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THE IMPLEMENTATION OF TEACHERS' WRITTEN CORRECTIVE FEEDBACK IN TEACHING WRITING AT ONE OF THE VOCATIONAL HIGH SCHOOLS IN PEKANBARU

UIN SUSKA RIAU

By

WINDI TRI WAHYUNI
SRN. 22190123912

POST GRADUATE PROGRAMME
ENGLISH EDUCATION DEPARTMENT
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 Po.BOX. 1004
Phone & Fax (0761) 858832. Website: https//pasca.uin-suska.ac.id. Email : pasca@uin-suska.ac.id.

Lembaran Pengesahan

Nama : Windi Tri Wahyuni
Nomor Induk Mahasiswa : 22190123912
Gelar Akademik : M.Pd. (Magister Pendidikan)
Judul : The Implementation of Teachers' Written Corrective Feedback In Teaching Writing At One Of Vocational High School In Pekanbaru

Tim Penguji

Dr. Agustiar, M.Ag.
Ketua / Penguji I

Dr. Muhammad Fitriyadi, M.A.
Sekretaris / Penguji II

Dr. Kalayo Hasibuan, M.Ed.TESOL
Penguji III

Dr. Hj. Zulhidah, M.Pd.
Penguji IV

Tanggal Ujian/Pengesahan : 20 Juli 2023

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UIN SUSKA RIAU

EXAMINER APPROVAL SHEET

The thesis entitled "The Implementation Of Teachers' Written Corrective Feedback In Teaching Writing At One Of Vocational High Schools in Pekanbaru " is written by:

Name : Windi Tri Wahyuni
Student ID Number : 22190123912
Study Program : Islamic Education
Concentration : English Education

It has been examined and revised based on the feedback provided by the Thesis Examiners Team of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau in the Final exam held on July, 20th 2023.

Approved by:

Examiner I,

Dr. Drs. Kalayo Hasibuan, M.Ed. Tesol
NIP. 19810601 200710 1 002

Date: July, 20th 2023

Examiner II,

Dr. Hj. Zulhiddah, M.Pd
NIP. 19660423 199403 2 001

Date: July, 20th 2023

Acknowledged by:
Head of Islamic Education
Study Program

Dr. Alwizar, M.Ag
NIP: 19700422 200312 1 002

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Name	: Windi Tri Wahyuni
Student's Number	: 22190123912
Study Program	: Islamic Education
Education Concentration	: English Education

is accepted and approved to be examined at the thesis examination of Postgraduate Program at State Islamic University of Sultan Syarif Kasim Riau.

Date: 10 Juli 2023
Supervisor I

Dr. Drs. Kalayo Hasibuan, M.Ed. TESOL
NIP: 19651028 199703 1 001

Date: 10 Juli 2023
Supervisor II

Dr. Bukhori, S. Pd.I, M.Pd.
NIP. 19790512 200710 1 001

Acknowledged by:
Head of Islamic Education Study Program

Dr. Alwizar, S.Ag, M.Ag
NIP. 19700422 200312 1 001

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The Lecturer of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE
Reference: The Thesis of Windi Tri Wahyuni

To: Director of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau
Pekanbaru

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Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name	: WINDI TRI WAHYUNI
Student's Number	: 22190123912
Program of Study	: Islamic Education
Field of Study	: English Education
Title	: The Implementation of Teachers' Written Corrective Feedback in Teaching Writing at One of Vocational High Schools in Pekanbaru

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Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Pekanbaru, 10 Juli 2023
Supervisor I

Dr. Drs. Kalayo Hasibuan, M.Ed. TESOL
NIP. 19651028 199703 1 001

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State Islamic University
Sultan Syarif Kasim Riau

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Pekanbaru, 10 Juli 2023
Supervisor II

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NIP. 19790512 200710 1 001

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The person who had signature in the following:

Name	: WINDI TRI WAHYUNI
NIM	: 22190123912
Place of Birth	: Pekanbaru
Date of Birth	: November, 16th 1980
Study Program	: Islamic Education
Concentration	: English Education

Stated that the thesis that I have written: "The Implementation of Teachers' Written Corrective Feedback in Teaching Writing at One of Vocational High Schools in Pekanbaru", to meet one of the requirements for a Master Degree at the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau is on my own works, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

If all or some parts of the thesis are not my own work or I have committed plagiarism, I take the consequences to remove my degrees as well as taking other sanctions according to the existing law.

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SIN. 22190123912

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بسم الله الرحمن الرحيم

In the name of Allah, The Gracious and The Merciful

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

Pekanbaru, 20th of July 2023

The Writer,

WINDI TRI WAHYUNI
SIN.22190123912

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh

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ع	_ain	‗
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	‘
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance**العامه** written *al-ammah*.

3. Short Vowel

Fathah is written *a*, for instanceشريعة (*Syari"ah*), Kasrah is written *i*, forinstanceالجبال (*al-Jibali*) and *dhommah* is written *u*, forظلومة instance (*zhuluman*).

4. Double Vowel

او is written *aw*, او is written *uw*, اي is written *ay*, andاي is written *i*.

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Ta' Marbuthah

The stopped Ta‘ Marbuthat in the last verse h, for instance الشريعة is written *syaria"ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic: الميتة

5. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*,for instance المسلم is written*al-Muslimu*, un less when it is the name of person followed by the word Allah, for instance, *Abdullah* (عبدالله) .

6. Capittal Letter

The capitalization is adjusted with the enhanced Indonesian spelling.

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ABSTRACT

Windi Tri Wahyuni, (2023): ***The Implementation of Teachers' Written Corrective Feedback in Teaching Writing at One of Vocational High Schools in Pekanbaru***

This study aims to investigate the implementation of teachers' written corrective feedback in teaching writing at one of the vocational high schools in Pekanbaru. The research focused on analyzing how teachers provide written corrective feedback to students' writing assignments and the strategies employed in the feedback process. The study employed a qualitative research design, utilizing classroom observations, interviews with teachers, and analysis of written feedback provided by teachers. Data analysis revealed several key findings. Firstly, teachers used various types of written corrective feedback, including error correction, clarification requests, and suggestions for improvement. Secondly, teachers employed different strategies in providing feedback, such as direct correction, highlighting errors, and using marginal comments. Thirdly, teachers considered the students' language proficiency level and specific writing skills when deciding on the appropriate feedback approach. Finally, teachers emphasized the importance of providing constructive feedback that encourages students' learning and development. The implementation of teachers' written corrective feedback in teaching writing plays a crucial role in enhancing students' writing skills and promoting language proficiency. The findings of this study provide insights into the practices and strategies employed by teachers in the vocational high school context in Pekanbaru. The results can contribute to the professional development of teachers and inform curriculum design and instructional approaches in teaching writing.

Keywords: written corrective feedback, teaching writing, vocational high school, Pekanbaru, language proficiency.

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ملخّص

هذا البحث يهدف إلى فحص تنفيذ الملاحظات التصحيحية المكتوبة للمدرس في تدريس الكتابة في مدرسة ثانوية مهنية في مدينة بكنبارو. وهذا البحث يركز في تحليل كيفية قيام المدرسين بتقديم التغذية الراجعة حول التصحيحات المكتوبة لمهام التلاميذ واستراتيجيات تقديم عملية التغذية الراجعة. تكونت عينة البحث من مدرسين وتكليفات كتابية على شكل نص إجرائي. استخدم تحليل هذا البحث تصميم بحث نوعي بأدوات في شكل ملاحظة ومقابلات وتوثيق. وتم الحصول على البيانات وتحليلها وتفسيرها باستخدام نظرية التغذية الراجعة المكتوبة من إليس (2009). وجد تحليل البيانات العديد من النتائج. أولا، يستخدم المدرس أنواعا مختلفة من الملاحظات التصحيحية المكتوبة، مثل الملاحظات المكتوبة المباشرة، وردود الفعل المكتوبة غير المباشرة، وردود الفعل المكتوبة اللغوية. ثانيا، يأخذ المدرس في اعتبار مستوى إتقان اللغة لدى التلاميذ ومهارات الكتابة المحددة عند اتخاذ قرار بشأن نهج التغذية الراجعة المناسب. أخيرا، يؤكد المدرس على أهمية تقديم ملاحظات بناءة تعزز تعلم التلاميذ وتطورهم.

الكلمات الأساسية: ***ملاحظات كتابية تصحيحية، تعليم الكتابة، المدرسة الثانوية المهنية، إتقان اللغة***

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ABSTRAK

Windi Tri Wahyuni, (2023): ***Pelaksanaan Umpan Balik Koreksi Tertulis Guru-Guru dalam Pengajaran Menulis di salah satu Sekolah Menengah Kejuruan di Kota Pekanbaru.***

Penelitian ini bertujuan untuk meneliti pelaksanaan umpan balik koreksi tertulis guru-guru dalam pengajaran menulis di salah satu sekolah menengah kejuruan di kota Pekanbaru. Penelitian ini berfokus pada analisa bagaimana guru-guru memberikan umpan balik koreksi tertulis terhadap tugas-tugas siswa dan strategi menyajikan proses umpan balik. Sample penelitian ini adalah 2 orang guru dan tugas tertulis berbentuk procedure text. Analisis penelitian ini menggunakan desain penelitian kualitatif dengan instrument berupa observasi, interview, dan dokumentasi. Data yang diperoleh, dianalisa dan diinterpretasikan dengan menggunakan teory umpan balik tertulis dari Ellis (2009). Analisis data mendapatkan beberapa penemuan. Yang pertama, guru menggunakan jenis-jenis umpan balik koreksi tertulis yang bervariasi, seperti umpan balik tertulis langsung, umpan balik tertulis tidak langsung, dan umpan balik tertulis metalinguistic. Yang kedua, guru-guru mempertimbangkan tingkat kecakapan bahasa siswa dan ketrampilan menulis khusus ketika memutuskan pendekatan umpan balik yang tepat. Yang terakhir, guru-guru menekankan pentingnya memberikan umpan balik konstruktif yang mendorong pembelajaran dan pengembangan siswa.

Keywords: written corrective feedback, teaching writing, vocational high school, language proficiency

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Teaching is the process of providing knowledge to someone or persons to learn how to do something, so it will cause the persons know or understand something (Brown, 2007). The interaction between teachers and students, as well as among the students themselves, is the process of teaching. The success or failure of the teaching will be determined by the effectiveness of the interactions between the teachers and students or among the students themselves.

In learning English, writing is one of the four English skills that should be comprehended by EFL learners. In the academic context, writing skill is considered a difficult skill and subject in the class. It is because learners have to write a text in specific genres and organize ideas thoroughly in a well-writer text.

As one of the four skills, writing plays an important role in mastering language, especially in the term of English. Writing is a significant skill in language production. Its significance increases when it comes to writing in English language which is extensively used for global mediation of knowledge (Mahboob, 2014). Through writing, people are capable of sharing ideas, feelings, persuading and convincing others.

Writing is an integral part of a larger activity where the focus is on something else, such as language practice, acting out, or speaking (Harmer, 2007). Furthermore, Richard and Renandya (2002) state that the writing process consists

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of planning, drafting, revising, and editing. Writing is a process involving chronological stages. At each stage, students faced a certain activity to construct their writing.

In the holy Al Qur'an, writing also one of the important skills that should be learned. There is a verse that states the existence of writing that be stated in Al-Qur'an that is:

Surah Al – Alaq: 4 – 5

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ﴿٤﴾ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning:

"Who has taught (the writing) by the pen the first person to write was prophet ideas (Enoch) has taught man that which he knows not".

Allah the almighty also tells us to write and says in the Qur'an which in Q.S. Al-Qalam: 1

نٓ ۚ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ۙ

The meaning: *"Nun. By the pen and what they inscribe."*

From some of the verses above, the researcher can conclude that people should study knowledge. The pen is not a creature but what can be written by the pen are many things that can be understood by human. Allah the almighty says that Allah the almighty has shown the oath with the phrase "qalam" and "something written" showing the importance of these two things, the magnitude of

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their influence and benefits in the fields of science, knowledge and cultural progress. This verse shows the advantages of writing tool/media.

From the definition above, the writer can conclude that writing skill is the way of express or sending a message in written language from the writer to the reader which becomes the part of language or language skills and it also means communication. In writing, there are 4 steps they are; planning, drafting, editing, and final drafting.

A writing skill is a specific ability that helps writers put their thoughts into words in a meaningful form and mentally interacts with the message. In the academic context, writing is considered a difficult skill and subject in class. It is because learners have to write a text in specific genres and organize ideas thoroughly in a well-written text.

In order to accomplish students' needs toward writing, 2013 curriculum provides writing as one of the skills in English mastery that must be taught and learned in vocational high school. SMKN 6 Pekanbaru is one of the schools that also apply 2013 curriculum as guidance in teaching and learning process. English is taught once a week for four hours with time duration about 45 minutes for one hour in teaching learning process. The 2013 Curriculum emphasizes the needs of the students. Students need to be more engaged and creative. This institution also provides English courses. Additionally, 78 points are required for passing grades in the English subject.

In curriculum 2013, English language learning is used as a means for developing abilities and skills of reasoning. In Vocational School, students are

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expected to be able to understand as well as create various texts and monologues such as procedural, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, explanation, and public speaking, and the supporting competence (socio-cultural competence, strategic competence, and discourse competence). Each text has different characteristics. There are generic social function, structure, and lexicon grammatical features. Usually, the students can differentiate each text from another and they mix all kinds of texts. This is a challenge for the teacher to find out how the student can distinguish each kind of text from another (Kay and Dudley-Evans, 1998).

Learning English at SMKN 6 Pekanbaru aims to make students have the ability to master the basic knowledge and skills of English to support the achievements of competency in the expertise program. In accordance with the mandate of the 2013 curriculum, English learning uses a variety of texts, namely functional texts in the form of procedure and factual report text. In this research, researcher will focus on using procedure text.

Procedure text is one of the writing genres. Procedure text is one of material that is taught in eleventh grade of SMKN 6 Pekanbaru. Based on syllabus of curriculum2013, writing procedure text has purpose to analyze social function, text structure, and elements language. A procedure text is a text that explains or instructs how something can be done through a set of sequential steps.

The purpose of Procedure Text, based on Walter (2015), has the objective of ensuring that something is done correctly and at the end result is satisfactory. It means that the objective of a procedure text is to convey information necessary for

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readers to achieve a successful result, such as how to do something, how to make something, or how to operate something.

Barwick (1999) also explains some language features of procedure in his book as follows: First, noun or noun groups are used in the listed material or equipment. e.g., nuts, screwdrivers, and wood. Second, often the name of an item is omitted instead of being constantly repeated and an ellipsis used. The person following the instructions may not be referred to or may be referred to in a general way as one or you. There is little use of personal pronouns. Third, conjunctions are used to show chronological order. e.g., before, while, then, after, when. Fourth, action verbs start most sentences. e.g., take, put, link. Fifth, short statements or commands are used. e.g., pick them up. Sixth, adjectives add details relating to size, shape, color, and amount. e.g., place the red cub there. Seventh, words related to the direction and specific location is found. e.g., left, north, and Jamison Street. Eight, Present tense is generally used. Ninth, vocabulary ranges from technical to everyday language according to the target audience. Tenth, emphasis is often given to important information by underlining it or writing in bold. Eleventh, adverbs, prepositions, and adverbial phrases add detailed information about how, where, and when. And then, clear, simple. Precise but detailed language is used. Based on the above function, the teacher instructs the student. Students are expected to be able to complete learning objectives based on the aims outlined in Curriculum 2013.

Based on preliminary research that researcher conducted while teaching at SMKN 6 Pekanbaru, the researcher found some problems faced by the students.

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The students are difficult to express their ideas. They have difficulties of understanding the topic or the context of the text and they still lack of vocabulary and it makes the students cannot express their ideas and also they tended to repeat the same words several times, and the word choice sometimes is inappropriate with the context they write. So the students need the teacher's guidance to help them in increasing their writing skill.

Observations are made to analyze student needs. Interviews are also conducted with class XI teachers. Student experiences are difficulties in writing procedure text. The data shows that the students can write procedure text. However, they are not able to achieve writing skills that can produce clear, logical, cohesive ideas or write according to spelling, text structure, language features and using the correct language. In writing skills, the Minimum Completeness Criteria (KKM) for students is 78, in which manner it is expected they are be able to improve that writing procedure text (orientation, complication and resolution sufficiently). However the expected the Minimum Completeness Criteria (KKM) is not achieved by all of students (Permendikbud, 2016).

Writing is still recognized as a complicated skill for students to be mastered because it involves a complex activity requiring a variety of skills, such as the students must have the ability to create the idea, determine the purposes, develop the argument, organize the text effectively, use appropriate grammar and structure, and revise it. In teaching writing, we should teach the student how to write and help them learn to write effectively.

When producing a text, students fail to express and grow their knowledge as

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well as their opinions. Many students also believe they are unable to write or do not want to write because they lack confidence, find it uninteresting, or feel they have nothing to say (Harmer, 2007). These findings show that it is difficult to strengthen student's writing skills. Writing is a challenge for many students. Sometimes they may comprehend what the teacher is trying to convey, but they are unable to do so effectively in writing.

Teaching writing is teaching or guiding students to create and distribute their ideas or imaginations in a text. To improve students' writing, the presented material should be compatible with their needs, interests, capacity, and ages until they can make a composition with a view and without errors (Pramana et al, 2014). Therefore, students need the teachers' guidance to help them write correctly. The guidance is then called feedback

Feedback, whether direct or indirect, is a constant component of writing instruction, particularly for teachers. Feedback, in general, refers to the specific information that teachers provide to their students related to the task or learning process. According to Alghazo (2009), teaching writing is an important and useful skill for students if they get feedback to improve their writing.

Feedback is an essential component of any language. Feedback is information that is provided to students about whether or not their production and interpretation of language are appropriate (Cameron, 2001). Feedback is information that is given to the learner about his or her performance of the learning task, usually to improve their performance (Srichanyachon, 2012). The

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teacher has been the main source of feedback in both oral and written language in many classes (Marlyn, 2002).

Corrective feedback, which informs a speaker or writer of any grammar mistakes or other undesirable language usage, is one suitable feedback. It is a reaction from the addressee intended to rectify the speaker's or writer's erroneous (Leiter, 2010). Students are expected to use corrective comments to enhance their writing because they will be aware of their errors.

Implementing a written corrective feedback strategy on students' writing assignments is an important result. Ellis (2009) summarizes that teacher responses to students' errors can be categorized based on the six basic strategies for providing written corrective feedback. They are directly written corrective feedback, indirect written corrective feedback, metalinguistic written corrective feedback, focused versus unfocused written corrective feedback or selected versus comprehensive written corrective feedback, electronic feedback, and reformulation.

However, there has been debate among scholars for years over the efficacy of written corrective feedback, particularly direct and indirect written corrective feedback. This study incorporates some findings from earlier studies. The exemplary EFL writing, the lecturer implemented written corrective feedback in the last stage of draft writing with a focus on students' accuracy in writing. The lecturer's cognition greatly influences the implementation of written corrective feedback (Indrastana, 2018). Teacher's corrective feedback has a significant effect

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to improve student's writing skills. Teacher's corrective feedback is proven to be effective in elevating students' scores in writing (Yahdiyani, 2020).

However, both students and teachers generally believe that Written Corrective Feedback is beneficial in improving students' writing skills. It is also discovered that students prefer direct, specific, and comprehensive feedback over indirect feedback (Yunus, 2020). There were three different feedbacks involved, namely direct corrective feedback, unfocused corrective feedback, and metalinguistic corrective feedback. Teachers' corrective feedback is the key to making students conscious of making mistakes on writing assignments (Nurhasanah, 2021). Teachers' corrective feedback has pedagogical value and that it is more successful at encouraging learners' grammatical precision in L2 writing (Ghasemi, 2021).

The teacher applies written corrective feedback technique in the class by using some steps. The teacher also uses affective feedback which feedback in the form of motivation on teacher’s writing (Usadiati, 2021). Besides, it was found that there is no difference between students who received direct feedback and students who did not receive feedback on their writing performance (Mafulah, 2021).

It can be presumed that no research has been done in Vocational High Schools based on some of the prior research listed above. Additionally, all prior research centered on examining the impact of giving written corrective feedback were in the instruction of writing essays or descriptive text. Quantitative designs in earlier studies were still mostly.

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The researcher identifies the similarities and differences between the findings from earlier research and those from current investigations based on the explanation provided above. Those previous research had several similarities and differences with the researcher's research. The similarities were most of the previous research using written corrective feedback as a way to help students become better writers. Meanwhile the different of those previous studies with this research is the participants, research site, and the learning material. The researcher chooses vocational high school as the research site and use procedure text as learning material in this research. There are two English teachers of SMKN 6 Pekanbaru as sample of this research. Therefore, the researcher wants to explore the teachers' written corrective feedback in teaching writing.

Based on the assumption stated above, the writer wants to know and get information about the teaching and learning process by using written corrective feedback because the implementation is not still maximal. There are so many students are difficult to write appropriately. SMKN 6 Pekanbaru is one of the vocational high schools that is accredited as A in that area so it should be made sure that teaching writing can increase the student's learning outcomes. Two English teachers will implement written corrective feedback in their teaching and learning process. They have different teaching periods and also different backgrounds of experience. They teach the students in different skill competencies and learning achievements. The researcher is attracted to the study under the title "The implementation of teachers' written corrective feedback in teaching writing at one of the Vocational High Schools in Pekanbaru".

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B. Identification of the Problem

The implementation of teachers' written corrective feedback in teaching English is the concern investigated in this research. By making observations, the researcher finds that there are still a significant number of prospective graduate students who lack the language skills necessary. Writing is one of four skills (reading, listening, speaking, and writing) which are to be mastered in learning English. In the academic task of students as second language learners, learners are required not only to be able to speak, listen, and read but also to be able to write. Nevertheless, many students have difficulty in writing. Although writing is very important, it is a difficult subject, especially for the student. The reason is that writing is a mixture of the idea, vocabulary, and grammar.

The problems occur in teaching and learning writing where the writing skill of the students is still low. Many students need the writing skill much less than they need the other. They think that writing is difficult, boring, and not important in their life. Students are usually scared to express their minds and they are scared to fail.

The problems are as follows: Firstly, the students do not know they're erroneous in writing. Secondly, the students are low in their mastery of other language factors such as vocabulary, grammar accuracy, content, organization, language use, and mechanics. Their writing performance and writing production can't increase significantly. Thirdly, the students lack the confidence to share and develop their opinion and their knowledge when writing a text. Lastly, from the interview, the researcher finds that the student's English writing achievements are

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still low. The Minimum Completeness Criteria (KKM) is not achieved by all of students.

Therefore, the researcher must explore the implementation of written corrective feedback during the teaching process by English teachers in the learning process.

C. Limitation of the Problem

This research is limited to find out about the implementation of teachers' written corrective feedback in teaching writing at SMKN 6 Pekanbaru.

D. Formulation of the Problem

Based on the limitation of the problem, the problem of this research can be formulated as follow:

1. How is the implementation of teachers' written corrective feedback in teaching writing?
2. Why do teachers implement written corrective feedback in teaching writing?

E. Objectives of the Research

Based on the problem statement above, the objectives of this research are:

1. To describe the teacher's written corrective feedback in teaching writing.
2. To explore the teacher's reasons for implementing written corrective feedback in teaching writing.

F. Significance of the Research

The results of this research are expected to be used theoretically and practically. First, theoretically, this study can enrich the literature on written

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corrective feedback in the context of English teaching in Indonesia. Secondly, practically, this study may provide teachers with practical strategies for implementing written corrective feedback to improve their quality of teaching. It will become a reflection and evaluation for the English teachers toward the implementation of written corrective feedback to improve the student's writing skills. Finally, professionally it is hoped that the findings of this study will be used as basic information for the improvement of teaching at school.

G. Definition of Key Term

1. Implementation

Webster's Dictionary (1971) states that "implementation" means the act of implementing or the state of being implemented, and it presents the following keywords for "implement": "to carry out: accomplish, fulfill; to give practical effect to and ensure of actual fulfillment by concrete measures; to provide instruments or means of practical expression for . . ." "To carry out something" or "to accomplish something" may sound intelligible and require little explication.

