THE EFFECT OF CAROUSEL FEEDBACK TOWARDS WRITING DESCRIPTIVE TEXT AT FIRST GRADE OF SMA NEGERI 2 SIAK HULU

Intended to Fulfill One of The Requirements for the Awards of Sarjana Degree in English Language Teaching and Education at Islamic University of Riau

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ABSTRACT

Saskhia Rahma Mouli Friani, 2019. The Effect of Carousel Feedback Towards Writing Descriptive Text at First Grade of SMA Negeri 2 Siak Hulu.

Keywords : Writing Descritpive Text, Carousel Feedback

This study was designed to know the significant effect of Carousel Feedback towards writing descriptive text. It aimed at finding out how applying Carousel Feedback could be used to see the significant effect towards writing descriptive text at first grade of SMA Negeri 2 Siak Hulu.

This research consists of two variables, there were independent variable (X) and dependent variable (Y). Independent variable refers to Carousel Feedback and dependent variable refers to Writing Skill. The research method used in this study was quantitative method with design was True experimental research. The samples of this research were 59 students at first grade of SMA Negeri 2 Siak Hulu in the 2019/2020 academic year. This research was conducted 6 meetings, following the procedure of pre-test, treatment and post test.

The data of this research was obtained through writing test, instrument and documentation. After calculating data, the researcher found the value of $t_{observed}$ is 62.645 and the degree of freedom (df) is 29. The researcher uses the degree of significant of 5%. In the table of significant 5% the values of degree of significant are 2.045. Comparing with each value of the degree of significant, the result is 62.645 > 2.045. Because $t_{observed}$- score in the table is higher than t_{table}- score obtained from the result of calculating, it means that (Ha) is accepted and (Ho) is rejected. In other word, there is significant effect of carousel feedback towards writing descriptive text at first grade of SMA Negeri 2 Siak Hulu.

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The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is one of the most important things in communication and is used as a tool for communication between the nation around the world. English is a very important international language and has many connections to different aspects of human life. In Indonesia, English is regarded as the first foreign language and is formally taught from primary school to university.

In addition, in high school English is an important topic. One of the final exams was English. The students should be well master in English. This is set out in Section 77 of Article 7 of the Minister of National Education, for national SMA / MA final exams, 2009 including: Indonesian, English, Mathematical, Physical, Chemical and Biological Science programmes. Mathematics, Economics and Social programmes, Indonesian, English and Geography. English is obviously very important.

There are four competencies in English to be mastered, listening, reading, speaking and writing. These four competencies are divided into two categories. Listening and reading are receptive skills, which language users need to get the language spoken and written. Speaking and writing, however, are productive skills that language users need both spoken and written language (Harmer, 1998: 44). These English skills, including writing skills, should be well integrated.

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Writing is one of the four basic skills which, besides speaking, listening and reading, students in high schools should learn. Writing is a skill that is used in transfering thoughts and feeling from ideas into a piece of paper and writing is one of media to communication with other people. Writing is a complex process that enables writers to research and render tangible and concrete thoughts and ideas, Gaith (2002:1). Writing ability is the skill to express idea, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas coveyed.

In this skill, the students can improve their grammar such as how to use correct tenses, adjective, articles and noun phrase. They can also arrange a text for good mechanics, for example word spelling, pointing and capitalization. And they can found a new words in vocabulary. They can organize the ideas which is supported with relevant supporting sentences and content of paragraph. Thus, this skill is useful for students especially for Senior High School students at first grade.

In writing, the students can search some ideas in their mind into some texts. One kind of text that can be learned by students is descriptive text. Gerot and Wignell (1995: 208) stated that descriptive text is a text describing a sp ecific person, place, or thing. Descriptive text is a text that to identify or describes about particular thing such as scene, thing, person or place. To practice the students' writing, they can start to write the generic structure of this text first that consists of identification and discussion. By writing the generic structure, the students can develop their paragraph into good text. It is good for them to increase

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their ability in writing. If they have good ability in writing, they will be easy to arrange all kinds of texts.

In fact, based on researchers' experience when i was teaching practice at Senior High School 2 Siak Hulu at first grade, researcher found some problems of students in writing descriptive text. Firstly, the students had difficulty organizing the general structure of the descriptive text by writing a descriptive text. They were still confused what the generic structures of descriptive text and how to start to write descriptive text. Second, they still got confused about how to write identification and description of descriptive text. Some of them did mistake such as wrote description in the first paragraph and wrote identification in the last paragraph. Third, the students got difficulties to arrange the content that they wanted to describe into text. Sometimes, the content in each paragraph that they wrote unconnected each other in writing their ideas in descriptive text.

Even though, most of the students in Senior High School have already studied about English from elementary school, but they were not able to arrange their ideas into good text. Fourth, in writing descriptive text, the students also got difficulties to organize their ideas into good supporting sentences. Sometimes, main idea and supporting sentences did not connect each other. Fifth, the students also got difficult to use correct grammar in their sentences. The students still used grammar inappropriate in their sentence. They still got difficult in using verbal and nominal sentence. Sixth, students forgot to add the mechanics of writing in their text. It could happen because they thought mechanics of writing were not

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really needed in a text. Finally, in writing descriptive text, they also forgot to use conjunctions to combine two or more ideas in one sentence.

From the problem, the researcher have a model of cooperative learning that can used in learning English, the model is Carousel Feedback. Cooperative learning is an active form of learning in which pupil work together in a small group to perform certain tasks. One of the model of cooperative learning is Carousel Feedback.

Carousel feedback is a cooperative learning activity focused on movement, conversation and reflection, which can be used to discover and discuss background knowledge before a new topic is studied and to review previously learned content. This structure provides social skills, communication skills, decision-making in more advanced teams, information processing and thinking skills. Carousel feedback simultaneously interacts with students in order to share ideas about projects. Presentation structures allow effective sharing of ideas, solutions or projects. Carousel feedback requires students to actively participate in the learning process of social studies and provide feedback on other groups ' projects in order to increase students ' self-efficacy, not only by listening to the teacher's lecture, but also by taking notes (Kagan, 2009).

Base on the explanation before, the researcher used some relevant of studies to support what the researcher think. Where as the relevant studies in previous researcher were conducted by other researchers in which they are relevant to this research. First research has been conducted is from Aviesta

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(2017) . Where as the conclusion is drawn that there is significant effect of using carousel on teaching writing of descriptive text at SMP Al Fath Cirendeu. The next research was conducted by Susanti (2012). This research can concluded that Carousel technique give possitive effect toward students reading comprehension because t-test is bigger than t-table. So the hypothesis is accepted.

The reason why the researcher choose carousel feedback to used in learning English especially in writing descriptive text. Because, carousel have some advantage according to Kagan (2009), there are: First, Positive interdependence, cooperation and performance improvement because none of us can do the task alone, but we can solve it if we work together. Second, Individual accountability, created to make students individually responsible. Each student must contribute regularly and individually to the study. Third, students should be individually responsible for participating in front of friends and teachers. When equality occurs, cooperative learning covers the gap in achievement. Four, Simultaneous interaction, if we interact simultaneously, five minutes is also much more active than in the traditional classroom, because students are much more involved when someone speaks directly to them than when they see the head teacher of the responding students. The simultaneity principle is the key to maximizing positive results in collaborative learning.

From the explanation, the researcher conclude that this cooperative learning can used in learning activities with different skills and different level of school. The researcher hope that carousel can very usefull in learning process.

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1.2 Setting of the Problem

From the background that i have explained before, the researcher found students' problem in writing. First, the students had difficulties organizing the general structure of the descriptive text in written descriptive texts. They were still confused what the generic structures of descriptive text and how to start to write descriptive text. Second, they still got confused about how to write identification and description of descriptive text. Some of them did mistake such as wrote description in the first paragraph and wrote identification in the last paragraph. The generic structure in descriptive text are Identification and Description. Where as in identification is a part of paragraph that introduces the character in first paragraph. Then, description is the part of paragraph that describes the details of character in second paragraph. Third, the students got difficulties to arrange the content that they wanted to describe into text. Sometimes, the content in each paragraph that they wrote unconnected each other in writing their ideas in descriptive text. Example like in the first paragraph describe about person. But, the second paragraph talk about place or location.

