibowo</td>
<td>80</td>
<td>88</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>Anggito Abi Manyu</td>
<td>60</td>
<td>74</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>4</td>
<td>Dimas Yudo Pangestu</td>
<td>35</td>
<td>61</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>5</td>
<td>Ellen Arnetta</td>
<td>60</td>
<td>89</td>
<td>29</td>
<td>841</td>
</tr>
<tr>
<td>6</td>
<td>Fendi Kurniawan</td>
<td>36</td>
<td>69</td>
<td>33</td>
<td>1089</td>
</tr>
<tr>
<td>7</td>
<td>Hani Yasid</td>
<td>45</td>
<td>74</td>
<td>29</td>
<td>841</td>
</tr>
<tr>
<td>8</td>
<td>Ibnu Setyo Sanjiwo</td>
<td>38</td>
<td>82</td>
<td>44</td>
<td>1936</td>
</tr>
<tr>
<td>9</td>
<td>Idha Rachmawati</td>
<td>60</td>
<td>82</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>10</td>
<td>Khakim Ardy Barata</td>
<td>67</td>
<td>85</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>11</td>
<td>Muhamad Andrian</td>
<td>87</td>
<td>91</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Audrieck Munaa</td>
<td>41</td>
<td>70</td>
<td>29</td>
<td>841</td>
</tr>
<tr>
<td>13</td>
<td>Muhammad Jamil Latif</td>
<td>87</td>
<td>87</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>Muhammad Syaifur Rizal</td>
<td>85</td>
<td>82</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>Ramadhan Ade Wibowo</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>Resky</td>
<td>75</td>
<td>84</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>17</td>
<td>Reza Kurnia Putra</td>
<td>60</td>
<td>61</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>Rijal Alwi Sayfullah</td>
<td>54</td>
<td>69</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>19</td>
<td>Rizki Wahyu Ibnu Saputri</td>
<td>80</td>
<td>81</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Ummi Kholifatul Hasanah</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>21</td>
<td>Wahyu Ningrum</td>
<td>60</td>
<td>78</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Σ$X_i$</td>
<td>Σ$Y_i$</td>
<td>Σ$D$</td>
<td>Σ$D^2$</td>
</tr>
<tr>
<td></td>
<td>N = 33</td>
<td>1310</td>
<td>1647</td>
<td>337</td>
<td>8599</td>
</tr>
</tbody>
</table>

4) Mean of the Pre Test

\[
M = \frac{\sum X_i}{N} \\
= \frac{1310}{21} \\
= 62.381
\]
5) Mean of the Post Test

\[ M = \frac{\Sigma Y_1}{N} \]

\[ = \frac{1647}{21} \]

\[ = 78,428 \]

In the cycle 1, the mean of the pre test was 62,381 and the mean of the post test was 78,428. It could be seen that the mean of the post test was bigger than the mean of the pre test. There was significant improvement the students’ writing skill by using guided discovery learning method and teacher’s corrective feedback in explanation text.

6) Calculation of the Mean of Difference

\[ MD = \frac{\Sigma D}{N} \]

\[ = \frac{337}{21} \]

\[ = 16,047 \]

7) Calculation of the Standard Deviation

\[ SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left( \frac{\Sigma D}{N} \right)^2} \]

\[ = \sqrt{\frac{8599}{21} - \left( \frac{337}{21} \right)^2} \]

\[ = \sqrt{409,476 - (16,047)^2} \]

\[ = \sqrt{409,476 - 257,526} \]

\[ = \sqrt{151,950} \]
8) **Standard of error for the mean difference**

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\[ = \frac{12,326}{\sqrt{21-1}} \]

\[ = \frac{12,326}{\sqrt{20}} \]

\[ = \frac{12,326}{4,472} \]

\[ = 2,756 \]

9) **Calculation of T-test**

\[ T_o = \frac{MD}{SE_{MD}} \]

\[ = \frac{16,047}{2,756} \]

\[ = 5,822 \]

From the data of cycle 1 above, the researcher found that the T-test was 5,822, and the T-table with N-1 was 2,085. The significant level was 5%. The data showed that the value of the T-test was bigger than the T-table. Therefore, the researcher concluded that there was significant result of the cycle 1. However, the researcher would still conduct the cycle 2 because the number of the students who passed the passing grade was less than 80%.

b. **Cycle 2**

1) **Post Test**
Table 4.6 Students’ Score in the Post Test of Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>Σ P</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agustinus Yoga Pangestu</td>
<td>M</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Andika Agung Wibowo</td>
<td>M</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>3</td>
<td>Anggito Abi Manyu</td>
<td>M</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>4</td>
<td>Dimas Yudo Pangestu</td>
<td>M</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>5</td>
<td>Ellen Arnetta</td>
<td>F</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>6</td>
<td>Fendi Kurniawan</td>
<td>M</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>7</td>
<td>Hani Yasid</td>
<td>M</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>8</td>
<td>Ibnu Setyo Sanjiwo</td>
<td>M</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>9</td>
<td>Idha Rachmawati</td>
<td>F</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>10</td>
<td>Khakim Ardy Barata</td>
<td>M</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>11</td>
<td>Muhamad Andrian</td>
<td>M</td>
<td>91</td>
<td>91</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Audrie Munaa</td>
<td>M</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Muhammad Jamil Latif</td>
<td>M</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>14</td>
<td>Muhammad Syaifur Rizal</td>
<td>M</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>15</td>
<td>Ramadhan Ade Wibowo</td>
<td>M</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>16</td>
<td>Resky</td>
<td>M</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>17</td>
<td>Reza Kurnia Putra</td>
<td>M</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>18</td>
<td>Rijal Alwi Sayfullah</td>
<td>M</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>19</td>
<td>Rizki Wahyu Ibnu Saputri</td>
<td>F</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>20</td>
<td>Ummi Kholifatul Hasanah</td>
<td>F</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>Wahyu Ningrum</td>
<td>F</td>
<td>78</td>
<td>78</td>
</tr>
</tbody>
</table>

From the data above, the researcher would calculate the number of students who passed the passing grade in the post test of cycle 1.

Table 4.7 Count of Passing Grade of Post Test in Cycle 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;72</td>
<td>16</td>
<td>76,19 %</td>
</tr>
<tr>
<td>72</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>&lt;72</td>
<td>5</td>
<td>23,81 %</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100,00 %</td>
</tr>
</tbody>
</table>
The data was gained from the post test in cycle 1. It was because, in conducting the cycle 2, the researcher did not have the longer time to conduct pre test. Therefore, the researcher would calculate the data from post test of cycle 1 and the post test of cycle 2. The presentation showed that there were 79.19% of students who passed the passing grade. The passing grade of English lesson in SMKN 2 Salatiga was 72. The researcher targeted that there were at least 80% of the students who passed the passing grade. Therefore, the presentation in the post test of cycle 1 was not reached.

2) Post Test

Table 4.8 Students’ Score in the Post Test of Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>∑P</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agustinus Yoga Pangestu</td>
<td>M</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>Andika Agung Wibowo</td>
<td>M</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>3</td>
<td>Anggito Abi Manyu</td>
<td>M</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>4</td>
<td>Dimas Yudo Pangestu</td>
<td>M</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>5</td>
<td>Ellen Arnetta</td>
<td>F</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>6</td>
<td>Fendi Kurniawan</td>
<td>M</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>Hani Yasid</td>
<td>M</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>8</td>
<td>Ibnu Setyo Sanjiwo</td>
<td>M</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>Idha Rachmawati</td>
<td>F</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>10</td>
<td>Khakim Ardy Barata</td>
<td>M</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>11</td>
<td>Muhammad Andrian</td>
<td>M</td>
<td>91</td>
<td>91</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Audric Munaaa</td>
<td>M</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>Muhammad Jamil Latif</td>
<td>M</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>14</td>
<td>Muhammad Syaifur Rizal</td>
<td>M</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>15</td>
<td>Ramadhan Ade Wibowo</td>
<td>M</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>16</td>
<td>Resky</td>
<td>M</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>17</td>
<td>Reza Kurnia Putra</td>
<td>M</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>18</td>
<td>Rijal Alwi Sayfullah</td>
<td>M</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>Rizki Wahyu Ibnu Sapatri</td>
<td>F</td>
<td>87</td>
<td>87</td>
</tr>
</tbody>
</table>
From the data above, the researcher would calculate the number of students who passed the passing grade in the post test of cycle 1.

**Table 4.9 Count of Passing Grade of Post Test in Cycle 2**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;72</td>
<td>18</td>
<td>85.71 %</td>
</tr>
<tr>
<td>72</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>&lt;72</td>
<td>3</td>
<td>14.29 %</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.00 %</td>
</tr>
</tbody>
</table>

The presentation showed the improvement of the post test. The data from the post test in cycle 1 resulted that there were 76.19 % of the students who passed the passing grade. The data from the post test in cycle 2 resulted that there were 85.71 % of the students who passed the passing grade. It meant that the goal was achieved. Therefore, the next cycle was not needed to be conducted.

3) **Calculation of Mean**

**Table 4.10 Difference Square of Pre and Post Test Score in Cycle 2**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Post Test $(X_i)$</th>
<th>Post Test $(Y_i)$</th>
<th>D</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agustinus Yoga Pangestu</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Andika Agung Wibowo</td>
<td>88</td>
<td>88</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Anggito Abi Manyu</td>
<td>74</td>
<td>81</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>Dimas Yudo Pangestu</td>
<td>61</td>
<td>71</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>X</td>
<td>Y</td>
<td>D</td>
<td>D²</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>5</td>
<td>Ellen Arnetta</td>
<td>89</td>
<td>86</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Fendi Kurniawan</td>
<td>69</td>
<td>75</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>7</td>
<td>Hani Yasid</td>
<td>74</td>
<td>61</td>
<td>-13</td>
<td>169</td>
</tr>
<tr>
<td>8</td>
<td>Ibnu Setyo Sanjiwo</td>
<td>82</td>
<td>80</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Idha Rachmawati</td>
<td>82</td>
<td>85</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>Khakim Ardy Barata</td>
<td>85</td>
<td>92</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>11</td>
<td>Muhammad Andrian</td>
<td>91</td>
<td>91</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Audriec Munaa</td>
<td>70</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>Muhammad Jamil Latif</td>
<td>87</td>
<td>92</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>Muhammad Syaiful Rizal</td>
<td>82</td>
<td>89</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>15</td>
<td>Ramadhan Ade Wibowo</td>
<td>85</td>
<td>95</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>Resky</td>
<td>84</td>
<td>86</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>Reza Kurnia Putra</td>
<td>61</td>
<td>78</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>18</td>
<td>Rijal Alwi Sayfullah</td>
<td>69</td>
<td>80</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>19</td>
<td>Rizki Wahyu Ibnu Saputri</td>
<td>81</td>
<td>87</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>20</td>
<td>Ummi Kholifatul Hasanah</td>
<td>80</td>
<td>83</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>21</td>
<td>Wahyu Ningrum</td>
<td>78</td>
<td>87</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>ΣX_i</strong></td>
<td><strong>ΣY_i</strong></td>
<td><strong>ΣD</strong></td>
<td><strong>ΣD²</strong></td>
</tr>
<tr>
<td></td>
<td><strong>N = 21</strong></td>
<td>1674</td>
<td>1732</td>
<td>85</td>
<td>1339</td>
</tr>
</tbody>
</table>

4) **Mean of the Post test**

\[
M = \frac{\sum X_i}{N} = \frac{1674}{21} = 78,428
\]

5) **Mean of the Post test**

\[
M = \frac{\sum Y_i}{N} = \frac{1732}{21} = 82,476
\]
In the cycle 2, the data was calculated from the post test in cycle 1 and the post test in cycle 2. The mean of the post test in cycle 1 was 78,428 and the mean of the post test in cycle 2 was 82,476. It meant that the mean of the post test in cycle 2 was bigger than the mean of the post test in cycle 1. In conclusion, there was significant improvement in using guided discovery learning method and teacher’s corrective feedback to improve students’ writing skill in explanation text.

6) Calculation of the Mean of Difference

\[ MD = \frac{\sum D}{N} \]

\[ = \frac{85}{21} \]

\[ = 4,047 \]

7) Calculation of the Standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{1339}{21} - \left(\frac{85}{21}\right)^2} \]

\[ = \sqrt{63,761 - (4,047)^2} \]

\[ = \sqrt{63,761 - 16,383} \]

\[ = \sqrt{47,378} \]

\[ = 6,883 \]

8) Standard error for the mean difference

\[ SE_{MD} = \frac{SD_D}{N - 1} \]
\[
\frac{6,883}{\sqrt{21-1}} = \frac{6,883}{\sqrt{20}} = \frac{6,883}{4,472} = 1,539
\]

9) Calculation of T-test

\[ T_o = \frac{M_D}{SE_{MD}} \]
\[ = \frac{4,047}{1,539} = 2,629 \]

From the data above, the researcher found that the T-test was 2,629 and the T-table with N-1 was 2,085. The significant level was 5%. The data showed that the value of the T-test was bigger than the value of T-table. Therefore, the researcher concluded that there was significant result of the cycle 2.