2. Written Corrective Feedback

Written Corrective Feedback (WCF) is widely used to point students to grammatical errors in their written work and help reduce them (Tan & Manochphinyo, 2017). Written Corrective Feedback (WCF) in this study refers to teachers implementing written corrective feedback as a tool to correct students' writing errors. Teachers correct the errors by using the

steps of written corrective feedback. It aims to improve students' writing skills.

3. Writing Skill

Writing skill is an activity of exploring the writer's thoughts to arrange their ideas into words that are communicated in a meaningful way (Pratama, 2012). Writing skill in this study refers to writing as not only a way to communicate with each other but also a means of ideas and emotional expression in written form that need some abilities and complex process. This process will make readers interested in their writing production.

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CHAPTER 2

REVIEW OF LITERATURE

A. Review of Related Theory

1. Teaching English at Vocational School

As a worldwide language, English is used to communicate between various nations and it is also used to communicate with others, particularly in the field of education. Understanding English well is crucial for success in today's globalized world. English is a subject that all students are required to take in Indonesia. As a result, when teaching English in a classroom, English teachers must take certain factors into account. Teaching English in vocational high schools also covers the four language skills, namely speaking, listening, reading and writing.

Brown (2000) mentions that teaching cannot be separated from learning because teaching is facilitates a learning process, provides opportunities and essential conditions for learning. He added that teaching is the process of transferring knowledge, skills, and values to learners through instruction and guidance enabling learners to have the ability to understand something. In other words, teaching guides someone with the knowledge to understand to operate or to do something. Burksaitiene (2011) further explaines that teaching has its subsystem as a foundation in the teaching and learning process. The subsystems are a program, study program, teaching staff, and teaching process. The teaching process consists of teaching methods,

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strategy, and feedback which bring a significant impact on learner's outcomes. Therefore, the teacher should put consideration to choose such strategies that shift students from the surface into deep learning which permits them to involve in the learning activity.

Vocational high school is a formal education that integrates the skills needed in the market job as the basic goal of learning practice. It is commonly called as SMK *(Sekolah Menengah Kejuruan*). In Indonesia, vocational high school develops due to the importance of vocational education to train employment-ready students. Indonesia government then aims to increase the number of vocational schools, particularly at the secondary level. Vocational high schools are specializing in agriculture, tourism, infrastructure, and manufacturing industry which have been built in Indonesia. Those vocational schools purposes are to prepare the students to attain supporting skills of any careers and self-improvement which accommodate science and technology evolution. It is expected that the graduates have professional skills in a specific field so that they are ready in today's workplace (Mahbub, 2018).

The government regulation of the Republic of Indonesia No. 29 of 1990 covering secondary education, chapter I general provisions, article 1 (3), explicitly states that teaching English in vocational education should be focused on the development of student's skill in a particular profession. Teachers of vocational education should equip their s with the necessary information and skills to succeed in the industry as well as develop professional conduct. Esfandiari and Rahman (2015) argue that English for

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Specific training should be entirely distinct from General English (GE) lessons, which are quite general in character and provide students with instruction in all four language skills while emphasizing each one equally. To encourage students and maintain their enthusiasm in studying English, a variety of instructional techniques and strategies can be used.

1.1 General English (GE) and English as Specific Purpose (ESP)

General English is first introduced by Hutchinson and Waters, and they are divided into two categories: specific purpose English (ESP) and general purpose English (GE). The specialized use of English is derived from English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) two categories according to different purposes. From the perspective of historical development, ESP is dominated by academic English and continues to occupy a dominant position in the world. General English is relative to professional English, which is only for college students to learn English subjects in college life. Its main purpose is to help us communicate better, rather than point to a specific specialty / discipline / occupation. Academic English is very pertinent, which is set up to meet the specific needs of the learners. The teaching aims between the two are different. General English is the purpose of the examination, in addition to language learning without any purpose, so general English is also called basic English.

As aforementioned, teaching English in vocational education, particularly in secondary education, should be taken into account as English for Specific Purposes (henceforth ESP) program, as Widodo (2016) has argued. For this reason, the English instructions applied in ESP teachings should be totally

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different from general English (GE) instructions which is very general in nature; serving the students with the teaching of all four language skills and stressing them equally (Esfandiari, 2015; Rahman, 2015). ESP courses, on the other hand, are designed to meet the needs of learners and other stakeholders to communicate for work or study purposes in specific disciplines (Vogt & Kantelinen, 2013). In this sense, they are hardly trained to use English in a specific discipline or a particular communicative context (Liu et.al., 2011).

Since vocational education should concern on developing the student's specific skills regarding their majors, English teaching practices in this field must also be specified to prepare the students to enter particular professions in the future (Mahbub, 2018). This is in line with Indonesian law (UU) number 20, year 2003 about the national education system paragraph 15 stating that vocational education is a part of high school education that prepares the students to have a proper job according to their specific majors. It means that vocational schools must prepare their students with proper knowledge and skills to compete at a professional level that fit in the working world demands. The concept relevant to this purpose is recognized as English for Specific Purpose (ESP). The majority of people believe that ESP is simply a language-centered technique for specialized language learners to equip them with specific and professional English language abilities via content based.

Concerning to language learning, English in vocational schools is the implementation of English for Specific Purpose (ESP) as it orients based on future needs in the workplace (Gunadi, 2018). The purpose of teaching English

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in vocational high school is not only to prepare the students to master English language skills in oral and written communication but also to enable the learners to acquire the skills required in the workplace and also in the professional context. Graduates are expected to have good capability in using a specific language for their domain. Therefore, an English teacher should be able to create an ideal ESP classroom. Moreover, the teacher should be able to notice what should be achieved and how goals and objectives should be achieved.

1.2 Language Theories

Some language theories which are relevant with the current issues in foreign language teaching and learning, especially in Indonesia context. The chosen topics for the discussion here are genre and text, speech act, and communicative competence.

1.2.1 Genre and Text

Current teaching method of English is widely known Genre-Based Approach (GBA). According to Hyland (2003), GBA has varied theoretical bases in linguistics, such as Rhetorical Structure Theory in North America (Mann & Thompson, 1988) and Generic Structure Potential theory in Australia (Halliday & Hasan, 1989), in fields such as genre analysis. Genre analysis is the study of how language is used within a particular setting (Swales, 1990) and is concerned with the form of language use in relation to meaning (Bhatia, 1993). This is a tool to examine the structural organization of texts by identifying the moves

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and strategies, and to understand how these moves are organized in order to achieve the communicative purpose of the text. Genre analysis also examines the lexico-grammatical features of genres to identify the linguistic features chosen by users to realize the communicative purpose, and to explain these choices in terms of social and psychological contexts (Henry & Roseberry, 1998). Other considerations in genre analysis include the communicative purpose, the roles of the writer and the audience, and the context in which the genre is used. The results from analyzing a genre serve as the instructional materials in genre-based instruction.

Swales (1990) identified a genre as "a class of communicative events, the members of which share some set of communicative purposes". His definition offers the basic idea that there are certain conventions or rules which are generally associated with a writer's purpose. For example, personal letters tell us about (their writer's) private stories and film reviews analyze movies for potential viewers. Most genres use conventions related to communicative purposes; a personal letter starts with a cordial question in a friendly mood because its purpose is to maintain good relationships, and an argument essay emphasizes itsthesis since it aims at making an argument. They are the examples of written genres.

Meanwhile, according to Byram (2004), genre refers to "a staged, goal-oriented, purposeful activity in which speakers engage as members of their culture". Some circumstances as examples of spoken genres are buying fruits,

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telling a story, writing a diary, applying for a job interview, writing an invitation letter, and so on (Kay & Dudley-Evans, 1998). Each spoken genre has a specific goal that people should achieve through several steps. Thus, the specific social goals become main focuses when genre is discussed. The implication is that when writing,the context of a situation should be considered and analyzed in order to anticipate what linguistic features are required. All genres control a set of communicative purposes within certain social situations and each genre has its own structural quality according to those communicative purposes. (Kay and Dudley-Evans, 1998).

Genres also refer to more specific classes of texts, such as newspaper reports or recipes. Texts of each genre may be purely of one text-type (for example, a bus schedule is purely an Information Report, while most recipes are purely of the text type 'Instructions') or they may be a blend (for example, sermons often include stretches of narratives or recounts, as well as explanations, while usually expository in intent). The classification and labeling of genres may vary, depending, among other things, on the theoretical influences behind each approach. For example, in some instances, written genres are defined in terms of familiar broad categories such as *Narratives, Description, Persuasion, Argumentation, etc.* Another approach makes a distinction around six text prototypes called text types, and more specific genres that employ each or combinations of these text types. Whatever the differences, categorization is based on what the discourse seeks to achieve or to do socially, for example, to tell a story (Narratives) orto argue an opinion

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(Argument, Exposition).

The specification of genres to be taught in language teaching is based on the classification used by many systemic functional linguists, especially in applications to classroom teaching of English (Derewianka, 1990; Butt et. al., 2001). The classification involves a distinction between text types and genres. Text types refer to text prototypes defined according to their primary social purposes, and six main text types are identified as follows: (1) Narratives tell a story, usually to entertain, (2) Recounts (Personal, Factual) tell what happened, (3) Information Reports provide factual information, (4) Instructions tell the listener or reader what to do, (5) Explanations explain how or why something happens, and (6) Expository Texts present or argue viewpoints.

The structural features of genres include both standards of organization structure and linguistic features. Standards of organizational structure refer to how a text is sequenced. A text is a semantic unit, a unit of language that makes sense. A conversation, talk, or a piece of writing can be called a text only when it makes sense. When it does not make sense, it is not a text; it is not communication. Communication happens only when we make sensible texts. (Agustien, 2006). Meanwhile, Butt et al. (2001) state that a text refers to "a piece of language in use", which is a "harmonious collection of meanings appropriate to its context" and hence has "unity of purpose". In other words, texts are stretches of language that may be considered complete in themselves as acts of social exchange. Length and mode of communication are immaterial: a text may be long or short, written or spoken. A brief exchange of greetings as

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two acquaintances pass each other is as much a text as is a 600-page novel. Common sets of linguistic features can constitute a text type. Biber in Paltridge (1996) states that a text type is "a class of text having similarities in linguistic forms regardless of the genre". The characteristics of several genres and categorized them according to similarities in text types: recipes have procedure type of text; personal letters are often used tell private anecdotes; advertisements deal with description; news articles have recount type; scientific papers prefer passive voice over active voice in presenting reports; and academic papers commonly have embedded clauses (Paltridge, 1996). This means that different text types involve distinctive knowledge and different sets of skills.

1.2.2 Speech Act

Speech act is an act of communication. In attempting to express themselves, people do not only produce utterances containing grammatical structures and words, they perform action via those utterances. Actions which are performed via utterances are generally called speech act. In English speech acts are "commonly given more specific labels, such as apology, complaint, compliment, invitation, promise or request" (Jule, 2000). Speech act theory focuses on communicative acts, which are performed through speech. It is coined by Austin (1962). He observed that sentences are not always used to report state affairs; some sentences, in certain circumstances, must be treated as the performance of an act.

1.2.3 Communicative Competence

One of the theoretical bases for foreign language teaching is that language as communication. Thus, the goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." For Chomsky (1965) competence is “the speaker-hearer’s knowledge of his language.” Speaker and hearer are defined as those ideal individuals in a completely homogeneous speech community. For Hymes (1970) the ideal speaker-hearer simply does not exist, because a completely homogeneous speechcommunity is simply non-existent.

The language used for communication in society is so full of varieties that competence must be coupled with performance. For Chomsky, the focus of linguistic theory is to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language (Chomsky, 1965). Hymes holds that such a view of linguistic theory was incomplete, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture.

In a text-based approach, the students are expected to be able to analyze and construct certain text types consisting of social function, linguistic feature and generic structure of certain text type. This goal of language learning can be achieved through the stages below:

1) Setting the context

This stage purpose is to engage students in learning and develop their language related to the topic being discussed.

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Firstly, the teacher figures out what the students have known about the topic through interactive activities so that the students get a chance to hear, see and use the language. It can be done by asking the students to list features of a character in a particular text or what they know about a topic; the teacher can use pictures or other supporting media and ask the students what they know about the picture; the teacher might divide the students into groups build an understanding of that particular topic (Derewianka & Jones, 2016).

2) Deconstruction and Modelling

Deconstruction and modeling relate to the topic under discussion and highlight the text patterns associated with the genre such as text organization, sentence structure, language choice, vocabulary, aspect of images, and cohesion. After that, the teacher provides a text about certain genre text and guides the students to analyze the text by asking them several questions such as: What is the text about? What tense is used in the text? What are the language features of the text? Furthermore, Activities for giving practice in recognizing the salient features of genres and using functional terminology such as jumbled text, labeling, bundling information under stage labels, and relevant graphic organizers are also provided to build students' understanding.

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3) Join Construction

Joint construction is the stage where the teacher lets the students write a text using the pattern and language use they have learned in the previous stage. The focus for the joint construction will include choices about a whole text, paragraph, or sentence structure. The emphasis is on the process of composing rather than polishing a text. Therefore, spelling and punctuation do not take into account. This stage supports students to write independently in the next stage. The teacher may support the small group of students with similar needs to write together and encourage the students to work together to construct a text, provide feedback to each other such as they respond to the meaning of the text, or edit according to the language focus of the task. At this stage, reading and writing are prioritized.

4) Independent Construction

In this last stage, the students write a text on a different topic related to the field. The students try to arrange their thoughts, consolidate understanding, fill the gaps in the knowledge, and organize their thinking through processes of researching, drafting, editing, and polishing. At this stage, the teacher provides the provision of explicit criteria to guide the student's work. This criterion reflects the shared language and

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understanding under genre and topic that the class has been working on. Also, the teacher provides feedback for better understanding about learning. Burksaitiene (2011) says that feedback is a part of both teaching process and assessment. As a part of teaching process, feedback is information given by teacher as provision of knowledge and skills. Whereas as a part of assessment, feedback is information provided to students about how and what they understand and misunderstand, giving direction and strategies to improve, and providing assistance to understand the learning goals.

2. The Curriculum of 2013

The latest curriculum used by education in Indonesia is Curriculum of 2013. Curriculum of 2013 focuses on education based on competences and characters. The curriculum of 2013 uses contextual method based on competences, characters and a lesson which concerns with skills developed by competence approach. They are two theoretical bases which become the reasons of it, those are individual learning and mastery learning.

The basic of the 2013 curriculum is competency and character. This curriculum releases because of the curriculum 2006 criticism. The theme of curriculum 2013 is generating Indonesian which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative

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human. In conclusion, the curriculum 2013 forces the students to develop their knowledge based on their own potential. The students learn from what they get inside and outside learning process naturally.

Now the curriculum has changed rapidly. The Ministry of National Education and Culture changes 2013 curriculum into the 2013 curriculum revision in 2016. 2013 curriculum revision has the same concepts with 2013 curriculum which focus on characterbuilding and competences. However, there are addition on literacy, 4C (communication, collaborative, critical thinking and problem solving, and creativity and innovation), and HOTS (Higher Order Thinking Skills) in teaching learning proses (Act of the Republic of Indonesia Number 22, year 2016).

In the curriculum, there are two important things, they are the syllabus and lesson plan. Both of them are changing if the curriculum changes. The lesson plan is the important thing for teachers to help them organize the class in teaching and learning process. When the teachers still face difficulties in making lesson plan based on the 2013 curriculum, government change the curriculum. It makes the teachers must learn again the new syllabus and change the lesson plan. They still face difficulties to make new lesson plans, whereas the lesson plan is very important to teach learning process. The students cannot get the knowledge well because the teachers do not prepare lesson plan well. Teachers are still designing the lesson plan based on the former curriculum. Teachers mix 2013 curriculum and 2013 curriculum revision to design a lesson plan. They just change the activity from 5M of scientific approach to 4C (4C

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(communication, collaboration, critical thinking and problem solving, and creativity and innovation), even though many areas have to change by the teacher. They are reluctant to remake their lesson plan because they think the important thing is the action in class or the teaching and learning process.

The main point of the curriculum 2013 revision is its simplification and thematic-integrative characters (Idi, 2016: 25). 2013 curriculum 2013 revision is similar with curriculum 2013 in concept. The difference of the 2013 curriculum revision and 2013 curriculum is only on assessment. 2013 curriculum revisions add literacy in the 21st century. It is usually called 4C (Creative, Critical thinking, Communicative, and Collaborative). The 2013 curriculum revision is also complemented HOTS (higher Order Thinking Skill) to make the students think widely (Act of Ministry of National Education and Culture No. 3 in 2017).

Changes in Curriculum lead to changes in teaching and learning processes as well as new ways to demonstrate best practices for increasing student achievement. The Curriculum 2013 suggests teachers to use authentic materials and requires them to apply authentic assessments. It is quite challenging for English teachers because this condition creates problems, especially for novice teachers. Therefore, they need to have prior knowledge and personal experience related to teaching practice and situation.

The scientific approach is one of the learning approaches promoted by the 2013 Curriculum. The scientific approach is a process in finding out

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information in science by testing ideas through experimenting and making decisions based on the result. It can be said that this approach can be called as a technique in investigating, observing, gaining, and also integrating the phenomena by previous knowledge Array (2002) mentions that the scientific approach is used for observing the phenomena and have used it to explain, predict, and control the physical phenomena.

Using a scientific approach as method in doing the research means that the researcher should follow the step in order. There are several steps in scientific approach that should be followed. A learning approach can be regarded as scientific approach if it covers some criteria explained by Ministry of Education and Culture. They are: (1) the teaching materials come from facts or phenomena that logically can be explained, (2) teacher's explanation, and teacher-student interaction are based on objectivity, (3) teaching materials build student's critical thinking and accuracy in identifying, understanding, and resolving problems, (4) it encourages and inspires students to think hypothetically in looking at difference, congruence and links to each learning material given, (5) it fosters students to understand, apply, and develop pattern of rationale and objective thinking towards learning materials, (6) it should be based on concepts, theories, and empirical facts, and (7) learning objectives are composed in simple, clear and attractive presentation way (Kemendikbud, 2013a).

Ministry of Education and Culture (2013) elaborates that scientific approach in the teaching and learning process. The stages of learning in

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scientific approach in the 2013 Curriculum context generally are divided into five main stages. They are observing, questioning, experimenting, associating, and communicating (Mulyasa, 2014; Permendikbud No. 103 Year 2014). Teacher usually follows three stages in designing the teaching process. (Jacobsen, 2009). They are (a) Planning. At this stage, the teacher tries to decide what the learner knows, understands, and able to do at the end of learning. To answer them, the teacher firstly constructs the goal of learning. It is prioritized in teaching because it is used as a direction in teaching.

The teacher might be difficult to plan the activity and task if the goal of learning has not been formulated. The sub-part of planning is instructional strategy, organizing learning activities, and gathering supporting materials. The teacher begins to manage the indicator to achieve the goal, and then manage the activities that help the learners to understand the learning and provide supporting materials such as picture, video, and so forth. (b) Implementing. After the goal has been formulated,the teacher then implements strategy or procedure based on the students' background, need, and the availability of material. Moreover, before the teaching is conducted, the teacher proceeds reminder or rules in order to manage a conducive classroom so that the learning can run smoothly. (c) Assessing. The teacher gathers information about the successful of the planning stage. The information gathering can be done in many ways, including test or quizzes, grading homework, or noting students' reactions to questions or comment. At this stage, the teacher considers the measurement instrument to assess student's

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understanding about the learning.

1. Teaching Learning Planning

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully constructed lesson plan for each 3-hour lesson allows you to enter the classroom with more confidence and maximizes your chance of having a meaningful learning experience with your students. A successful lesson plan addresses and integrates three key components: Learning Objectives, learning activities, assessment to check for student understanding. When planning learning activities you should consider the types of activities, students will need to engage in, in order to develop the skills and knowledge required to demonstrate effective learning in the course. Learning activities should be directly related to the learning objectives of the course, and provide experiences that will enable students to engage in, practice, and gainfeedback on specific progress towards those objectives.

As you plan your learning activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. It is important that each learning activity in the lesson must be (1) aligned to the lesson's learning objectives, (2) meaningfully engage students in active, constructive, authentic, and collaborative ways, and (3) useful where the student is able to

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take what they have learnt from engaging with the activity and use it in another context, or for another purpose.

2. Teaching Learning Process

Teaching learning process based on 20 of Law No. 20 of 2003 concerning the National Education System is a process of interaction between students and educators, and learning resources in a learning environment. Meanwhile, according to Wingkel (2010), learning is a set of actions designed to support the student learning process, by considering the extreme events that play a role in a series of internal events that occur and are experienced by students. To support this, learning according to Gagne (2010) is the instruction which is intended to promote education, an external situation needs to be arranged to activate, support and maintain the internal processing that constitutes each learning event. Meanwhile, according to Dimyati and Mudjiono (2009) learning is a process organized by the teacher to teach students how to learn, how to acquire and the process to obtain knowledge,s kills, and attitudes.

From the explanation above, it can be concluded that learning is a conscious effort made by educators, students and learning resources in the environment. Learning is an activity carried out by the teacher in such a way that student behavior changes for the better. Furthermore, in accordance with learning, teachers are also obligedto take care of student's character building. One of the ways in supporting the student's character building is to motivate students to engage in the process of teaching and learning and to think critically by the activity of delivering the questions. Here, to refer to the

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activity of delivering questions, we label the activity as asking. Asking is an activity to get some information from someone you know or person in charge. The response given can be in the form of knowledge of matters which requires consideration. So, asking is an effective stimulus that encourages thinking skills. Questioning skills, for a student is a very important skill to master, because through these skills students can create a more meaningful learning atmosphere.

Learning will become very boring, when the teacher explains the subject matter for hours without being punctuated by questions, either just provoking questions, or questions to get students to think. Therefore, in every learning process, whatever learning model is used, asking questions is an activity that always acts as an inseparable part. The real action time or period of imparting knowledge, skills and attitude to adult learners by the adult facilitator or through the electronic media. The interaction between teachers and students where teachers try to transmit knowledge and contents to students according to their age, capabilities, skills and living conditions.

3. Learning Assessment

Learning assessment is an obligation that must be present in every education unit. Learning assessment also cannot be separated from the teacher's role in conducting the assessment. In the 2013 curriculum perspective the teacher is not the only evaluator, but the evaluation is also done by the participant himself and to other students. This means that there are many forms of learning assessment choices in the 2013 curriculum.

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Assessment in the 2013 curriculum focuses on three aspects of assessment, namely the assessment of attitudes (social and spiritual), knowledge and skills. Three aspects of this assessment can be done during the learning process and at the end of learning, or commonly known as formative and summative assessment. In essence the assessment is an activity in finding information, analyzing and interpreting student learning outcomes (Doherty, 2014).

Learning assessment in the 2013 curriculum must refer to standards set by the Ministry of Education and Culture. In this case, the Ministry of Education and Culture has implemented regulations regarding Assessment Standards at the High School level in the Minister of Education and Culture Regulation No. 22 of 2016. The intended evaluation is the assessment of learning outcomes. Assessment of learning outcomes by educators is the process of gathering information about student learning outcomes in spiritual attitude competencies and social attitudes, knowledge, competencies, and skills competencies carried out in a planned and systematic manner, during the learning process and after learning.

Based on the Minister of Education and Culture Regulation No. 22 of 2016 the assessment breakdown includes attitude assessment is the assessment made by educators in obtaining descriptive information about student behavior. Knowledge assessment is an activity carried out by educators to measure student's mastery of knowledge, while the skills assessment is an activity carried out by educators to measure the ability of

students to apply knowledge in carrying out certain tasks. Therefore, the principle of appraisal is that it must be valid, objective, fair, integrated, open, holistic, systematic, accountable, and educative, so that this evaluation is what we call authentic evaluation.