Even though, most of the students in Senior High School have already studied about English from elementary school, but they were not able to arrange their ideas into good text. Fourth, in writing descriptive text, the students also got difficulties to organize their ideas into good supporting sentences. Sometimes, main idea and supporting sentences did not connect each other. Fifth, the students also got difficult to use correct grammar in their sentences. The students still used grammar inappropriate in their sentence. They still got difficult in using verbal

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and nominal sentence. Sixth, students forgot to add the mechanics of writing in their text. It could happen because they thought mechanics of writing were not really needed in a text. Finally, in writing descriptive text, they also forgot to use conjunctions to combine two or more ideas in one sentence.

1.3 Limitation of the Problem

In order to focus on the topic, the researcher makes the limitation of the study on this research. The researcher only focuses on students writing descriptive text at the first grade of senior high school 2 Siak Hulu in academic year of 2019/2020 which is still low in writing, especially in descriptive text and they need an improvement for it. The researcher tried to improve the students' writing by using carousel feedback.

1.4 Formulation of the Problem

The formulation of the study is in following question : " Is there any significant effect of carousel feedback towards writing descriptive text at the first grade of SMA Negeri 2 Siak Hulu ?

1.5 Objective of the Research

The objective to the study to find out whether or not there is significantly different achievement of writing descriptive text between students who are thought by using carousel and those who are not.

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1.6 Significant of the Research

The result of this study is expected to be useful for some people , there are teacher, students, and researcher.

1. Teacher

English teacher will be motivated and to innovated student to writing in English especially descriptive text using carousel feedback. The researcher hope that the teachers can use this cooperative learning not only in English subject, but in another subject based on the level of school. It can make the teachers have the new model in learning activity. Then, the teachers can help students to improve their writing skill not only in descriptive text, but another text.

2. Students

After the students were taugh by carousel feedback, it can increase students ability in writing descriptive text and increase their excitement learning desciptive text in the class. By using this cooperative learning as a model, the students not only work in group, but students also learn how to transfer their ideas to equate their understanding of their learning.

3. Researcher

For the researcher, to examine this cooperative learning of Caroussel feedback have an effect for students writing ability.

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1.7 Definition of the Key Terms

In order to make this research understandable and to avoid ambiguity,the researcher presents some definitions of key terms as followings:

1. Writing

Writing is a skill that is used in transfering thoughts and feeling from ideas into a piece of paper and writing is one of media to communication with other people. Writing is a complex process that enables writers to research and render tangible and concrete thoughts and ideas, Gaith (2002:1).

2. Descriptive Text

Descriptive text is a text that to identify or describes about particular thing such as scene, thing, person or place. Gerot and Wignell (1995:208) stated that descriptive text is a text describing a specific person, place, or thing.

3. Carousel Feedback

Carousel feedback requires students to actively participate in the learning process of social studies and provide feedback on other groups ' projects in order to increase students ' self-efficacy, not only by listening to the teacher's lecture, but also by taking notes (Kagan, 2009).

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

2.1.1 Nature of Writing

Writing is one of the language skills that students should master in studying English besides listening, speaking and reading as a foreign language. Writing is a skill that is used in transfering thoughts and feeling from ideas into a piece of paper and writing is one of media to communication with other people. Writing is a complex process that enables writers to research and render tangible and concrete thoughts and ideas, Gaith (2002:1).

Meanwhile, that writing is a language used to communicative indirectly. Tarigan (1987:7). It means that people can express their feelings and ideas indirectly by writing. They can communicate by writing a letter, message, or an invitation. In line with the statement above, writing is an ability in which writers can express their ideas in writing, Markhamah (2013: 6). It is basically a process of expressing ideas and thoughts of the writer's ideas as a means of communication. The form of communication in this case is directly. The communication between the writer and the reader, the writer transfers inform ation to the reader, the sender message shares the feeling of the receiver and many other expressions, which can be done indirectly by writing.

In other hand, writing is known as productive skill in English besides speaking. As a productive skill, writer produces their thought into a written form.

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The production of written word also has to be comprehended so that the reader can easily understand the writer's ideas. Writing is concerned about how personal thinking relates to a topic, Hyland (2003:9).

However, writing can not be done naturally by acquiring language, it requires more practice, especially in grammar and discourse. Therefore, it needs the high accuracy of the vocabulary, grammar and punctuation aspect to produce a good writing.

In short, by writing, students can convey their ideas, feelings, information or anything that exists in their mind about the topic. In addition, by writing, students can develop their understanding of English and help them produce words, because if they can write, they can speak.

2.1.1.1 Writing Process

Writing is the process in which a writer determines whether his or her writing will be better or not. The writing process consists of four main elements in writing process. Those are palnning, drafting, editing (editing and revising), and final version , Harmer (2004:4-6) :

1. Planning

Harmer (2004:4) stated that in planning process, there are three main issues have to be thought by students. The first, the stuents have to decide the purpose of writing. Next, students have to think about langugae styles. Finally, students have to consider the content.

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2. Drafting

Harmer (2004:5) stated that in drafting is the first version of piece of writing. In this point the students should be given a lot of time, because they need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuation or spelling.

3. Editing

Harmer (2004:5) stated that in editing the students read again what they write as a draft to check their writing if there are mistakes. After the students found the mistakes, then revise it. By doing those, the mistakes can be minimize.

4. Final version

Harmer (2004:6) stated that the last stage is the final version. After all process have done, the students make final version. It is possible that the final version is much different in the plan and the draft has been made before. It happens since there are many change in editing process. Any unimportant information stated in the draft can be deleted.

After finishing that process, the result of writing is ready to be snet out to the reader. It is different if students write spontaneously. Therefore, the result of writing will be better with following those process.

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There are three stages in writing (Edelsein and Pival,1988:11). These stages help to strengthen the affectively of writing the following stages can be summarized in writing there are :

1. Pre-writing

Pre writing is anything that the writer writes a draft document. In this activity, the writer should select the general topics, restrict the topics, generate ideas and organize ideas.

2. Writing

The writer puts the ideas in his or her mind on paper in words, phrases, paragraphs and so on to create a writing effectively. This is a normal part of the process of writing. The writer thinks of word count, grammar, spelling and punctuation in written form in this process.

3. Re-writing

The writer concerns with his or her evaluation of writing deal mainly with correcting the content and form, vocabularies, punctuation, grammar, writing errors, word duplications and omissions.

It can be concluded that writing is the way to create a good piece of writing that can bring the idea of the writer into the mind of the reader.

2.1.1.2 Writing Aspect

There are several aspects that students should consider in writing to write well. There are five aspects in writing as stated by Nurgiyantoro (2001:48). To make it clear researcher will explain each aspect.

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1. Organization

It means how the students organize their idea. Wether each paragrahp is organize well or not. The organization of the text is fluent in expressing reveal clearly ideas, good organization, logic sequence, and cohesive.

2. Content

The content refers to the topic and its explanation, discussion, evaluation, and conclusion. It should be clear, specific, and reevant. The good content had to fulfill the criteria such as full of information, subtantive make a clear thesis development and relevant with the problem.

3. Language

The students use effective complex sentence construction and make only few faults in the using of grammar.

4. Vocabulary

If the students could choose the corret words as it is function and master informing words.

5, Mechanic

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropiate, the paragraph will be unreable. So the students should be master in writing good paragraph.

Likewise, there are five aspects must be assessed in writing: content, organization, vocabulary, grammar and mechanics (Heaton ,1991: 135). The definitions of the five aspects are as follow:

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1. Content is the substance of the writing in which the idea was expressed. This aspect of writing evaluates whether or not the development of written sentences supports the main idea.

2. Organization is the form of content. This aspect of writing evaluates whether the writing in chronological order or not. Vocabulary is the selection of word that suitable with the content.

3. Vocabulary assesses whether writing has an effective word, choice and use. Content is the substance of the writing, where the idea was expressed. This aspect of writing evaluates whether the developing sentences in writing supports main idea or not.

4. Grammar is the employment of grammatical forms and syntactic patterns. This aspect of writing evaluates whether the writing has effective grammar or not.

5. Mechanic is the conventional device used to clarify the meaning of the writing. Mechanic is the aspect that evaluates the writing by correcting the punctuation, spelling, and capitalization.

According to the statement above, in order to improve the writing descriptive text, the researcher conducted this research by using aspects of writing by (Heaton,1991: 135), as the role of writing development.

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2.1.1.3 Kind of Writing

Defines different types of writing that a writer does (Kane,2007:6-7). He summarizes the most common types of writing that are narative, descriptive, expository, persuasive.

1. Expository is used to explain things that focus on external object, situations, and processes, in order to explain something with relevant fact.

2.Descriptive is used to explain the details of the object or scene to describe. It is a style of writing that focuses on describing a character, an event, or place, concerned with experience.