B. Discussions

Finally, the researcher had successfully conducted this research. The result showed that the guided discovery learning method and teacher’s corrective feedback improved the students’ writing skill in explanation text of the eleventh grade students of SMKN 2 Salatiga in the academic year of 2016/2017. The result supported the theory of Mayer (2004) as cited by Mirasi, Osodo and Kibirige (2013) in the chapter II (see page 26) which is stated that guided discovery helps the students to meet the important criteria for effective learning. In addition, Bitchener & Ferris (2012) in the chapter II (see page 33)
states that written corrective feedback is used to measure the students’ improvement accurately. It is an effective way to compare their improvement in learning. By knowing their improvement, they will be more motivated to reach the best achievement.
A. Conclusions

1. Implementation of using guided discovery learning method and teacher’s corrective feedback to improve students’ writing skill in explanation text at the eleventh grade students of SMKN 2 Salatiga.

After the study, the researcher could conclude that the use of guided discovery learning method and teacher’s corrective feedback at the eleventh grade students of SMKN 2 Salatiga could improve the students’ writing skill in explanation text successfully. The information was gained from the result of cycle 1 and cycle 2.

From the study, in the cycle 1 was showed that the students still adapted with the new method. The students’ activeness in the class was not seen yet. In the post test, the students were still difficult to generate their ideas because they just had few of storage of vocabularies. The researcher planned to change the learning process activity into group discussion. It was regarded would be better for the students to involve them in learning. Then the researcher conducted the cycle 2 because there were less than 80% of the students who could pass the passing grade.

In the cycle 2, the situation was better than before. The students actively participated in learning. The group discussion strategy was better to increase the students’ confidence in the class. The students also had
responsibility in their learning by doing what the teacher asked well. There were many enough questions that the students gave during the lesson. It proved that students tried to be more critical in learning. It was also done to reach the suitable classroom management by using guided discovery learning and teacher’s corrective feedback. This method could make the students had active participation in learning English with the teacher. Unfortunately, the students were still difficult to generate their ideas into paragraph. The students also had lack of vocabulary and lack of understanding about grammar. That was known from the students’ activities in cycle 1 until cycle 2. The result of the cycle 2 showed that there were more than 80% of the students who passed the passing grade. Thus, the researcher stopped in the cycle 2.

The students’ improvement in writing skill was known from the students’ result of the post test in cycle 1 and cycle 2. From the pre test in cycle 1 until the post test in cycle 2 the students’ score were always improved. It could be concluded that using guided discovery learning method and teacher’s corrective feedback could be effective method in learning writing for the students.

2. Improvement of using guided discovery learning method and teacher’s corrective feedback to improve students’ writing skill in explanation text at the eleventh grade students of SMKN 2 Salatiga.

After the study, the researcher got data from analyzing the students’ score mathematically and statistically. The researcher concluded
that there was significant improvement in using guided discovery learning method and teacher’s corrective feedback to improve students’ writing skill in explanation text at the eleventh grade students of SMKN 2 Salatiga.

In the cycle 1, the mean of the pre test was 62,381 and the mean of the post test was 78,428. The number of the students who passed the passing grade (KKM) in the pre test were 23,81%. In the post test, there were 76,19% of the students who passed the passing grade succesfully. The mean of the post test was higher than the mean of the pre test. It meant that there was significant improvement. In this research, the researcher used the significant level as many as 5%. The value of T-table with N-1 was 2,085. After the researcher calculated the students’ scores, the researcher found that the value of T-test was 5,288. The value of the T-test was higher than the value of the T-table. Thus, the researcher conclude that the use of guided discovery learning method and teacher’s corrective feedback improved the students’ writing skill in explanation text at the eleventh grade of SMKN 2 Salatiga. However, the students had had a significant improvement in the cycle 1 but the number of the students who passed the passing grade was less than 80%. In this case, the researcher conducted the cycle 2.

In the cycle 2, the mean of the post test in cycle 1 was used again to calculate the data. The mean of the post test in cycle 1 was 78,428 and the mean of the post test in cycle 2 was 82,476. In the post tes of cycle 1,
the number of the students who passed the passing grade was 76.19%. In the post test of cycle 2, the number of the students who passed the passing grade was 85.71%. There was a significant improvement in cycle 2. The mean of the post test in cycle 1 was higher than the post test in cycle 2. The researcher used the significant level as many as 5%. The value of T-table with N-1 was 2.085. After the researcher calculated the students’ score, the result of T-test was displayed as many as 2.269. The value of the T-test was higher than T-table. It could be concluded that the use of guided discovery learning method and teacher’s correctice feedback improved the students’ writing skill in explanation text at the eleventh grade students of SMKN 2 Salatiga. At last, the number of the students’ presentation showed that more than 80% of the students who could pass the passing grade.

B. Suggestions

1. For teachers

The teachers can use guided discovery learning method and teacher’s corrective feedback in learning English. Both of guided discovery and teacher’s corrective feedback can be used separately. Guided discovery is helpful to support the teaching and learning process. It can encourage the students’ activeness in the class so the students will have more responsibility in their learning. Teacher’s corrective feedback can be used to increase the students’ awarenees
of their mistakes in learning. The students can generate their knowledge well after they are given a corrective feedback.

2. **For students**

   Actually, the students are hoped can be independent for their learning. The students should be able to gain their knowledge by themselves and the teacher is as their facilitator. However, the students are still difficult to do this. By using guided discovery, the students will be helped to be independent in learning. It is because the teacher is as their facilitator that will always guide them. It will be also an enjoyable learning if the students are familiar with this method. The students will be easier to explore knowledge than they just listen to the teacher’s explanation.

3. **For other researchers**

   The researcher suggests the other researchers to use guided discovery learning method and teacher’s corrective feedback in conducting classroom action research. In this study, the researcher still has two problems. They were the way to increase the students’ vocabularies and to generate the students’ ideas in writing. Those can not be overcome by the researcher because the limitation of the time during the research. Therefore, the researcher hopes that the other researcher can give solution for the problems by using guided discovery learning and teacher’s corrective feedback.
The other researchers can also use the guided discovery and teacher’s corrective feedback separately. Both methods are not only used in learning English but also in learning the other subjects. The teacher’s corrective feedback can be implemented for the other skills in English such as speaking, reading or listening. Guided discovery can also improve the students’ grammar comprehension in English. Not only in senior high school, both methods can also be examined their effectiveness in junior high school or elementary school indeed.
REFERENCES


LIST OF APPENDICES

1. Curriculum Vitae
2. Certification for graduating paper’s counselor
3. Letter for research permission
4. Proof of conducted research
5. Consultation sheets of graduating paper
6. SKK
7. Pre survey report
8. Syllabus
9. Lesson plan for cycle 1
10. Rubric of writing skill
11. Questions and indicators of cycle 1
12. PowerPoint presentation material of cycle 1
13. Blank students’ worksheet for cycle 1
14. Validation sheet for syllabus and lesson plan of cycle 1
15. Field note for cycle 1
16. Students’ answer sheet of cycle 1
17. Lesson plan for cycle 2
18. Questions and indicators of cycle 2
19. PowerPoint presentation material of cycle 2
20. Blank students’ worksheet for cycle 2
21. Validation sheet for syllabus and lesson plan of cycle 2
22. Field note for cycle 2
23. Students’ answer sheet of cycle 2
24. List of students’ score of cycle 1 and 2
25. Students’ attendance list of cycle 1 and 2
26. Photos of documentation
CURICULUM VITAE

Full Name : Aning Sulistyaningsih

Place and Date of Birth : Semarang, March, 18\textsuperscript{th} 1996

Sex : Female

Religion : Moslem

Address : Nobotengah, RT 03/08, Noborejo, Argomulyo, Salatiga

Email : aningsulist18@gmail.com

Phone : 085799931635

Educational Background : Islamic Elementary School of Tarbiyatul Islamiyah (MI) Noborejo

: Junior High School (SMP) 02 Tengaran

: Vocational High School (SMK) 1 Tengaran

: State Institute for Islamic Studies (IAIN) Salatiga
Kepada
Yth. Rr. Dewi Wahyu Mustikasari, M.Pd
Di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditanjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : ANING SULISTYANINGSIH
NIM : 113-12-081
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi : IMPROVING STUDENTS' GRAMMAR COMPREHENSION ON PASSIVE VOICE BY USING GUIDED DISCOVERY LEARNING METHOD AND TEACHER'S CORRECTIVE FEEDBACK

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 12 Januari 2016
n.n. Dekan,

[Signature]

Muhy, S.Ag., M.Phil.
NIP. 19690617 199603 1004

[Stamp]
Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala SMK N 2 Salatiga
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : ANING SULISTYANINGSIH
NIM : 113-13-081
Mahasiswa: Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI. Judul skripsi:

IMPROVING STUDENTS' GRAMMAR COMPREHENSION ON PASSIVE VOICE BY USING GUIDED DISCOVERY LEARNING METHOD AND TEACHER'S CORRECTIVE FEEDBACK

Dengan Pembimbing : Rr. Dewi Wahyu Mustikasari, M.Pd
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 10 Maret 2017 s.d selesai.
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 09 Maret 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

[Signature]

Suwardi, M.Pd.
NIP. 19670121 199903 1002
SURAT KETERANGAN

No. : 800 / 0731 / 2017

Yang bertanda tangan di bawah ini, Kepala SMK Negeri 2 Salatiga menerangkan bahwa,

Mahasiswa, yaitu:
Nama : Aning Sulistyaningsih
NIM : 11313081
Prodi : Tadris Bahasa Inggris
Universitas : IAIN Kota Salatiga

Yang bersangkutan benar-benar telah melakukan Pengambilan data dan melakukan penelitian dengan judul "Improving Student's Writing Skill On Explanation Text by Using Guided Discovery Learning Method and Teacher's Corrective Feedback", pada tanggal 11 April s.d 5 Mei 2017.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Salatiga
Tanggal : 23 Agustus 2017
Kepala

Drs. Kamaruddin, M.Pd
NIP. 19611119198503 1 012
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Aning Sulistyaniingsih
NIM : 113-13-081
Dosen Pembimbing : Dr. Dewi Wahyu Mustikasari, M.Pd
Judul : IMPROVING THE STUDENTS' WRITING SKILL ON EXPLANATION TEXT BY USING GUIDED DISCOVERY LEARNING METHOD AND TEACHER'S CORRECTIVE FEEDBACK

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Dosen Pembimbing

Rr. Dewi Wahyu Mustikasari, M.Pd
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Aning Sulistyaningsih
NIM : 113-13-081
Dosen Pembimbing : Rr. Dewi Wahyu Mustikasari, M.Pd
Judul : IMPROVING THE STUDENTS’ WRITING SKILL ON EXPLANATION TEXT BY USING GUIDED DISCOVERY LEARNING METHOD AND TEACHER’S CORRECTIVE FEEDBACK

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Dosen Pembimbing

Rr. Dewi Wahyu Mustikasari, M.Pd
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Total 101

Salatiga, 4 September 2017

[Signature]

[Stamp]
DAFTAR SISWA WAWANCARA PENELITIAN SMKN 2 SALATIGA

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1. IBNU

**aning**: apa perasaannya ketika pelajaran bahasa inggris?

**ibnu**: kalau pelajaran bahasa inggris rasanya senang karena pelajaran bahasa inggris sudah saya sukai semenjak sd

**aning**: alasannya kenapa?

**ibnu**: kalau gurunya enak cepat paham.

**aning**: apa yang paling disukai dalam bahasa inggris?

**ibnu**: tensesnya

**aning**: kenapa suka pelajaran tenses?

**ibnu**: ya suka aja

**aning**: kalau menurut kamu, tenses itu gimana? apa itu merupakan sesuatu yang rumit atau menantang?

**ibnu**: kalau menurt saya sendiri itu menantang

**aning**: biasanya menggunakan tenses dalam bahasa inggris yang seperti apa?

**ibnu**: menulis surat,

**aning**: brarti suka menulis?

**ibnu**: tidak terlalu

**aning**: dari keempat skill, yaitu mendengar, berbicara, membaca dan menulis yang paling sulit apa?

**ibnu**: mendengarkan

**aning**: kenapa seerpti itu?

**ibnu**: karena, kadang apa yang kita dengar samar-samar dan kadang pengejannya sama, kadang kata uang didengar masih asing

**aning**: ketika memiliki kesulitan, apa yang akan kamu lakukan?
ibnu : biasanya bowsing atau buka kamus, tanya guru
anig : bagaimana respon guru ketika ditanya?
ibnu : selama disini gurunya cukup membantu
anig : apa kesulitan belajar tenses
ibnu : menghafal bentuk kata kerja
anig : bagaimana kamu mengatasi masalah tersebut?
ibnu : lebih sering membaca
anig : kembali ke tenses, kesulitan apa saja ketika dijarkan passive voice?
ibnu : saya rasa belum ada
anig : kalau begitu coba berikan contoh, dalam bahasa indonesia saja
ibnu : pintu dibuka oleh saya
anig : iya seperti itu gambarannya. kira-kira apakah ada kesulitan dalam mempelajari passive voice
ibnu : kalau dulu setelah diajari cepat paham, tapi kalau jarang diulang jadi lupa
anig : kesulitannya apa, seerti menentukan to be yang sesuai dengan subjek
anig : pertanyaan terkahir, apa saran untuk guru bahasa inggris?
ibnu : materinya lebih jelas dan diberikan modul. saat ini materinya ada yang kurang karena menggunakan lks. dan selanjutnya diminta cari sendiri.