Assessment of the learning process uses an authentic assessment approach (authentic assessment) that assesses the readiness of students, the process, and learning outcomes as a whole. The integrated assessment of the three components will illustrate the capacity, style, and learning outcomes of students who are able to produce instructional effects (instructional effects) on aspects of knowledge and the impact of accompaniment on aspects of attitude. The results of authentic assessment are used by teachers to plan remedial learning programs, enrichments, or counseling services. In addition, authentic assessment results are used as material to improve the learning process in accordance with Education Assessment Standards. Evaluation of the learning process is carried out during the learning process by using tools: observation sheets, peer questionnaires, recordings, anecdotal notes, and reflections. Evaluation of learning outcomes is carried out during the learning process and at the end of the lesson unit using methods and tools: oral / deed tests, and written tests. The final evaluation results are obtained from a combination of process evaluation and evaluation of learning outcomes (Permendikbud, 2016).

Based on the explanation above the focus of the evaluation is on grades. It

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is rather a final process that is determined to understand the quality of the process. The quality of the process is mostly determined by grades. That is such an evaluation can come as a paper that is given grades. This type of paper will test the knowledge of each student. So, with the grades, the officials come try to measure the quality of the program.

Thus, the evaluation can and should be used as an ongoing management and learning tool to improve learning, including five basic components according to Kizlik (2010):

1. Articulating the purpose of the educational system.
2. Identifying and collecting relevant information.
3. Having ideas that are valuable and useful to learners in their lives and professions.
4. Analyzing and interpreting information for learners.
5. Classroom management or classroom decision making.

Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgement, educational status, or achievement of students.

Assessment and evaluation are related to both instructional objectives and classroom learning activities and are indispensable elements in the learning process. They are useful for gathering data/information needed into various interests. The data can be used to make decisions about the content and methods of instruction, to make decisions about classroom climate, to help

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communicate what is important, and to assign grades. Among other techniques to do evaluation and assessment, The teachers can use tests to evaluating and assessing, startingfrom the small one, incorporating evaluation into the class routine, setting up an easy and efficient recordkeeping system, establishing an evaluation plan, and personalizing the evaluation plan.

Teaching English in vocational high schools also covers the four language skills, namely speaking, listening, reading and writing. What should be more focused is the expressions that are used based on student's major. In teaching vocabulary, the teachers give information about the special terms that are often both used based on student's major. For example, the teachers give the special terms of accounting and financial for accounting students in vocational high school. In teaching reading and writing, the teachers give genre of text such as descriptive text that relates to the student's major.

In learning resource, the teachers of vocational high schools often consider the learning resources that are used in teaching. Choosing appropriate media is one of considerations that are thought by the teachers. Surrounding is one of learning resources for students. It can be as lesson media. Physical, social and culture surroundings are also as resources which are very rich to learn matter for students. The advantages of using it are to develop some skills, such as: inspecting and making notes, questions, hypothesis, clarifications, and articles.

According to Renandya (2002), three main tasks of English teaching

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which a teacher could adopt/adapt. (1) Vocational vocabulary building. Vocabulary knowledge is important in second or foreign language learning. Having sufficient size and depth of vocabulary knowledge enable one to comprehend and produce text as well as students in a vocational context. They need to have vocabulary knowledge to be able to understand and produce texts in a vocational context. (2) Vocational knowledge building. Knowledge building is an ability to present and elaborate a particular idea. It endangers language skills and making meaning. Thus, extensive listening and extensive reading help the students develop knowledge. (3) Functional meta-language analysis of vocational texts: spoken and written. English in Vocational purposes has different lexico-grammar genres and discourse. Different context requires different kinds of genres and lexico- grammatical expressions. Therefore, the students need to be able to understand functional meta-language analysis (genre analysis, lexico-grammar analysis, and language appraisal).

3. Teaching Writing

3.1 Definition of Writing

Writing is one of the four language skills besides listening, speaking and reading in language teaching. Writing can't be produced without understanding of the components of language such as grammar, vocabulary, spelling consideration, translation, pronounciation and so on. Gaith (2002) states that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete on the piece of paper. Writing

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gives a unique opportunity to explore ideas and acquire information. By writing, someone can express his thoughts more communicable to other.

According to Harmer (2004), writing is one of four skills that encourage studentsto focus on accurate language use, because writing may well provoke language development as they resolve problems that the writing puts into their mind. Harmer also added his thought about writing that "writing is a process that what writers write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities". Clouse (2007), states that writing is a process that cannot be done all at once before the deadline. It takes stages as follows: First, Prewriting. The first stage of writing is simply setting forth ideas in whatever shape or form that is handy for the writer fragments, lists, sentences, or clusters. The purpose of prewriting is to capture and preserve ideas. Second, Drafting. While drafting, a writer transforms ideas into sentences in a semi-organized manner. Here the purpose is to let a writer's ideas develop, expand, and form connections. Drafting is primarily a stage of discovery and exploration. Third, Revision. Although revision is classified as the third stage of writing, it is ongoing – recurring whenever needed. During revision, a writer's goal is to rethink ideas, refine them. A writer may drastically reorganize the draft. During this time, a writer reshapes ideas-expanding, deleting, and clarifying. Fourth, Editing/ proofreading. This final stage requires examining ideas, details, words, grammar, and punctuation- attending to matters within each sentence. Here the emphasis is on accuracy, correctness, and clarity.

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Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2003). Writing is not only specific to the classroom, but also, it serves many purposes such as, among other things, the need for writing a formal letter to an advisor, a casual letter to a relative, a poem or a story (Azizi, 2014).

Based on the explanation above, it can be concluded that the definition of writing is process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs which the purpose is used to communicate something with the other people indirectly, student gets effort to express mind through language in writing.

Writing has been widely regarded as a crucially essential skill in the teaching and learning of English as a Second Language (ESL) as it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements. Writing also helps to improve all the other skills of listening, speaking and reading as they are all interrelated (Chien 2016).

3.2 The Importance of Writing

Writing is a complex process, it means that in writing the students have to consider many things to build a good writing. Harmer (2004) states that there are many importance of learning writing:

i. Writing is not often time-bound in the way conversation.

In writing activities, the students have more time to think than they do in speaking activities. They can express what they know in their mind, and even the students use dictionaries, grammar books or other reference material to help them.

ii. Writing encourages students to focus on accurate language use.

It is a good way for the students to develop their language when they write down what they think or express their ideas with the accurate language.

iii. Writing is often used as a means of reinforcing language that has been thought.

In teaching writing, the teacher often asks the student to write sentence or paragraph using recently learnt grammar. The students should makea note about what they have learnt while learning process happens. It makes the students able to understand about the language that has been thought.

According to Ur (2003), the purpose of writing is "the expression of ideas, the transmission of a message to the reader; the ideas themselves should perhaps be considered as the most significant aspect of writing." Meanwhile, according to Whitaker (2009), there are three purposes in writing as follows: First, Persuasive purpose. The purpose is to persuade or convince the reader that the writer's idea by using reason and evidence. Argumentative and position papers are examples of persuasive writing. Second, Analytical purpose. The purpose is to explain the reader on a topic

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and investigate causes, examine effects, evaluate effectiveness, access ways to solve problems, find relationships between various ideas, or analyze other people's arguments. Analysis papers and critical analyses are examples of this type of writing. Third, Informative purpose. The purpose is to explain a possible answer to the writer's question and to provide new information about the writer's topic to the reader. This differs from an analytical topic in that the writer does not push the readers viewpoint, but rather tries to enlarge the reader's view.

3.3 Teaching Writing

In teaching writing, we should guide the student how to write and help them learn to write effectively and make revision becomes the main focus of the course and that the teacher, who traditionally provides feedback after the fact, intervenes to guide students through the process. Writing teach as a process of discovery implies that revision becomes the main focus of the course and that the teacher, who traditionally provides feedback after the fact, intervenes to guide students through the process (Zamel, 1982). Ask students to write for two or three minutes on the spot-at the beginning of class to stimulate discussion or gather students' attention, in the middle of class to make a transition in topic, work through a difficult issue or problem, or keep students engaged; or at the end of class to give students a chance to reflect on what they've learned, sealing it in their memories (Walk, 2008).

According to Nurgiyantioro (2001) defines a writing activity is the latest skills mastered by students after listening, speaking, and reading skills.

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Writing is an activity that requires many components. In complementing writing activities, writers should know and master the components of writing, the writing will be better. Raimes (1995) has suggested writers to pay their attention while writing to : (a) Syntax, a writer should know how to construct sentence structure, know the sentence boundaries, stylistic choices, etc. (b) Content, here a writer has to pay attention to relevance, clarity, originality, logic of writing. (c) Grammar is very important for writers because grammars are the tools for writers to arrange their words become sentences and finally produce a meaning. In grammar, writers should know the rules for verb, agreement, articles, pronouns, etc. (d) Mechanics contain handwriting, spelling, punctuation, etc. (e) Organization requires a writer to know about paragraphs, topic and support, cohesion and unity. Word choices, a writer should know how to apply vocabulary, idiom and tone in writing. (g) Purpose is very important for writers. It will determine the aim of the writing in the future. (h) Audience will determine which way will be applied by writers. Knowing the audience will make writers know more about what they should write. The writers' process is very crucial. Writers should be aware of how to get write drafts and revise.

Writing is one of the most important skills, the learning of which is one of the essential needs of language learners for both their academic practice, and later on, in their professional life. That is why a good deal of research has addressed teaching writing that covers various aspects in a broad instructional context. The writer agrees with Yi's (2009) statement that writing ability is

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defined in three different pedagogical approaches to the teaching of writing. First, writing ability focuses on writing production. This approach is also known by text-oriented approach. Second, writing ability focuses on how the writer follows the process or cognitive oriented approach. The last, writing ability focuses on audience and social context elements. This research is based on production approach.

Walter (2004) suggests some approaches in teaching writing when the teacher focuses on student's production. They are:

i. Modeled writing: modeled writing allows the students to see the teacher demonstrate the writing process. For example when the teacher says: "I am going to write a letter to my friend Marcy, so I use the common greeting, "Dear Marcy." (The teacher writes "Dear Mancy" on the projector or whiteboard.

ii. Writing through talk and illustration: this kind of approach uses a brief of discussion of the student-student or the students-teacher and a picture.

iii. Independent writing: independent writing provides opportunity for students to write. Teacher monitors students about their progress. This aims to provide targeted result.

Harmer (2004) declares that there are some teacher tasks in writing process:

1. Demonstrating

The teacher has to be able to make the students aware of the language used or others to know writing function by using whatever the ways.

2. Motivating and Provoking

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Teacher has to motivate and provoke their students to start writing and help them to find out their motivation. The students sometimes lost their idea, motivate and confidence. The teacher as the presenter of material has to help them to find their motivation back.

3. Supporting

The teacher has to support the students when they get problem and need teacher's help to solve the problem.

4. Responding

The teacher has to give reaction or suggestion to the student's writing draft.

5. Evaluating

The teacher has to evaluate the student's task in order to know the student's understanding.

3.4 The Components of Writing

Writing involves at least five components as stated by Harris (1969) in his book *"Testing English as a Second Language"*. Those components are: Firstly, is on the content. It consists of the substance of writing and the ideas expressed. Secondly, is on the form used. It is an about the organization of the content. Thirdly is on the grammar, the employment of grammatical form and syntactic pattern. Fourth, is on the style. It is about the choice of the structures and the lexical item to give a particular tone of flavor to writing. And fifth is on the mechanic, the use of the graphic convention of the language. Another component pointed out by Christina (1976) consists of

three elements as follow: we have three major teaching points in the writing composition they are correct from of language on the sentence, mechanics of punctuation, and content organization.

Adapted from Nurgiantoro (2011), there are some components of writing:

a. Content

Content is refers to a set of information that support the specific topic talked about. In the content aspect, the writer can develop the details idea to describe the main topic.

b. Organization

Organization means how the students arrange their ideas. The organization of the text is clear ideas, good organization, logic sequence and cohesive.

c. Vocabulary

Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing.

d. Grammar

Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure so that it makes writing more meaningful.

e. Mechanic

Mechanic means how the students write. Paragraph is a combination of some sentences which need good spelling and

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punctuation. If the use of punctuation is not appropriate, the paragraphwill be unreadable.

All of the aspects above for instance organization, content, vocabulary and mechanic are the components of writing.

3.5 The Steps of Writing

Meyers (2005) explains that there are six steps to write well. Those are:

1. Exploring ideas

Writing first involves discovering your ideas. It considers three points; they are subject, purpose, and audience. Firstly, choose a subject that you care about and you know about, then you will have something interesting to write and you will write it more clearly and confidently. Secondly, what purpose hopes to achieve. The last, what your audience that will determine what you say about your subject is.

2. Pre writing

The second step of writing process involves writing your thoughts on paper or on the computer. Don't worry about grammar, exact word choice, spelling or punctuation because you will change your mind and your wording later anyway.

3. Organizing

The next step, after you have put your ideas into words, begin to organize them. This process involves selecting, sub acting, and adding ideas then outlining them.

4. Writing a first draft

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You have done some pre writing, selected your best ideas, expanded on them, andarranged them in reasonable order. Next you can begin your first draft.

5. Revising the draft

Return your draft later and revise it several times, perhaps after getting reactions of other people, add new ideas and try to improve organization.

6. Producing the final copy

The last step is producing a final copy when you are reasonably satisfied with your work, edit the draft and make another if you find error.

Based on some explanation above, it can be concluded that writing is a complex skill. Basically, writing is not a simple drawing a range of autographic symbols, but actually it involves a complex process done step by step to pass on knowledge or messages in our mind in a written form, which we have to use certain grammatical rules, choose the right words in our sentences. Each of sentences in the paragraph must have correlation with each other and organize the logical facts.

3.6 The Problems of Learning Writing

Many students need the writing skill much less than they need of the other. They think that writing is difficult, boring, and not important in their life. Students are usually scared to express their mind and they are scared.

As it is mention in previous state writing provides a relatively permanent

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record of information, opinion, beliefs, feeling, argument, explanation, theories. Writing allows us to share our communication not only with our contemporaries, but also with future generation. It permits people from the near and far distance pastto speak to us.

Learning to write English in foreign language is not easy for the students of junior high school, especially at seventh grade students. Thereare some problems faced by the students in learning writing according to Nurgiantoro (2001), those are organizing idea, lack of vocabulary, and grammar accuracy.

a. Organizing Ideas

In generally, the student's problem in writing process is how to organize theidea into sentences. Nation (2009) states that some learners are able to say what they want to write but have difficulty in putting it into written form. It is because the students get difficulties in developing idea and they do not know what they will to write. When writing, the students usually write contents that are not suitable with the theme.

1. Lack of Vocabulary

Vocabulary also becomes an important part in writing composition. Lack of vocabulary makes the students write uncommunicative sentences. They will get difficulties in expressing their ideas, especially in writing if the students do not master the vocabularies well. They also usually choose incorrect words.

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2. Grammar Accuracy

When the students are trying to writing, they are usually confused in whether their sentence or grammatical correct or not.

Based on the explanation above, it is important for the students and the teacher to know about problems in learning writing so they can find the best way to anticipate it and students can learn writing easier.

3.7 Writing Skill

Basic grammar is important in process of a good communication in writing, "writing skills" are actually more about developing a personal style, a unique voice as a writer. With a lot of new writers, the challenges are as much about the practice of writing and what to write about as anything else.

Though basic grammar is important in process of a good communication in writing, "writing skills" are actually more about developing a personal style, a unique voice as a writer. With a lot of new writers, the challenges are as much about the practice of writing and what to write about as anything else.

In term of skills, producing of coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. Until the mid-1970s, writing is a subservient skill, whose function was to support the development of oral language (Nunan, 1999). Based on the definition above, it can be concluded that writing skill is to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form andto mentally interact with the message.

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3.8 Genres and Types of Text

The term genre was first introduced in the area of English as specificpurpose (ESP) in 1981, in an ESP journal article by Paltridge (2001). In addition, Mahwah (2002) explains that genre as means for analyzing text has become a means for better pragmatic and linguistic understanding of texts. It also supplies possible pedagogical applications. It devoted to genre pedagogy adds to pedagogical thinking because it stretches notions of what can be done in the reading and writing classroom.

Further explanation from Chaldler (2005) that term genre is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer a distinctive type of the texts. The genre of Vocational School level include: procedural, descriptive, recount, narrative, report, etc. Those are: First, procedural text is a piece of text that gives us instructions for doing something. The purpose of this text is used to explain how something can be done. Second, narrative is a piece of text which tells a story in doing so, entertain or inform the reader or listener. Third recount is a piece of text to retell a series of events usually in the order they occur. In this study, the researcher will explore on teaching writing by using genre-based approach to analyze generic structure and language features of it.

Meanwhile, Wignell (1994) explains that genre is the text types that can be defined as a culturally specific text types which result from using language both in written and spoken to help accomplish something. In a genre-based approach to writing, students study certain texts in genre they are going to write before they

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embark on their writing. Genre derives from experience, so through genres hopefully that individual develop their relationship, establish their communication an able to achieve their goals. Because genre comes from experience, therefore by studying genres intended that students be able to understand the concept and they would be able toidentify a kind of texts that students will have to write. Finally, it is important for the students to learn the genre in order to recognize their experience of everyday life for being assigned in their writing and speaking.

A text is semantic unit, a unit of language that makes sense. When it does not make sense, it is not a text; it is not communication. Communication happens only when we make sensible text. In general sense, text is any form of written material. Text is any strecth of language which is held together cohesively through meaning (Hallyday, 1984). A text can be either spoken or written, can be a word or as thick as a book in length. So, text has nothing to do with form or size. Second, a text is not isolated words or sentences being put together. Third, a text is language that is functional. It means that language in a text serves a certain function; this function is the one that finally differentiates and determines our choice of words to construct a text.

Therefore, the main goal is to develop communicative competence or the ability to communicate, we need to develop a curriculum or a syllabus that is text based. This kind of curriculum states explicit what kind of texts are the targeted by certain level of school in based on the learner's communication needs. In this way, text is not sporadically addressed; in this way we know which targets to "shoot out"; and in this way we create short cut necessary for adjusting the

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curriculum targets with the time allocation. Anderson (1997) states there are two broad categories of text, those are: First, Literary texts are those text which explore and interpret human experience in such a way as to evoke in the reader or listener a reflective, imaginative or emotional response. Literary text include narrative, dramatic, poetic texts, and many combinations of these. Second, Factual facts are those texts which present the reader or listener. The main text types of this category are procedure, response, recount, explanation, discussion, information report, procedure. From the statement above, it can sum up that the text is the simplest way to express our idea which has meaningful and purposes with an acceptable structure.

Vocational high school students should learn some texts. Every text has some structures as an outline of writing. The structures of the text will be different if our purpose is to explain how something to be done. The structure of a text follows one particular stages, the beginning, and the middle and ending parts of a text (i.e. the stages accomplishing a genre's social purpose); the stages may be always present or optional present only under certain conditions. The structure varied according to the purpose. Thus, it varies across genre.

According to Syafi'i (2016), writing is divided into three paragraph, they are description paragraph, narration paragraph, and exposition paragraph. First, Description Paragraph. Description is to describe a particular person, thing, and place. In description paragraph, the writer appeals to the reader's imagination and perceptive senses. The writer should make reader to see, hear, taste, and feel as the writers describing about the subject. In describing a place, writers should

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make clearly the location of the place. While in describing a person, these ways can be helpful for the writers, such from the body, skin tone, hair style, even the smell. Second, Narration Paragraph. Narration is telling or re-telling an event or story that happened in the past. The purpose of narration is to amuse or entertain the reader with actual or imaginary experiences. In telling a story or event, it needs to be organized by time, event in a story, one step in the process happening after the other. Third, Exposition Paragraph. Exposition is often used to explain how something works and how to do something. There are some methods that can be used to organize an exposition of paragraph, such as: (1) Explaining processes and procedures, (2) Giving comparisons and contrast, (3) Analyzing cause and effect relationship.

However, there are certain similarities within the texts with the same purposes. The similarities create an expectation of the general schematic structure of the text. This is called generic structure of the text. Based on generic structure means the way in which a text is constructed to suit its purpose. The generic structures resemble an outline. Each section is opened with main idea, then elaborate on it, sometimes dividing into the subsection. Example: a book may tell about whales or describe what the geography is like in particular religion.

From the definition above, it can conclude that generic structure resembles an outline in which a text is constructed to suit its purpose or the semantic and syntactic organizational arrangements used to present written information.

Texts which have generic structure conventions are easier to read, understand, and

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remember.

a. Procedure Text

Procedure text, according to Anderson(1997), is a piece of text that gives the reader or listener instructions on how to perform something. Its goal is to give directions on how to make something, do something, or get somewhere. It is supported by Walter (2015), that procedure text is a rule or an instruction, that is given or performed to achieve the desired outcome-usually a series of sequenced steps. To summarize, a procedure text is a text that explains or instructs how something can be done through a set of sequential steps.

The purpose of Procedure Text, based on Walter (2015), has the objective of ensuring that something is done correctly and at the end result is satisfactory. It means that the objective of a procedure text is to convey information necessary for readers to achieve a successful result, such as how to do something, how to make something, or how to operate something.

Walter (2015) says that there are the different of procedure text for the different purposes: First, texts that explain how something works or how to use instruction/operation manuals. Example: how to use the video, the computer, the photocopier. Second, text instructs how to do a particular activity. Example: recipes, rules for games, science experiments, road safety rules. Third, text is deal with human behavior. Example: how to live happily, how to succeed.

Furthermore, according to Walter (2015), procedure text has the generic structure as follows: First, Goal is a statement of what is to be achieved. Example: How to make a sponge cake. Second, material/equipment needed, listed in order.

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Example: 2 eggs, flour. Third, Sequenced steps to achieve the goal. Example: Cream the sugar and butter. Fourth, diagram or illustrations.

Barwick (1999) also explains some language features of procedure in his book as follows: First, noun or noun groups are used in the listed material or equipment. E g: screws, nuts, bolts, screwdriver, wood. Second, often the name of an item is omitted instead of being constantly repeated and an ellipsis used. The person following the instructions may not be referred to or may be referred to in a general way as one or you. There is little use of personal pronouns. Third, conjunctions are used to show chronological order. E g; before, while, then, after, when. Fourth, action verbs start most sentences. E g: take, put, link. Fifth, short statements or commands are used. E g: pick them up. Sixth, adjectives add details relating to size, shape, color, and amount. E g: place the red cub there. Seventh, words related to the direction and specific location is found. E g: left, north, Jamison Street. Eight, Present tense is generally used. Ninth, vocabulary ranges from technical to everyday language according to the target audience. Tenth, emphasis is often given to important information by underlining it or writing in bold. Eleventh, adverbs, prepositions, and adverbial phrases add detailed information about how, where, and when. And then, clear, simple. Precise but detailed language is used.

According to Anderson (1997), some examples of procedure texts are as follows: 1) Directions, 2) Recipes, 3) Instruction manuals, and 4) Itineraries

Example:

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How to Make Google Account

Goal:

How to make Google Account.

Materials/tools:

- Computer devices laptop
- PC or smartphone
- Android or iOS
- Internet connection

Steps:

1. First, you need to go to Google site, you can go by typing Google.com or if you use Google Chrome browser, it will automatically go to the Google site.
2. Next, you will need to click on the login
3. Search for the Sign-up button, if you already have Google account, you just need to fill in your login information with E-mail, and password
4. Sign-up on Google by filling out the forms, the forms are: Full name, country, sex, and phone number
5. Then you will need to create password for your accounts
6. To make sure your password is secure, you will need 8 digits or more password, have at least one capital letters, and number or symbols.
7. You will also need to read terms of services (EULA)
8. You will also need to confirm your Google sign-up and registration, by filling out your phone numbers, or other e-mail you have.
9. You will need to complete the registration first before you can use the Google service.
10. Complete the registration by sending codes to your phone via sms or via your old email, fill in the code by clicking on the sent link.
11. Now, your Google account is ready, you are free to customize your Google accounts, and making it more to your liking.