3.Narrative is telling story by chronological order using an actual sequence of events. It used to illustrate the author who writes the point of view of one of the character.

4. Persuasive is used to convince the reader the point of view which is recommended by the writer. It contains the opinion used to make a case or to prove or disprove a statement or proportion.

2.1.2 Descriptive Text

2.1.2.1 The Definition of Descriptive Text

The definition of descriptive text can be varied from any sources with several different explanations but has a similar meaning that describe. Gerot and Wignell (1995: 208) state that descriptive text is a text describing a spe cific person, place, or thing. Descriptive text contains elements such as social func tion, generic structure, and grammatical characteristics of the lexicon. Within a co ncise text, all the elements must exist. All the elements have to exist in a

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descriptive text. Basically, descriptive text is used to identify and describe particular person, place, and thing. Descriptive text is a text that is used to describe a certain person,place, or thing to the readers (Depdiknas, 2006: 81). It focuses on the characteristic features of a person, an animal, or a particular thing. When reading, a reader is expected to be able to visualize how the person, the place or the thing looks like through the description in the descriptive text. The social function of the descriptive text communication is to describe in detail or clearly a specific person, location, or thing.

2.1.2.2 The Function and Purposes of Descriptive Text

Some experts with similar concepts have proposed a definition of descriptive text after we learned about the concept of descriptive and we also need to know the functions and purpose of the descriptive text.

Descriptive writing has a social function to describe a specific person, place or thing, for example, a specific building, a specific place, an animal, a particular place and a particular person (Hartono,2005:6). Whereas a descriptive text is intended to explain the object, without including personal views, by defining its features, Anderson (1998 p.26).

2.1.2.3 The Generic Structure of Descriptive Text

The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Each text has its own generic structure. The general structure of the descriptive text is identification and description (Pardiyono, 2007: 33- 56).

a. Identification: is the part of paragraph that introduces the character.

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b. Description: is the part of paragraph that describes the details of character.

The stages above are the generic structure/ text organization of the descriptive text. The generic structure of this text has two parts, which are identification and description. Identification is used to identify the phenomenon to be described. It is usually begun with the statement responding to the questions of what or who: what is going to be described or who is going to be described in the following sentences. For examples, when a writer wants to describe about a person, he or she will start his identification by mentioning the name of the person and the general identification about who he is. And if we will describe about place. He or she can describe about the information of place like location, story of the place and so on.

The writer therefore focuses on describing the parts, qualities and characteristics of a place, person or thing to be described in the description. After a person is identified, for example, the writer describes the characteristics of the person from his personal information, personality traits and physical appearance.

2.1.3 Carousel Feedback

Carousel feedback requires students to actively participate in the learning process of social studies and provide feedback on other groups ' projects in order to increase students ' self-efficacy, not only by listening to the teacher's lecture, but also by taking notes (Kagan, 2009).

Carousel feedback is a cooperative learning activity focused on movement, conversation and reflection, which can be used to discover and discuss

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background knowledge before a new topic is studied and to review previously learned content. This structure provides social skills, communication skills, decision-making in more advanced teams, information processing and thinking skills.

In this technique, carousel feedback is one of model cooperative learning developed by Kagan and Kagan (2009). Carousel Feedback is used by the teachers in learning to train students to face real problems, through the process of finding data to provide ideas and feedback to the other groups. The learning procedure of Carousel Feedback which is suggested by Kagan and Kagan (2009) are follows:

(a). Each group stood in front of the project assigned to them.

(b). Each group rotates clockwise to another group.

(c). Each group has time to discuss its response to the other groups in the project.

(d). One group member should write notes or feedback on each group's format of feedback.

(e). The teacher rang the bell when the allotted time has been completed,

(f). Each group revolves, looks, talks, and comments on the next group.

(g) Groups continue to round up until the teacher specifies the time. The group examined their feedback from other groups.Upon returning to our home group, the group discussed the feedback received from the other groups.

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2.1.3.1 The Advantage of Using Carousel

There are several advantage of using Carousel in teaching as a foreign language (Kagan, 2009) which can be listed as follows :

(1). Positive interdependence, cooperation and performance improvement because none of us can do the task alone, but we can solve it if we work together.

(2). Individual accountability, created to make students individually responsible. Each student must contribute regularly and individually to the study.

(3). Students should be individually responsible for participating in front of friends and teachers. When equality occurs, cooperative learning covers the gap in achievement.

(4). Simultaneous interaction, if we interact simultaneously, five minutes is also much more active than in the traditional classroom, because students are much more involved when someone speaks directly to them than when they see the head teacher of the responding students. The simultaneity principle is the key to maximizing positive results in collaborative learning.

2.1.3.2 The Procedure of Carousel

There are procedure of carousel can be implements in the classroom (Kagan and Kagan,2009):

(a). Each group stood in front of the project assigned to them.

(b). Each group rotates clockwise to another group.

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(c). Each group has time to discuss its response to the other groups in the project.

(d). One group member should write notes or feedback on each group's format of feedback.

(e). The teacher rang the bell when the allotted time has been completed,

(f). Each group revolves, looks, talks, and comments on the next group.

(g) Groups continue to round up until the teacher specifies the time. The group examined their feedback from other groups.Upon returning to our home group, the group discussed the feedback received from the other groups.

Based on explanation above, after the students divided into each group. Then they stand in front of their project or task. The teacher give them time to think about the idea and positive comment before leave the others group.

2.2 Relevant Studies

The relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to this reserach. Besides, we have to analyze what the point focused on informing the design, finding and conclusion of the research. First research has been conducted is from Rofika Tiara Avisteva (2017) " The Effect of Using Carousel Activity on Students' Writing Ability of Descriptive Text at the seventh grade students of SMP Al Fath Cirendeu". In this research, the researcher used Quasi Experimental research. Design of the research used Pretest-Posttest Control Group Design.

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The participants were class 7D as the experimental class and 7E as the controlled class. From analyze data, they concluded that there is significant difference in the students' writing ability of descriptive text who were thought by using carousel and the other who were thought only used conventionl method. In the research finding chapter that showed that high increasing score that was made by the experimental class compare to the controlled class. The conclusion is drawn that there is a significant effect of using carousel on teaching writing of descriptive text at the seventh grade of students at SMP Al Fath Cirendeu.

The next research was conducted by Merri Susanti (2012) " The Effect of Using Carousel Technique Towards Students' Reading Comprehension at the Second Grade Student of SMPN 1 Padang Ganting". The researcher used Quasi Experimental research in this research. Pretest-post-test Control Group Design was used to design the research.

In addition, in this research, the experimental group which was treated by using Carousel technique and a control group which was treated by using Question Answer Relationship Strategy. Each variable had cause and effect relationship. There were Carousel technique as independent variable which gave effect or treatment to another variable, and reading comprehension as dependent variable which was affected by other variable. From the research finding, the reseracher concludes that Carousel technique was more effective to be applied in teaching reading than Question-Answer Relationship Strategy was 2.26 that t-table 2.00 at the degree of freedom 58 and at the level of signaficance 0.05. it can

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concluded that Carousel technique gives positive effect toward students reading comprehension because t-test is bigger than t-table. So, the hypothesis is accepted.

This reserach is different from the previous research, the researcher use carousel feedback as technique to know students writing ability. The researcher will focuses on measure five component of writing (Content, organization,grammar,vocabulary,mechanic). The researcher used writing scoring aspect by Brown (2007) as instrument to analyze the data from students writing ability.