2. kirana
anig : apa perasaannya ketika pelajaran bahasa inggris?
k : sebenarnya bahasa inggris itu menyenangkan ketika kita tahu arti dari bahasa inggris. namun ketika arti kata bahasa inggris sulit dimengerti baru membosankan
a : apa pengalaman dahulu tentang bahasa inggris?
k : kalau dari sd menyenangkan karena belajar kata baru, tapi kalau smp itu hanya fokus pada un jadi esdikit membosankan
a : dalam bahasa inggris yang apa yang paling disukai?
k : lebih suka membaca. kalau berbicara kurang bisa
a : lalu apa yang dirasa paling sulit? dan alasannya kenapa?
k : yang paling sulit tentang grammar karena sulit membedakan tensesnya
a : apa yang kamu lakukan ketika mengalami kesulitan?
k : kita berdoa, mengingat apa yang sudah diajarkan, kosa kata yang diketahui diatikan dan sebisa mungkin menyambungkan arti darikalimat tadi
a: apa kesulitan dalam pelajaran menulis?
k: kalau menulis, sudah lumayan bisa. tapi kalau dengan kata-kata yang cukup asing masih sulit
a: ketika kita menulis, masih ada kaitannya dengan grammar, bagaimana cara mengatasinya?
k: kadang pakai google translate kadang tanya temen
a: kesulitan apa untuk pelajaran passive voice?
k: susah ketika mengubah bentuk kata kerja dan penerjemahan kata
a: pertanyaan terakhir, apa saran untuk guru bahasa inggris
k: sarannya, kalau saya pribadi lebih ditekankan lagi pada grammar. kalau menjelaskan passive voice di ulang-ulang terus supaya ingat. guru sebaiknya menggunakan metode yang lebih efektif untuk mengajarkan grammar

3. AUDRIEL
as: apa perasaannya ketika belajar bahasa inggris?
ad: perasaan saya ketika belajar bahasa inggris sangat ragu untuk menjawab. karena sulit memahami, dari itu saya mencoba untuk mengartikannya sedikit-sedikit bahasa inggris supaya bisa menjawab pertanyaan
as: dalam bahasa inggris, apa yang paling disukai?
d: mendengarkan.
s: brarti sering mendengarkan lagu-lagu bahasa inggris?
ad: ya. tapi kan kalau mendengarkan belum tentu bisa paham karena cepat. kalimatnya apa belum pasti diengarnya itu
as: pernah mengaplikasikan apa yang kamu dengar? seperti kamu iseng-iseng bicara bahasa inggris dengan temanmu?
ad: belum pernah.
as: apa yang paling sulit dikuasai diantara 4 skill tadi?
ad: menulis. karna bahasa inggris itu satu kata bisa memiliki arti lebih dari 1 kadang sulit menempatkan kata yang pas
s: dengan vocab apa kah ada kesulitan?
ad: tidak terlalu
as: kenapa tidak terlalu sulit untuk vocab? apakah sudah memiliki tabungan vocab sebelumnya?
ad: sudah, waktu smp sebelum pelajaran bahasa inggris harus sudah hafal 10 setiap hari. selama 3 tahun sudah memiliki banyak kosa kata
as: ketika merasa kesulitan dengan pelajaran apa yang kamu lakukan?
ad: bertanya pada guru, tanya teman yang pintar bahasa inggris, buka kamus
as : apa yang paling sulit dengan skill menulis?
ad : saat menempatkan suatu kata didalam kalimat yang tidak sesuai konteks
as : bagaimana dengan penyusunan kalimat?
ad : iya itu terkadang terbalik balik
as : brarti kesulitan di grammar juga ya?
ad : ya
as : selanjutnya sudah pernah di ajarkan passive voice kan?
ad : ya sudah
as : ada kesulitan?
ad : saat penempatan suatu objek menjadi subjek dibaca menjadi aneh
as : saranya buat guru bahasa inggris?
ad : sebelum pelajaran menghafal vocab, selain itu karena meskipun sudah smk tetap diajari lagi penempatan kata disuatu kalimat/belajar kata sesuai konteksnya

4. RIZKI WAHYU
a : apa perasaannya ketika belajar bahasa inggris?
r : soalnya suka aja sama bahasa inggris. dulu pas smp sudah seneng karena bahasa inggrisnya susah dan sudah ditekankan lebih pada bahasa inggris. diberi materi dan dikasi lebih banyak kosa kata
a : skill apa yang paling disukai?
r : mebaca dan mendengarkan.
a : pernah mengaplikasikan apa yang kamu dengar?
r : pernah. biasanya kalo anak remaja dari lagu bahasa inggris itu kita buat status di medsoc. mulai dari mengartikan semua lirik lagu di google translate kemudian mengolahnya tidak langsung di artikan begitu saja
a : aplikasi untuk diungkapkan apakah sudah pernah?
r : pernah. tapi waktu smp karena di smp ada hari dimana kita harus bicara dalam bahasa inggris. tapi kalau di smk tidak ditekankan dan hanya tanya jawab dengan guru
a : skill apa yang paling sulit?
r : kesulitan di kosa kata yang tidak tahu artinya
a : ketika merasa sulut
r : biasanya diterjemahkan di kamus, tanya teman, tanya guru
a : bagaimana tanggapan dari guru ketika ditanya?
r : responnya baik
a : dalam keterampilan menulis apa kesulitannya?
r : ketika menulis sulit mentukan to be dan bentuk kata kerja
a : dari 16 tenses, yang paling sulit yang mana?
r : tidak hafal bu, kesulitan di bentuk kata kerja ketiga
a : apakah sulit di grammar? dan bagaimana cara guru menjelaskan grammar?
r : iya. pak guru menunjukkan rumusnya, selanjutnya diberi contoh kemudian murdnya diminta memberi contoh
a : apa kesulitan ketika pelajaran passive voice?
r : belum ada
a : beri saran untuk guru bahasa inggris?
r : sebenarnya sudah enak, tapi kadang dikasi hiburan biar tidak serius terus. untuk materinya, dbuat model permainan.

5. YUSA
a : apa perasaannya ketika belajar bahasa inggris?
y : kalau gurunya ngajarnya enak, saya senang.
a : apa yang disukai dalam bahasa inggris?
y : menulis, karena dari menulis kita bisa memahami tulisan dan mengerti tata cara penulisannya dan mempermudah dalam membaca
a : apa skill yang paling sulit?
y : mendengarkan
a : apa kendalanya?
y : kalau orang berbicara kadang terdengar sama,
a : apa yang dilakukan ketika mengalami kesulitan?
y : yang pertama mencari sumber informasi dari buku, tanya guru. kalau internet saya tidak suka untuk bahasa inggris.
a : kesulitan menulis?
y : kesulitan membedakan bentuk kata kerja dan cara penyusunan kata dalam kalimat
a : dalam pelajaran passive voice, apa kesulitannya?
y : mengubah bentuk kata kerja dan menentukan to be
a : apa saran untuk guru bahasa inggris?
y : pelajaran memakai 2 bahasa agar bisa di mengerti. penyampian materi diberikan dengan tidak cara ceramah.

6. FAHMI
a : apa perasaannya ketika belajar bahasa inggris?
f : tergantung gur, kalau gurunya menyenangkan dan interktif itu saya suka
a : apa yang paling disukai dalam bahasa inggris?
f : membaca
a : apa yang kamu dapet dari membaca?
f : saya dapat kosa kata baru kemudian saya tulis dibuka, kalau mau
tes saya baca kembali
a : selain hafalan, apa yang pernah kamu terapkan?
f : menulis kadang, karena saya bingung dengan penggunaan
konjungsi/kata sambung
a : yang paling sulit dari 4 skill
f : berbicara.
a : apa yang kamu lakukan ketika kamu merasa kesulitan?
f : mencari referensi atau tanya guru yang saya sukai dan sekiranya
bisa. kalau untuk bicara saya biasa membuka pidato di youtube
kemudian saya tirukan
a : pernahkah kamu aplikasikan ke temanmu?
f : pernah dirumah dan teman saya bingung, kemudian saya
terjemahkan ke bahsa indonesia dulu baru dia mengerti
a : apa kesulitan dalam menulis?
f : menyusun kalimat
a : kesulitan di grammar selain di konjungsi?
f : kosa kata yang memiliki arti lebih dari satu
a : kalau susunan past tense atau present tense?
f : sudah lumayan bisa
a : apa kesulitan belajar passive voice?
f : belum ada, kalau ada contohnya langsung bisa dan harus ada
panduan rumusnya dulu
a : apa saran untuk guru bahasa inggris
f : lebih interktif dan dekat dengan murid.

7. ANNIZAR
as : apa perasaan
an : perasaannya biasa seperti pelajaran lain. tergantung gurunya cara
penyampaianนายnya dan saat ini cukup menyenangkan
as : apa yang paling disukai?
an : mendengarkan
as : brarti suka mendengarkan musik?
an : suka musik dan video game
as : lalu feedbacknya apa?
an : banyak kosa kata yang tidak tahu jadi tahu.
as : untuk lingkungan
an : ikut tertarik untuk mendengar
as: pernahkah temanmu kamu ajak bicara?
an: mungkin dalam bercanda
as: apa yang sulit dikuasi?
an: berbicara
as: ketika sulit berbicara apa yang kamu lakukan?
an: ya itu tadi mendengar
as: brarti sinkron ya. tapi apakah semua kendalamu sudah tertasi?
an: baru sedikit.
as: selanjutnya, apa kesulitan dalam menulis?
an: kalau ada kosa kata yang belum tau jadi tidak bisa dan cara menyusun kalimat
as: apa kesulitan d grammar?
an: menghafal rumusnya
as: apa kesulitan dalam passive voice?
an: membedakan bentuk kata kerja dan kebiasaan tata cara menulis.
as: apa saran untuk guru bahasa inggris?
an: lebih sering masuk memberi materi. menggunakan dua bahasa ketika berbicara dikelas dan lebih interaktif

8. KHAKIM
9. ANDIKA
as: apa perasaan?
an: ketika belajara bahasa inggris, tergantung gurunya. kalau gurunya enak materinya langsung paham. kalau saat ini masih merasa senang karena gurunya cukup interaktif
as: apa yang paling disuasi dalam bahasa inggris?
an: membaca
as: apa feedbacknya setelah membaca, seperti mendapat kosa kata baru?
an: ya dapat kosa kata baru
as: kosa kata tersebut kamu olah menjadi apa?
an: kosa kata tersebut saya catat, kalau lupa saya bisa buka buku lagi dan saya hafalkan
as: pernahkah kosa kata yang kamu miliki kamu olah menjadi sebuah paragraf?
an: belum pernah
as: apayang paling sulit?
an: berbicara
as: ketika merasa kesulitan
an: tanya teman atau tanya guru. minta ijin buka kamus di hp
as : apa kesulitan pelajaran menulis?
an : masi ada kosa kata yang tidak tahu dan cara penyusunan kata dalam kalimat
as : apa kesulitan belajar grammar?
an : susunan kalimatnya masi kebalik dan kadang tidak tahu arti satu kata
as : untuk rumus bagaimana?
an : biasanya saya menulis rumus sekalian contohnya dan memberi tanda disetiap kata dalam kalimat
as : apa saran buat guru
an : lebih dekat dengan murid, ada waktu santai di kelas