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b. Descriptive Text

Wardiman (2008: 122) states that descriptive text is a kind of text which describe particular thing, animal, person, or others, for instance: our pets or a

person that is known well.

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, description, as explained by Kane (2000), is defined like in the following sentence: Description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. But in particular, the descriptive text is, "…… is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing."

So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is: First, Identification: (contains about the introduction of a person, place, animal or object will be described.) Second, Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Purpose of descriptive text are: to describe person, thing or place in specific and to describe a particular person, thing or place. Language Features of descriptive text are: focus on one specific object, the use of Simple Present Tense and the use of adjectives.

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Example:

My Brother

Hello, everyone. My name is Riri. I would like to tell you about my brother. His name is Bambang Pamungkas. — Identification

My brother is thirty-five years old. He is anathlete. He is football player. He joins with Indonesian football team.

My brother is handsome and tall. His height is about 180 centimeters. He has moustache and beard. He has slanted eyes and pointed nose. His hair is straight. He also has brown skin.

My brother likes playing football. He plays football with his friends three times a week, on Sunday, Thursday and Saturday. My brother is smart and kind. Everyone loves and respects him. I am — Description

c. Analytical Exposition Text

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expositions are popular among science, academic community and educated people.

The generic structure of analytical exposition usually has three components: (1) Thesis, (2) Arguments and (3) Reiteration or conclusion. Generic Structure of Analytical Exposition are: First. Thesis: Introduces the topic and shows speaker or

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writer's position; Outlines of the arguments are presented. Second. Arguments: It consists about Point and Elaboration Point, states the main argument Elaboration, develops and supports each point of argument. Third, Reiteration: Conclusion (restatement), restates speaker or writer's position.

Language Features of Analytical Exposition are:

1. An analytical exposition focuses on generic human and non-human participants.
2. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.
3. It uses emotive and evaluative words
4. It often needs material processes. It is used to state what happens, e.g. ….has polluted… etc.
5. It usually uses Simple Present Tense and Present Perfect Tense.
6. Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly …, finally, etc.

Example:

Corruption and Indonesian Culture

Corruption has happened for many years and today it becomes a bad culture in Indonesia for three reasons. Most adult Indonesian or foreigners have known and admitted that corruptions happen in many places. The daily newspapers, news programs on TV and radio have reported corruptions are done everywhere, almost in all departments or public services of this country. Corruptions happen in health, education departments and banks. When we manage to get some documents in public service offices, we usually need much money to pay. Manipulations happen

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everywhere.

The actions to eliminate corruption are weak. The ever stronger culture seems not to come to an end when the responsible institutions who have to reinforce the justice today commit corruption. This is the worst. Corruptions happen in police department, courts where judges, public prosecutors, lawyers make deals to do corruption. All of us also heard in the end of 2004, Probo Sutejo reported that he had bribed the Supreme Court, or called Mahkamah Agung which becomes the highest level where the justice can be obtained. Perhaps you have to try to come to the local courts and see what happen there. You will see practices of bribery and other kinds of corruption.

The citizens have no goodwill to fight against the corruption. They create the situations in which people have opportunities to do corruptions. The citizens like to break the rules because they are not disciplined. For example, in the street when they drive a car or ride motorcycle, they do not have the driving license or necessary documents. Then, they are caught by the local policemen. To avoid more difficulties, they like to bribe the officer. The officer let them go then. In other words, the citizens and officers are the same, doing corruption together. If only the people were critical, disciplined, and obey the rules, and willing to report any wrong behaviors, this country will not be number one corrupting country in the world.

We can conclude that corruption is becoming a bad culture in Indonesia if it is not ended soon by all of us. It seems that there must be more severe penalty for the Corruptors. Do we still care about the future of this country?

4. **Narrative text**

Narrative text is a text that telling about sequence of events in the past. According to Barbara as cited in Khusnul (2017), the purposes of narrative text are to entertain, to express the feelings, to inform and to persuade the readers. It also has another function that is about to deal with actual or various experiences

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in different ways. On the other hand, Mark and Anderson (Sari, 2015) state that the narrative text is constructed to appeal to our emoticon and imagination that can make us laugh or crythink about our life or consider our benefit. If the students understand about the content of narrative text, they will feel the situation of the story. There are several different types of narrative text, as follow:

First, Legend. A legend is a narrative of human actions that are perceived by the readers to take place within human story. Typically, a legend is a short, traditional and historicized narrative performed in a conventional model, for instances, Toba Lake, Roro Jongrang, and Sangkuriang.

Second, Fable. A fable is a short allegorical narrative that has animal as characters who speak like act human beings. For examples, The Lion and The Mouse, The Ants and Grasshopper, and The Monkey and The Turtle.

Third, Fairy tale. A fairy tale typically features like folkloric characteristics as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments. For instances, Snow White, Cinderella, and Rapunzel.

Fourth, Science fiction. Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction uses a setting involving science and technology. For examples, To the Moon from Earth by Jules Verne and Space Odyssey by Arthur

The generic structure of narrative text involves the character with define personalities/identifies, and creates images in reader's mind and enhances the story. It also focused on a text on a series of action (Purba, 2018). Generally,

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there are four steps for constructinga narrative text, such as:

First, Orientation. It is about the opening paragraph where the sets, the scene and the characters of the story are introduced.

It consists answer of Who,When, Where, What and Why questions.

Second, Complication. It is a series of complication or where the problems happened and developed.

Third, Resolution. Where the problems are solved, it means the characters finally shortout the complication.

Fourth, Reorientation. It is the ending of the story. It may be happy or sad ending.

Example:

The Haunted House

There was an old, abandoned house on the outskirts of town that was said to be haunted. People who entered the house never returned, and strange noises and voices could be heard coming from inside.

One day, a group of teenagers decided to explore the house. They found an old diary that revealed the history of the house. It belonged to a family who had been murdered by a deranged relative who had been living in the house.

As they were exploring, they began to hear strange noises and saw ghostly apparitions. They tried to leave, but the doors and windows were all locked. They were trapped inside the haunted house with no way out.

As the night wore on, they became more and more terrified. The ghosts of the murdered family began to appear, and the teenagers were forced to relive their brutal deaths. In the morning, the house was found empty, with no sign of the teenagers. It is said that they are still trapped inside the haunted house to this day.

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Writing has become a prominent part in people's everyday life. When students test their foreign language abilities or other skills, often rely on the student's writing proficiency in order to measure knowledge. In almost all aspects of life, writing in whatever form it be, proves to be an effective way of communication. Writing as one of the language skill, has given an important contribution to human work. There are so many records of recent activities that we can read today,which can also be read in the future.

Some of the importance of writing activities which are usually done in our society as follows: First, Recently, our societies grew larger and more industrialized; the need for citizento be able to write and read becomes vital for bureaucratic organizations to be successful. In addition, writing skill can be a ticket to be better college grade and greater academic achievement since good writing skill, it is badly needed in the achievement context. Besides, most jobs nowadays as well as future jobs will require writing skill; even to apply for a job, good writing skill is demanded. Second, in the smaller scope of educational setting i.e. at school, most of examinations require the students to use the writing skill. In other words, student's success at school is partly determined by their writing skill. And then, writing skill clearly gives many advantages to those processing, it is suggested that having good writing skill will be benefit of people. In addition, for being be able to take part in today's information culture, a writer can express himself well through writing. He can communicate his ideas, thought, feeling, and experiences and it the same time, let it down by other.

Feedback can be given during the writing process or at the end of the writing

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activity. According to Frus (1999), feedback in the student's writing product is like a form of the paragraph at the end of the writing assignment or notes in the email. Teachers are giving feedbackto student's assignments to help students to improve the ideas, organization of their writing assignments.

As a teacher, before the class,we need to explain the criteria of good writing or how we are grading the assignments. Then, teachers can give the same assignments to the students with the same topic, and then teachers accompany students during the assignment; teachers can give feedback at the end of the first assignment. During the feedback, teachers can give students some instructions; the dialogue between teacher and students is also importantto build effective feedback. Next, when the teachers find the student's assignment's mistake, teachers can explain the error to the entire class; therefore, other students did not make the same mistake in their assignments. Last, teachers can give an opportunity for students to get feedback from other students, it is called pair responses, or teachers can ask students to do a self-evaluation of their task.

There is a study from Underwood (2006) when teachers want to improve student's writing ability through feedback. They must give effective feedback by giving the feedback depending on the requirement of its writing quality. Additionally, students prefer to get comments or suggestions precisely than teachers are grading their work generally. Comment as feedback is not enough for students.

According Brannon (1999), a dialogue between teacher and students is very important to clarify the teacher's feedback. Therefore, if the students did not

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understand the comment, they can ask the teacher directly, and students can apply the feedback or the suggestion to their assignment.

In summary, writing is an activity to express writer's ideas with others or readers by using written text. To arrange the sentence into a decent and clear written text requires knowledge of vocabulary, grammar, syntax and other skills. In this study, the researcher focuses on exploring the implementation of teacher's written corrective feedback in teaching English focus on teaching writing.

4. Corrective Feedback

According to Haiti and Timperley (2007), feedback is conceptualized as information provided by an agent (teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. In this case, the agent who gives feedback is teacher. Irons (2008), says that feedback is any comment of the current activity or performance which is beneficial for the future performance since feedback contains guidance for better performance. Moreover, feedback also engages learner on multiple stages of assignments. The comment of feedback does not only point the strength and weakness of performance but also suggestion of learning improvement (Boud & Molloy, 2013).

Brookhart (2008) says that good feedback gives students information they need so they can understand where they are in their learning and what to do next the cognitive factor. Once they feel they understand what to do that is why, most students develop a feeling that they have control over their own learning-the motivational factor. Consequently, good feedback contains information that students can use, which means that the student has to be able to hear and

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understand. Some of the purposes are motivational and some have to do with providing students with information. Here are the details.

a) Feedback provides information for teachers and students.

Feedback is a way for teachers to describe their learner's language. It gives teacher information about individuals and collective class progress and, indirectly, is a form of evaluation on their own teaching. While for learners, feedback is ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direction about language, by stating a rule or giving an example.

b) Feedback provides students with advice about learning

Teachers can provide students with more than simply description of their language use. Comments can also be made on the student's learning process.

c) Feedback provides students with language input

The teacher's written feedback provides students with meaningful and individual learning input. The teacher's words, both in their form and purpose, illustrate how language is used in one to one communication. That is why it is important to extend students" language by writing comments in language at a level slightly higher than the student's own current language use. In this way student can learn new vocabulary and structures in context.

d) Feedback is a form of motivation

Feedback can be more motivating than marks or grades. It can encourage

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students to study and to use language to the best of their ability by taking onto account whatever the teacher knows about the learners‟ attitudes. Both hardworking and under working students need encouragement but it needs to be given in different ways. During a course, as teachers find out more about their students, the encouragement can take personal circumstances into account.

e) Feedback can lead students to autonomy

One long term purpose of feedback is to lead students to the point where they can find their own mistakes. For example, one teacher sat with a student reading his work, stopping each time there was some minor error of form (a singular for a plural and so on). In each case the student could find the mistake himself. He realized that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what the teacher did is to compare it with scaffolding. While building is going up, it needs scaffolding, but once it is finished the scaffolding can be taken away.

Written feedback is a kind of feedback which given by teachers in a written form. It happens when teachers correct student's writing and find the errors. The most common written feedback to be given in the classroom setting is corrective feedback, in which the teacher gives visible marks on the student's writing errors defined corrective feedback is the input given containing information for the revision (Li, 2012). Moreover, there are some types of written feedback. According to Agbayahoun (2016) views, the first is feedback, which is focused on the form of the student's assignments, focused on the grammar. Then the feedback is focused on the content of the student's assignments, focused on the idea and

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the construction of the idea or the way the students deliver the idea into the written form. The last is the combination between the grammar and the construction of the idea. Therefore, written feedback is the feedback which is containing suggestion, directly in the student's assignment. It can be questions or corrections to a student's sentence that focuses on grammar, construction of the idea, or both of them, and it is also according to the goal of the assignment. Thus, the students can know the incorrect area in their assignment and use the feedback to revise their assignment and improve the weaknesses area according to the teacher's written feedback.

Moreover, direct corrective feedback is given to the students by explicitly writing the correct forms of the student's errors while indirect corrective feedback is given to student's drafts by giving underlines, circles, codes, and other means without giving the target or the correct forms of the errors (Srichanyachon, 2012). In addition, in written corrective feedback, which is given to the students' writing, there is some growing evidence that it can play important roles on the student's linguistic accuracy (Ellis, 2009). To sum up, written corrective feedback gives positive effect for students in improving the quality of their writing and it also helps teachers to find out the weaknesses of students in grammatical accuracy.

Because of teacher written feedback can motivate students to make good writing and automatically check students" writing without pointing the students in front of the class. Generally, students will be shy if the teacher checks their mistakes orally in the class. Thus, by using teacher written feedback, the students will know about their mistakes. The teacher gives comment on student's writing

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text without being known by other students. It is supported by Razali (2016) who said, "other than helping in students" revision, teacher written feedback can also help students to be better motivated in writing (Sari, 2017).

Types of Corrective Feedback are: First, Oral Corrective Feedback. In speaking (oral), there are some ways to deliver feedback. They are reformulations which include recast and explicit correction; and prompts which also include elicitation, clarification request, metalinguistic clues, and repetition (Lyster&Ranta, 1997). Second, Written Corrective Feedback. Written Corrective Feedback (WCF), which is also called error correction or grammar correction, refers to the "correction of grammatical errors for the purpose of improving a student's ability to write accurately" (Truscott, 1996).

Written Corrective Feedback (WCF) has been regarded as a normal way of improving students' writing accuracy and a necessary part of the writing curriculum. Krashen's (1985) Monitor Model implies that Written Corrective Feedback is ineffective because learning is different from acquisition, which is a subconscious process.

5. Written Corrective Feedback

The advantages of written corrective feedback (Yahdiyani, 2020): First, they can be through and analytical (Hunt, 1989). Second, they point out specific problems, explain the reasons for the problems, and provide suggestions for eliminating the problems (Keh, 1990). Third, in correcting errors, they enable students to better understand the functions and limitations of various grammatical structures (Chastain, 1990). Fourth, when written comments are acted upon and

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internalized, they can the student with a logical and pragmatic writing process (Miller, 1985). They are logistically simple as the teacher can mark papers at nearly any time or location.

Implementing written corrective feedback strategy on student's writing assignments is important as a result. Ellis (2009) summarizes that teacher responses to student's errors can be categorized based on the six basic strategies for providing written corrective feedback. They are direct written corrective feedback, indirect written corrective feedback, metalinguistic written corrective feedback, focused versus unfocused written corrective feedback or selected versus comprehensive written corrective feedback, electronic feedback, and reformulation.

1. Direct Written Corrective Feedback

In this type of feedback, the teacher provides the students with the correct form of the target language by crossing out an unnecessary phrase, word, or morpheme; inserting a missing word or morpheme; and writing the correct form above or near the erroneous form. An advantage of direct written corrective feedback is that it can provide the students with explicit guidance about how to correct their errors, especially if they do not know what the correct form is. Ferris and Roberts (2001) suggest that direct corrective feedback is probably better than indirect corrective feedback for student writers of low levels of proficiency. Its disadvantage is that it requires minimal processing on the part of the learner, so it may not contribute to long-term learning. However, a study conducted by Sheen (2007) suggests that direct

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corrective feedback can be effective in promoting acquisition of specific grammatical features. The following is the example of direct feedback.

Example 1

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

2. Indirect Written Corrective Feedback

This strategy allows lecturers to give indications that students have made an error without providing the correct form. There are two ways of giving indirect written corrective feedback. The first is indicating and locating the error. It takes the form of underlining and use of cursors to show omissions in the student's written work. The second is indication only. This way of indirect corrective feedback takes the form of an indication in the margin that an error has taken place in a line of text.

Indirect feedback is often preferred to direct one since it leads to guided learning and problem solving and encourages students to reflect about linguistic forms. It is considered more likely to promote long-term learning. However, the results of studies investigating this claim are very mixed.

Example 2

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A dog stole X bone from X butcher. He escaped with X having XX bone. When the dog was going X through XX bridge over X the X river he found XX dog in the river.

X = missing word XX = wrong word

3. Metalinguistic Written Corrective Feedback

Metalinguistic written corrective feedback means that the lecturer provides learners with some form of explicit comment or metalinguistic clue about the nature of the errors they have made. There are two types of this strategy: use of error codes and brief grammatical descriptions. In the first type, lecturer writes codes in the form of abbreviated labels for different kinds of errors in the margins (e.g. ww = wrong word, art = article). In the second type, lecturer provides students with metalinguistic explanations of their errors by numbering errors in text and writing a grammatical description for each numbered error at the bottom of the text. There are two examples for the first type provided below.

Example 3

art art WW art.

A dog stole bone from butcher. He escaped with having bone. When

theprep. art. art. art.

dog was going through bridge over the river he found dog in the river.

4. Focus and Unfocused Corrective Feedback

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This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options. There are types of focus of the feedback:

a). Unfocused CF: Unfocused CF is extensive.

Teachers can elect to correct all of the students' errors, in which case the CF is unfocused. Processing corrections is likely to be more difficult in unfocused CF as the learner is required to attend to a variety of errors and thus is unlikely to be able to reflect much on each error.

b). Focused CF: Focused CF is intensive.

Alternatively, they can select specific error types for correction. For example, in the above examples the teacher could have chosen to correct just article errors. Focused CF may prove more effective as the learner is able to examine multiple corrections of a single error and thus obtain the rich evidence they need to both understand why what they wrote are erroneous and to acquire the correct form.

Example 4

Art. x 3; WW	A dog stole bone from butcher. He escaped with having bone.
Prep.; art.	When the dog was going through bridge over the river he
Art.	found dog in the river.

5. Electronic Feedback

Extensive corpora of written English (either carefully constructed or simply available via search engine) can be exploited to provide students with

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assistance in their writing. This kind of assistance can be accessed by means of software programs while students write or can be utilized as a form of feedback.

Example 5

(1) (2) (3)
A dog stole bone from butcher. He escaped with having bone. When the dog
(4) (5) (6)
was going through bridge over the river he found dog in the river.

(1), (2), (5), and (6) - you need 'a' before the noun when a person or thing is mentioned for the first time.

A. you need 'the' before the noun when the person or thing has beenmentioned previously.

B. you need 'over' when you go across the surface of something; you use 'through' when you go inside something (e.g. 'go through forest').

6. Reformulation

This strategy consists of a native speaker's reworking of the student's entire text to make the language seem as native-like as possible while keeping the content of the original intact. Sachs and Polio (2007) report a study comparing reformulation with direct corrective feedback. The main difference between these two options is a matter of presentation and task demands and was not related to the kinds of errors that are corrected.

Example 6

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Original version:	As he was jogging, his tammy was shaked.
Reformulation:	As he was jogging, his tummy was shaking.
	tummy shaking
Error correction:	As he was jogging, his tammy was shaked.

The function in written corrective feedback also has a purpose to show the student's error. The teacher is giving written corrective when the student's writing contained a mistake or not suitable based on grammar, so the teacher gives feedback in order to justify student's writing. Corrective feedback by the teacher as a guideline to the students, as a guideline means that is a clue to the students how to write correctly and to improve their writing, the teacher usually corrected student's task such as giving circle, cross wise or correct form in order the students will know their error then the students can avoid their error in the next task. By giving correction, the students can understand their error, so the students can revise their assignment that has been corrected by the teacher. With revision assignment, students can stimulate their though, can increase their effort to get perfect in writing.

Feedback from the teacher can motivate students to be better and increase their study, so the students can develop their ability in writing. With positive feedback will give confidence to the students. The teachers give positive feedback to student's assignments because student's assignments are excellent. The teachers give positive feedback such as *"good"*, *"great"* this can make the students to be more passion to try their perfect writing.

Feedback can assist the students to analyze their error because they will

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know their error after given feedback by the teacher. The teacher usually gave correction in students writing if it contained an error. The teachers give marks or cross wise form to correct student's answer, here the teachers just give cross wise and not giving correct form in order to assist that student's writing is incorrect and need to revise by the students. With this correction the students will know their error. Therefore, if the students did not understand the comment, they can ask the teacher directly, and students can apply the feedback or the suggestion to their assignment.

B. Previous Research

In order to gain a clear perspective toward this research, the researcher takes some previous study. First, the same topic conducted by Alshahrani and Storch (2014). The study found that the lecturers believed that written corrective feedback is important for improving their students' writing and preventing error fossilization. Therefore, they provided comprehensive feedback. It also revealed that the lecturers' feedback practice did not align with their beliefs.

The second, research has finished by Indrastana (2016). The result of the study showed that the exemplary EFL writing lecturer implemented written corrective feedback in the last stage of draft writing with focus on students' accuracy in writing. The teacher provided four types of written corrective feedback on students' writing, i.e direct feedback, indirect feedback, metalinguistic feedback, and reformulation feedback. His practice of providing written corrective feedback on students' writing covered three focuses: grammar, language expression, and mechanics.

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The third, the research was conducted by Solfiyatuzzahro (2019). The result showed that students' grammar value highly improved in present tense and noun/pronoun aspects. Teacher's Written Corrective Feedback and the procedure used such as additional explanation from teacher and revision process could help the students improve their grammatical accuracy in writing.

The fourth, research has finished by Alharbi (2020). Results showed that among the three types of feedback, direct written corrective feedback was the most effective in improving students' writing quality, and that this form of feedback was the most preferred by the subjects.

The fifth, Yahdiyani, Setia, and Sofyawati (2020). The study discovered that teachers' corrective criticism is highly beneficial because it gives students a place to reflect on their mistakes. The method increases the student's enthusiasm for learning English.

The sixth preceding study was carried out by Yunus (2020). According to the findings of this study, both students and the researcher thought that giving students written criticism for improvement aided in their ability to write. Additionally, it discovered some variations in student's expectations and teachers' methods.

The seventh study was carried out by Ghasemi, Noroozi, and Salehan (2021). The findings indicated that teachers' corrective feedback has pedagogical value and that it is more successful at encouraging learners' grammatical precision in L2 writing.

The eight study was carried out by Usadiati and Ristati (2021). The findings indicated that teacher had implemented written corrective feedback in the

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classroom in a step-by-step manner. The teacher's written corrective feedback emphasizes appropriate word choice, punctuation, grammar, organization, spelling, and substance.

The last study was carried out by Mafulah (2021). According to the results, there was no discernible difference between students who received direct comments on their writing performance and those who did not. However, the findings also indicate that good changes are not always the consequence of written comments from teachers.

It can be presumed that no research has been done in vocational high school based on some of the prior research listed above. Based on the student's characteristic and their learning style, it is a challenging for the English teachers in teaching writing. Additionally, all prior research centered on examining the impact of giving written corrective feedback in the instruction of writing essays or descriptive texts by using quantitative design. Some of the researches which have been done by using qualitative design only explore the teachers or lecturers in implementing of written corrective feedback.

Therefore, this research conducts to explore the implementation of written corrective feedback by the English teachers in teaching writing at the vocational high school level by utilizing a qualitative method.

This research will focus on two parts (teaching learning process and learning assessment) in exploring written corrective feedback by the two English teachers with different condition. The researcher explores how the implementation of written corrective feedback of the teachers with different age, teaching period, experience and education background. The teachers teach different students on the skill competency classes and also with different learning achievement at SMKN 6

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Pekanbaru.