The next researcher, Nada Raudhotul Muthoharoh, Anita (2018), "Using Feedback In Teaching Writing Descriptive Text" at seventh grade students of SMP 14 Kota Serang. This study is to see the improvement of student's writing skill on descriptive text for seventh grade students of SMP 14 Kota Serang by using peer feedback technique. The subject of this research is the students of seventh grade of SMP 14 Kota Serang which consist of 30 students. This research is applied by a quasi-experimental design and quantitative research method. The instrument used in this research was tests (pre-test and post-test) which is conducted based on the main problems: 1) How is the students writing ability on descriptive text at the seventh grade of SMP 14 Kota serang? 2) How is the effectiveness of peer feedback in teaching writing descriptive text at the seventh grade of SMP 14 Kota serang? The research finding of the last result showed that "to" from the calculation is higher than t table both at significance level 5% and 1%. Significance 5% t observation= 7.14 and t table= 1.67 or 7.14 >1.67 which its significance 1% t observation=7.14 and t table= 2.39 or 7.14

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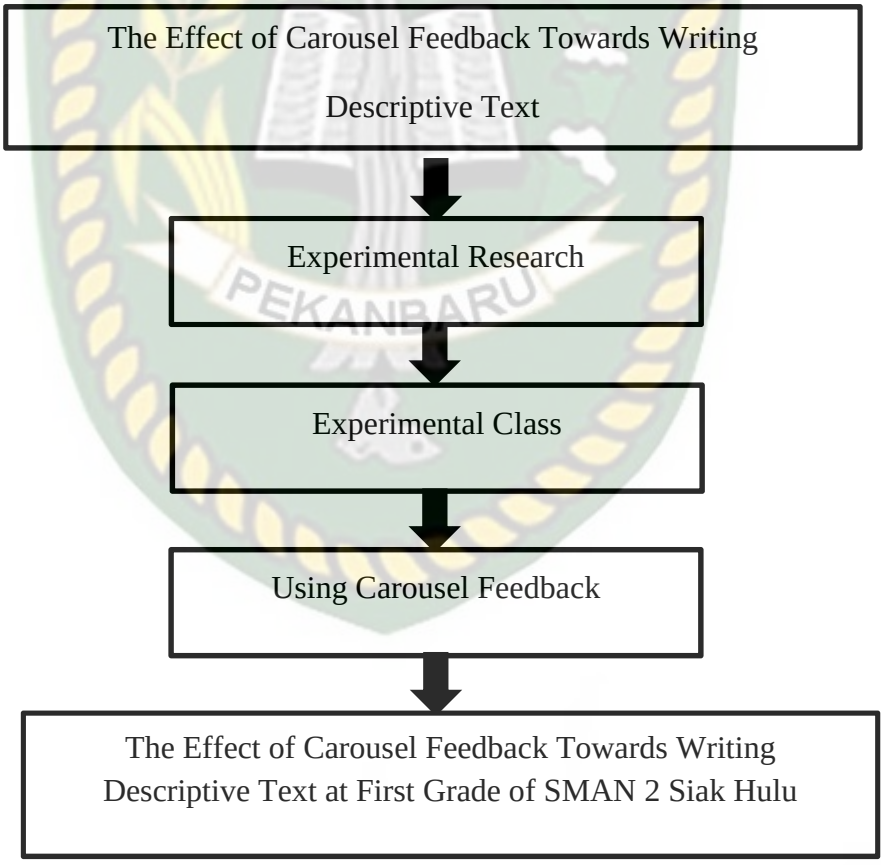
>2.39. In addition, the result of observations showed that the students more motivated in learning English, especially for writing subject. Based on the result above, it can be concluded that peer feedback can be used in teaching writing descriptive text. The result of this research shows that the students' writing on descriptive text who use peer feedback achieve better performance than those who do not use it.

2.3 Conceptual Framework

Figure 2.1 Conceptual Framework



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2.4 Hypothesis

Based on the research above, the hypothesis of this research can be formulated as follows:

1. **Ho**: There is no significant effect of carousel feedback towards writing descriptive text at first grade of SMA Negeri 2 Siak Hulu.
2. **Ha**: There is significant effect of carousel feedback towards writing descriptive text at first grade of SMA Negeri 2 Siak Hulu.

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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is true experimental research, focus on quantitative approach with using Paired Test Score.

There are three kinds of experimental research (Nunan ,1992:40). They are pre- experimental research, quasi experimental research, and true experimental research. First, pre- experimental research is may have pre and post treatment test but lack a control group. Second, is quasi experimental research has both pre- and post –test and experimental and control group, but no random assignment of subejct. Third, true-experimental research has both pre- and post-test experimental and control group random assignment of subject.

Based on explanation above, this research was true experimental research because in my research there were two classes, experimental class and control class. The researcher used two classes as the sample. They were an experimental class and control class. The experimental class was classified to carousel feedback. In the controlled class used conventional method. Therefore, the experimental class provided with pre-test, treatment, and post-test. While control class only given pre-test and post test without treatment.

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Table 3.1

Design of the Research

Intact Groups	**Measurement**	**Application of Independent Variable**	**Measurement**
Experimental Class	Pre-test	Experimental treatment (using carousel feedback)	Post-test
Controll Class	Pre-test	Without experimental treatment (using lecturing, presentation, drilling)	Post-test

3.2 Location and Time of the Research

The research was conducted at SMA Negeri 2 Siak Hulu at Kubang Raya street No.62 Desa Kubang Jaya Kecamatan Siak Hulu Kabupaten Kampar. In academic year 2019/2020. The research was conducted in 25th March – 7th May 2019.

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3.3 Population and Sample of the Research

3.3.1 Population

The population is a group to which the researcher would like to generalize the results of the study, and sampling is the process of selecting a number of representatives from the large group from which they selected (Gay,1987:107).

The research population of this research were the first grade of SMA Negeri 2 Siak Hulu. Particularly, the sample of the research were class X IPA 3-4. There were all 65 students seperading in two classes. They were assumed to have the same level of proficiency and same background.

Table 3.3

Population of the Research

No.	Class	Population
1.	X IPA 1	34
2.	X IPA 2	33
3.	X IPA 3	33
4.	X IPA 4	32
5.	X IPA 5	33
6.	X IPA 6	34
Total		**199**

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Based on the table 3.3, there are six classes. The total population is 199 students. In this research, the researcher choose two classes in randomly based on background of caracter and knowledge that will be my experiment. Where as there are two classes as the sample, one class as the experimental class and the other as the controlled class. In this research, two classes are taken as the sample, namely X IPA 3 and X IPA 4. Therefore X IPA 3 was decided into controlled class and X IPA 4 as the experimental class. The total number of two classes is 65 students. These classes has been treated with two different treatment. Class X IPA 3 treated with without expreriment (conventional method) and X IPA 4 was treated by using cooperative learning as the experimental class.

3.3.2 Sample

Sampling is the process of selecting as a study a number of individuals to represent the larger group from which they were selected. The researcher using puposive sampling technique to get the class that the classes are to be my experiment.

3.4 Instrument of the Research

The research instrument's in this research is writing test. Likewise, Hughes states that writing is the best way to know someone's ability in writing. The test applied for pre-test. The pre-test aim to finding out the result writing of the students before doing treatment, and post-test aim to finding the result of the students after giving treatment.

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3.4.1 Variable X

There are two main of variables in experimental. First is Independent variable as a variable x. Second, Dependent variable as a variable y. An Independent variable is the variable that is changed or controlled in a scientific experiment to test the effects on the dependent variable. So, variable x in this research is Carousel Feedback.

3.4.2 Variable Y

Dependent variable is the variable being tested and measured in a scientific experiment. Variable Y include the skill of English like listening, writing, reading, and speaking. It is the presumed effect. Variable Y in this research is Writing on Descriptive Text.

3.4.3 Validity of the Instrument

The quality that most affects the value of a writing assessment is validity. In defining validity, A test is said to be valid if it accurately measures what is to be measured a test is said to be valid if it measures accurately what is intended to measure (Hughes,1989:22). A consultation with the English teacher at school has been done in order to find out the appropiateness of instrument in which the test would be given to the students. The relevance of the topic of writing based on SK-KD (*Standar Kompetensi - Kompetensi Dasar*) SKKD based on curriculum "2013 Curiculum" to support the validity of the test; the SKKD can be seen in the lesson planning.

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3.4.4 Reliability of the Instrument

To know the reliability of instrument, if its results remain relatively stable from one administration to another, a test is said to be reliable (Hatch and Farhady,1982:144). A test can be considered reliable if the tests have a consistent result. In terms of language test, test items can be considered reliable if there is similarity or a little bit different between the first test score with the second or third test scores of the test-taker. Reliability used in assessing students‘ writing descriptive text both in pre-test and post-test. In order to attain the reliability of the instrument this research used the rubric of writing adapted from Brown. There are some aspects, as follows : content, organization, grammar, vocabulary, and mechanic.

3.5 Data Collection Technique

3.5.1 Data Collection for Experimental Class

1. Pre – Test

Students were given pre-test before they treatment. The researcher was give pre-test to X IPA 4 as experimental class. The aimed for giving test is to know the pevious students activity in writing in pre-test, the students was begged to writer based on the topic. Where as the topic in pre-test about Describing People.