10. WIJAYANTI

a : apa perasaannya ketika belajar bahasa inggris?
w : perasaannya biasa kadang seneng, tapi kadang susah kalau tidak tahu artinya. kalau guru disini enak kalau ditanya
a : apa yang paling disukai?
w : membaca
a : dari feedback membaca dapet apa?
w : dapet kosa kata baru
a : kosa kata baru itu kamu olah jadi apa?
w : ya cuma diolah aja
a : pernah iseng nulis dengan kosa kata baru?
w : iya pernah
a : apa yang paling sulit?
w : berbicara?
a : apa yang kamu lakukan
w : berusaha untuk bisa dengan belajar dan menambah lagi kosa kata dengan menggunakan kamus di hp
a : kesulitan belajar menulis?
w : tidak ada
a : ada kesulitan di pelajaran grammar?
w : belum, karena suka menghafal rumus jadi lebih gampang
a : apa kesulitan belajar passive voice?
w : kesulitan mengubah bentuk kata kerja dan meletakkan kata yang tepat
a : apa saran untuk guru bahasa inggris?
w : lebih komunikatif dan tidak serius terus. cara mengajar jangan monoton seperti diberi games
11. RAMADHAN

a : apa perasaannya ketika belajar bahasa inggris?

r : senang, karena sebelumnya sudah senang semenjak sd dan smp. alasananya karena kosa katanya mudah dipahami. Ketika ada tugas langsung bisa mengerjakan

a : apa faktor nya?

r : kerana gurunya mengajarnya sabar

a : apa yang paling disukai?

r : membaca

a : dari membaca dapat apa?

r : menyimpulkan teks tersurat dan tersirat

a : lalu apa feedbacknya?

r : bisa menulis satu paragraf

a : pernah iseng bicara pake bahasa inggris?

r : iya pernah

a : apa yang paling sulit?

r : simple present tense

a : grammar ya?

r : iya

a : ketika merasa sulit apa yang kamu lakukan?

r : belajar mengulangi lagi apa yang sudah diajarkan

a : dalam grammar, spesifik kesulitannya dimana?

r : menyusun kata dalam kalimat dan perubahan bentuk kata kerja

a : kesulitan dalam passive voice?

r : belum ada kesulitan, masih bisa belajar sendiri

a : apa saran untuk guru bahasa inggris?

r : saya suka bahasa inggris karena disuruh menghafal kata kerja, mungkin guru bisa menerapkan itu, bisa dikasi permainan agar tidak bosan.
HASIL WAWANCARA OBSERVASI PENELITIAN SMKN 2 SALATIGA

Aning : Bapak mengajar sudah berapa tahun?


Aning : Berarti dalam pelajaran bahasa inggris sudah cukup berpengalaman ya pak?


Aning : Baiklah, untuk secara umum kriteria minimal apa yang harus dicapai siswa dalam pembelajaran bahasa inggris?

Sugeng : Kalau di sekolah, kriteria minimal yang menentukan adalah pemerintah. MEMANG KALAU Di KTSP, yang menentukan adalah kita sendiri (guru). Tiap kurikulum memiliki kriteria yang berbeda. KTSP dan K13 tentunya berbeda. Untuk kriteria minimal, mereka harus bisa komunikasi dasar, fungsi-fungsi dasar dalam komunikasi seperti greeting.

Aning : Untuk mencapai kriteria tersebut, apa saja kendala yang dihadapi selama pembelajaran? Mungkin dari segi siswa, materi ataupun kurikulum?


Aning : Bagaimana kendala yang ditemukan dari siswanya pak?

Sugeng : Kendala siswa sendiri kembali kepada materi yang mereka pelajari. Di smk, mereka harus mempelajari materi yang cukup banyak sehingga antusias mereka kurang untuk pelajaran non produktif seperti bahasa inggris. Mereka kurang mengakses sumber-sumber untuk pembelajaran bahasa inggris. Selain itu, dalam satu kelas memiliki skill yang berbebeda sehingga kita juga harus mempertimbangkan materi yang tepat untuk siswa satu kelas.

Aning : Kesulitan apa saja yang dihadapi dalam mengajarkan keterampilan menulis?
Sugeng: Minimnya kosa kata dan mereka kesulitan dalam membangun sebuah kalimat. Mereka biasanya menerjemahkan dari bahasa Indonesia ke bahasa Inggris dengan cara kata demi kata. Jika ada tugas menulis, mereka masih menggunakan google translate, buka kamus, penggunaan alat elektronik yang meskipun lebih mudah tapi kurang kreatif.

Aning: Metode apa yang sudah diterapkan untuk mengajarkan keterampilan menulis?

Sugeng: Dalam artian membuat paragraf. Fokus kepada penugasan untuk membuat karangan yang terstruktur dan terarah misal menulis surat. Mereka belum masuk dalam menulis bebas karena kendala waktu yang terbatas. Dan memang kalau di ktsip lebih di tekankan pada speaking, keterampilan berbicara bahasa Inggris di dunia kerja, tapi memang ada penugasan membuat surat.

Aning: Dengan metode tersebut, bagaimana respon dari siswa?

Sugeng: Masi mengalami kesulitan meskipun dalam keterampilan menulis, itu adalah cara paling mudah. Karena dasar dari kesulitan mereka adalah minimnya kosa kata.

Aning: Jika mereka merasa kesulitan, apakah mereka diperbolehkan membuka kamus?

Sugeng: Kalau writing mereka diperbolehkan mencari dari sumber manapun. Entah bertanya, membuka kamus ataupun membuka sumber dari manapun.

Aning: Apakah itu sudah cukup membantu pak?

Sugeng: Belum banyak dan maksimal. Kembali kepada kendala waktu dan kelemahan mereka dalam building sentence.

Aning: Bagaimana feedback bapak atas pekerjaan siswa? Apakah bapak hanya membrikan nilai saja tanpa memberi feedback apapun?

Sugeng: Untuk feedbacknya, penulisan yang salah diberikan koreksi yang seharusnya. Misal mereka menulis kalimat yang tidak tepat, kemudian diberi tanda pada kata yang kurang tepat entah itu masalah grammar ataupun penggunaan kosa kata kemudian dituliskan yang tepat. Hasil koreksi tersebut dikembalikan ke siswa untuk diketahui siswa dan kemudian siswa diminta untuk menulis kembali.
dengan tulisan yang telah disempurnakan. Dengan demikian mereka bisa membandingkan kedua hasil pekerjaan mereka.

Aning : Apakah itu termasuk salah satu metode bapak mengajar?


Aning : Kalau untuk grammar, metode apa yang bapak gunakan?

Sugeng : Kalau grammar biasanya muncul kesalahan-kesalahan yang sering terjadi diberikan pembetulan. Yang biasanya terjadi kesalahan kita beri pengulangan dan pengayaan. Misal penggunaan “s” dalam simple present tense.

Aning : Dalam pengajaran grammar apakah langsung kita tunjukkan rumusnya kepada siswa atau kita hanya memberikan clue untuk selanjutnya mereka menyimpulan rumusnya sendiri?

Sugeng : Kalau grammar saya menggunakan EGRA. Pertama kita berikan contoh kalimat yang berhubungan dengan grammar yang akan kita ajarkan kemudian kita suruh menyimpulkan. Siswa menyimpulkan apa yang mereka dapat secara bersama-sama. Setelah bisa menyimpulkan kita berikan latihan soal dan terakhir cari situasi real untuk embuat kalimat yang real juga.

Aning : Pada akhirnya apakah siswa harus memproduksi sebuah kalimat dengan menggunakan grammar yang telah dipelajari?

Sugeng : Ya, pada akhirnya dari grammar itu siswa mampu memproduksi kalimat dengan grammar dan structure yang baru saja dipelajari.

Aning : Untuk grammar secara spesifik, bagaimana bapak mengajarkan passive voice untuk awalannya?

Sugeng : Kalau passive voice awalannya adalah kita mengamati lingkungan yang ada sebagai contoh dengan menggunakan metode EGRA.

Aning : Selanjutnya kendala apa yang dihadapi dalam pengajaran passive voice?
Sugeng: Kendalanya adalah mereka harus hafal kata kerja bentuk ketiga. Karena frekuenis penggunaan kata kerja bentuk ke 3 tidak sesering dengan penggunaan kata kerja bentuk pertama dan kedua. Kemudian penggunaan to be yang mana harus dibedakan menurut tensesnya.

Aning: Kalau biasanya paragraf apa yang digunakan dalam pengajaran passive voice?

Sugeng: Biasanya paragraf narrative yang mana berbentuk pasif. Recount, tapi kebanyakan ke narrative dan juga paragraf bacaan tentang makhluk hidup.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
</table>
| 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya | - Fungsi Sosial  
Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena | - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX  
- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang diconotoahkan  
- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda  
- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.  
- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya  
- Mempresentasikan teksnya kepada teman-teman yang datang membaca  
- Melakukan langkah yang sama dengan topik fenomena sosial  
- Melakukan refleksi tentang proses dan hasil belajarnya |
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMKN 2 SALATIGA
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI/ 2
Materi Pokok : Explanation Text
Alokasi Waktu : 2x45 menit

A. Kompetensi Inti

1. KI 3:

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahu 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.

2. KI 4:

Mengolah, menalar, dan menyaji dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.

C. Indikator Pencapaian Kompetensi

KI 3. (Pengetahuan)
1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks explanation.
2. Merespon makna tersirat dan tersurat dari teks explanation.

KI 4. (Keterampilan)
1. Menyusun teks explanation berdasarkan struktur dan unsur kebahasaan dengan tepat.

D. Tujuan Pembelajaran
1. Siswa mampu mengidentifikasi fungsi sosial dan struktur teks dalam teks explanation secara tertulis dengan baik
2. Siswa mampu mengidentifikasi unsur kebahasaan dalam teks explanation secara tertulis dengan baik
3. Siswa mampu mengidentifikasi gagasan utama dan informasi yang terdapat dalam teks explanation secara tertulis dengan baik
4. Siswa mampu membuat teks explanation sesuai instruksi dari guru

E. Materi Pembelajaran
1. Explanation Text
2. Fungsi Sosial : explanation text is used to tell processes relating in forming of natural, social, scientific and cultural phenomenon.
3. Struktur Teks :
   a. General Statement : introducing the topic or process being explained.
   b. Sequenced Explanation : write in order how and why something works or occurs.
   c. Conclusion : provide a final explanation.
4. Unsur Kebahasaan :
   a. Using general noun (bee, food, flower ... etc)
b. Using simple present tense (The honey bee produces beneficial food for us)

c. Using passive voice (Some honey is given)

d. Using conjunction of time and cause-effect relationship
   - Conjunction of time is showing chronological order (Finally, the bees cover the cell with a wax cap)
   - Cause and effect relationship is explaining the reason and the result of events (Because of their tongue, bees can reach the nectar inside the flowers)

e. Using noun phrase (long tongue, honey stomach)

f. Technical terms make sentences sound more specific.

g. 5W+1H question.

5. Contoh Explanation Text

   **Landslide**

   Landslide is a geological process that happen because of the movement of rocks mass or soil such as the fall of rocks or clumps of soil which detached from the main section of the mountain or hill. Landslide usually happens in the mountainous areas.

   Mostly landslides happen because of earthquake that moves the underground plate which caused the element or the subsurface plate displaced, so it is causing fraction and landslide. High rainfall during the rainy season will also caused landslide. Long duration of the rain will occur the water evaporation on the ground surface in large amounts. The evaporation will make pore or soil cavity, then there would be cracks on the ground. When rain falls, the rain will infiltrate cracks. then, the water will be accumulated at the bottom of the slope and caused lateral movement which occur landslide.

   Landslide often caused a lot of disadvantages. Landslide can make people lose their house, lands, and properties because buried by the
landslide. The worst is the loss of life because they cannot run from the landslide. So, to prevent landslide to happen, start to care about our environment. We can start by planting trees and do reforestation. Do not throw trash carelessly to keep our environment clear. Those activities can prevent floods and landslides during the rainy season.

6. Guided Discovery Learning is an instructional approach based on leading questions and problem framing that guide students to obtain knowledge and discover relations and concepts by getting involved in the classroom interaction where the teacher helps them to be more active and more responsible for their learning.