C. Conceptual Framework

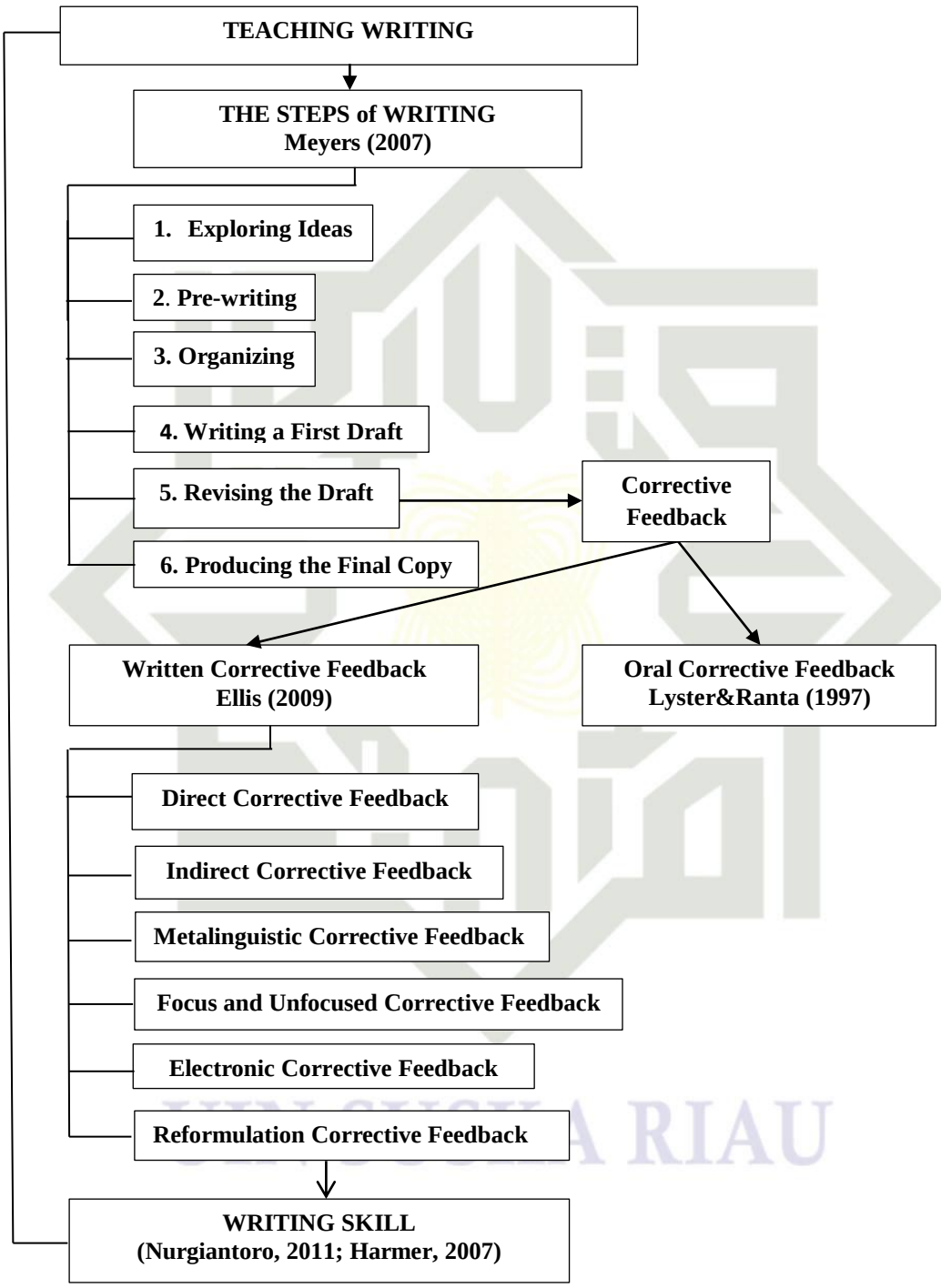

Figure II.1Conceptual Framework of Teachers' Written Corrective Feedback

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CHAPTER III

RESEARCH METHODOLOGY

The researcher discussed about the method that the researcher uses in this study. The researcher emphasized the goal of this study was to explore the implementation of teacher's written corrective feedback in teaching writing at one of Vocational High School in Pekanbaru. In this chapter, the researcher explained about the research approach and design, research sites and timeline, source of data, focus of research, data collection method, and also data analysis.

A. Research Approach and Design

This research would be conducted to reveal the implementation of teacher's written corrective feedback in teaching writing. In answering the research questions, the researcher applied the qualitative approach which had the characteristic of natural (natural setting), and source the data directly. Qualitative research is used to explore the issues and develop detailed understanding of a particular phenomenon and it is involved in respondent's experience and perception (Merriam, 2009). Creswell (2012), states that qualitative research is ideally suited to solve research issues that need to be explored by its variables, considering belief as a value. In this case, the qualitative approach is acceptable for this research to be applied.

In addition, the researcher considered a case study as an appropriate research design for conducting this study. Creswell (2003) defines case study as researcher explores in depth a program, an event, an activity, a process, or one or

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more individual. Ellinger et al. (2005) characterize case study research asbounded, which means that the research problems, determine and dictate the situations through which an in-depth understanding of the issue being explored can be developed. In other words, there are boundaries that surround the case or cases being investigated. In this study, qualitative data were collected through methods such as in-depth interviews, and audiovisual analysis in order to generate non-numerical findings. Ellinger et al. also characterize case study research as embedded. This means that although cases are bounded they are normally part of bigger systems.

This study was to explore the types of teacher's written corrective feedback in teaching writing. Through the use of a variety of sources, this qualitative case study permitted the analysis of a phenomenon in its context. The objective of this study was to find out how well the teachers can implement written corrective feedback in teaching writing at one of Vocational High School in Pekanbaru.

B. Participants and Sample

3.1 Participants

The participants of this research were the English teachers of SMKN 6 Pekanbaru. The totals of participants in this research were 5 English teachers.

In selecting the participants in this research, according to Gay, Mills, and Airasian, (2012) qualitative sampling is the process of selecting a small number of individuals chosen will be able to help the researcher understand the phenomenon under investigation. He also explained that in case study research, the researcher is charged with selecting the unit of analysis may be a

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child, a classroom of children or an entire school district, depending on the research questions. In case study research the most common form of sampling is purposive or purposeful sampling.

The interviews and observations were conducted for two English teachers in eleventh grade class.

3.2 Sample

Based on Sugiono (2010) sample is part of number and characteristic those set in the population. This research applied purposive sampling to obtain the sample. According to Arikunto (2010) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. In this regard, the researcher used maximal variation sampling. Because maximal variation sampling is a form of purposeful sampling in qualitative data in which in maximal variation sampling, the researcher purposefully samples cases or individuals that differ on some characteristic or trait (Creswell, 2012).

From those participants, the researcher could get the information about the implementation of teacher's written corrective feedback at SMK Negeri 6 Pekanbaru from two English teachers. The teacher of the eleventh grade (henceforth Teacher A) was a qualified teacher of English and was 50 years old when the study was conducted, with 17 years of teaching experience. The teacher of the seventh and eighth grades (henceforth Teacher B) was a qualified teacher of English. She was 38 years old at the time of the study, and had 15 years of teaching experience. Because of ethical aspects, the teachers'

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privacy will be respected, and therefore no names will be mentioned in this thesis. The teachers were coded as Teacher A and Teacher B. The table below represented their code name, graduated, teaching experience and certification.

Table III.1: Teacher Data

No	Name Code	Graduated	Teaching Experience	Certification
1	Teacher A	State University	17 years	✓
2	Teacher B	Private University	15 years	-

C. Research Site and Timeline

This research was conducted at SMK Negeri 6 Pekanbaru. This school is located on JL. Seroja, Kulim, Pekanbaru city, Riau Province. It is one of the state schools in Pekanbaru. Most of students go toschool by motorcycles.

SMK Negeri 6 Pekanbaru consists of 8 majorings. They are Graphic Design, Mechatronics, Software Engineering, Automotive Engineering, Computer Engineering, Accounting, Digital Bussiness, and Culinary.

Physically, SMK Negeri 6 Pekanbaru has 45 classrooms (14 classes for the first grade, 14 classes for second grade, 15 classes for the third grade, and 2 classes for the fourth grade), a library, a headmaster's office, four rooms of vice headmasters, fifteen laboratories, an English laboratory, a meeting room, a guidance and consultation (BK) office, a medical room (UKS), a mosque. There are about 30 until 36 students in each class. The total number of the students is about 1.450 students.

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To obtain the data, the researcher interviewed the headmaster, vice of curriculum and all English teachers in that school. This school chosen with three considerations; first, the schools already got accredited as A. Second, only a few people have done their research in this school. Third, the school is one of the school references which apply 2013 curriculum. Four, there are five English teacher which have different educational background, characteristic, and experience. Based on the four reasons above, the researcher thought that it was very important for her to conduct this present research in hope that it could give information about teacher's written corrective feedback in teaching writing.

In this research, the researcher focused on the grade IX students of this school. It was quite impossible to conduct a research for the XII grade students because they had passed their final examination while grade X students had limited in writing tasks. Therefore, the researcher chose two English teachers which teaching English in the grade IX students of SMK Negeri 6 Pekanbaru as the research sample. This research conducted on June 2023.

D. Technique of Collecting Data

In qualitative design, observation, interview, and documents are most often used to collect the data. They are also used by the researcher to get detail information. Creswell (2012) states observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Based on Kvale (1996) an interview is a conversation, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of

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the meanings of the described phenomena. According to Arikunto (2010) documentation is looking for data about things or variables in the form of notes, transcripts, books, magazines, newspaper, inscriptions, minutes of meetings, loops, agendas, etc.

The data collection methods in this research were observation sheets, interview, and documentation. In collecting the data, the researcher took several steps:

a. Determine the schools that would be the subject of the research. In this case, the school was SMKN 6 Pekanbaru.
b. Preliminary of study, set the list of questions for the interview and the observation sheets.
c. Came to the subject of the research and collected the data.

Types of teacher's corrective feedback on students' procedure writing were found after the researcher analyzed all of students' worksheets. Twenty worksheets of students' procedure writing were classified based on the typology of written corrective feedback by Rod Ellis. Rod Ellis classifies the types of written corrective feedback into six types. They are direct corrective feedback, indirect corrective feedback, meta-linguistic corrective feedback, focus and unfocused feedback, electronic feedback, and reformulation. Next, the researcher put the result of the classification on the table.

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Table III.2: Types of Written Corrective Feedback(Ellis, 2009)

Types of written corrective feedback	Description
Direct correctivefeedback	The correction is provided in a place of incorrect form.
Indirect corrective feedback a) Indicating only b) Indicating the specificlocation	The errors are identifiedand indicated without providing the correct form. a) An error is notified only in the margin or in a line. b) An error isunderlined.
Metalinguistic: a) Brief grammatical description b) Error codes	Metalinguistic clue ofan error is provided. a) A brief ofgrammatical explanation of an erroris delivered at the endof text and numbered. b) Abbreviation of error codes provided in the margin.
The focus of the feedback: a) Focused b) Unfocused	The correction is provided for all errors or specified. a) The correction given only on specific or targeted features. b) Many or all error correction is addressed.
Electronic feedback	Using a computer to point out the error and provide the example of correct usage.
Reformulation	A native speakerreformulates the writer's text and maintains the basiccontent.

There were data collection methods of this research:

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1. Observation

According to Narbuko & Achmadi (2010), observation is the tool to collect data which is done by observing and noting down systematically the phenomenon that is inquiring. It means that the observation is used to collect the data in a systematic way to understand and interpret actions, interaction or the meaning of the event. The data consist of observation as participant, observer, and field note: rich, detailed description, and including the context.

The observations focused on feedback that was offered to confirm right replies and to correct those that were incorrect, examining classroom interactions between the teacher and students. Feedback data were gathered utilizing class observation in order to ascertain the kinds of feedback that teachers provide and how frequently they do so. Over the course of two weeks, two of each teacher's 45 minutes lessons were observed.

This method would be used to collect information about the implementation of written corrective feedback in teaching writing by the teacher at the classroom include the kind of evaluation systems, how they applied that written corrective feedback and the tool to evaluate the student's assignment. The ways in doing observation were: 1) The researcher prepared the observation sheet; 2) The researcher joined in the classroom; 3) The researcher observed when selected teachers were evaluating their student's assignment.

Before the observation, an observation protocol was made to help the

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researcher stay focused on aspects that needed to be investigated. The protocol consisted of the different types of feedback that were expected to occur during class, such as direct corrective feedback, indirect corrective feedback, metalinguistic feedback, focused and unfocused feedback, and reformulation.

2. Interview

Interview is the most significant data collection techniques in qualitative which is gained from observation (Fraenkel et.al, 2011). Interview usually conducted face to face on one-to-one basis to explore information deeply especially for the main source. As Creswell (2012) suggested that in qualitative research the interview questions can be open ended which is meant that during the interview session, the participants are free to give their opinion without interrupting by writer's perception. Thus, in this research the writer has recorded the interview to get the real perception of the participants that had information which is useful to this research.

This technique used to obtain some data by asking some questions directly to the English teacher. The researcher has given interview by giving some questions to the English teachers. Questions of interviews were based on the research questions about the teacher's background and teacher's implementation of written corrective feedback in teaching writing. There was interview which is audio recorded for the purpose of not missing any

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information, but there is also some noted during and after the interviews.

The goal of the interviews was to obtain as much information as possible from the teacher. The teachers were questioned about their willingness to respond to several feedbacks related questions before the interviews. The interviews with teachers A and B were conducted at library.

The teachers could choose the language with which they felt most comfortable. Interview occurred when researcher asked one or more participant's general, open-ended questions record their answers (Creswell, 2012). Syaodih (2006), states there are several advantages from direct interview. They are:

1. Flexibility; the question can be asked verbally or within and answered forthwith and some question which are not clear or doubt can be clarified directly.
2. Greater complexity; the researcher can be asked the complex questions.
3. Ability to contact hard-to-reach populations; enabling to collect the data from the samples which are difficulties to be contacted by telephone or letter.
4. High responses; possibility to give bigger answer than equate through post.
5. Assurance that instructions are followed; possibility the responder gives the answer which is expected by the researcher.

The researcher has done interview to get more information. To gather the

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data, the participants would be asked several questions through in-depth interview. The interview would be used to know the implementation of written corrective feedback in teaching writing at SMKN 6 Pekanbaru. Next, the researcher put the result of the interview on the table.

Table III.3: Guide for Interview Questions

Research Questions	Unit Analysis	Questions
1. How is the implementation of teachers' written corrective feedback in teaching writing?	1. The process of teaching writing at eleventh grade of SMKN 6 Pekanbaru.	1. How to identify students' errors in teaching writing at the eleventh grade of SMKN 6 Pekanbaru?
	2. The problems faced by the teacher during teaching writing at eleventh grade of SMKN 6 Pekanbaru.	2. What are the problems faced by the teacher during teachingwriting at the eleventh grade?
	3. The implementation of written corrective feedback that given during teaching writing at eleventh grade of SMKN 6 Pekanbaru.	3. How is the implementation of corrective feedback that given during teaching writing at class?
	4. The teacher's lesson plan.	4. How is the implementation of lesson plan used by the teacher in teaching writing at eleventh grade students of SMKN 6 Pekanbaru?
	5. The facilities of teaching.	5. Is the text book used by the teachers appropriately to give corrective feedback in teaching writing at eleventh grade students of SMKN 6 Pekanbaru?

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	6. The development for the students.	6. How are the developments from the students that occur from (before and after) the implementation of corrective feedback during teaching writing at class?
2. Why do teachers implement written corrective feedback in teaching writing?	7. The teacher's reasons of implementing written corrective feedback in teaching writing.	7. Why do you implement written corrective feedback in teaching writing?
	8. The teacher's belief of implementing written corrective feedback in teaching writing.	8. What are you belief in implementing written corrective feedback in teaching writing?

3. Documentation

Ary (2010) states documents refer to a wide range of written, physical, and visual materials, including what other authors may term artifacts. According to Lodico (2010), "Documents and artifacts are produced before the studying by the participants in generally includes things like public records, personal writing, or instructional materials."

In this research, the documentation included the teacher's teaching tools such as syllabus and lesson plan, student's procedure writing and the pictures during the observation.

The documentation in this research was used to get the data about the types of written corrective feedback which has given by the teacher to the

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students' writings. The data from documentation were obtained from the students' writings which had received written corrective feedback from the English teachers. It consisted of 58 pieces students' writings. In order to analyze the written feedback, a random selection was made of ten student procedure writing from each of the two teachers' classrooms. Only twenty procedure writing were chosen because of limited access to student's writing.

Table III.4 Guide for Documentation

Research Questions	Unit Analysis	Source
1. How is the implementation of teachers' written corrective feedback in teaching writing?	Teaching material	Syllabus
	Teaching material	Lesson plan
	Types of written corrective feedback	Student's worksheet
2. Why do teachers implement written corrective feedback in teaching writing?	Teacher's reasons	Interview questions

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After the teachers have finished in giving written corrective feedback to the students' writings, the researcher copied the students' writings from the teacher and classified the types of written corrective feedback which have given

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by the teachers to the students' writings based on Ellis's (2009) theory. The comments were then categorized and analyzed qualitatively based on whether the feedback was provided on grammar or content. An attempt was made to identify different strategies used to provide feedback and to see the differences and similarities in how these teachers provided written feedback.

Tabel III.5: Written Feedback Protocol

Written Feedback	Content	Grammar
Teacher A		
Teacher B		

E. Data Analysis Technique

Each research, it required data analysis. Analysis data is one of activities such as analyzing or interpreting which conducted to change the data from the result of a research becomes information that can be used to take a conclusion later. In this research, the data is analyzed by using descriptive qualitative research. According to Creswell (2014), there are several phases that can be done to analyze the qualitative data, namely:

1. Collecting the raw data

In this section, the data was collected by the researcher. It involved interview questions and documentation of a research which is to answer the research questions. Interview questions and documentation were collected after doing an observation in the classroom. The researcher also collected the video recording of the teachers who were teaching the students to answer

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how the implementation of written corrective feedback in teaching writing.

2. Organize and prepare the data for analysis

After collecting the data such as video recording, interview questions, and documentation, the researcher organized the data in a folder. Then, the researcher identified and took key points showing the implementation of written corrective feedback in teaching and learning process.

3. Read or look at all the data

After all data were prepared, the researcher read all data to gain information as much as possible. In reading data, the researcher analyzed the data by doing observation and watching the video. While reading the data, the researcher started recording general thoughts about the data at this stage.

4. Start coding all of the data

In this step, the researcher gave a label or code of the text and whether it was used to describe a paragraph or segment of a text. The purpose of this stage was to make the data easy to read and know how to start to analyze the data. Moreover, it could also to identifying which information needed to be used in this study or to be reduced.

5. Interpreting the findings

Interpretation means that the discussion or give a meaning or the last section of the analysis the data such as a personal view or reflections in the discussion, suggestion for the next research, conclusion and implication.

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6. Validating the accuracy findings

In this step of analyzing data, the researcher checked findings and interpretation by checking the collecting data and asking the participants in this research about the accuracy of the report, whether it was complete, needed more data or not, or whether the report was logical or not. The analyzed data explained in chapter 4 of the research finding and discussion.

Data analysis method was used to analyze the obtained data. To answer the first research question dealing with the implementation of written corrective feedback were given by the teacher to the students' writings and the types of written corrective feedback mostly used by teachers, the researcher used documentation. The procedures to analyze the data obtained from the documentation were as follows:

1. Copying the students' writings which have received written corrective feedback from the English teachers.
2. Classifying the types of written corrective feedback which has given by the teacher in students' writing based on the theory from Ellis (2008). Those types were: (1) Direct WCF, (2) Indirect WCF, (3) Metalinguistic WCF (4) Focused and Unfocused WCF, (5) Electronic Feedback, (6) Reformulation.

To answer the second research question dealing with the teacher's reasons in applying certain types of written corrective feedback and the contributions of written corrective feedback for the students, the researcher used interview to gain the data.

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F. Trustworthiness

The strategy which has been widely used to indicate validity of qualitative research is triangulation. "Triangulation means the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research," (Creswell, 2012). In addition, Denzin's (1978) as cited in Merriam (2019) propose four types of triangulation: the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm emerging findings.

Then, Merriam (2009) states that triangulation is also a strategy to make sure the consistency of the research. .As a result, considering validity and reliability of qualitative research is needed. The researcher needs to be aware of the accuracy and the consistency of the research. Hence, the triangulation is a well-known strategy and has been widely used to make sure the accuracy and the consistency of the research.

In this case, the researcher compared the data taken from one source to another. Those are observation, field notes, the result of interview, and documentation.

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CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusion generated based on the findings from data analysis of documentation, observation, and interview in exploring the implementation of teachers' written corrective feedback in teaching writing at one of Vocational High Schools in Pekanbaru. This chapter also provides the limitation or weaknesses of the study. Finally, this chapter ends with several recommendations.

A. Conclusion

According to the research findings and discussion presented in previous chapter, this research can be concluded as follows:

1. Based on the finding of the research, the researcher found that there are three types of corrective feedback applied by the teacher on student's procedure writing which are provided in written form. Those were direct corrective feedback, indirect corrective feedback, and metalinguistic.

   Teacher A has given 18 written corrective feedbacks to his students in teaching procedure text 4 feedbacks classified as direct corrective feedback and 14 feedbacks classified as indirect corrective feedback.

   Teacher B has given 31 written corrective feedbacks to her students in teaching procedure text. 14 feedbacks classified as direct

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corrective feedback, 11 feedbacks classified as indirect corrective feedback and then 6 feedbacks classified as metalinguistic. It can be concluded that the teacher often used indirect feedback in giving feedback on students' procedure writing. The teacher gave some signs to indicate the students' errors, such as circling, giving question mark. Then, teacher put the correction around it. The second type that used by the teacher was direct corrective feedback and the third was metalinguistic.

2. The teachers gave written corrective feedback based on their experience in teaching. They believed that each of the types of written corrective feedback has important meaning to correct the student's erroneous. The reasons were to increase knowledge comprehensively, to arouse self-confidence, and to develop self-correction of the students.

   Teacher A and Teacher B also gave the written corrective feedback according to the student's condition like learning style and so on. The teachers would guide the students for increasing their knowledge comprehensively, getting their self-confidence and self-correction.

B. Recommendation

As the results of the study have been presented previously, it is a need to present the recommendation to the authorities related to the implementation teachers' written corrective feedback in teaching writing at SMK Negeri 6

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Pekanbaru, it can be pointed out as follows:

1. According to the research's findings, the researcher wants to recommend six different types of corrective feedback to teachers who specialize in teaching writing skills to their students. Direct corrective feedback, indirect corrective feedback, metalinguistic, focused and unfocused corrective feedback, electronic corrective feedback, and reformulation are among the different kinds of corrective feedback, according to Rod Ellis (2009).
2. In this research, the teacher used direct, indirect, and metalinguistic forms of corrective feedback to address the writing abilities of the students. Students benefit from receiving writing corrections since it gave the ideas on how to improve the quality of their work. Therefore, it will be better if the teachers take the initiative to use additional forms of corrective feedback to help students become better learners in writing skill.

C. Limitation

I must acknowledge that this research has certain weaknesses given its limitations. This study still had some limitations dealing with participants and data collecting techniques. The research's first weakness was that its findings could not be generalized because of the small number of samples used and the fact that it was conducted just at one location. The second problem was the small number of items questionnaire interview was not enough to describe students' written corrective feedback in general.

Finally, the researcher believes that the findings will help the reader and other researchers in the future by providing important information and expertise.