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Table 3.5.1

Blue Print Pre – Test for Experimental Class

Meeting	Measurement	Topic	Indicator
I	Pre-Test	Describing People - Mark Zuckerberg	Siswa mampu mengidentifikasi dan menyusun teks deskriptif yang menyatakan tentang orang sesuai dengan konteks penggunaannya.

2. Treatment

After giving pre-tets, the researcher was give the treatment writing material. This treatment was taken in order to know is there significant effect of carousel feedback on students writing descriptive text. The treatment was give only experimental class. Whereas the test will be try in experiment, there are in the table.

Table 3.5.1

Blue Print Treatment for Experimental Class

Meeting	Measurement	Topic	Indicator
II	Treatment I	Describing People	Siswa mampu mengidentifikasi dan

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		- Ir. Soekarno	menyusun teks deskriptif yang menyatakan tentang orang sesuai dengan konteks penggunaannya.
III	Treatment II	Describing Place - Monas	Siswa mampu mengidentifikasi dan menyusun teks deskriptif yang menyatakan tentang tempat sesuai dengan konteks penggunaannya.
IV	Treatment III	Describing Thing - Handphone	Siswa mampu mengidentifikasi dan menyusun teks deskriptif yang menyatakan tentang benda sesuai dengan konteks penggunaannya.
V	Treatment IV	Describing People, Place, Thing	Siswa mampu mengidentifikasi dan meyusun teks dskriptif

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		- B.J Habibie - Borobudur - Televisions	yang menyatakan tentang orang, tempat, benda sesuai dengan konteks penggunaannya.

3. Post – Test

The purpose of giving post test is to find the effect on students listening comprehension after only. Post-test was give to experimental and control class. This topic was the same with control class in post-test. The material about describe about thing.

Table 3.5.1

Blue Print Post – Test for Experimental Class

Meeting	Measurement	Topic	Indicator
VI	Post-Test	Describing Place - Jam Gadang	Siswa mampu mengidentifikasi dan menyusun teks deskriptif yang menyatakan tentang tempat sesuai dengan konteks penggunaannya.

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3.5.2 Data Collection for Control Class

1. Pre – Test

The researcher was give pre-test to X IPA 3 as control class. Pre-test was give to know the previous students' in writing descriptive. In pre-test, the researcher was give the same topic for the pre-test in experimental class. It would be similar to the experimental class in the pre-test.

Table 3.5.2

Blue Print Post – Test for Control Class

Meeting	Measurement	Topic	Indicator
I	Pre-Test	Describing People - Mark Zuckerberg	Siswa mampu mengidentifikasi dan menyusun teks deskriptif yang menyatakan tentang orang sesuai dengan konteks penggunaannya.

2. Non Treatment

There was not treatment in control class that researcher given. Students were taught their English Teacher.

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Table 3.5.2

Blue Print Non Treatment for Control Class

Meeting	Measurement	Topic	Indicator
II	Conventional method (without treatment)	Describing People - Ir. Soekarno	Siswa mampu mengidentifikasi dan menyusun teks deskriptif yang menyatakan tentang orang sesuai dengan konteks penggunaannya.
III	Conventional method (without treatment)	Describing Place - Monas	Siswa mampu mengidentifikasi dan menyusun teks deskriptif yang menyatakan tentang tempat sesuai dengan konteks penggunaannya.
IV	Conventional method (without treatment)	Describing Thing - Handphone	Siswa mampu mengidentifikasi dan menyusun teks deskriptif yang menyatakan tentang benda sesuai

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			dengan konteks penggunaannya.
V	Conventional method (without treatment)	Describing People, Place, Thing - B.J Habibie - Borobudur - Televisions	Siswa mampu mengidentifikasi dan meyusun teks dskriptif yang menyatakan tentang orang, tempat, benda sesuai dengan konteks penggunaannya.

3. Post – Test

The post-test had done after doing pre-test. It have aim to know is there significant effect in experiment class and control class. The researcher give the same topic for the post-test. It would be similar to the experimental class in the pre-tets. This topic were with experimental class in post-test.

Table 3.5.2

Blue Print Post – Test for Control Class

Meeting	Measurement	Topic	Indicator
VI	Post-Test	Describing Place - Jam Gadang	Siswa mampu mengidentifikasi dan menyusun teks

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			deskriptif yang menyatakan tentang tempat sesuai dengan konteks penggunaannya.

3.5.3 Scoring Rubric in Writing

In the determining of score or assessment, furthermore, the researcher rating scale adapted from Brown which the score is provided in Table 3.5

Table 3.5.3

Scoring Rubric of Descriptive Text

Aspects	Score	Performance
Content - Topic - Details	4	The topic is complete and clear and the details are realting to be the topic.
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
Organization	4	Identification is complete and description

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- Identification - Description		are arranged with proper connectivities
	3	Identification is complete and description are arranged with almost proper connectivities
	2	Identification is complete and description are arranged with few missue of connectivities
	1	Identification is not complete and description are arranged with missue of connectivities
Grammar - Use Present Tense	4	Very few grammatical or agreement inaccuracies
- Arrangement	3	Few grammatical or agreemnet inaccuracies but not affect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreemnet inaccuracies

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Vocabulary	4	Effective choice of words and word forms
	3	Few missue of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word form
	1	Very poor knowledge of words, word from, and not understandable
Mechanics - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, capitalization
	3	It has occasional errors of speling, punctuation, capitalization
	2	It has frequent errors of spelling, punctuation, capitalization
	1	It is dominated by errors of spelling, punctuation, capitalization.

Adopted from Brown (2007)

3.6 Data Analysis Technique

After the data was collected. The data will be analyze with classification of students' score in writing descriptive text by SPSS (Statistical Program for Social Science) 2.0 version.

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Table 3.6 Classification of Students' Score

Total Score	Level of Ability
81-100	Excellent
61-80	Good
41-60	Mediocre
21-40	Poor
0-20	Very Poor

(Adopted by Harris 1974: 134)

To know the percentage of the classification of students' score, data is percentage by using the formula :

$$P = \frac{\text{fx100\%}}{\text{r}}$$

Where : P: Percentage of students' score

F: Frequency of students' score

R: Total Number of respondents

(Hatch & Farhady,1982:43)

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CHAPTER IV

RESEARCH FINDINGS

4.1. Data Presentation

The researcher has conducted the research that has been done in SMA Negeri 2 Siak Hulu. There was two classes in the research, they were experimental and control class, X Mipa 3 as control class and X Mipa 4 as experimental class. The researcher provided written test.

The researcher gave two test : pre – test and post – test for each of class, pre – test for the experimental class was given before the researcher applying the Carousel Feedback while control class was given before the lesson begins. During in the treatment, the researcher applying the Carousel Feedback in teaching conducted for six meetings. At the end of treatment, the students were given post – test, in post – test there was improvements of students' score in writing descriptive text.

4.1.1 Data Presentation of Pre-test and Post-test from the Experimental Class

The Experimental class of the study was X MIPA 4. It consisted of 32 students. But only 30 students taugh by using carousel feedback in the teaching writing of descriptive text, because they get permission from school. They were tested with writing test before receiving the treatment.

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After conducting the pre-test , then the treatment was implemented four times followed by post-test. Data regarding the pre-test and post-test score of this class are shown in table 4.1

Table 4.1

Students' Pretest and Posttest Score in the Experimental Class

No	Students' Label	Pretest	Posttest
1	Student 1	55.00	72.50
2	Student 2	47.50	62.50
3	Student 3	60.00	77.50
4	Student 4	42.50	60.00
5	Student 5	45.00	60.00
6	Student 6	47.50	65.00
7	Student 7	55.00	72.50
8	Student 8	60.00	77.50
9	Student 9	32.50	57.50
10	Student 10	60.00	77.50
11	Student 11	57.50	75.00
12	Student 12	62.50	80.00
13	Student 13	52.50	70.00
14	Student 14	32.50	50.00
15	Student 15	62.50	80.00
16	Student 16	62.50	80.00
17	Student 17	37.50	55.00
18	Student 18	57.50	75.00
19	Student 19	52.50	70.00
20	Student 20	42.50	60.00
21	Student 21	45.00	62.50
22	Student 22	37.50	55.00
23	Student 23	52.50	70.00
24	Student 24	50.00	67.50
25	Student 25	40.00	57.50
26	Student 26	50.00	67.50
27	Student 27	40.00	57.50
28	Student 28	52.50	70.00
29	Student 29	57.50	75.00

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30	Student 30	42.50	60.00
Sum		**1492.50**	**2020.00**
Mean		**49.75**	**67.33**
Maximum		**62.50**	**80.00**
Minimum		**32.50**	**50.00**

Based on the Table 4.1, it can be seen that from 30 students in the class, the mean score of pre-test was 49.75 and the mean score of post-test was 67.33. The smallest score in the pre-test was 32.50 and the highest score was 62.50. Meanwhile, the lowest was 50.00 and the highest post-test score was 80.00. Those pre-test scores were obtained before applying carousel feedback and post-test scores after applying carousel feedback.