F. Pendekatan, Model dan Metode

Pendekatan : Scientific Approach
Metode/Model : Guided Discovery Learning dan Teacher’s Corrective Feedback

Sintaksis:

<table>
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<th>Step</th>
<th>Activity</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pemberian stimulus terhadap siswa</td>
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<td>2.</td>
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<td>4.</td>
<td>Pembuktian</td>
<td>Menalar/Mengasosiasikan</td>
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<tr>
<td>5.</td>
<td>Menarik kesimpulan/ generalisasi</td>
<td>Mengkomunikasikan</td>
</tr>
</tbody>
</table>

G. Media, Alat, Bahan dan Sumber Belajar

1. Media
   a. Power point presentation
   b. Gambar/Video
2. Alat
   a. Loud speaker/Laptop
   b. LCD
3. Bahan
a. Absensi 
b. Silabus 
c. RPP 

4. Sumber belajar 
   a. Buku Guru Bahasa Inggris SMA/SMK/MA Kelas XI 
   b. BukuSiswa Bahasa Inggris SMA/SMK/MA Kelas XI Semester 2 
   c. Video/Gambar 

H. Kegiatan Pembelajaran 
   1. Pertemuan pertama

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | • Guru masuk ke kelas dan mengecek kesiapan siswa belajar baik secara fisik maupun psikis  
             • Guru mengucapkan salam dan langsung menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta sebelum pembelajaran dimulai.  
             • Guru meminta salah satu siswa memimpin berdoa sebelum pembelajaran dimulai.  
             • Guru mengecek kehadiran siswa sebagai bentuk disiplin.  
             • Guru melakukan apersepsi dengan mengajukan pertanyaan yang merujuk pada konsep tentang explanation text.  
             • Guru menyampaikan tujuan | 15 menit |
| Inti | **Mengamati**  
*Stage One (Warming-up & Providing Data)*  
- Guru memberikan pertanyaan yang merujuk pada materi pembelajaran  
- Guru membantu siswa mengingat pengalaman siswa yang berhubungan dengan materi yang akan diajarkan untuk mempermudah siswa memahami materi yang akan dipelajari  

**Menanya**  
*Stage Two (Before you read, Problem-Framing)*  
- Guru menyediakan beberapa kosa kata yang mewakili struktur teks explanation dan beberapa unsur kebahasaannya (puzzled situation) lalu meminta siswa untuk menebak apa isi dari teks yang dimaksud  
- Guru meminta siswa menuliskan kosa kata tersebut di buku masing-masing  

*Stage Three (Asking Leading*  

| | 60 menit |
Guru meminta siswa mengidentifikasi kosa kata yang diberikan secara individu dengan bimbingan guru.

Salah satu siswa diminta mempresentasikannya didepan kelas apa yang sudah mereka temukan.

**Mengumpulkan Informasi**

*Stage Four (Focusing Attention)*

- Guru bersama dengan siswa menyimpulkan dan mendiskusikan apa saja yang telah mereka temukan.

*Stage Five (Problem-Framing)*

- Guru menampilkan gambar tentang terjadinya hujan dan siswa diminta untuk menginterpretasikan maksud dari gambar tersebut.

*Stage Six (Giving Feedback)*

- Guru memberikan umpan balik tentang pembelajaran siswa mengenai gambar tersebut dengan mengecek jawaban siswa.
<table>
<thead>
<tr>
<th>Stage Seven (Asking Leading Question)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru memberikan teks explanation secara utuh lalu siswa diminta untuk mencari tahu hubungan antara teks tersebut dengan apa yang telah mereka pelajari (mengenai kosa kata dari struktur teks dan unsur kebahasaan teks explanation)</td>
</tr>
</tbody>
</table>

**Stage Eight (Giving Feedback and Making Connection)**

- Guru mengevaluasi hasil belajar siswa dan memberikan umpan balik dengan menggunakan lembar kerja kepada siswa.

**Mengkomunikasikan**

**Stage Nine**

*(Recapping/Summarizing)*

- Guru membantu siswa untuk menyimpulkan poin utama dari pembelajaran

<table>
<thead>
<tr>
<th>Penutup</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru memberikan umpan balik pembelajaran.</td>
</tr>
<tr>
<td>• Guru menyampaikan rencana</td>
</tr>
<tr>
<td>15 menit</td>
</tr>
</tbody>
</table>
pembelajaran untuk pertemuan berikutnya.
- Guru menyampaikan motivasi belajar kepada siswa.
- Salam penutup.

I. Penilaian

1. Jenis/Teknik Penilaian
   a) Sikap (melalui rubrik pengamatan sikap selama pembelajaran)
   b) Pengetahuan : tes tertulis
   c) Keterampilan : menulis

2. Bentuk instrument
   a. Instrumen penilaian
      KD 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
      KD 4.8 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Indikator Soal</th>
<th>Jenis Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membedakan fungsi sosial, struktur teks,</td>
<td>1. Mengidentifikasi fungsi sosial, struktur teks dan</td>
<td>Siswa dapat mengidentifikasi struktur teks dan unsur</td>
<td>Tes Tulis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.</td>
<td>unsur kebahasaan dalam teks explanation 2. Merespon makna tersirat dan tersurat dari teks explanation</td>
<td>kebahasaan teks explanation dengan menjawab soal ojektif</td>
<td></td>
</tr>
<tr>
<td>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.</td>
<td>1. Menyusun teks explanation berdasarkan struktur dan unsur kebahasaan dengan tepat</td>
<td>Siswa mampu membuat teks explanation secara utuh</td>
<td></td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tes Tulis</td>
</tr>
</tbody>
</table>
Rubrics for Writing Skill

1. Evaluation Criteria for Essay

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence contains correct organization, well developed body sentence and excellent detail that contribute the reader’s understanding; differing sentence patterns which is complex and interesting; using the correct word usage of subjects and verbs appropriately; showing mastery of spelling, punctuation, capitalization</td>
<td>5</td>
</tr>
<tr>
<td>Sentence contains correct organization, are not fully developed body sentence with good details understanding; there are some problems on grammar but it is still acceptable; using variety good vocabularies; showing a few mistakes in spelling, punctuation and capitalization</td>
<td>4</td>
</tr>
<tr>
<td>Sentence contains adequate organization, development of ideas is not complete; having apparent grammar problems that have a negative effect on communication; having quite a lot mistakes in spelling, punctuation and capitalization; misused vocabulary</td>
<td>3</td>
</tr>
<tr>
<td>Sentence idea is unacceptable; writing is dull with unclear pattern of sentence; showing numerous serious grammar problem; having serious problems with spelling, punctuation and capitalization; poor expression of idea</td>
<td>0</td>
</tr>
<tr>
<td>Sentence outline is not appeared; showing severe grammar problems; complete disregard for writing mechanics; inappropriate use of vocabulary</td>
<td></td>
</tr>
<tr>
<td>If there is no answer on worksheet</td>
<td></td>
</tr>
</tbody>
</table>

2. Objective Test Rubric for the 11th Grade English

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing shows complete idea of the text with the correct spelling words. Writer writes understandable sentence</td>
<td>5</td>
</tr>
<tr>
<td>Writing shows complete idea of the text with incorrect spelling words. Writer is trying to produce understandable sentence</td>
<td>4</td>
</tr>
<tr>
<td>Writing shows not enough complete idea of the text but it is still understandable</td>
<td>3</td>
</tr>
<tr>
<td>Writing shows complete idea but it is not relevant with the question</td>
<td>2</td>
</tr>
<tr>
<td>Writing shows incomplete sentences and incorrect spelling words</td>
<td>1</td>
</tr>
<tr>
<td>If there is no answer on worksheet</td>
<td>0</td>
</tr>
</tbody>
</table>
Questions and Indicators
I. Answer the questions correctly.

Rain is the primary source of fresh water for most areas of the world. It provides suitable condition for diverse ecosystems, as well as water for hydroelectric power plants and crop irrigation.

The phenomenon of rain is actually a water circle. The concept of the water cycle involves the sun heating the earth’s surface water and causing the surface water to evaporate. The water vapor rises into the earth’s atmosphere. Then, the water cools and condenses into liquid droplets. Since the droplets grow heavy, they fall to the earth as precipitation in form of rain.

However, not all rain reaches the surface. Some evaporates while falling through dry air. This called virga, a phenomenon which is often seen in hot, dry desert regions.

II. Create an explanation text by using the words in the box.

<table>
<thead>
<tr>
<th>Solar eclipse</th>
<th>Visible</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover</td>
<td>Earth</td>
<td>Line</td>
</tr>
<tr>
<td>Shadow</td>
<td>Circumstance</td>
<td>Hit</td>
</tr>
<tr>
<td>The day</td>
<td>Phenomenon</td>
<td></td>
</tr>
<tr>
<td>Begin</td>
<td>Natural</td>
<td></td>
</tr>
<tr>
<td>Gradually</td>
<td>Surface</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Sunlight</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>Because of</td>
<td>Outer</td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td>Inner</td>
<td></td>
</tr>
<tr>
<td>Expose</td>
<td>Block</td>
<td></td>
</tr>
<tr>
<td>Dark</td>
<td>Disappear</td>
<td></td>
</tr>
</tbody>
</table>
Since a region of magma would be hardened after a part-eruption, the magma continues to push and melt its way upward.

As a region of magma would be hardened after a part-eruption, the magma continues to push and melt its way upward.

The outer part of earth darken because the moon's shadow hit the earth.

*Eclipse* is one of the natural phenomenon in the world. The *sunset* can not pass to the earth because the moon blocks the way.

The water vapor rises into the earth's *atmosphere*. They fall to the earth as *precipitation* in form of rain.

Note: write the vocabularies above, on your book.

---

Volcanoes, Rain, Eclipse

*Occur, Begin, Emerge, Enter*

**The magma goes to the magma chamber.**

The lunar eclipse occurs during at night.

The magma chamber is entered by the magma. A hot liquid from the volcano is called lava.

**First**, heat from beneath the earth's surface melts solid rock.

**Then**, the water cools and condenses into liquid droplets. **Finally**, a volcano can damage the environment.
Volcanoes
Rain
Eclipse

Volcanoes are a fascinating force in nature. The volcano melts solid rock into a hot mixture of gas and a liquid called magma. The gas filled magma chamber is under such high pressure that it causes the magma to rise toward the surface. As the magma enters the magma channel, it passes through channels of weak, fractured rock consisting of hardened magma. Eventually, the magma and gas push up to the top of the volcano and blast out through an opening called the central vent. Volcano eruptions can be shocking and dangerous events which may not only cause damage to buildings.

Exercise
1. What is the text about?
2. What is magma?
3. The word "it" in the phrase "...melting gas in the rock as it rises" refers to?
4. What does the magma cause continuing to push and melt its way upward?
5. What are the effects of volcano eruption towards the environment?
I. Answer the questions correctly.

1. 
2. 
3. 
4. 
5. 

II. Create a complete explanation text based on the theme.

<table>
<thead>
<tr>
<th>General Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequenced Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
LEMBAR VALIDASI

SILABUS

A. TUJUAN
Tujuan penggunaan instrumen ini adalah untuk mengukur kevalidan silabus dalam pelaksanaan pembelajaran bahasa inggris yang implementasinya menggunakan guided discovery learning method dan teacher’s corrective feedback.

B. PETUNJUK
Bapak atau ibu dapat memberikan penilaian dengan memberikan tanda (V) pada kolom yang tersedia.

C. PENILAIAN

<table>
<thead>
<tr>
<th>NO</th>
<th>ASPEK YANG DINILAI</th>
<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>ISI YANG DISAJIKAN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Mengkaji keterkaitan antar kompetensi inti (KI) dan keterampilan dasar (KD) dalam mata pelajaran</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>2. Mengidentifikasi materi yang menunjang pencapaian KD</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>3. Aktivitas kedalaman dan keleluasaan materi</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>4. Pemilihan materi ajar</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>5. Kegiatan pembelajaran dirancang dan dikembangkan berdasarkan KI, KD, potensi siswa</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>6. Merumuskan indikator pencapaian kompetensi</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>7. Menentukan sumber belajar yang disesuaikan dengan KI, KD, serta materi pokok, kegiatan pembelajaran dan indikator</td>
<td>✔️</td>
</tr>
<tr>
<td>pencapaian kompetensi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>8. Penentuan jenis penilaian</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>II. BAHASA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Penggunaan bahasa sesuai dengan EYD</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>2. Kesederhanaan struktur kalimat</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>III. WAKTU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Kesesuaian alokasi yang digunakan</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>2. Pemilihan alokasi waktu didasarkan pada tuntutan KD</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>3. Pemilihan alokasi waktu didasarkan pada ketersediaan alokasi waktu per semester</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

**RUBRIK PENILAIAN**

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>89-100</td>
</tr>
<tr>
<td>Baik</td>
<td>79-88</td>
</tr>
<tr>
<td>Cukup</td>
<td>66-78</td>
</tr>
<tr>
<td>Kurang</td>
<td>46-65</td>
</tr>
<tr>
<td>Sangat Kurang</td>
<td>0-45</td>
</tr>
</tbody>
</table>

Keterangan:
Silabus dikatakan valid, apabila nilai mencapai 80-100

**KOMENTAR/SARAN**

Mohon dipertimbangkan lagi tentang alokasi waktu

Salatiga, 10 April 2017
Validator
Sugeng Salistyanto, S.Pd
NIP.19701222 200003 1 00
LEMBAR VALIDASI INSTRUMEN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. TUJUAN
Tujuan penggunaan instrumen ini adalah untuk mengukur kevalidan RPP dalam pelaksanaan pembelajaran bahasa inggris yang implementasinya menggunakan guided discovery learning method dan teacher’s corrective feedback.