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APPENDICES

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APPENDIX 1

Instrument for Observation

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OBSERVATION'S RUBRIC

Pra-interview	Post-interview
Writing	**Written Corrective Feedback**
Planning	Direct Corrective Feedback
Drafting	Indirect Corrective Feedback
Editing	Metalinguistic Corrective Feedback
Final version	Focused & Unfocused Corrective Feedback
	Electronic Feedback
	Reformulation
Harmer, 2004	Ellis, 2009

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The Classification of Teachers' Written Corrective Feedback on Student's Procedure Writing

Teacher A

Class: XI TBSM 2

Students	Types of Written Corrective Feedback by Rod Ellis (2009)						
	Direct corrective feedback	Indirect corrective feedback	Metalinguistic corrective feedback	Focus of feedback		Electronic feedback	Reformulation
				Focused	Unfocused		
S1	1	-	-	-	-	-	-
S2	1	1	-	-	-	-	-
S3	-	1	-	-	-	-	-
S4	-	3	-	-	-	-	-
S5	-	1	-	-	-	-	-
S6	-	1	-	-	-	-	-
S7	-	1	-	-	-	-	-
S8	-	1	-	-	-	-	-
S9	2	3	-	-	-	-	-
S10	-	2	-	-	-	-	-
Total	**4**	**14**	-	-	-	-	-
Percentage	**22,22 %**	**77,77%**	-	-	-	-	-

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The Classification of Teachers' Written Corrective Feedback on Student's Procedure Writing

Teacher B

Class: XI RPL2

Students	Types of Written Corrective Feedback by Rod Ellis (2009)						
	Direct corrective feedback	Indirect corrective feedback	Metalinguistic corrective feedback	Focus of feedback		Electronic feedback	Reformulation
				Focused	Unfocused		
S1	1	-	1	-	-	-	-
S2	1	-	-	-	-	-	-
S3	2	3	-	-	-	-	-
S4	1	-	-	-	-	-	-
S5	3	-	1	-	-	-	-
S6	1	-	1	-	-	-	-
S7	2	-	-	-	-	-	-
S8	1	4	1	-	-	-	-
S9	2	1	1	-	-	-	-
S10	-	3	1	-	-	-	-
Total	**14**	**11**	**6**	-	-	-	-
Percentage	**45,16 %**	**35,48 %**	**19,35 %**	-	-	-	-

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Pictures of Observation

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APPENDIX 2

Instrument for Interview

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Guide for Interview Questions

Research Questions	Unit Analysis	Questions
1. How is the implementation of teachers' written corrective feedback in teaching writing?	1. The process of teaching writing at eleventh grade of SMKN 6 Pekanbaru.	1. How to identify students' errors in teaching writing at the eleventh grade of SMKN 6 Pekanbaru?
	2. The problems faced by the teacher during teaching writing at eleventh grade of SMKN 6 Pekanbaru.	2. What are the problems faced by the teacher during teachingwriting at the eleventh grade?
	3. The implementation of written corrective feedback that given during teaching writing at eleventh grade of SMKN 6 Pekanbaru.	3. How is the implementation of corrective feedback that given during teaching writing at class?
	4. The teacher's lesson plan.	4. How is the implementation of lesson plan used by the teacher in teaching writing at eleventh grade students of SMKN 6 Pekanbaru?
	5. The facilities of teaching.	5. Is the text book used by the teachers appropriately to give corrective feedback in teaching writing at eleventh grade students of SMKN 6 Pekanbaru?
	6. The development for the students.	6. How are the developments from the students that occur from (before and after) the implementation of corrective feedback during teaching writing at class?

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2. Why do teachers implement written corrective feedback in teaching writing?	7. The teacher's reasons of implementing written corrective feedback in teaching writing.	7. Why do you implement written corrective feedback in teaching writing?
	8. The teacher's belief of implementing written corrective feedback in teaching writing.	8. What are you belief in implementing written corrective feedback in teaching writing?

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INTERVIEW QUESTIONS for TEACHER

Teacher of SMKN 6 PEKANBARU

Teacher A

1. How to identify students' errors in teaching writing at the elevent grade of SMKN 6 Pekanbaru?
2. What are the problems faced by the teacher during teaching writing at the eleventh grade?
3. How is the implementation of corrective feedback that given during teaching writing at class?
4. How is the implementation of lesson plan used by the teacher in teaching writing at eleventh grade students of SMKN 6 Pekanbaru?
5. Is the text book used by the teacher appropriately to give corrective feedback in teaching writing at eleventh grade students of SMKN 6 Pekanbaru?
6. How are the developments from the students that occur from (before and after) the implementation of corrective feedback during teaching writing at class?
7. What are your beliefs for the effectiveness of your written corrective feedback?

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INTERVIEW QUESTIONS for TEACHER

Teacher of SMKN 6 PEKANBARU

Teacher B

1. How to identify students' errors in teaching writing at the elevent grade of SMKN 6 Pekanbaru?
2. What are the problems faced by the teacher during teaching writing at the eleventh grade?
3. How is the implementation of corrective feedback that given during teaching writing at class?
4. How is the implementation of lesson plan used by the teacher in teaching writing at eleventh grade students of SMKN 6 Pekanbaru?
5. Is the text book used by the teacher appropriately to give corrective feedback in teaching writing at eleventh grade students of SMKN 6 Pekanbaru?
6. How are the developments from the students that occur from (before and after) the implementation of corrective feedback during teaching writing at class?
7. What are your beliefs for the effectiveness of your written corrective feedback?

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INTERVIEW TRANSCRIPT 1

Date of Interview : June, 14th 2023
Time of Interview : 09.00 am
Place of Interview : SMKN 6 Pekanbaru
Duration of Interview : 06:20
Interviewee : Teacher A
Interviewer : Windi Tri Wahyuni, S. IP

Speaker	Transcript
Interviewer	How to identify students' errors in teaching writing at the elevent grade of SMKN 6 Pekanbaru?
Interviewee	The assignments must be collected to me, and I correct it and I will give the cycle (coded) to the errors in words or sentences, and write the mistakes and correct the errors (direct corrective feedback).
Interviewer	What are the problems faced by the teacher during teachingwriting at the eleventh grade?
Interviewee	The problems usually come from lack of vocabulary and grammar. From vocabulary, the students should bring a dictionary or use translator tool and for grammar, the students should practice by making sentence with appropriate tenses.
Interviewer	How is the implementation of corrective feedback that given during teaching writing at class?
Interviewee	As a teacher after I give an assignment to the students to write some of paragraphs, or some essays so we have to correct, after we correct them so we have to make some cross if they do incorrect or make a thick if they do correct. So how about the feedback, I give some correction for example in procedure text. Sometimes it is in the matter of limited time, I directly write the answer the correct one.
Interviewer	How is the implementation of lesson plan used by the teacher in teaching writing at eleventh grade students of SMKN 6 Pekanbaru?
Interviewee	The teachers provided Written Corrective Feedback on all five aspects (grammar, vocabulary, content, mechanics, and organization). This include in the teacher's lesson plan and

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	writing skill rubric.
Interviewer	Is the text book used by the teacher appropriately to give corrective feedback in teaching writing at eleventh grade students of SMKN 6 Pekanbaru?
Interviewee	Well, the textbook is just one of the tools that help teachers achieve their educational goals. Teachers use teaching aids autonomously and plan individually when and how they will use them. In addition, teachers no longer have to follow the guidelines of one textbook, as several different textbooks are available for individual subjects.
Interviewer	How are the developments from the students that occur from (before and after) the implementation of corrective feedback during teaching writing at class?
Interviewee	By teacher's written corrective feedback, the students know their mistakes so they can make procedure text perfectly.
Interviewer	What are your beliefs for the effectiveness of your written corrective feedback?
Interviewee	As a teacher can guide the students to know their mistakes and the students can revise into the correct form. The good feedback is the feedback which can motivate the students to do better in their writing.

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INTERVIEW TRANSCRIPT 2

Date of Interview : June, 14th 2023
Time of Interview : 07.30 am
Place of Interview : SMKN 6 Pekanbaru
Duration of Interview : 05:50
Interviewee : Teacher B
Interviewer : Windi Tri Wahyuni, S. IP

Speaker	Transcript
Interviewer	How to identify students' errors in teaching writing at the elevent grade of SMKN 6 Pekanbaru?
Interviewee	The teacher will find the student's erroneous in their writing tasks by using written corrective feedback.
Interviewer	What are the problems faced by the teacher during teaching writing at the eleventh grade?
Interviewee	The problems are lack of grammar and vocabulary. The students get difficulties in writing because of they don't know how to arrange the words to be paragraph. They also don't understand to organize their idea.
Interviewer	How is the implementation of corrective feedback that given during teaching writing at class?
Interviewee	I prefer to give direct corrective feedback because they found that some of their students were unable to recognize and correct errors by themselves, therefore they decided to help them by giving direct corrective feedback.
Interviewer	How is the implementation of lesson plan used by the teacher in teaching writing at eleventh grade students of SMKN 6 Pekanbaru?
Interviewee	As a teacher, I have lesson plan and assessment rubric for teaching writing. Giving written corrective feedback in generic structures and language features of the student's assignments in learning process.
Interviewer	Is the text book used by the teacher appropriately to give corrective feedback in teaching writing at eleventh grade students of SMKN 6 Pekanbaru?

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Interviewee	Yes, of course. The text book is used to determine the components and method of learning. Students learn what is presented in the textbook, in other words the way the textbook presents materials is the way the students learn it. The text book can provide effective language models and input.
Interviewer	How are the developments from the students that occur from (before and after) the implementation of corrective feedback during teaching writing at class?
Interviewee	Yes, in some classes. At the beginning these students are less motivated, not paying attention but when we give motivation, on the next meeting they become more motivated and confidence to involve in classroom activity.
Interviewer	What are your beliefs for the effectiveness of your written corrective feedback?
Interviewee	To grow up their spirit to be better, we have to give them appreciation. By giving feedback, they will think that their teacher give me concern about my task, concern about my result. This is important for my student because not most of them come from good behavior then I try to mix them great confidence to face everything.

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APPENDIX 3

Instrument for Documentation

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Guide for Documentation

Research Questions	Unit Analysis	Source
1. How is the implementation of teachers' written corrective feedback in teaching writing?	Teaching material	Syllabus
	Teaching material	Lesson plan
	Types of written corrective feedback	Student's worksheet
2. Why do teachers implement written corrective feedback in teaching writing?	Teacher's reasons	Interview questions

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SILABUS

Satuan Pendidikan : SMK Negeri 6 Pekanbaru
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : XI/Genap
Tahun Pelajaran : 2022/2023

Kompetensi Dasar	Materi Pembelajaran	Indicator Pencapaian	Kegiatan Pelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.18 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan bidang keahlian dan konteks penggunaannya. 4.18 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Teks Prosedur Terkait Manual Penggunaan Teknologi dan Kiat-Kiat (Tips)	3.18.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips) 3.18.2 Mengidentifikasi karakteristik teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips) 3.18.3 Mengidentifikasi rencana penggunaan teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips) 4.18.1 Menyusun kembali teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips) 4.18.2 Mempresentasikanhasil penyusunan teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips)	**Mengamati** • Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan **Mempertanyakan** • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur **Mengeksplorasi**	9 JPX 45 Menit	• Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan . • Buku siswa Mata Pelajaran Bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta:	• Lisan • Pilihan ganda • Tulisan • Uraian • Uji kinerja

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			• Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin beberapa tips **Mengasosiasi** • Siswa membandingkan beberapa manual dan tips • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan.		Kementerian Pendidikan dan Kebudayaan • Modul/bahan ajar, • internet, • Sumber lain yang relevan	

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			• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber • Siswa membuat jurnal belajar (*learning journal*)			
3.19 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (*Perhatikan unsur kebahasaan passive voice*)	(fungsi sosial, struktur teks, dan unsur kebahasaan) Keadaan / Tindakan / Kegiatan / Kejadian Tanpa Perlu Menyebutkan Pelakunya Dalam Teks Ilmiah Passive voice	3.19.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah 3.19.2 Menyimpulkan fungsi sosial teks untuk melaksanakan fungsi sosial terkait keadaan/ tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya	**MENGAMATI** • Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. • Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh	9 JPX 45 Menit	• Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan . • Buku siswa Mata Pelajaran Bahasa	• Lisan • Pilihan ganda • Tulisan • Uraian • Uji kinerja

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	4.19 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		dalam teks ilmiah, sesuai dengan konteks penggunaannya. 3.19.3 Menemukan unsur kebahasaan pada teks untuk melaksanakan fungsi sosial terkait keadaan/ tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya 4.19.1 Menyusun sebuah teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.19.2 Melakukan monolog teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/ kegiatan / kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan	kalimat yang menyatakan dan menanyakan struktur Passive • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). **MEMPERTANYAKAN** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **EKSPERIMEN**		Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan • Modul/bahan ajar, • internet, • Sumber lain yang relevan	

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		fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	**(Explore)** a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks *simulasi* dan kegiatan lain yang terstruktur. b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. **MENGASOSIASI** • Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. • Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. **KOMUNIKASI** • Siswa bertanya jawab dengan			

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			kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya.			
3.20 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya. 4.20 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika	Conditionals (Suatu Keadaan/ Kejadian/Peristiwa Di Waktu Yang Akan Datang)	3.20.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan terkait suatu keadaan/ kejadian/peristiwa di waktu yang akan datang 3.20.2 Menjelaskan apa yang kondisional 3.20.3 Mengidentifikasi kondisional dalam kontek 3.20.4 Menjelaskan kegunaan kondisional 4.20.1 Menyusun kembali teks lisan dan tulis untuk menyatakan dan menanyakan tentang	**MENGAMATI** • Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. • Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan	9 JPX 45 Menit	• Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan . • Buku siswa Mata	• Lisan • Pilihan ganda • Tulisan • Uraian • Uji kinerja

terjadi suatu keadaan/ kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		pengandaian jika terjadi suatu keadaan/ kejadian/peristiwa di waktu yang akan datang	guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). **MEMPERTANYAKAN** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan		Pelajaran Bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan • Modul/bahan ajar, • internet, • Sumber lain yang relevan	

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menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakantentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. **Mengasosiasi** • Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan pengandaian dalam						

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				bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian • Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.			
3.21 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang,	Teks Ilmiah Faktual (Factual Report)	3.21.1 Menjelaskan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana	**Mengamati** • Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual	9 JPX 45 Menit	• Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta:	• Lisan • Pilihan ganda • Tulisan • Uraian • Uji kinerja

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binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain 4.21 Menyusun teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain		3.21.2 Mengidentifikasi ekstrak laporan ilmiah berdasarkan konteks dan penggunaannya. 3.21.3 Mengidentifikasi karakteristik laporan fakta ilmiah dengan benar. 3.21.4 Menjelaskan penggunaan laporan fakta ilmiah dengan benar. 4.21.1 Menyusun teks ilmiah faktual (factual report), tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain	• Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. **Mengeksplorasi** Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan		Kementerian Pendidikan dan Kebudayaan. • Buku siswa Mata Pelajaran Bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan • Modul/bahan ajar, • internet, • Sumber lain yang relevan	

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sesuai dengan konteks. **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok **Komunikasi** • Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa						

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lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan					

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : **SMKN 6 Pekanbaru**
Mata Pelajaran : **Bahasa Inggris**
Materi Pokok : **Teks Prosedur Terkait Manual Penggunaan Teknologi dan Kiat-Kiat (Tips)**
Kelas/Semester : **XI/Genap**
Tahun Pelajaran : **2022/2023**
Alokasi Waktu : **9 JP (3 Pertemuan)**

A. Kompetensi inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari
4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.18 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan bidang keahlian dan konteks penggunaannya	3.18.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips) 3.18.2 Mengidentifikasi karakteristik teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips) 3.18.3 Mengidentifikasi rencana penggunaan teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips)
4.18 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.18.1 Menyusun kembali teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips) 4.18.2 Mempresentasikanhasil penyusunan teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips)

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model Discovery Learning yang dipadukan dengan metode *mind mapping*, teknik ATM, dan pendekatan saintifik yang menuntun peserta didik untuk mengamati (membaca) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya di depan kelas, Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat

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- Memahami dan menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips)
- Memahami karakteristik teks teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips)
- Memahami kegunaan teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips)

dengan rasa rasa ingin tahu, tanggung jawab, displin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomukasi dan bekerjasama dengan baik.

- Peduli
- Jujur berkarya
- Tanggung jawab
- Toleran
- Kerjasama
- Proaktif
- kreatif

D. Materi Pembelajaran

1. **Materi Pembelajaran Reguler**
   - **a. Fakta:**
     - Teks prosedur terkait penggunaan teknologi dan kiat-kiat (tips)
   - **b. Konsep**
     - The procedural text tells the readers how to do or make something. The information is presented in logical sequence of events that are broken into steps.
     - A procedure is a sequence of steps in a particular order. It is also known as instructions or directions. The most common example of procedural text is a recipe.
     - There are three (3) types of procedural texts:
       - Texts that explain h o w something works or how to use instructions or operation manual, for example, how to use a video game, a computer etc.
       - Texts that instruct how to do a particular activity, for example, games, science experiments etc.
       - Texts that explain how to make something, for example recipes (Wing, 1991).
   - **c. Prinsip**
     - Procedure involves following steps:
       - Steps/Method
       - Title (purpose)
       - Ingredients/Materials
       - Tips
   - **d. Prosedur**
     - Menyusun kembali teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips)
2. **Materi pembelajaran remedial**
   - fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips)
3. **Materi pembelajaran pengayaan**
   - Menyusun teks prosedur

E. Metode Pembelajaran

- Pendekatan : Scientific Learning
- Model Pembelajaran : Discovery Learning (Pembelajaran Penemuan)
- Metode : Ceramah, Penugasan dan Peraktikum

F. Media/alat, Bahan, dan Sumber Belajar

1. **Media/alat:**

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- Spidol
- Writeboard
- Laptop
- Infokus/Proyektor
- Bahan Tayang

2. **Sumber Belajar**
- Buku Guru Mata Pelajaran Bahasa Ingris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Buku siswa Mata Pelajaran bahasa Inggris SMK Kelas XI Kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan
- Modul/bahan ajar,
- internet,
- Sumber lain yang relevan

G. **Langkah-langkahPembelajaran**

1. Pertemuan Ke-1 (3 x 45 menit)		**Waktu**
Kegiatan Pendahuluan		**15 menit**
Guru : **Orientasi** *(Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai (Literasi)).* • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. **Apersepsi** • Mengaitkan *materi*/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi*/*tema/kegiatan* sebelumnya, pada kelas X • Mengingatkan kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. **Motivasi** • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Apabila *materi/tema/ projek* ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: ➢ *Pre-reading- Reading and Discussion-Journal Writing* • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. **Pemberian Acuan** • Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari • Menyampaikan garis besar cakupan materi • Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan • Membagi peserta didik menjadi 8 Kelompok (dengan setiap anggota kelompok berjumlah 4 - 5 orang).		
Kegiatan Inti		**105 menit**
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**	
Stimulation (stimullasi: pemberian rangsangan)	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian *(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* pada topic ➢ *Pre-reading- Reading and Discussion-Journal Writing* dengan cara :	

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- **Melihat** (tanpa atau dengan alat)/ *Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)*
  Menayangkan gambar/foto tentang
  - *Pre-reading- Reading and Discussion-Journal Writing*
- **Mengamati** *Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)*
  Peserta didik bersama kelompoknya melakukan pengamatan dari permasalahan yang ada di buku paket berkaitan dengan materi

Prereading Activities

Personal Connection

Have you ever read procedural or technical instructions for doing some task? Do you think it was easy to complete the task after reading the instructions or it became more complicated? Share your experience with your classmates and teacher.

Genre Connection

Technical writing is a kind of writing which involves simplifying the complex details. Technical writing involves communicating complex information in a simple way in order to accomplish certain tasks or goals. Manuals, instructions, contracts, FAQs (frequently asked questions), knowledge-based articles, process flows, and help files are examples of Technical writing. Technical writing focuses on clarity and exactness rather than elegance (Alred et al, 2006).

- **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),(Literasi)
  Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan

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Reading Activity

Story of Technical Writing

History of Writing

Language was born at the same time as man was created. Language existed long before writing came into existence. The advent of writing can be said to have emerged when man started to settle down. The initial writing found was in form of pictures. Egyptians developed the most famous and well-known form of picture writing known as the hieroglyphics (Larkin, 1999).

Early Writing

Initially man used to express and record through signs and pictures on walls of caves and later on clay tablets. The Mesopotamians developed one of the earliest writing systems, they had specialist known as scribes. These scribes were the only ones who could write. Their writing system was essentially used to measure barley, which was considered the most important commodity at that time. (Larkin, 1999)

Writing Systems

As time passed and man progressed these signs became more sophisticated and instruments for writing were developed. Cuneiform script came into existence and it was used in different cities to record a variety of information such as temple activities, business and trade. Eventually it was also used to write stories, myths and personal letters. It is debated that writing systems were developed in four major civilizations: Indus valley in Ancient India, Chinese, Mesopotamian, and Egyptian independently but around the same time. (Daniels & Bright, 1996)

As man evolved, so did writing. Greeks developed the earliest ways of writing which is quite similar to the modern writing system. They used to write with metal stylus on wax-coated tablets. The invention and use of ink by Chinese took writing to new heights. Advancement in technologies altered what was written and how it was produced. During the Golden age of Islam, Arabic script was prominently used everywhere and it became one of the world's standard scripts. By the end of 16th century old Roman and Greek letters were transformed into twenty-six alphabets letters, as we know today.

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Writing in Education

Formal education played a significant role in bringing the writing to masses. This changed the nature of writing and evolved into the form we know now.

Writing is considered a very powerful learning tool and plays a very crucial role in our education. It helps us discover new information, ideas, evaluate our thoughts and opinions. Writing is broadly divided into fiction and non-fiction. Fiction is a kind of writing that deals with ideas or events that are imaginary or theoretical whereas non-fiction is a kind of writing that is based on facts and information. Major types of non-fiction literature are essays, journals, memoirs, technical documentation/writing, scientific papers, travel books, blue prints and user manuals.

What is technical writing?

Technical writing is a kind of non-fiction writing. It is used for technical communication and is often associated with help files, procedure and user manuals. One of the important uses of technical writing is step-by-step explanation of how to do things, for example assemble a machine, repair something, routine maintenance, recipe to make something. It focuses on simplifying something which is complex. It can be said that technical writing involves creating useful documents that can be clearly understood by the readers. Good technical writing presents useful information in a way that is easily understood by the users.

The origin of technical writing can be traced back to Geoffrey Chaucer who wrote " Treatise of Astrolabe", the first technical writing in English Language. This treatise is considered the oldest work in English describing a complex scientific instrument. This document is admired for its clarity in explaining difficult concepts (North, 1988).

Technical writing as a discipline came into existence around the World War 1 due to the growing need in technology-based documentation. In 1953, the society of technical writers and the association of technical writers and editors were set up to improve the practice of technical writing. Later these two organizations merged and formed Society of Technical Communication. The golden age of technical writing started with invention of computers and the need for help files for the laymen (Alred, et al, 2006).