4.1.2 Data Presentation of Pre-test and Post-test from Control Class

The control class in this study was class X MIPA 3. This class also had to complete the same pre-test and post-test as the control class in the beginning and learned writing descriptive text as a part of the English subject.

However, the difference is that this class did not receive any treatment like the experimental class using carousel feedback in the teaching writing of the descriptive text. Then, after the teaching phase has completed, the writing post-test was conducted. Data regarding the pre-test and the post-test scores of this class are shown in Table 4.2.

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Table 4.2

Students' Pretest and Posttest Score in the Control Class

No	Students' Label	Pretest	Posttest
1	Student 1	62.50	65.00
2	Student 2	37.50	37.50
3	Student 3	57.50	60.00
4	Student 4	52.50	52.50
5	Student 5	42.50	42.50
6	Student 6	45.00	45.00
7	Student 7	37.50	37.50
8	Student 8	52.50	52.50
9	Student 9	50.00	52.50
10	Student 10	40.00	40.00
11	Student 11	50.00	52.50
12	Student 12	40.00	40.00
13	Student 13	52.50	55.00
14	Student 14	57.50	60.00
15	Student 15	55.00	57.50
16	Student 16	47.50	50.00
17	Student 17	60.00	62.50
18	Student 18	42.50	42.50
19	Student 19	45.00	47.50
20	Student 20	47.50	50.00
21	Student 21	55.00	57.50
22	Student 22	60.00	62.50
23	Student 23	32.50	32.50
24	Student 24	60.00	62.50
25	Student 25	57.50	62.50
26	Student 26	62.50	70.00
27	Student 27	52.50	55.00
28	Student 28	32.50	37.50
29	Student 29	62.50	72.50
Sum		**145.00**	**1515.00**
Mean		**50.00**	**52.24**
Maximum		**62.50**	**72.50**
Minimum		**32.50**	**32.50**

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Reviewing the data in Table 4.2, it can be seen that mean score of the pre-test conducted in the control class was low. It means that the students obviously had difficulty in comprehending the writing test as experienced by the previous class. Then, after the teaching phase had finished, the writing post-test was conducted. It could beseen that from 29 students in the class, the mean of pre-test was 50.00 ant the mean of post-test was 52.24. Then, score of maximum is 62.50 and 72.50 respectively pre-test and post-test. The minimum is 32.50 both of pre and post test.

Furthermore, the calculation of the improvement score of pre-test and post-test is calculated to decide significance of the result on students' writing score before and after implementing carousel feedback. The calculation result can be seen in Table 4.3.

Table 4.3

Improvement of Students' Score in Pretest and Posttest Score in the Experimental Class

No	Students' Label	Pretest	Posttest	Improvement Score
1	Student 1	55.00	72.50	17.50
2	Student 2	47.50	62.50	15.00
3	Student 3	60.00	77.50	17.50
4	Student 4	42.50	60.00	17.50
5	Student 5	45.00	60.00	15.00
6	Student 6	47.50	65.00	17.50
7	Student 7	55.00	72.50	17.50
8	Student 8	60.00	77.50	17.50
9	Student 9	32.50	57.50	25.00
10	Student 10	60.00	77.50	17.50
11	Student 11	57.50	75.00	17.50

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12	Student 12	62.50	80.00	17.50
13	Student 13	52.50	70.00	17.50
14	Student 14	32.50	50.00	17.50
15	Student 15	62.50	80.00	17.50
16	Student 16	62.50	80.00	17.50
17	Student 17	37.50	55.00	17.50
18	Student 18	57.50	75.00	17.50
19	Student 19	52.50	70.00	17.50
20	Student 20	42.50	60.00	17.50
21	Student 21	45.00	62.50	17.50
22	Student 22	37.50	55.00	17.50
23	Student 23	52.50	70.00	17.50
24	Student 24	50.00	67.50	17.50
25	Student 25	40.00	57.50	17.50
26	Student 26	50.00	67.50	17.50
27	Student 27	40.00	57.50	17.50
28	Student 28	52.50	70.00	17.50
29	Student 29	57.50	75.00	17.50
30	Student 30	42.50	60.00	17.50
Sum		**1492.50**	**2020.00**	
Mean		**49.75**	**67.33**	
Maximum		**62.50**	**80.00**	
Minimum		**32.50**	**50.00**	

Based on the Table 4.3, it can be seen that from 29 students in the class, it can be seen that the minimum of improve score is 32.50 and the maximum of improve score is 62.50 in the pre-test. Meanwhile, the minimum improve score is 50,00 and the maximum improve score is 80,00 in the post-test, so the students improvement score about 17,58.

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Table 4.4

Improvement of Students' Score in Pretest and Posttest Score in the Control Class

No	Students' Label	Pretest	Posttest	Improvement Score
1	Student 1	6250	65.00	2.50
2	Student 2	37.50	37.50	0.00
3	Student 3	57.50	60.00	2.50
4	Student 4	52.50	52.50	0.00
5	Student 5	42.50	42.50	0.00
6	Student 6	45.00	45.00	0.00
7	Student 7	37.50	37.50	0.00
8	Student 8	52.50	52.50	0.00
9	Student 9	50.00	52.50	2.50
10	Student 10	40.00	40.00	0.00
11	Student 11	50.00	52.50	2.50
12	Student 12	40.00	40.00	0.00
13	Student 13	52.50	55.00	2.50
14	Student 14	57.50	60.00	2.50
15	Student 15	55.00	57.50	2.50
16	Student 16	47.50	50.00	2.50
17	Student 17	60.00	62.50	2.50
18	Student 18	42.50	42.50	0.00
19	Student 19	45.00	47.50	2.50
20	Student 20	47.50	50.00	2.50
21	Student 21	55.00	57.50	2.50
22	Student 22	60.00	62.50	2.50
23	Student 23	32.50	32.50	0.00
24	Student 24	60.00	62.50	2.50
25	Student 25	57.50	62.50	5.00
26	Student 26	62.50	70.00	7.50
27	Student 27	52.50	55.00	2.50
28	Student 28	32.50	37.50	5.00
29	Student 29	62.50	72.50	10.00
Sum		**1450.00**	**1515.00**	
Mean		**50.00**	**52.24**	
Maximum		**62.50**	**72.50**	
Minimum		**3250**	**32.50**	

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From the Table 4.4, it can be seen that from 29 students in the class the minimum improve score is 32.50 both of pre-test and post-test. Otherwise, the mean score of pre-test and post-test was 50.00 and the mean score of post-test was 52.24, so the students had improvement score about 2.24 points.

Based on the two tables, the average score both of experimental class and control class increased. However, the experimental class's score had increased more significantly rather than the control class. This can be seen through the range points of improvement by the two groups. The experimental class increased 17.58 points while the controll class increased only 2.24 points. The progress of both classes can be seen in the diagram below:

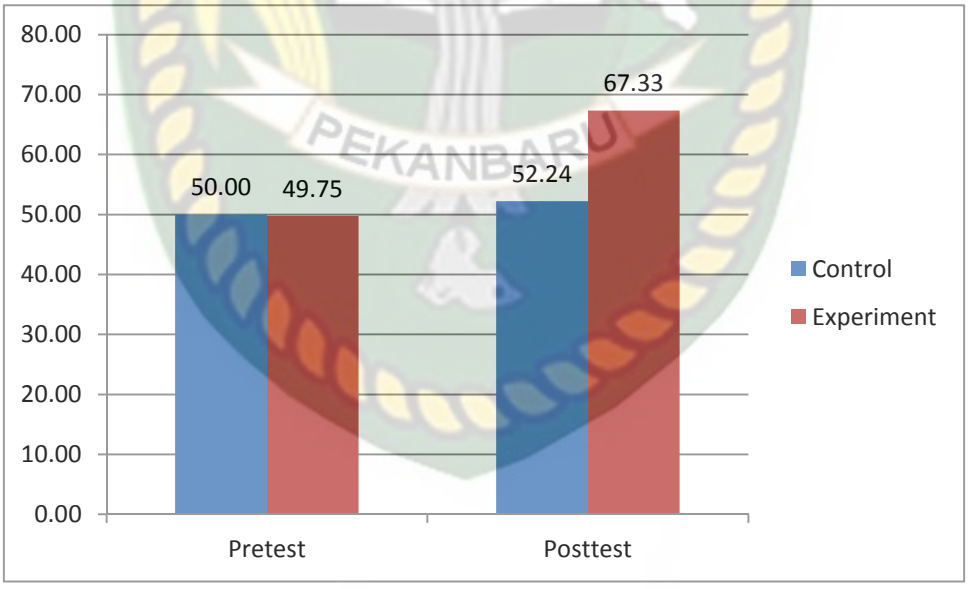

Figure 4.1. The Comparison of Students' Pretest and Posttest Score in the Control and Experimental Class

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From the historgram, it shows the increasing mean score and more students was highest 67.33. It means that the increasing score of experimental class higher than control class. Mean score of post-test experimental class is 52.24.