B. PETUNJUK
Bapak atau ibu dapat memberikan penilaian dengan memberikan tanda (V) pada kolom yang tersedia.

C. PENILAIAN

<table>
<thead>
<tr>
<th>NO</th>
<th>BUTIR YANG DIVALIDASI</th>
<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>YA</td>
</tr>
<tr>
<td>1.</td>
<td>Rumusan kompetensi dasar sesuai kompetensi inti</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Rumusan indikator sesuai dengan kompetensi dasar</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Rumusan tujuan pembelajaran sesuai dengan indikator</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>Materi sesuai dengan tujuan pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Metode yang digunakan sesuai dengan materi pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Langkah-langkah kegiatan pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Sumber belajar</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>Penilaian</td>
<td>✓</td>
</tr>
<tr>
<td>Kriteria</td>
<td>Nilai</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Sangat Baik</td>
<td>89-100</td>
<td></td>
</tr>
<tr>
<td>Baik</td>
<td>79-88</td>
<td></td>
</tr>
<tr>
<td>Cukup</td>
<td>66-78</td>
<td></td>
</tr>
<tr>
<td>Kurang</td>
<td>46-65</td>
<td></td>
</tr>
<tr>
<td>Sangat Kurang</td>
<td>0-45</td>
<td></td>
</tr>
</tbody>
</table>

**KOMENTAR/SARAN**

Salatiga, 10 April 2017

Validator:

Sugeng Sulistyanto, S.Pd
NIP: 19701222 200003 1 001
<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Checking student readiness</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Before the lesson begins</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Checking student attendance</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Giving appreciation reflecting</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Child's thoughtful learning</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Method: Group work, sharing ideas, and discussion.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Students will be able to identify the main point of the lesson.</td>
</tr>
<tr>
<td>6</td>
<td>Discussing what students interpreted what the purpose of the picture is to be observed and have found after their exploration.</td>
</tr>
<tr>
<td>7</td>
<td>Creating a patterned situation to complete the missing word and answer the given question.</td>
</tr>
<tr>
<td>8</td>
<td>Asking students to identify vocabulary in the lesson, students to write vocabulary in their book, students to complete the given sentences.</td>
</tr>
</tbody>
</table>

<p>| 6      | Giving questions related with the material and helping students to remember in their answer keys. |
| 7      | Giving main point of the lesson. |
| 8      | Creating a patterned situation to complete the missing word and answer the given question. |</p>
<table>
<thead>
<tr>
<th>Time Slot</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Giving feedback by checking students' answers about the text (Explaination text and asking questions)</td>
</tr>
<tr>
<td>11</td>
<td>Creating a complete picture</td>
</tr>
<tr>
<td>12</td>
<td>Evaluating students' understanding and giving constructive feedback to improve their knowledge and the text's relation between their new ideas and look for the students</td>
</tr>
<tr>
<td>13</td>
<td>Asking students to summarize the lesson</td>
</tr>
<tr>
<td>14</td>
<td>Giving feedback after the lesson</td>
</tr>
<tr>
<td>15</td>
<td>Informing next material for the lesson</td>
</tr>
<tr>
<td>16</td>
<td>closure and next meeting</td>
</tr>
</tbody>
</table>
I. Answer the questions correctly. (PRE-TEST)

1. Rain [ ]
2. Usually [ ]
3. Because [ ]
4. The textbook about hydrological cycle [ ]
5. The water vapor rises into the earth's atmosphere [ ]

II. Create a complete explanation text based on the theme.

**General Statement:**
Solar eclipse is when the sun covered by moon. It can happen if earth, moon, and sun are in a straight line.

**Sequenced Explanation:**
This phenomenon can happen only since sunlight blocked by moon. That cause the earth would be received shadow so that earth is in the dark. But this phenomenon only happened in a few seconds minutes in fifty years. The day in precision at position this phenomenon can see solar eclipse. A perfect solar eclipse can happen gradually process to perfect solar eclipse. In some time this phenomenon will disappear in slowly process. At that time sun light begins visible in slowly. Gradually the circumstance is very beautiful scenery. The earth surface will hit by sunlight in slowly process. The light will begin to come to earth.

**Conclusion:**
Solar eclipse is a naturally phenomenon. This phenomenon makes me trust the power of god. We must be happy if we can see this naturally phenomenon.
I. Answer the questions correctly. (PRE-TEST)

1. Rain
2. Gerimatiu belahat
3. As... because
4. about the phenomenon of rain and water cycle
5. water cycle and condenses into liquid droplets

II. Create a complete explanation text based on the theme.

General Statement: One of the rare phenomena in the world is a solar eclipse.

Sequenced Explanation: Solar eclipse begins with circumstance around when the position of earth, sun, and moon are in a row. The solar eclipse makes the earth dark like a night in the day. The process happen is slow. The solar eclipse will disappear in few minutes later.

Conclusion: Solar eclipse is a rare phenomenon in the world. Solar eclipse happen because of the sunlight blocked by moon. The phenomenon occurred several years once.
I. Answer the questions correctly. (PRE-TEST)

1. The word "it" in the first paragraph is rain.
2. The meaning of the italic word in the last paragraph is usually "disturbance".
3. The synonym of since is because.
4. The text about is hydrological cycle.
5. When the water falls into atmosphere is hurricane.

II. Create a complete explanation text based on the theme.

General Statement: Solar eclipse is phenomenon when the sun covers to moon. This matter when sun and moon in one straight line.

Sequenced Explanation:
1. The solar eclipse occur only a few minutes in fifty years.
2. It happens because of a rotation the orbit can pass in one position to naturally. This matter have process on gradually to perfect. The phenomenon can happen when the sunlight blocks the moon and the earth begins into dark. So the day's sunlight have a shadow. The surface sunlight disappear. The circumstance is very beautiful scenery.

Conclusion: The phenomenon exposes the circumstance in the inner and outer like that tighten. It make me trust the power of god.
I. Answer the questions correctly. (PRE-TEST)

1. Refer to Rain

2. Which is often seen = yang sering terlihat

3. because as

4. The text is about phenomenon of rain

5. The water will coolef and condensed into liquid droplets.

II. Create a complete explanation text based on the theme.

General Statement: Solar eclipse is a natural phenomenon, when the moon moves between the sun and Earth.

Sequenced Explanation:

- Position of the Moon, Sun, and Earth in line.
- The earth is so dark.
- Solar eclipse is divided into 4 types.
- The moon's shadow is not big. It happens in surface earth.
- The sunlight is closed by the moon. The moon moves gradually. The phenomenon is so scarce.
- The earth is covered by the moon.
- Process of solar eclipse is a few minutes.
- Positioning the earth is so dark. It begins only once in one year. The day is so unique.
- The phenomenon is visible in partly area.

Conclusion:

Solar eclipse is a scarce phenomenon, because of...
I. Answer the questions correctly. (PRE TEST)

1. Pain
2. Virgo constellation appears highest in winter in desert regions.
3. Because
4. Hydrological cycle
5. The water cycle and conditions into liquid disperse.

II. Create a complete explanation text based on the theme.

**General Statement:** A solar eclipse is a phenomenon when the moon passes between the sun and earth, and the moon fully or partially blocks the sun.

**Sequenced Explanation:** In this condition, the earth and date, when a solar eclipse, we can't see the sun, because it makes your eyes feel sick. The process of solar eclipse is also fast. After that, the sun and earth become the moon. When the moon enters the earth, bright covers the shadow of moon disappears, and sunlight hits the earth.

**Conclusion:** A solar eclipse is a type of eclipse that occurs when the moon passes between the sun and earth. And the moon blocks the sun. The solar eclipse is dangerous if we want to see, we must wear a special glasses. The earth will get dark because the shadow of the moon covers the earth.
I. Answer the questions correctly. (Post Test)

1. "it" in the first paragraph refers to rain ______
2. ______ makes a person feel more anxious, usually ______
3. ______ is a substance in a second paragraph. Because ______
4. The textbook can cycle ______
5. ______ when the water runs into the atmosphere ______

II. Create a complete explanation text based on the theme.

<table>
<thead>
<tr>
<th>General Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solar eclipse is a rare natural phenomenon.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequenced Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solar eclipse is a phenomenon when the sun, covered by moon, can happen if Earth, moon and sun are in line. Their position makes the sun light blocked by moon until the sun light can't hit the earth surface. The day begins to look in a gradually manner. The moment is really beautiful, we can see the sun disappears in a gradually manner. After that we can see the sun visible. The shadow begins gone. In gradually step, we can see the inner sun. It looks as the moon leaves the sun, but this phenomenon happens in some years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solar eclipse process is really amazing. But if we can see it once in so fast, I wish I can see this phenomenon in twice.</td>
</tr>
</tbody>
</table>
I. Answer the questions correctly. (Post Test)

1. The word it refers to Rain.
2. The meaning of italic word is ______.
3. The synonym of since is Because and As.
4. The text about is water circle.
5. When the water rises into atmosphere, the happen is the water cools and condenses into liquid droplets.

II. Create a complete explanation text based on the theme.

General Statement: There are a phenomenon in the world. People's often called this phenomenon is Solar Eclipse. Solar Eclipse is rare phenomenon.

Sequenced Explanation: Solar eclipse begins when the sun, moon, and earth align in the same line. And the sun's light cover by the shadow of moon. So, the earth before is the day become like a night. It begins from the position of the moon moving between the earth and the sun. The process make the sunlight block by the moon and circumstance a earth becomes the dark.

Conclusion: The phenomenon happened for a moment and disappear. Because of it, many people called the phenomenon is rare phenomenon. This incident occurred several years once.
I. Answer the questions correctly. (POST TEST)

1. The word "it" refers to rain. 
2. The main word in the last paragraph is usually
3. The synonym of since is because.
4. The first about of a rain cycle.
5. When the water rises into atmosphere, then the water cools and condenses into liquid droplets.

II. Create a complete explanation text based on the theme.

**General Statement:**
A solar eclipse is a phenomenon when the sun covers the moon and sunlight can't hit the earth. This is a rare natural phenomenon.

**Sequenced Explanation:**
- The process happens in a natural way.
- At certain moments, the sun and moon come on the same line. Then, the moon blocks the sun until its shadow covers the earth.
- The day is so dark and the circumstances are beautiful because of the position.
- Solar eclipses happen around fifty years.
- The solar eclipse has many types.

**Conclusion:**
- Don't look at the solar eclipse when without sunglasses.
- You look with special sunglasses.
- The solar eclipse when is full.
- When the sunlight covered by moon?
- The conclusion from the solar eclipse is?
I. Answer the questions correctly. *(Post Test)*

1. The word 'it' refers to rain (5)
2. The meaning of the italic word is using strong terms/many more string terms (5)
3. The writing of 'time' is because or at (5)
4. The text is about the phenomenon of rain (5)
5. When the water rises into the atmosphere, then it is cooled and condensed into liquid droplets (5)

II. Create a complete explanation text based on the theme.

**General Statement:**

The solar eclipse is a rare phenomenon. The phenomenon can be seen in the sky.

**Sequenced Explanation:**

- The solar eclipse will happen when the sun, moon, and earth are in line.
- Part of the Earth is dark because the sunlight is blocked by the moon.
- The shadow is dark. The surface of the Earth is visible in the dark.
- It begins a few minutes later.
- When we see it, it can damage the eyes.
- We can see it with a telescope.
- The process of the solar eclipse can be seen last year in the island.
- The solar eclipse has a positive and negative impact.
- The solar eclipse was happening when the country was colonized.

**Conclusion:**

Solar eclipse makes darkness in earth.
I. Answer the questions correctly. (POST TEST)

1. The word it refers to rain.
2. The meaning of the word void is "leaving feeling terrible".
3. The volume of gas is because.
4. The text is about the hydrological cycle.
5. When the water turns into atmosphere, the water cooks and condenses into liquid droplets.

II. Create a complete explanation text based on the theme.

General Statement: A solar eclipse is a phenomenon when the moon blocks sunlight on the earth.

When the moon blocks the sunlight on the earth, the earth is dark when we see the moon. (The Sun is a planet)

Sequenced Explanation:
> When the solar eclipse occurs, the earth begins normal.
> The eclipse occurs and very dangerous for human beings.
> The sun eclipse happens when the moon and earth in a line.
> The Earth surface very dark because constantly in the shadow.
> The dog barks when the solar eclipse happens and the earth seems quiet.
> The earth looks normal when the moon speaks don't block the earth.
> When the moon leaves, the earth the sunlight hits on eyes and it makes a sick.

Conclusion:
> Cleaning the shadow of moon disappears when the moon leaves the earth.
> The earth is visible form the moon only clear moon and period's very bright when solar eclipse.
> The moon eclipse happens normally but not happens on few years at once.

We don't see solar eclipse when the solar eclipse and because sunlight can hit our eyes.

Circumstance of solar eclipse is a very phenomenon because it happens only of few years at once.
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMKN 2 SALATIGA
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI/ 2
Materi Pokok : Explanation Text
Alokasi Waktu : 2x45 menit

A. Kompetensi Inti
1. KI 3:
   Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahu, 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.
2. KI 4:
   Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi
terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.