Characteristics of good technical writing

A well-written piece of technical writing presents information in a

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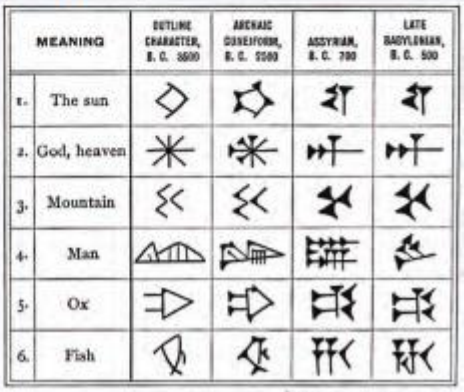
	relevant, useful and accurate way, which is targeted towards a special audience. A good technical document requires the following techniques: - Clear, simple writing; - A thorough understanding of the procedure in all its technical details; - Ability to put yourself in the place of the reader, the person trying to use your instructions; - Ability to visualize the procedure in great detail and to capture that awareness on paper; - Finally, willingness to go that extra distance and test your instructions (Alred, et al, 2006). **Conclusion:** Lots of changes have taken place in the field of technical writing. Now there are specified writers called technical writers. Technical writing has its own categories. Technical writers work together with editors, graphic designers and illustrators, document specialists, content managers, instructional designers, trainers, and analysts to produce an amazing variety of deliverables, including: contracts, customer service scripts, design documents, FAQs, how-to-do videos, instructions, knowledge-based articles, policy documents, user manuals, training course materials, warning labels, help files, white papers, etc. Hieroglyphics Picture 6.1 (Source: wikipedia) Cuneiform script  Picture 6.2 (Source: wikipedia) ❖ **Mendengar** Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan ➢ *Pre-reading- Reading and Discussion-Journal Writing* ❖ **Menyimak**, *Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : ➢ *Pre-reading- Reading and Discussion-Journal Writing*	
Problem statemen (pertanyaan/ identifikasi masalah)	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar *Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tingi (Karakter)* ❖ Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaanberdasarkan hasil pengamatan yang ada pada buku paket; ❖ Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang	

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	didiskusikan bersama kelompoknya; ❖ **Mengajukan pertanyaan** tentang : ➢ *Pre-reading- Reading and Discussion-Journal Writing* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya : ➢ *Do you think writing changed our society? How? Give reasons to support your answer.*		
Data collection (pengumpulan data)	Peserta didik mengumpulkan berbagai informasi *(Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter),literasi (membaca)* yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet; melalui kegiatan: ❖ **Mengamati obyek/kejadian,** ❖ **Wawancara dengan nara sumber** ❖ **Mengumpulkan informasi** Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu ➢ *Pre-reading- Reading and Discussion-Journal Writing* ❖ **Membaca sumber lain selain buku teks,** Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang ➢ *Pre-reading- Reading and Discussion-Journal Writing* ❖ **Mempresentasikan ulang** ❖ **Aktivitas:***(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),)* ➢ *Peserta didik diminta untuk mengamati diminta untuk mengamati sejarah penulisan teks prosedur* ➢ *Peserta didik diminta untuk membaca story of technical writing pada kegiatan membaca* ➢ *Peserta didik diminta untuk membuat sebuah kesimpulan dari hasil membaca story of technical writing* ➢ *Peserta didik diminta untuk menuliskan tentang apa pengaruh perkembangan menulis bagi kemajuan dunia* ❖ **Memperaktikan** ❖ **Mendiskusikan** *Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)* ➢ *Peserta didik diminta untuk membentuk kelompok yang terdiri dari 4/5 orang dalam kelompok* ➢ *Peserta didik diminta untuk mendiskusikan beberapa pertanyaan yang telah disediakan misalnya seperti berikut.* 1. *Do you think writing changed our society? How? Give reasons to support your answer.* 2. *"Need is the mother of invention." Do you think this saying is applicable to the development of technical writing? Discuss how it is applicable and support your discussion with reasons.* 3. *Which is your favorite kind of writing? Why? Give reasons for your answer.*		

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	4. *What do you think would have motivated the early man to record and draw on walls using signs and symbols? Discuss.* 5. *Discuss differences between different genres of writing like fiction and non-fiction? You may focus on:* a. *How are they different?* b. *How do they speak to different audiences?* ❖ **Mengulang** ❖ **Saling tukar informasi tentang** : ➢ *Pre-reading- Reading and Discussion-Journal Writing* dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.	
Data processing (pengolahan Data)	Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah *(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),)* Selama peserta didik bekerja di dalam kelompok, pendidik memperhatikan dan mendorong semua peserta didik untuk terlibat diskusi, dan mengarahkan bila ada kelompok yang melenceng jauh pekerjaannya dan bertanya *(Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah)* apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal. ❖ **Berdiskusi** tentang data : ➢ *Pre-reading- Reading and Discussion-Journal Writing* yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya. ❖ **Mengolah informasi** yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ **Pesertadidik** mengerjakan beberapa soal mengenai ➢ *Pre-reading- Reading and Discussion-Journal Writing*	
Verification (pembuktian)	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan : ➢ *Pre-reading- Reading and Discussion-Journal Writing* **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.	
Generalization (menarik kesimpulan)	Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang :	

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➢ *Pre-reading- Reading and Discussion-Journal Writing* ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang ➢ *Pre-reading- Reading and Discussion-Journal Writing* ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran	
Catatan : **Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)**	
Kegiatan Penutup Peserta didik : • Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Mengagendakan pekerjaan rumah. • Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. Guru : • Memfasilitasi dalam menemukan kesimpulan sementara berdasarkan hasil temuan tentang konsep pertidaksamaan rasional dan irasional, melalui reviu indikator yang hendak dicapai. • Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya • Memberi salam.	**15 menit**

2. Pertemuan Ke-2 (3 x 45 menit)	**Waktu**
Kegiatan Pendahuluan **Guru :** **Orientasi** *(Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai (Literasi)).* • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. **Apersepsi** • Mengaitkan *materi*/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi*/*tema/kegiatan* sebelumnya, ➢ *Pre-reading- Reading and Discussion-Journal Writing* • Mengingatkan kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. **Motivasi** • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.	**15 menit**

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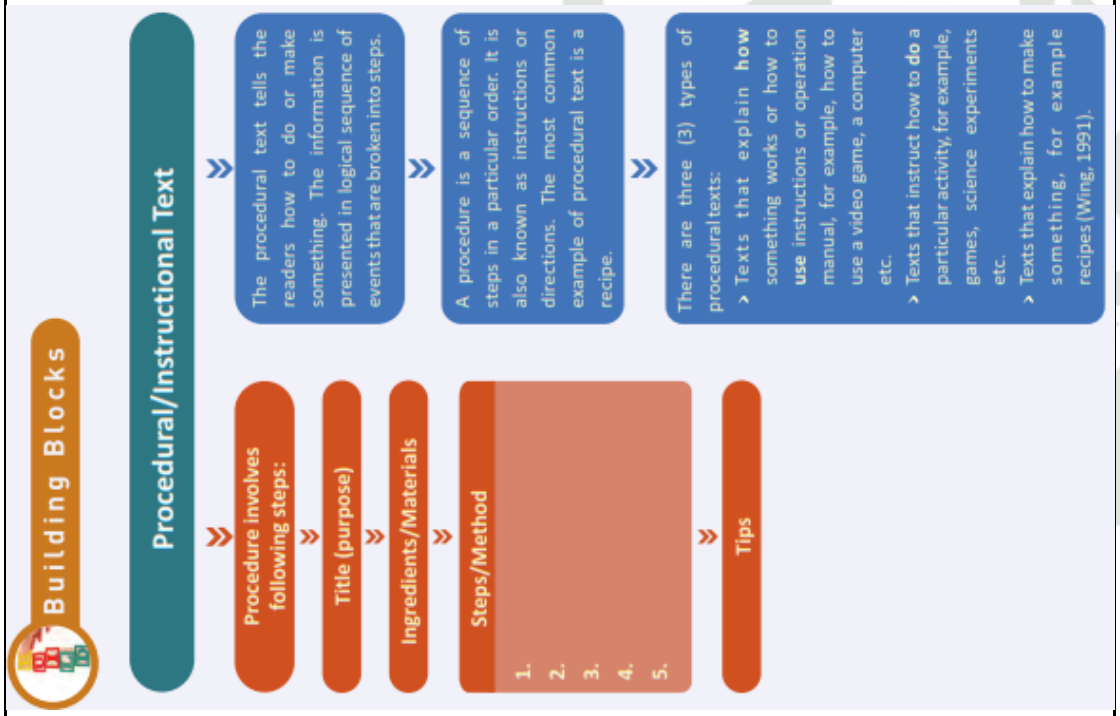
	• Apabila *materi/tema/ projek* ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: ➢ *Building Block – Let's Practice* • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. **Pemberian Acuan** • Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari • Menyampaikan garis besar cakupan materi • Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan • Membagi peserta didik menjadi 8 Kelompok (dengan setiap anggota kelompok berjumlah 4 - 5 orang).	
	Kegiatan Inti	**105 menit**

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Simulation (Stimullasi/ pemberian rangsangan)	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian *(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* pada topic ➢ *Building Block – Let's Practice* dengan cara : ❖ **Melihat** (tanpa atau dengan alat)/ *Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* Menayangkan gambar/foto tentang ❖ **Mengamati** *Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* Peserta didik bersama kelompoknya melakukan pengamatan dari permasalahan yang ada di buku paket berkaitan dengan materi procedure text. **(Providing students with passages as acceptable writing sample)**



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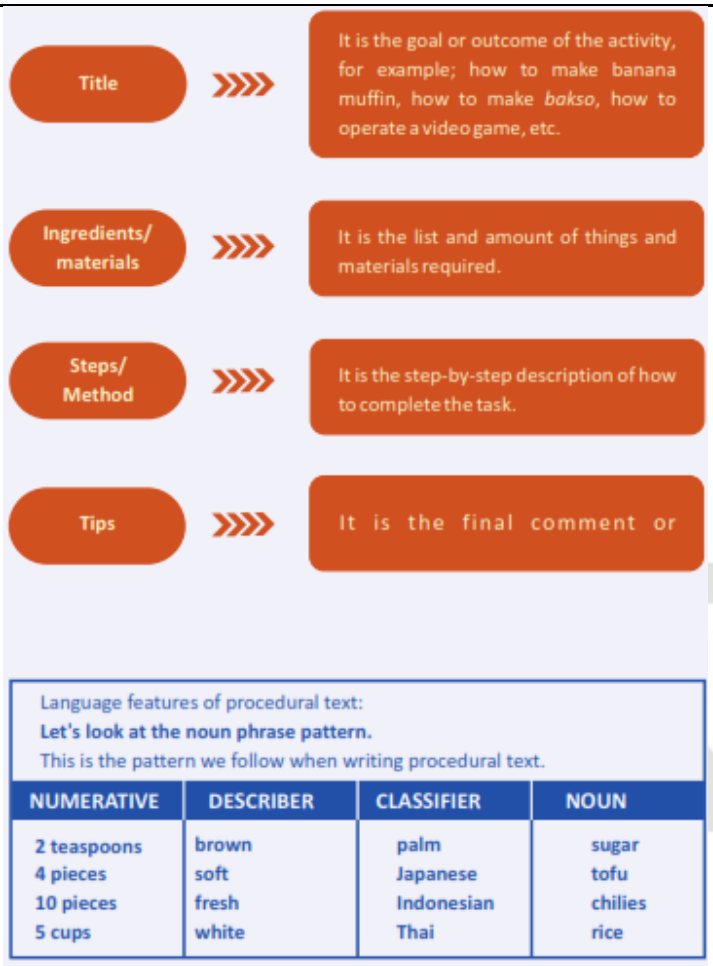

- **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),(Literasi)
  Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan
  - *Building Block – Let's Practice*
- **Mendengar**
  Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan
  - *Building Block – Let's Practice*
- **Menyimak**, *Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)*
  Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai :
  - *Building Block – Let's Practice*

Problem statemen (pertanyaan/ identifikasi masalah)	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar *Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tingi (Karakter)* ❖ Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaanberdasarkan hasil pengamatan yang ada pada buku paket; ❖ Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya;

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	❖ **Mengajukan pertanyaan** tentang : ➢ *Building Block – Let's Practice* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya : **(Asking the students to write a draft of a descriptive text based on the topic given. The draft should consist of the title, the generic structure and the language features of procedure text)**		
Data collection (pengumpulan data)	Peserta didik mengumpulkan berbagai informasi *(Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter),literasi (membaca)* yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet; melalui kegiatan: ❖ **Mengamati obyek/kejadian,** ❖ **Wawancara dengan nara sumber** ❖ **Mengumpulkan informasi** Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu ➢ *Building Block – Let's Practice* **(Collecting the students' draft to be corrected at home.** **Giving written corrective feedback in the form of direct corrective feedback by crossing out and circling the errors and then giving the correct form explicitly on the students' errors. The focus of the corrective feedback was the language features covering tenses, conjunction, adjective, and noun/pronoun.)** ❖ **Membaca sumber lain selain buku teks,** Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang ➢ *Building Block – Let's Practice* ❖ **Mempresentasikan ulang** ❖ **Aktivitas:***(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),)* ➢ *Peserta didik diminta untuk mengamati fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur* ➢ *Peserta didik diminta untuk mengamati contoh-contoh teks prosedur yang telah dijelaskan oleh guru* ➢ *Peserta didik diminta untuk mengerjakan beberapa pertanyaan yang telah guru sediakan* ❖ **Mempraktikan** ❖ **Mendiskusikan** *Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)* ❖ **Mengulang** ❖ **Saling tukar informasi tentang** : ➢ *Building Block – Let's Practice* dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan		

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	metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.		
Data processing (pengolahan Data)	Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah *(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),)* Selama peserta didik bekerja di dalam kelompok, pendidik memperhatikan dan mendorong semua peserta didik untuk terlibat diskusi, dan mengarahkan bila ada kelompok yang melenceng jauh pekerjaannya dan bertanya *(Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah)* apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal. ❖ **Berdiskusi** tentang data : ➢ *Building Block – Let's Practice* yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya. ❖ **Mengolah informasi** yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ **Pesertadidik** mengerjakan beberapa soal mengenai ➢ *Building Block – Let's Practice*		
Verification (pembuktian)	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan : ➢ *Building Block – Let's Practice* **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.		
Generalization (menarik kesimpulan)	Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : ➢ *Building Block – Let's Practice* ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang ➢ *Building Block – Let's Practice* ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan		

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	beberapa pertanyaan kepada siswa. ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran	
Catatan : **Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)**		
	Kegiatan Penutup Peserta didik : • Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Mengagendakan pekerjaan rumah. • Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. Guru : • Memfasilitasi dalam menemukan kesimpulan sementara berdasarkan hasil temuan tentang konsep pertidaksamaan rasional dan irasional, melalui reviu indikator yang hendak dicapai. • Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya • Memberi salam.	**15 menit**

3. Pertemuan Ke-3 (3 x 45 menit)	**Waktu**
Kegiatan Pendahuluan **Guru :** **Orientasi** *(Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai (Literasi)).* • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. **Apersepsi** • Mengaitkan *materi*/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi*/*tema/kegiatan* sebelumnya, ➢ *Building Block – Let's Practice* • Mengingatkan kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. **Motivasi** • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Apabila *materi/tema/ projek* ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: ➢ *Active Conversation – Writing – Let's Create and Contribute* • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. **Pemberian Acuan** • Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari • Menyampaikan garis besar cakupan materi • Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan	**15 menit**

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	• Membagi peserta didik menjadi 8 Kelompok (dengan setiap anggota kelompok berjumlah 4 - 5 orang).	
	Kegiatan Inti	**105 menit**
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**	
Stimulation (stimulasi/ pemberian rangsangan)	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian *(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* pada topic ➢ *Active Conversation – Writing – Let's Create and Contribute* dengan cara : ❖ **Melihat** (tanpa atau dengan alat)/ *Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* Menayangkan gambar/foto tentang Procedure Text. ❖ **Mengamati** *Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* Peserta didik bersama kelompoknya melakukan pengamatan dari permasalahan yang ada di buku paket berkaitan dengan materi	

PROCEDURE TEXT

a. Definition
Procedure text is a text that explain how to do/make/use something in sequence ofsteps.

b. Social Function
The social function of the procedure text is to inform the reader about how to do/make/use something in sequence of steps.

c. Generic Structures
- Goal/Purpose (States what is going to do (title/topic)
- Material/Tools (Contains about things that we need to do/make/use something
- Methods / steps is a series of action to do or to make something.

d.Language Features
- Using temporal conjunction: First, Second, Third, next, after that, then, finally/ the last etc.
- Using action verb: make, take, boil, cook, turn, put, do, mix etc.
- Using imperative sentence: insert your card, cut the union, give the screwdriver, plug in the charge, etc.

e.Example

How to Make Envelope from a Paper

The goal: how to make an envelope from a paper
Tool: a piece of paper
letter

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	flap **Method**s: First, get a paper that's about twice as large as your desired envelope size. Then, fold the paper over evenly. You should get a rectangle half the size of your original piece. Next, tape together the open left and right sides and leave the top open because the top is where you will insert your letter. After that, insert the letter, card, or other contents. Finally, fold down the top to make a flap and tape it. The flap will keep the letter from falling out of the envelope. ❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),(Literasi) Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan ➢ *Active Conversation – Writing – Let's Create and Contribute* ❖ **Mendengar** Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan ➢ *Active Conversation – Writing – Let's Create and Contribute* ❖ **Menyimak**, *Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : ➢ *Active Conversation – Writing – Let's Create and Contribute*
Problem statemen (pertanyaan/ identifikasi masalah)	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar *Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tingi (Karakter)* ➢ Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaanberdasarkan hasil pengamatan yang ada pada buku paket; ➢ Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya; ➢ **Mengajukan pertanyaan** tentang : ➢ *Active Conversation – Writing – Let's Create and Contribute* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :
Data collection (pengumpulan data)	Peserta didik mengumpulkan berbagai informasi *(Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter),literasi (membaca)* yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet; melalui kegiatan: ➢ **Mengamati obyek/kejadian,**

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	➢ **Wawancara dengan nara sumber** ➢ **Mengumpulkan informasi** Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu ➢ *Active Conversation – Writing – Let's Create and Contribute* ➢ **Membaca sumber lain selain buku teks,** Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang ➢ *Active Conversation – Writing – Let's Create and Contribute* ➢ **Mempresentasikan ulang** ➢ **Aktivitas:***(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),)* ➢ *Peserta didik diminta untuk membuat dialog sesuai dengan intruksi yang telah guru berikan* ➢ *Peserta didik diminta untuk melengkapi dialog yang telah guru sajikan* ➢ *Peserta didik diminta untuk memilih topic yang telah guru sediakan* ➢ *Peserta didik diminta untuk membuat tulisan teks prosedur sesuai topic yang telah dipilihnya* ➢ **Memperaktikan** ➢ **Mendiskusikan** *Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)* ➢ **Mengulang** ➢ **Saling tukar informasi tentang** : ➢ *Active Conversation – Writing – Let's Create and Contribute* dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah *(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),)* Selama peserta didik bekerja di dalam kelompok, pendidik memperhatikan dan mendorong semua peserta didik untuk terlibat diskusi, dan mengarahkan bila ada kelompok yang melenceng jauh pekerjaannya dan bertanya *(Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah)* apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal. ❖ **Berdiskusi** tentang data : **(Giving back the draft that had been given the feedback to the students in the next session. It was given after the teacher finished correcting the draft)** ❖ *Active Conversation – Writing – Let's Create and Contribute* yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya. **(Asking the students to look at the corrections in their first draft carefully)** ❖ **Mengolah informasi** yang sudah dikumpulkan dari hasil

	kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ **Pesertadidik** mengerjakan beberapa soal mengenai procedure text. ❖ *Active Conversation – Writing – Let's Create and Contribute* **(Asking the students to ask question about what they did not understand from the feedback. It was conducted during in the class writing revision)**	
Verification (pembuktian)	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan : ➢ *Active Conversation – Writing – Let's Create and Contribute* **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik. **(Giving enough time to discuss the students' errors that the students make in writing with the whole class. This additional oral explanation was aimed to give clearer explanation about the students' difficulties)**	
Generalization (menarik kesimpulan)	Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : ➢ *Active Conversation – Writing – Let's Create and Contribute* ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang ➢ *Active Conversation – Writing – Let's Create and Contribute* ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran	
Catatan : **Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)**		
	Kegiatan Penutup Peserta didik : • Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	**15 menit**

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• Mengagendakan pekerjaan rumah. • Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. • Memfasilitasi dalam menemukan kesimpulan sementara berdasarkan hasil temuan tentang konsep pertidaksamaan rasional dan irasional, melalui reviu indikator yang hendak dicapai. • Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya • Memberi salam.	

H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

a. Sikap

1) Observasi (Jurnal)
2) Penilaian Diri
3) Penilaian Antar Teman

b. Pengetahuan

1) Tes Tertulis
   - Uraian/esai
2) Tes Lisan
   - *Tes lisan pemaparan materi dari pemahaman siswa.*

c. Keterampilan

1) Proyek, pengamatan, wawancara'
   - *Mempelajari buku teks dan sumber lain tentang materi pokok*
   - *Menyimak tayangan/demo tentang materi pokok*
2) Portofolio / unjuk kerja
3) Produk,
4) Praktik

2. Instrumen Penilaian

a. Pertemuan Pertama (Terlampir)
b. Pertemuan Kedua (Terlampir)
c. Pertemuan Ketiga (Terlampir)
d. Pertemuan Keempat (Terlampir)

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

- Remidial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampui KKM. Remidial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
- Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.
  - *fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips)*

b. Pengayaan

- Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.

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❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya:
- ➢ *Menyusun teks prosedur*

Pekanbaru, 18 Juli 2022

Mengetahui Kepala SMK Negeri 6 Pekanbaru	Guru Mata Pelajaran
Dra. Hj. GENI WILYARTI, MM **NIP. 19650823 198903 2 003**	**AFRIANI, S. Pd** **NIP.-**

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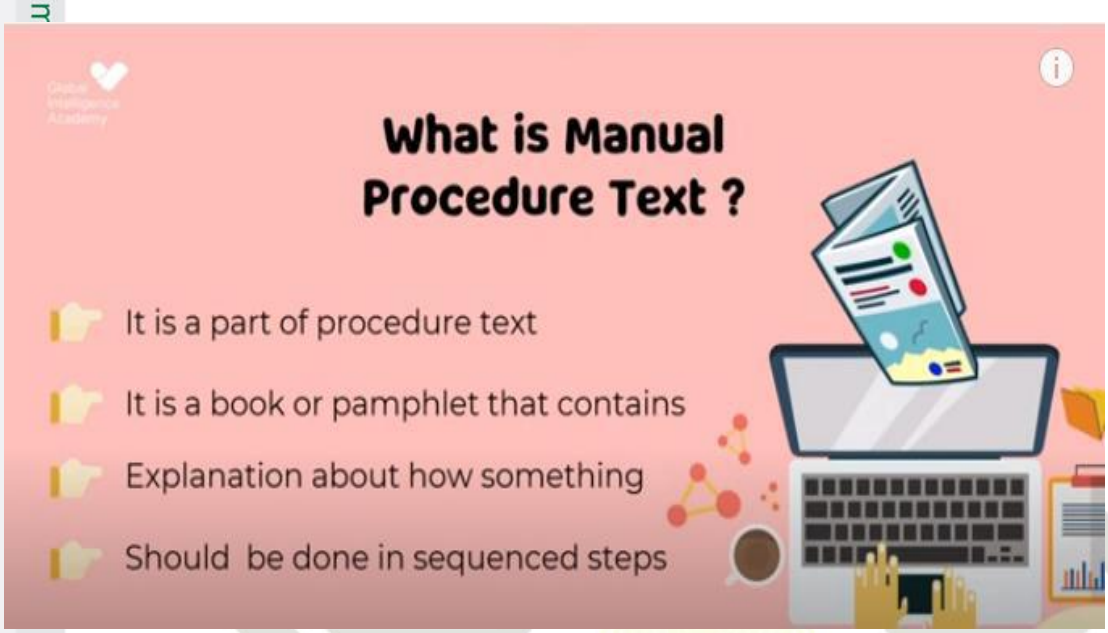
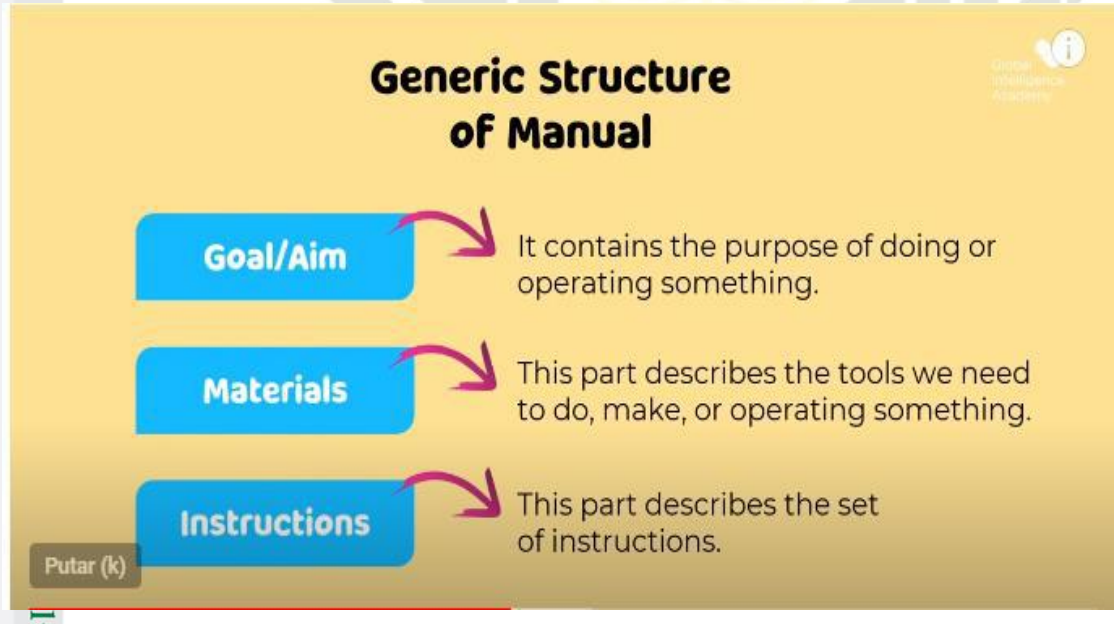
SAMPLE OF PROCEDURE TEXT

Learning Material



https://youtu.be/IuNUsIyvUrk



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PROCEDURE TEXT

1. Definition

Procedure text is a text that explain how to do/make/use something in sequence of steps.