From the table presente the researcher can be concluded that experimental class (learning writing by using carousel feedback) got higher score than the control class (without carousel feedback in learning writing). As mentioned before, in analyzing the data from the results of pre-test and post-test, the researcher used statistic calculation of the t-tets formula with the degree of significance 5% and 1%.

To know the result of the experiment, the researcher calculated the results of post-test of both classes, where variable X is the result of the experimnetal class through teaching writing descriptive text by using carousel feedback and variable Y is the result of the controll class through teaching writing descriptive text without using carousel feedback.

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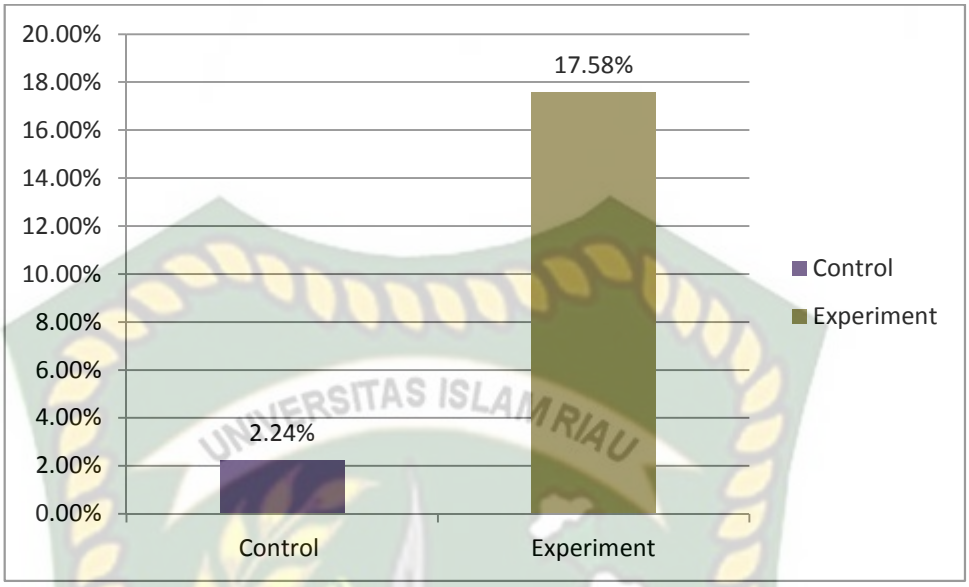

Figure 4.2 The Improvement of Students' Pretest and Posttest Score in the Control and Experimental Class

From the historgram, it shows the improvement of students' pre-test and post-test in the control and experimental class. Where as control class get improve only 2.24% in the pre and post test. Then experimental class get improve 17.58% in the pre and post test. So, the researcher can concluded that both two classes had improvement.

Then in this research, the researcher classified the level of students in pre-test and post-test both in experimental class and control class. Both classes can be seen in the table 4.5

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Table 4.5

The Classification of Students Score Pret-test Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	13	43.3	43.3	43.3
	Poor to Average	11	36.7	36.7	80.0
	Average to Good	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

From the Table 4.5, it can be seen that the classification of students score where as 13 of students get poor in their score. Then, from 11 students get the poor to average and 6 students get average to good in pre-test of experimental class.

Table 4.6

The Classification of Students Score Post-test Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor to Average	6	20.0	20.0	20.0
	Average to Good	21	70.0	70.0	90.0
	Good to Excellent	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

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From the Table 4.6, it can be seen that 6 students get poor to average in post-test. 21 students get average to good and 3 students get good to excellent.

Based on the two tables, the average score both of pre-test and post-test in experimental class had increased. However, the post-test score had increased more significantly rather than the pre test. This can be seen through the range classification score by the two test. And to know the classification score in post-test can be seen in the table 4.7 bellows :

Table 4.7

The Classification of Students Score Pre-test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	12	41.4	41.4	41.4
	Poor to Average	11	37.9	37.9	79.3
	Average to Good	6	20.7	20.7	100.0
	Total	29	100.0	100.0	

From the Table 4.7, it can be seen that the classification of students score get poor is 12 students. 11 students get the poor to average, 6 students get average to good in pre-test of experimental class. To know the classification score of post-test in control class can be seen in the Table 4.8 .

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Table 4.8

The Classification of Students Score Post-test Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	10	34.5	34.5	34.5
	Poor to Average	10	34.5	34.5	69.0
	Average to Good	9	31.0	31.0	100,0
	Total	29	100.0	100.0	

From the Table 4.8 , it can be seen that 10 students get poor to average in post-test. 10 students get average to good and 9 students get good to excellent.

Based on the two tables, the average score both of pre-test and post-test in control class had increased. However, the post-test score had increased more significantly rather than the pre test. This can be seen through the range classification score by the two test.

4.2 Data Analysis

In this research, the normality test is performed before the calculation of t-test value. It is to determine if the data set is well-modeled by a normal distribution and to compare how likely it is for a random variable undrelying the data set to be normally distributed. The data is analyzed by the use of IBM SPSS Statistic 20. The result of the test can be seen in the following :

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4.2.1 Normality of the Test

Before conducting t-test there are several requirements that have to fulfilled. One of the requirements is the distribution of normal data. The normality test is conducted to know whether the data from the two classes have been normally distributed or not. The Kolmogorov-Smirnov and Shapiro-Wilk were used to do the normality test. SPSS was used to analyzed the data. The result can be seen as follows:

1) Table 4.9. The result of normality test from the pre-test and post-test Experimental Class

Table 4.9

Tests of Normality for Students' Pretest and Posttest in Experimental Class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.120	30	.200*	.948	30	.151
Posttest	.133	30	.187	.944	30	.114

The result showed p > α (0.200 > 0.05) and (0.187 > 0.05). it means that the pre-test and post-test data in this study was normally distributed in Experimental class. The scores of p can be checked through the Sig. in the table of Kolmogorov-Smirnov columns.

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2) Table 4.10 The result of normality test from the pre-test and post-test Control Class

Table 4.10

Tests of Normality for Students' Pretest and Posttest in Control Class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.126	29	.200*	.945	29	.132
Posttest	.098	29	.200*	.969	29	.543

The result revealed that $p > \alpha$ (0.200 > 0.05) and (0.200 > 0.05). In other words, the pre-test and post-test data that was obtained from research was considerd normal. If the data is higher in a significance t = 0.05, the data was normally distributed. It can be concluded that the data is normally distributed because both classes's significance are above 0.05.

4.2.2 Homogeneity of the Test

After doing the normality test, the homogeneity test was conducted in oder to test the similarity of the sample in both of classes. The Levene statistic test was used to calculate the homogeneity test. Therfore, the result are presented as follows.

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Table 4.11

The Result of Test of Homogeneity for Students' Pretest

Levene Statistic	df1	df2	Sig.
,001	1	57	.980

The result of the data in the Table 4.11 showed that the data significance of pre-test between experimental class and control class was 0.980. Therefore, data of pre-test was homogeneous because it was higher than 0.05.

Table 4.12

The Result of Test of Homogeneity for Students' Posttest

Levene Statistic	df1	df2	Sig.
627	1	57	.432

Based on the data in Table 4.12, the significance of post-test between experimental class and control class was 0.432. Therefore, the data of post-test was homogeneous because it was higher than 0.05.