C. Indikator Pencapaian Kompetensi

KI 3. (Pengetahuan)
1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks explanation.
2. Merespon makna tersurat dan tersurat dari teks explanation.

KI 4. (Keterampilan)
1. Menyusun teks explanation berdasarkan struktur dan unsur kebahasaan dengan tepat.

D. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi fungsi sosial dan struktur teks dalam teks explanation secara tertulis dengan baik
2. Siswa mampu mengidentifikasi unsur kebahasaan dalam teks explanation secara tertulis dengan baik
3. Siswa mampu mengidentifikasi gagasan utama dan informasi yang terdapat dalam teks explanation secara tertulis dengan baik
4. Siswa mampu membuat teks explanation sesuai instruksi dari guru

E. Materi Pembelajaran

1. Explanation Text
2. Fungsi Sosial : explanation text is used to tell processess relating in forming of natural, social, scientific and cultural phenomenon.
3. Struktur Teks :
   a. General Statement : introducing the topic or process being explained.
   b. Sequenced Explanation : write in order how and why something works or occurs.
c. Conclusion: provide a final explanation.

4. Unsur Kebahasaan:
   a. Using general noun (bee, food, flower ... etc)
   b. Using simple present tense (The honey bee produces beneficial food for us)
   c. Using passive voice (Some honey is given)
   d. Using conjunction of time and cause-effect relationship
      - Conjunction of time is showing chronological order (Finally, the bees cover the cell with a wax cap)
      - Cause and effect relationship is explaining the reason and the result of events (Because of their tongue, bees can reach the nectar inside the flowers)
   e. Using noun phrase (long tongue, honey stomach)
   f. Technical terms make sentences sound more specific.
   g. 5W+1H question.

5. Contoh Explanation Text

   **Landslide**

   Landslide is a geological process that happen because of the movement of rocks mass or soil such as the fall of rocks or clumps of soil which detached from the main section of the mountain or hill. Landslide usually happens in the mountainous areas.

   Mostly landslides happen because of earthquake that moves the underground plate which caused the element or the subsurface plate displaced, so it is causing fraction and landslide. High rainfall during the rainy season will also caused landslide. Long duration of the rain will occur the water evaporation on the ground surface in large amounts. The evaporation will make pore or soil cavity, then there would be cracks on the ground. When rain falls, the rain will infiltrate cracks. then, the water
will be accumulated at the bottom of the slope and caused lateral movement which occur landslide.

Landslide often caused a lot of disadvantages. Landslide can make people lose their house, lands, and properties because buried by the landslide. The worst is the loss of life because the can not run from the landslide. So, to prevent landslide to happen, start to care about our environment. We can start by planting tree and do reforestation. Do not throw trash carelessly to keep our environment clear. Those activity can prevent flood and landslide during the rainy season.

6. Guided Discovery Learning is an instructional approach based on leading questions and problem framing that guide students to obtain knowledge and discover relations and concepts by getting involved in the classroom interaction where the teacher helps them to be more active and more responsible for their learning.

F. Pendekatan, Model dan Metode

<table>
<thead>
<tr>
<th>Pendekatan</th>
<th>Scientific Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metode/Model</td>
<td>Guided Discovery Learning dan Teacher’s Corrective Feedback</td>
</tr>
</tbody>
</table>

Sintaksis:

| 1. Pemberian stimulus terhadap siswa | Mengamati |
| 2. Identifikasi masalah | Menanya |
| 3. Pengumpulan Data | Mengumpulkan Informasi |
| 4. Pembuktian | Menalar/Mengasosiasikan |
| 5. Menarik kesimpulan/ generalisasi | Mengkomunikasikan |

G. Media, Alat, Bahan dan Sumber Belajar

1. Media
   a. Power point presentation
   b. Gambar/Video
2. Alat
   a. Loud speaker/Laptop
   b. LCD
3. Bahan
   a. Absensi
   b. Silabus
   c. RPP
4. Sumber belajar
   a. Buku Guru Bahasa Inggris SMA/SMK/MA Kelas XI
   b. BukuSiswa Bahasa Inggris SMA/SMK/MA Kelas XI Semester 2
   c. Video/Gambar
H. Kegiatan Pembelajaran
1. Pertemuan pertama

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan   | • Guru masuk ke kelas dan mengecek kesiapan siswa belajar baik secara fisik maupun psikis  
|               | • Guru mengucapkan salam dan langsung menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta sebelum pembelajaran dimulai.  
|               | • Guru meminta salah satu siswa memimpin berdoa sebelum pembelajaran dimulai.  
|               | • Guru mengecek kehadiran siswa sebagai bentuk disiplin.  
<p>|               | • Guru melakukan apersepsi                                                        | 15 menit       |</p>
<table>
<thead>
<tr>
<th>Inti</th>
<th>Mengamati</th>
<th>60 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Stage One (Warming-up &amp; Providing Data)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan pertanyaan yang merujuk pada materi pembelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru membantu siswa mengingat pengalaman siswa yang berhubungan dengan materi yang akan diajarkan untuk mempermudah siswa memahami materi yang akan dipelajari</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Menanya</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Stage Two (Before you read, Problem-Framing)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru membagi siswa menjadi beberapa kelompok</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menyediakan beberapa kosa kata yang mewakili struktur teks explanasi dan beberapa unsur kebahasaannya (puzzled situation) lalu meminta siswa untuk menebak apa isi</td>
<td></td>
</tr>
</tbody>
</table>
dari teks yang dimaksud
- Guru meminta setiap kelompok mengambil undian yang berupa materi yang mana siswa harus mendiskusikan secara berkelompok
- Ketua kelompok memberi tanggung jawab kepada anggotanya agar tugas tersebut cepat selesai

*Stage Three ( Asking Leading Question)*
- Guru meminta siswa mengidentifikasi kosa kata yang diberikan secara berkelompok dengan bimbingan guru

**Mengumpulkan Informasi**

*Stage Four ( Focusing Attention)*
- Masing-masing kelompok mempresentasikan hasil diskusi
- Guru bersama dengan siswa menyimpulkan dan mendiskusikan apa saja yang telah mereka temukan

*Stage Five ( Problem-Framing)*
- Guru menampilkan gambar tentang terjadinya tanah longsor
dan siswa diminta untuk menginterpretasikan maksud dari gambar tersebut secara berkelompok (guru meminta setiap kelompok menyebutkan contoh dari apa yang telah mereka pelajari dari gambar tersebut)

*Stage Six (Giving Feedback)*
- Guru memberikan umpan balik tentang pembelajaran siswa mengenai gambar tersebut dengan mengecek jawaban siswa

*Mengasosiasi*

*Stage Seven (Asking Leading Question)*
- Guru memberikan teks explanation secara utuh lalu siswa diminta untuk mencari tahu hubungan antara teks tersebut dengan apa yang telah mereka pelajari (mengenai kosa kata dari struktur teks dan unsur kebahasaan teks explanation)

*Stage Eight (Giving Feedback and Making Connection)*
<table>
<thead>
<tr>
<th>Stage Nine</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mengkomunikasikan</strong></td>
<td></td>
</tr>
<tr>
<td><em>Recapping/Summarizing</em></td>
<td></td>
</tr>
<tr>
<td>• Guru membantu siswa untuk menyimpulkan poin utama dari pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>

### Penutup

- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.
- Guru menyampaikan motivasi belajar kepada siswa.
- Salam penutup.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16 menit</td>
</tr>
</tbody>
</table>

### I. Penilaian

1. Jenis/Teknik Penilaian
   a. Pengetahuan : tes tertulis

   Dalam tes tertulis aspek pengetahuan, siswa diberikan 5 soal objektif. Setiap soal dengan jawaban benar diberi skor tertinggi 5 dan terendah 0.
b. Keterampilan : menulis
   Dalam tes tertulis aspek keterampilan, siswa diminta menulis 15 kalimat sederhana sesuai dengan tema yang diberikan. Setiap kalimat yang sesuai penulisannya menurut rubrik, diberi skor tertinggi 5 dan terendah 0.

2. Bentuk instrument
   a. Instrumen penilaian
      KD 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
      KD 4.8 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Indikator Soal</th>
<th>Jenis Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks</td>
<td>3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks explanation</td>
<td>• Siswa dapat mengidentifikasi struktur teks dan unsur kebahasaan teks explanation dengan mejawab soal ojektif</td>
<td>Tes Tulis</td>
</tr>
</tbody>
</table>
Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Menyusun teks explanation berdasarkan struktur dan unsur kebahasaan dengan tepat</td>
</tr>
<tr>
<td></td>
<td>Siswa mampu membuat teks explanation secara utuh</td>
</tr>
<tr>
<td></td>
<td>Tes Tulis</td>
</tr>
</tbody>
</table>
Questions and Indicators

I. Answer the questions correctly.

In Indonesia, we are very familiar with the word "Tsunami". This natural disaster has ever killed thousands of lives in Banda Aceh a few years ago. Indonesia mourned, the world mourned. Then, how the Tsunami happens? Here is a brief explanation of the process of how the Asian tsunami happens.

Tsunamis can occur if there is a phenomenon which causes the displacement of large amounts of water in the ocean, such as volcanic eruptions, earthquakes, landslides, and meteors that fall to Earth. However, 90% of tsunamis is the result of underwater earthquakes.

Vertical movement in the Earth’s crust in the bottom of the ocean causes a sudden up or down movement of sea floor which then causes the water balance disorders above it. This disturbance causes the occurrence of the flow of the massive sea water energy, that once it reaches the shore, it becomes huge waves resulting Tsunami.

(Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks explanation)

1. The word ‘it’ in the sentence “... it reaches the shore” refers to ...
2. The meaning of the the underlined word in the first paragraph is ...
3. The synonym of reach is ...

(Merespon makna tersurat dan tersurat dari teks explanation)

4. What is the text about ...
5. Mention what are the causes of tsunami based on the text ... (at least 3)

(Menyusun teks explanation berdasarkan struktur dan unsur kebahasaan dengan tepat)

III. Create an explanation text about “Flood” by using the words in the box.

<table>
<thead>
<tr>
<th>Flow</th>
<th>Flooding</th>
<th>Victim</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Clog</th>
<th>City</th>
<th>Reservoir</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start</td>
<td>Rain</td>
<td>Population</td>
</tr>
<tr>
<td>Happen</td>
<td>Natural</td>
<td></td>
</tr>
<tr>
<td>Cause</td>
<td>Evaporation</td>
<td></td>
</tr>
<tr>
<td>Absorb</td>
<td>Surface</td>
<td></td>
</tr>
<tr>
<td>Hold</td>
<td>Ground</td>
<td></td>
</tr>
<tr>
<td>Make</td>
<td>Habit</td>
<td></td>
</tr>
<tr>
<td>Hit</td>
<td>Landfill</td>
<td></td>
</tr>
<tr>
<td>Sink</td>
<td>Water</td>
<td></td>
</tr>
</tbody>
</table>
General Statement

Sequenced Explanation

Conclusion

Mostly landslides happen because of earthquake that moves the underground plate. Landslide happens because the rocks from the top hill fall down. As many people do littering in everywhere, it affects flood.

Landslide is one of disaster that usually happens in Indonesia. The evaporation will make pore or soil cavity. We can prevent landslide by doing reforestation.

Note: write the vocabularies above, on your book.

Water | Rain | Rock | Tree
---|---|---|---
Flow | Hold | Fall | Move

The rain falls everyday. Landslides usually happen in the mountainous areas. Landslide is usually caused by human bad habits. The rain water is absorbed by the ground surface.

First, the heavy rain falls on the earth surface. Then, there would be cracks on the ground. Finally, landslide can make lose our things and moreover our life.

Let’s present what you found!
**Landslide**

Landslide is a geological process that happens because of the movement of rocks, mud, or soil such as the fall of rocks or clumps of soil which detached from the upper section of the mountain or hill. Landslide usually happens in the mountainous areas.

**Sequenced Explanation**

Mostly landslides happen because of earthquakes that move the underground plate. Mostly landslides happen because of earthquakes that move the underground plate which causes the movement of the mountain or hill. Landslide usually happens in the mountainous areas.

- The rain falls daily.
- The rain falls for a long time during the rainy season.
- The water is absorbed by the ground surface.
- Water collects on the earth surface.

**General Statement**

Landslide is a geological process that happens because of the movement of rocks, mud, or soil such as the fall of rocks or clumps of soil which detached from the upper section of the mountain or hill. Landslide usually happens in the mountainous areas.

Landslide is one of the natural disasters that occur in Indonesia.

**Technical Term**

- Evaporation
- Reforestation

**Cause and Effect**

- And also: due to heavy rain
- And also: when there is a landslide

**Consequence**

- Landslide often cause a lot of damage because landslides can make people lose their lives, houses, and properties because caused by the landslide. The result is the loss of life because the houses cannot be repaired due to the landslide. So, to prevent landslides from happening, we need to start caring about our environment. We can start by planting trees and doing reforestation. We need to make sure that we do not cause landslides because of heavy rain.