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4.2.3 Paired Sample T-Test

Table 4.13

Paired Samples Statistics Pre-Test and Post-Test Experimental Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	49.7500	30	9.03418	1.64941
	Posttest	67.3333	30	8.73295	1.59441

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	30	.986	.000

Paired Samples Test

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	Pretest - Posttest	-17.58333	1.53737	.28068	-18.15740

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		Paired Differences	T	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pretest - Posttest	-17.00927	-62.645	29	.000

Based on the output SPSS, Ha is accepted because 0.000 < 0.05, it means that the variance of the population is paired. From the output above, it also can be seen that $t_{observed}$ (62.645) wiil be compare to "t" table, df = 29 to compare either at level 5%. At level 5%, t_{table} is 2.045 . Thus, the $t_{observed}$ is higher than t_{table} . In other word, we can read 62.645 > 2.045.

Table 4.14

Paired Samples Statistics Pre-Test and Post-Test Controll Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	50.0000	29	9.08786	1.68757
	Posttest	52.2414	29	10.55058	1.95919

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	29	.982	.000

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Paired Samples Test

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	Pretest - Posttest	-2.24138	2.34757	.43593	-3.13435

Paired Samples Test

		Paired Differences	T	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pretest - Posttest	-1.34841	-5.142	28	.000

Based on output SPSS, Ha is accepted because 0.000 < 0.05, it means that the variance of the population is paired. From the output above, it also can be seen that $t_{observed}$ (5.142) wiil be compare to "t" table, df = 28 to compare either at level 5%. At level 5%, t_{table} is 2.048 . Thus, the tobserved is higher than t_{table}. In other word, we can read 5.142 > 2.048.

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4.3 Description of Treatment

The first treatment was held on the second meeting of the research. After applied a pre-test in the first meeting with the topic " Mark Zuckerberg" . In this time researcher though how to write a descriptive text using carousel feedback. The lesson started with a discussion on definition of descriptive text. After that the students share their opinion about descriptive text. Then, researcher explain the role of carousel feedback for the students. Where as in the role , the students divided into groups, stand in the front of the text . After all of students know about the carousel. The researcher give the students drilling. Where as in drilling, researcher ask students to write a text based on carousel strategy. Then, if the students understand , the researcher give the students a real task. The title of the text is " Soekarno". The researcher gave the students different color of pens, to see what the students write in the text based on group. Because the students are move to the next group until finish to write the descriptive text, after the bell is ring . And in the last, the group leave the feedback of the text.

The second treatment is similar with the first treatment , this time the researcher also taught how to write descriptive text, and review the last material. The researcher give the students drilling, before they write the text of treatment. Where as in drilling, researcher ask students to write a text based on carousel strategy. Then, if the students understand , the researcher give the students a real task. For the second treatment the tilte of the topic " Monas". When to write this text, some of students still low in vocabulary, because they did not know the words that they want to write. Althought, the students must write the text based on

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the role of caousel feedback. The students are move to the next group until finish to write the descriptive text, after the signal of alarm. And in the last, the group leave the feedback of the text.

The third treatment is similar with the previous treatment. Where as the researcher review the last material and taught how to write descriptive text. In the third meeting, the researcher give the students drilling, before they continue the next treatment. It can make the students familiar with this cooperative. Where as the title of the topic is "Handphone". From this text, the students still have the problem in vocabulary. Because no more words they are know in english. Althought, the students must write the text based on the role of caousel feedback. The students are move to the next group until finish to write the descriptive text, after the signal of alarm. And in the last, the group leave the feedback of the text.

In the last treatment, still same with the previous treatment. the students write the topic "Borobudur temple, B.J Habibie and Televisons". For the last treatment, the researcher gave the three topics. Because the researcher want to know the weakness of the students in writing descriptive text of person, place and thing. Where as after applying the treatment with using carousel feedback, the students are active to be participants in descriptive text with carousel feedback. Althought, they are lake of vocabulary. They enjoy join the class.

After doing all the treatment, the researcher got the data from pre-test and post-test. Where as only 17.58% of students was improve in writing descriptive text. And 83.42% of students still difficulty how to writing in descriptive text.

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4.4 Data Interpretation

As stated above that t_0 is higher than t_t so the Research Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected. This, it means that the learning of writing descriptive text by using carousel feedback is successful. It can be seen on the table above that the students of experiment class who received carousel feedback in learning descriptive text got higher scores than students in control class who received conventional teaching. It can be concluded that carousel feedback are effective in improving students' ability in the learning of descriptive text at first grade students of SMA Negeri 2 Siak Hulu.

Based on the Table 4.1, showed that the mean of pre-test was 49.75 and the mean of post-test was 67.33 in experimental class. The smallest score in the pre-test was 32.50 and the highest score was 62.50. Meanwhile, the lowest was 50.00 and the highest post-test score was 80.00. Those scores were obtained before applying carousel feedback as a treatment in teaching writing of the descriptive text. Moreover, the data in Table 4.2, showed that mean score of the pre-test conducted in the control class was low. It means that the students obviously had difficulty in comprehending the writing test as experienced by the previous class. Then, after the teaching phase had finished, the writing post-test was conducted. It could beseen that from 29 students in the class, the mean of pre-test was 50.00 ant the mean of post-test was 52.24. Then, score of maximum is 62.50 and 72.50 respectively pre-test and post-test. The minimum is 32.50 both of pre and post test.

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In addition, based on the calculation of the t-test that Ho was rejected and Ha was accepted if $t_{observed} < t_{table}$. However, if $t_{observed} > t_{table}$, Ho was accepted and Ha was rejected. Based on calculation, the result of p was lower than α, which was 0.000 < 0.05. Therefore, Ha was accepted and Ho was rejected. Thus, there is a significant difference between the students' score in writing test using carousel feedback and the students's score in writing test without using carousel feedback at first grade of SMA Negeri 2 Siak Hulu. According to the research, there is a significant effect of using carousel feedback on students' writing descriptive text.

4.5 Hypothesis of Testing

From the result of statistic calculation, it is requiered that the value of $t_{observed}$ is 62.645 and the degree of freedom (df) is 29. The researcher uses the degree of significant of 5%. In the table of significant 5% the values of degree of significant are 2.045. Comparing with each value of the degree of significant, the result is 62.645 > 2.045. because $t_{observed}$- score in the table is higher than t_{table} - score obtained from the result of calculating, it means that (Ha) is accepted and (Ho) is rejected. In other word, there is significant effect of carousel feedback towards writing descriptive text at first grade of SMA Negeri 2 Siak Hulu.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Theoretical of Conclusion

From the theory, carousel feedback is cooperative learning which can be applied by teachers in teaching process. The implementation of carousel feedback can improve students' writing ability in descriptive text, those are included content, organization, grammar, voabulary and mechanic. Furthermore, students are more able to write descriptive text. This cooperative also encourages students to be creative and effective in learning by using carousel feedback which the students write the text use the different color and give comment or feedback after finish write the text.

5.2 Pratical of Conclusion

The research was true experimetal research, there are two class as sample. This true experimental research was taugh by using carousel feedback. This research consited if two variable, those were independent variable refers to Carousel Feedback (X) and dependent variable refers to Writing Skill (Y).

Finally, the researcher concluded that:

a. Due to value of $t_{observe} > t_{table}$ where $t_{observe}$ bigger than t_{table} (62.645 > 2.045). It means that Ho rejected and Ha accepted. From these calculations, it can be conclude that X variable give the effect in variable Y. In other word, there was significant eefect of students'achievements by using carousel feedback.

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b. The use carousel feedback as a cooperative in learning helps students to see the comprehending in writing descriptive text. Thus, this cooperative will case student to uderstand the generic structure of text and function. Carousel Feedback also can improve students' writing skill, so that students are more able to write the text.

5.3 Suggestion

Based on the result of this research, the researcher would like to offer some suggestion as follow:

1. For the teachers

For english teacher, there are many methods, media, cooperative learning and strategy in teaching learning process, but teacher can selected to choose methods, media, cooperative learning and strategy which be used, wheher it is appropiate for studnets or not. For example carousel feedback, it can be used as cooperative in teaching writing because this cooperative encourages students to be more creatively and effectively.

2. For the students

Then, the students should cooperate with their own group members. They can participate more actively by discussing their thoughts and feelings with other so they can learn how to work with their group's member. The students should be able to take part in the teamwork to help them in developing ideas and enrich vocabularies. Because, many of students are lake of vocabulary. They did not

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know word in english. So, it is important for students to learn the new word, it can make them easily to write the text especially in descriptive text.

3. For next researcher

Lastly, the result of this research can be used as basic information or reference about carousel feedback in writing descriptive text and the imperfection found in this reserach can be covered through the motivation of the carousel feedback in enhancing for other ability and other kind genres of text.

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