**Conclusion**

Landslide often caused by saturated soil. Landslide can make people lose their lives, houses, and properties because caused by the landslide. The result is the loss of life because the houses cannot be repaired due to the landslide. So, to prevent landslides from happening, we need to start caring about our environment. We can start by planting trees and doing reforestation. We need to make sure that we do not cause landslides because of heavy rain. We can also prevent floods and landslides during the rainy season.
Exercise

1. What is the text about?
2. Where does usually landslides happen?
3. The word “it” in the sentence “It is causing friction and landslides” refers to?
4. Why can high rainfall during rainy season cause landslides?
5. From the text above, what is the cause of landslides often occur?
6. What is the effect of evaporation toward the ground?
7. What are the effects of landslides toward environment?

Summarizing
I. Answer the questions correctly.

1. 
2. 
3. 
4. 
5. 

II. Create a complete explanation text based on the theme.

General Statement :

Sequenced Explanation :

Conclusion :
LEMBAR VALIDASI

SILABUS

A. TUJUAN

Tujuan penggunaan instrumen ini adalah untuk mengukur kevalidan silabus dalam pelaksanaan pembelajaran bahasa inggris yang implementasinya menggunakan guided discovery learning method dan teacher’s corrective feedback.

B. PETUNJUK

Bapak atau ibu dapat memberikan penilaian dengan memberikan tanda (V) pada kolom yang tersedia.

C. PENILAIAN

<table>
<thead>
<tr>
<th>NO</th>
<th>ASPEK YANG DINILAI</th>
<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>ISI YANG DISAJIKAN</td>
<td>YA</td>
</tr>
<tr>
<td>1.</td>
<td>Mengkaji keterkaitan antar kompetensi inti (KI) dan keterampilan dasar (KD) dalam mata pelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Mengidentifikasi materi yang menunjang pencapaian KD</td>
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</tr>
<tr>
<td>3.</td>
<td>Aktivitas kedalaman dan keleluasaan materi</td>
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<tr>
<td>4.</td>
<td>Pemilihan materi ajar</td>
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<tr>
<td>5.</td>
<td>Kegiatan pembelajaran dirancang dan dikembangkan berdasarkan KI, KD, potensi siswa</td>
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<tr>
<td>6.</td>
<td>Merumuskan indikator pencapaian kompetensi</td>
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<tr>
<td>7.</td>
<td>Menentukan sumber belajar yang disesuaikan dengan KI, KD, serta materi pokok, kegiatan pembelajaran dan indikator</td>
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<tr>
<td>pencapaian kompetensi</td>
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<tr>
<td>-----------------------</td>
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<tr>
<td>8. Penentuan jenis penilaian</td>
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**II. BAHASA**

| 1. Penggunaan bahasa sesuai dengan EYD | ✓ |
| 2. Kesederhanaan struktur kalimat | ✓ |

**III. WAKTU**

| 1. Kesesuaian alokasi yang digunakan | ✓ |
| 2. Pemilihan alokasi waktu didasarkan pada tuntutan KD | ✓ |
| 3. Pemilihan alokasi waktu didasarkan pada ketersediaan alokasi waktu per semester | ✓ |

**RUBRIK PENILAIAN**

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Penilaian</th>
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<tbody>
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<td>Baik</td>
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<td>46-65</td>
</tr>
<tr>
<td>Sangat Kurang</td>
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</tr>
</tbody>
</table>

Keterangan:
Silabus dikatakan valid, apabila nilai mencapai 80-100

**KOMENTAR/SARAN**

Mohon dipertimbangkan lagi tentang alokasi waktu

Salatiga, 29 April 2017

Validator

Sugeng Sulistyanto, S.Pd
NIP.19701222 200003 1 00
LEMBAR VALIDASI INSTRUMEN
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. TUJUAN
Tujuan penggunaan instrumen ini adalah untuk mengukur kevalidan RPP dalam pelaksanaan pembelajaran bahasa inggris yang implementasinya menggunakan guided discovery learning method dan teacher's corrective feedback.

B. PETUNJUK
Bapak atau ibu dapat memberikan penilaian dengan memberikan tanda (V) pada kolom yang tersedia.

C. PENILAIAN

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<tr>
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<tr>
<td>2.</td>
<td>Rumusan indikator sesuai dengan kompetensi dasar</td>
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<td>3.</td>
<td>Rumusan tujuan pembelajaran sesuai dengan indikator</td>
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<td>4.</td>
<td>Materi sesuai dengan tujuan pembelajaran</td>
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<tr>
<td>5.</td>
<td>Metode yang digunakan sesuai dengan materi pembelajaran</td>
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<tr>
<td>6.</td>
<td>Langkah-langkah kegiatan pembelajaran</td>
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<tr>
<td>7.</td>
<td>Sumber belajar</td>
<td>✔ ✔</td>
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<tr>
<td>8.</td>
<td>Penilaian</td>
<td>✔</td>
</tr>
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Rubrik penilaian

<table>
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<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Baik</td>
<td>79-88</td>
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<tr>
<td>Cukup</td>
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<td>Kurang</td>
<td>46-65</td>
</tr>
<tr>
<td>Sangat Kurang</td>
<td>0-45</td>
</tr>
</tbody>
</table>

KOMENTAR/SARAN

Rubrik Penilaian supaya dibuat lebih terperinci

Salatiga, 29 April 2017
Validator
Sugeng Sulistyanto, S.Pd
NIP. 1701222 200003 1 001
<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>One student from each group (one by one) presents their group's prepared presentation.</td>
</tr>
<tr>
<td>3.</td>
<td>The audience (students) listens to each group's presentation.</td>
</tr>
<tr>
<td>4.</td>
<td>Assign students to discuss their group's presentation.</td>
</tr>
<tr>
<td>5.</td>
<td>Each group's presentation is evaluated.</td>
</tr>
<tr>
<td>6.</td>
<td>Each group's presentation is critiqued.</td>
</tr>
<tr>
<td>7.</td>
<td>Students and teachers are puzzled.</td>
</tr>
<tr>
<td>8.</td>
<td>The activity is evaluated for students.</td>
</tr>
<tr>
<td>Step</td>
<td>Task Description</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
</tr>
<tr>
<td>6</td>
<td>Class start with explanation of the new topic</td>
</tr>
<tr>
<td>7</td>
<td>After summarizing the previous lesson, ask students if they have any questions or comments</td>
</tr>
<tr>
<td>8</td>
<td>Each group is only asked to answer one question given by the teacher</td>
</tr>
<tr>
<td>9</td>
<td>Students answer questions related to the text and language features (vocabulary, grammar, etc.) in their groups and share their answers</td>
</tr>
<tr>
<td>10</td>
<td>Evaluate students' knowledge and the text relationship between their new and previous lessons to look for the explanation text and answer questions</td>
</tr>
<tr>
<td>11</td>
<td>Giving a complete picture of what students have learned</td>
</tr>
<tr>
<td>12</td>
<td>To discuss the new topic, students should provide feedback and receive feedback by giving exercise comprehension and giving exercise evaluating students</td>
</tr>
</tbody>
</table>

Found in front of the class.
<table>
<thead>
<tr>
<th></th>
<th>Activity Description</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Asking students to summarize the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Giving feedback after the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Informing next material for next meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Closure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Answer the questions correctly.

1. If in the sentence "it reaches the shore" refers to sea water energy.
2. The underlined word in the first paragraph is... now killed.
3. The text about explanation of the process of how the tsunami happens.
4. The tsunami causes... earth quakes, and more.

II. Create a complete explanation text based on the theme.

**Flood**

<table>
<thead>
<tr>
<th>General Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flood is a disaster. Flood causes by natural phenomenon and big human.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequenced Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flood can happen because the many people littering the garbage will can make the water and more the water can't flow. It causes water surface overflow. Then the water will spread to the village. Flood often happens in Indonesia. Because in Indonesia many people every littering in the river and reservoir. Then Indonesia have tropical climate. After that Indonesia have many population and many city. That's what causes flooding occurred. In Indonesia water can't be absorbed by ground and can't empty because of evaporate from the sun.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>From now we should start eliminating the habit of littering. So no more victim and no more sink settlements. We have to landfill so that when it rain, water does not overflow and about settlements and no one is hit and fall. We must hold our own words and begin to take care of our surroundings.</td>
</tr>
</tbody>
</table>
I. Answer the questions correctly.

1. The word "it" refers to the flow of the massive.
2. The meaning of underline word is pernah membangun.
3. The synonym of reach is extent, scope, range.
4. The text about is incident of tsunami.
5. The causes of tsunami are volcanic eruptions, earthquakes, landslides, & meteors that fall to earth.

II. Create a complete explanation text based on the theme.

**General Statement:** In Indonesia, we are familiar with the word "Flood". Floods often times in the city on the outskirts of the river.

**Sequenced Explanation:**
- Floods usually happen in big cities like Jakarta. The flood; it can happen in natural & non-natural floods. The Natural flood happen cause the rainstrom that happened everyday & ground can't absorb all of water. The non natural flood happen cause many peoples have habit of littering a river it can cause a trouble of flow of river. Flood can prevent with make a region of absorption water & plant some piont tree.

**Conclusion:** Flood often time in Indonesia. Flood victim often exposed to the disease. Flood often time happen in area a lot of the population, so be careful with flood.
Answer the questions correctly.

1. In the sentence "it reaches the shore," the word "reach" refers to the flow of the
   water into the sea.
2. The underlined word in the first paragraph is "flowing" water energy.
3. The synonym of reach is arrive.
4. The text is about how floods happen in the city.
5. The cause of flooding based on the text is volcanic eruption, earth
   quakes, and landslides.

Create a complete explanation text based on the theme.

**General Statement:**
Flood is a natural disaster or an unnatural disaster caused by the overflow of water to the soil surface so that the water becomes stagnant everywhere.

**Sequenced Explanation:**
- In the city landfill, if it's near a river, rainfall and human activity can cause the water flow down into the river, and then the river or reservoir is not able to accommodate the water debit that causes water to overflow and cause flood.
- Flooding can happen because of non-natural factors. This factor is a bad habitat the human. It can make environmental pollution resulting in the population of animals declining as well as harm to the health of the person. In addition, the garbage and waste are thrown in the streets and finally the rainwater can cause overflow. It hit the settlement until the house, school, office, and the thing or property flooded by sink by water.

**Conclusion:**
If we must care for the environment for better lives,
- Start from now before late,
- No illegal deforestation,
- It can hold the disaster now and in the future, so that flooding will not happen again.
- Keep your environment as you look after your health, for a bright future.
- Let's live healthy for prosperity together.
I. Answer the questions correctly.

1. The word **it** in the sentence refers to the flow of the massive sea water energy.
2. The meaning of **has ever killed** is **menewasihkan**.
3. The synonym of reach is **achieve**.
4. The book is about **tsunami**.
5. Causes of tsunami are:
   - Underwater earthquake
   - The meteor falls in the sea
   - The flow of the massive sea water energy

II. Create a complete explanation text based on the theme.

<table>
<thead>
<tr>
<th>General Statement</th>
<th>Indonesia has wide ocean. A third of Indonesia is water. It makes easy earthquake. Tsunami is one of earthquake other.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequenced Explanation</td>
<td>In Indonesia, we are very familiar with the word &quot;Tsunami.&quot; It has happened in Banda Aceh. This natural disaster causes many result. The water hits the city until flat. The population of animals can extinct, and that make many victims. The water rises in the surface. It causes under water earthquake, the meteor falls in the sea, and the flow of the massive sea water energy. In Indonesia happens the rain. The rain fall high can causes flooding.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>The tsunami was happened, the population of animal can extinct, the city has been damaged, and it makes many victim and flooding. We can prevent the flooding with make the reservoir, and planting in the area bare, and than reboising.</td>
</tr>
</tbody>
</table>
I. Answer the questions correctly.

1. The word "it" in the sentence "It reaches the shore" refers to the flow of the
   ____________

2. The meaning of the word "inundation" is ____________
   ____________

3. The synonym of "reach" is ____________
   ____________

4. The text is about ____________
   ____________

5. The causes of tsunami based on the text are:
   ____________
   ____________
   ____________

II. Create a complete explanation text based on the theme.

General Statement: Indonesia is a big country with many islands and
   ____________
   ____________

Sequenced Explanation:
   ____________
   ____________
   ____________
   ____________
   ____________
   ____________

Conclusion:
   ____________
   ____________
   ____________
   ____________
   ____________
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<th>Tuntas/Seluruh Tuntas</th>
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Mengetahui,

Sugeng Sulistiyono, S.Pd
NIP. 19701222 200003 1 001
## PHOTOS

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POST TEST TWO