2. Social Function

The social function of the procedure text is to inform the reader about how todo/make/use something in sequence of steps.

3. Generic Structures

a. Goal/Purpose states what is going to do (title/topic).
b. Material/Tools contains about things that we need to do/make/use something.
c. Methods /Steps are a series of action to do or to make something.

4. Language Features

- Using temporal conjunction: First, Second, Third, next, after that, then, finally/ thelast etc.
- Using action verb: make, take, boil, cook, turn, put, do, mix etc.
- Using imperative sentence: Insert your card, cut the union, give screwdriver etc.

5. Example

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How to Use a Printer

The goal: Printer is an important device for students to complete the school assignment. So having a printer and know how to use it is so important. Here in this occasion, I'd like to show you some steps to use a printer.

Material: a printer, a computer/ laptop, paper

Steps:

First, make sure that the printer device software has been installed in computer.

Next, prepare the printer by checking the amount of paper and the ink.

To begin with, plug in the printer and connect it to your computer.

Then, turn on your printer.

After that, open the document you'd like to print and then press CTRL + P buttons onyour computer keyboard.

And then, click 'Ok' at the bottom of the pop-up screen to print.

Finally, your document will begin printing.

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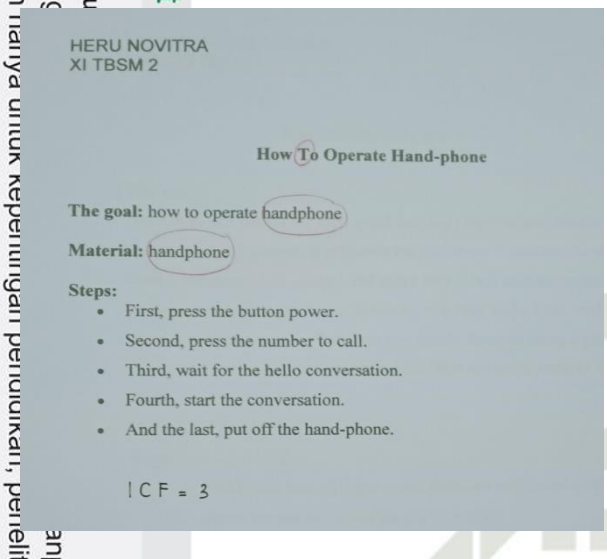
STUDENT'S WORKSHEET

Teacher A (XI TBSM 2)

Indirect Corrective Feedback

1.



HERU NOVITRA
XI TBSM 2

How To Operate Hand-phone

The goal: how to operate handphone

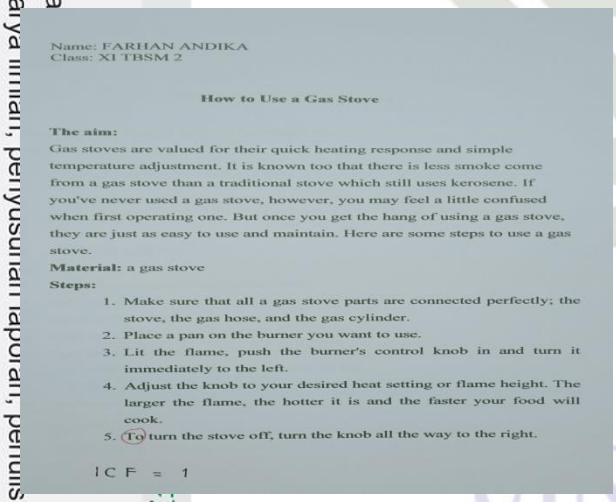
Material: handphone

Steps:

- First, press the button power.
- Second, press the number to call.
- Third, wait for the hello conversation.
- Fourth, start the conversation.
- And the last, put off the hand-phone.

ICF = 3

2.



Name: FARHAN ANDIKA
Class: XI TBSM 2

How to Use a Gas Stove

The aim:
Gas stoves are valued for their quick heating response and simple temperature adjustment. It is known too that there is less smoke come from a gas stove than a traditional stove which still uses kerosene. If you've never used a gas stove, however, you may feel a little confused when first operating one. But once you get the hang of using a gas stove, they are just as easy to use and maintain. Here are some steps to use a gas stove.

Material: a gas stove

Steps:

1. Make sure that all a gas stove parts are connected perfectly; the stove, the gas hose, and the gas cylinder.
2. Place a pan on the burner you want to use.
3. Lit the flame, push the burner's control knob in and turn it immediately to the left.
4. Adjust the knob to your desired heat setting or flame height. The larger the flame, the hotter it is and the faster your food will cook.
5. To turn the stove off, turn the knob all the way to the right.

ICF = 1

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3. DCF AND ICF

ALFI FERDIANSYAH
XI TBSM 2

How to Make Ice Lemon Tea

The aim: How to make a glass of ice lemon tea
Ingredients:
- 1 bag of teabag
- 2 pieces of lemon orange
- 2 tsp of sugar
- 6 ice cubes
- 50 ml of hot water
- 150 ml of cold water

Steps:
- Brewed tea bag in 50 ml of hot water.
- Add sugar, and then stir until evenly distributed.
- Squeeze the lemon.
- Pour lemon juice into the tea.
- Add ice cubes and add 150 ml of cold water.
- Stir until the lemon juice mixes with the tea.
- Add lemon slices as decoration.
- Ice lemon tea is ready to be served.

DCF = 1
ICF = 1

4. DCF

ADI YANSSAH
XI TBSM 2

How to Make Pencil Box

The aim: How to make a pencil box
Materials:
- Box
- Scissors
- Glue
- Paint maker

The steps:
- Find a box.
- Peel off any labels.
- Cut new labels from clean sheets of construction paper.
- Glue them on your box using a glue stick.
- Use decorative papers, stickers, paint markers, or hand-drown designs to embellish your box.
- Fill the box and you're done!

DCF = 1

5. ICF

M.GHANI MAULANA
XI TBSM 2

How to Change Motorcycle Engine Oil

The goal: how to change motorcycle engine oil
Material: motorcycle and motorcycle engine oil
Steps:

Step 1: Warm up the engine. Turn your engine and let it run for ten minutes, or ride your bike for five minutes.
Step 2: Drain the oil. Locate your motorbike's dry bolt.
Step 3: Replace the filter.
Step 4: Replace the drain plug.
Step 5: Top up the motorcycle oil.
Step 6: Check your oil level.

ICF = 1

a. Penggunaan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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6. ICF

Name : NABIL WIDYA DHANA

Class : XI TBSM 2

How to Turn On The Computer

The purpose: how to turn on the computer

The tool: computer

Steps:

- Press the power button on the CPU
- Push of a power button on the monitor
- Wait a few moments until the loading process window pop up window and computer / PC is ready for use.

ICF = 1

7. ICF

Name : RAHMADANI

Class : XI TBSM 2

How to Use Camera

The purpose: how to use camera

The tool: camera

Steps:

First, handle the camera and turn on it.

Next, center the object in the LCD and manage the zoom control.

Then, when you are ready to take the picture, hold the shuter speed.

After that, a light should appear that let you know the camera is set to go.

The last, press shuter all the way down.

ICF = 1

8. DCF AND ICF

RIDO PRASETIO

XI TBSM 2

HOW TO OPERATE PRINTER

The purpose: how to operate printer

The tool: computer

Steps:

Insert the CD into the CD Room on your computer.

Wait until the CD Room finish read the CD.

A dialogue box will pop on your computer screen, giving you an option to install the software, choose "Yes" to continue with the installation process.

Next, the dialogue box will let you to choose your "Country Region", choose "Asia" if you live within Asia continent. Then click "Next" button

After that, choose your country, then click "Next" button

Next, the dialogue box will let you to choose type of installation, the best is to choose "Easy Install" option, but if you expert, you can also choose "Custom Install" option.

After that, click "Install", wait for about 10 minutes.

During the installation process is run, plug the power cable into the electricity socket, and then turn on the printer by pressing the power.

At the end of the installation process, (make sure the printer is on) we need to plug the printer USB cable into the USB socket on your computer so the software will be able to synchronise with the device.

The last, installtion process is complete and your printer is ready to use.

DCF = 2

ICF = 3

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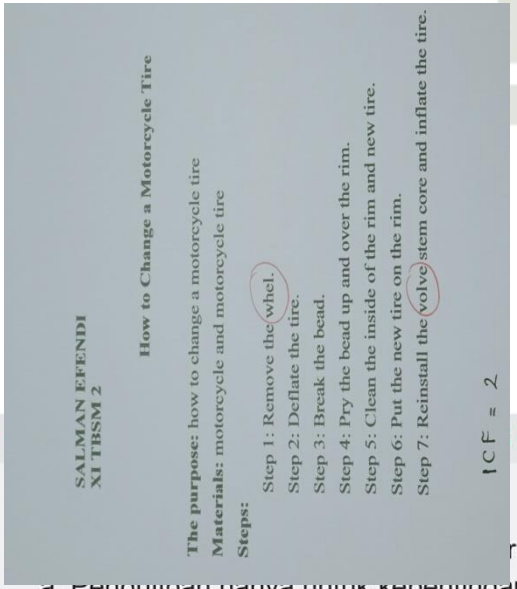


SALMAN EFENDI
XI TBSM 2

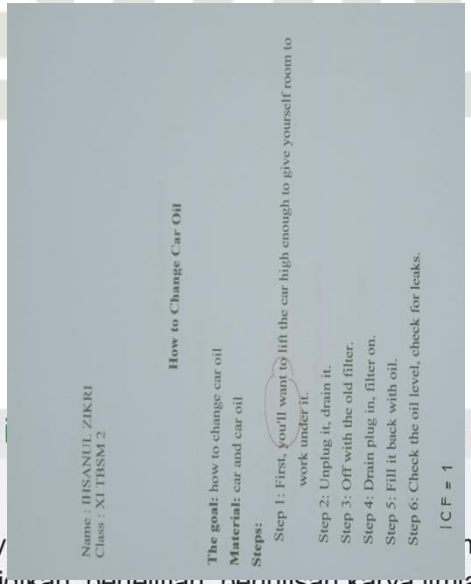
How to Change a Motorcycle Tire

The purpose: how to change a motorcycle tire
Materials: motorcycle and motorcycle tire
Steps:

Step 1: Remove the whel.
Step 2: Deflate the tire.
Step 3: Break the bead.
Step 4: Pry the bead up and over the rim.
Step 5: Clean the inside of the rim and new tire.
Step 6: Put the new tire on the rim.
Step 7: Reinstall the volve stem core and inflate the tire.

ICF = 2

9 ICF



Name : IHSANUL ZIKRI
Class : XI TBSM 2

How to Change Car Oil

The goal: how to change car oil
Material: car and car oil
Steps:

Step 1: First, you'll want to lift the car high enough to give yourself room to work under it.
Step 2: Unplug it, drain it.
Step 3: Off with the old filter.
Step 4: Drain plug in, filter on.
Step 5: Fill it back with oil.
Step 6: Check the oil level, check for leaks.

ICF = 1

10 ICF

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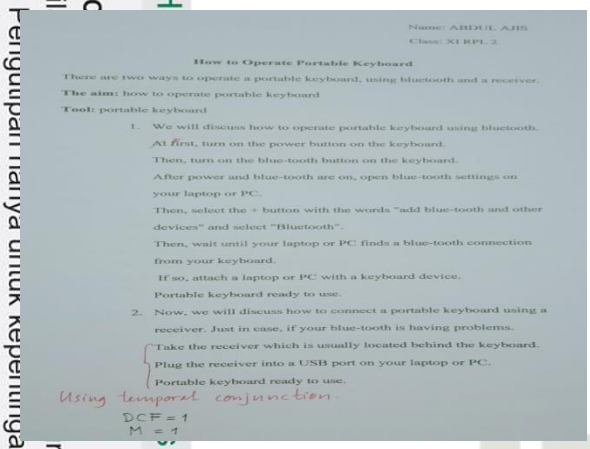
Teacher B (XI RPL 2)

1. DCF and M



Name: ABDUL AJIS
Class: XI RPL 2

How to Operate Portable Keyboard

There are two ways to operate a portable keyboard, using bluetooth and a receiver.

The aim: how to operate portable keyboard

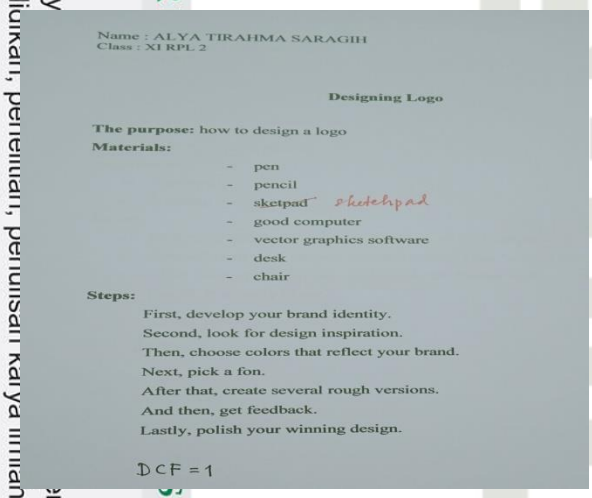
Tool: portable keyboard

1. We will discuss how to operate portable keyboard using bluetooth.
   At first, turn on the power button on the keyboard.
   Then, turn on the blue-tooth button on the keyboard.
   After power and blue-tooth are on, open blue-tooth settings on your laptop or PC.
   Then, select the + button with the words "add blue-tooth and other devices" and select "Bluetooth".
   Then, wait until your laptop or PC finds a blue-tooth connection from your keyboard.
   If so, attach a laptop or PC with a keyboard device.
   Portable keyboard ready to use.
2. Now, we will discuss how to connect a portable keyboard using a receiver. Just in case, if your blue-tooth is having problems.
   Take the receiver which is usually located behind the keyboard.
   Plug the receiver into a USB port on your laptop or PC.
   Portable keyboard ready to use.

Using temporal conjunction.

DCF = 1
M = 1

2. DCF



Name : ALYA TIRAHMA SARAGIH
Class : XI RPL 2

Designing Logo

The purpose: how to design a logo

Materials:

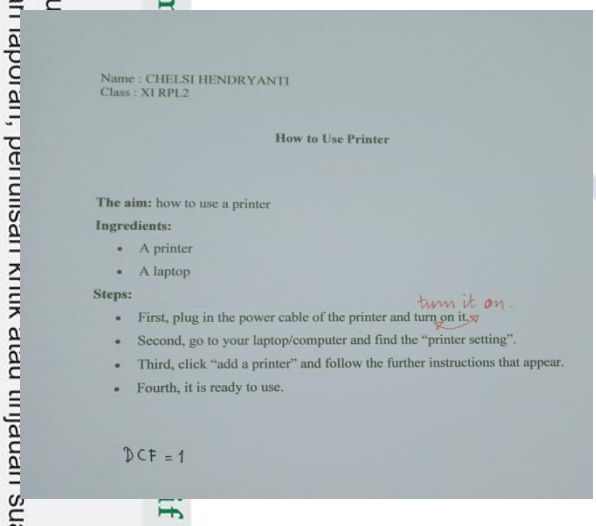
- pen
- pencil
- ~~sketpad~~ sketchpad
- good computer
- vector graphics software
- desk
- chair

Steps:

First, develop your brand identity.
Second, look for design inspiration.
Then, choose colors that reflect your brand.
Next, pick a fon.
After that, create several rough versions.
And then, get feedback.
Lastly, polish your winning design.

DCF = 1

3. DCF



Name : CHELSI HENDRYANTI
Class : XI RPL2

How to Use Printer

The aim: how to use a printer

Ingredients:

- A printer
- A laptop

Steps:

- First, plug in the power cable of the printer and turn on it. turn it on.
- Second, go to your laptop/computer and find the "printer setting".
- Third, click "add a printer" and follow the further instructions that appear.
- Fourth, it is ready to use.

DCF = 1

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4. DCF and ICF

Name : DELLA ANGGRAINI PUTRI
Class : XI RPL 2

How to make fruit icy

The aim: how to make fruit icy
Materials:

- Mango
- Avocado
- Sugar water
- Milk
- Ice
- Apple
- Strawberries
- Grape
- Jackfruit

Steps:

- First, cut the fruit round or dice.
- Then, scratching the fresh of a melon.
- Then, boil sugar with water until cooked for about 30 minutes.
- Next, put in serving glasses that have been cut round pieces or dice.
- Then, to taste pour the sugar water, put ice cubes, and put milk on ice fruit.
- Last, put the decorations on the glass with a piece of strawberry on it.

DCF = 2
ICF = 3

5. DCF and M

FAREL ADITYA VALENTINO
XI RPL 2

How to Use Computer

The aim: how to use computer
Material: computer
Steps:

- Set up your computer. If you set up a new computer, there are a few steps that you will need before you can use it.
- Create a user account. If you use a computer first time, you will asked to create a user account when you turn it on.
- Get to know the desktop. Desktop is the main work area on your computer, and will often be areas that you visit on your computer
- Learn the basic use of the mouse and keyboard. The mouse and keyboard is the main tools to interact with your computer.
- Launching a few applications will installed. Even if you assemble your own computer, there will be some applications that will installed and the equipment can be used without having to install additional applications on its own.

Using temporal conjunction.

DCF = 3
M = 1

6. DCF and M

Name: FELINA AFNIS
Class: XI RPL 2

How to Turn Off The Computer

The purpose: how to turn off the computer
The tool: computer
Steps:

- Close all the applications you use.
- Click the Start menu (XP) / Logo Windows (7) in the bottom left corner.
- Select shutdown and wait a while until your computer is completely shutted down.
- After the computer complete off, then press the button on the monitor and speakers, stabilizer and other computer devices.
- After that, unplug from the wall socket. Its aim is to save power and to anticipate the occurrence of electrical short circuit.

Using temporal conjunction

DCF = 1
M = 1

a. Penggunaan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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7. DCF

Name: HAFIZ
Class: XI RPL 2

How to Run Microsoft Word Program

The goal: how to run microsoft word program
Equipment: computer and Microsoft Office Program
Steps:

1. First, click icon 'Start' on the bottom left corner of the computer window.
2. Second, when the menu appears, choose 'Program', and then click Microsoft Office.
3. Third, select Microsoft Office Word.
4. Fourth, you can directly operate the Microsoft word program, type or do something you want with your document.
5. If you have finish your work or document, and then you want to save your it, you can click save button toolbar (the icon looks like a disk), or you can use the short way by pressing CTRL button and letter 'S' at once on your keyboard. Choose the directory where you want to save your data, name your document and click 'save'.
6. Fifth, if you want to close the document, you can click the 'x' icon on the top right corner of the Microsoft word display. But don't forget to save the progress of your work first. If you haven't saved it, a dialogue box will appear and ask whether you want to save the progress or not.
7. The last, if you want to open the document again, you can go to the directory of folders where you save it or you can open the Microsoft office program, and then click 'open' button on the toolbar.

DCF = 2

8. DCF, ICF, and M

Name: INTAN YULIA NINGRUM
Class: XI RPL2

Editing the Document on Microsoft Word Program

The goal: How to Edit the Document on Microsoft Word Program
Equipment: Computer and Microsoft Office Program
Steps:

First, if you want to set the margin and some things related to the page layout, you can click 'file' on the toolbar or 'page layout' to set them.
Second, to select the whole parts of your document, you can use the short way by pressing 'CTRL' and letter 'A' on the keyboard at once, then you can change the font, space, or the other thing that you need to change.
Third, if you only want to select some parts of it, you can block the parts by dragging the mouse to the certain parts, after that you can edit the part that you block.
Fourth, to copy the sentences or words, you can do it by blocking the parts and pressing 'CTRL' + letter 'C' on the keyboard. Or, the alternative way is blocking the parts and then click the right side of the mouse and select copy.
Fifth, to paste the sentences or words, you can do it by blocking the parts and pressing 'CTRL' letter 'V' on the keyboard. Or, the alternative way is putting the cursor on the place you want to paste it, and then click the right side of the mouse and select paste.
The last, to move the parts that you want, you can block it and pressing 'CTRL' button + letter 'X' on the keyboard. Or, the alternative way is blocking the parts, and then click the right side of the mouse and select cut. Put the cursor on the place you want to move it, after that press 'CTRL' button + letter 'V' on the keyboard.

Using imperative sentence

M = 1
DCF = 1
ICF = 4

9. ICF and M

M. GAZALI AZRI
XI RPL 2

How to Operate the Computer

The purpose: how to operate the computer
The tool: computer
Steps:

After the computer restarts, the next process is to operate computers.
Then, use the computer according to your needs and goals.
If you are a designer, you can use Design Software like Corel Draw, 3D, Adobe Photoshop and others to better focus on the activity of your design.
If you are a programmer, you can use Visual Basic, C ++, Java, PHP and others to support your work.
If the learning objective on the computer is just for typing, sending EMail, making letters and other activities which support the work of your office.
Then, Microsoft office (Microsoft Word, Excel, Power Point, Access) and little knowledge of the internet has a very quality to help you lighten your work.

Note: Using imperative sentence.

ICF = 3
M = 1

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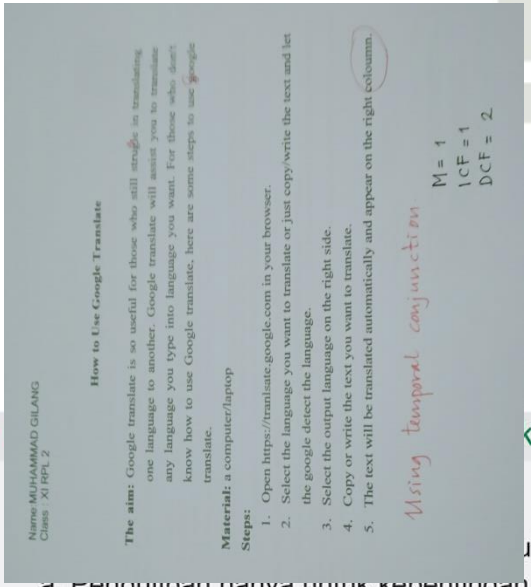

Name:MUHAMMAD GILANG
Class XI RPL 2

How to Use Google Translate

The aim: Google translate is so useful for those who still struggle in translating one language to another. Google translate will assist you to translate any language you type into language you want. For those who don't know how to use Google translate, here are some steps to use google translate.

Material: a computer/laptop

Steps:

1. Open https://tranlsate.google.com in your browser.
2. Select the language you want to translate or just copy/write the text and let the google detect the language.
3. Select the output language on the right side.
4. Copy or write the text you want to translate.
5. The text will be translated automatically and appear on the right coloumn.

Using temporal conjunction

M = 1
ICF = 1
DCF = 2

10. DCF, ICF, and M

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NIM	:	**22190123912**
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سيد/ ة : Windi Tri Wahyuni

رقم الهوية : 1471055611800001

تاريخ الاختبار : 16-07-2023

الصلاحية : 16-07-2025

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القواعد : 47

القراءة : 44

المجموع : 453

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BIOGRAPHY

PERSONAL INFORMATION

Name : Windi Tri Wahyuni
Place/Date of Birth : Pekanbaru/ 16 November 1980
Gender : Female
Religion : Islam
Nationality : Indonesia
Marital Status : Married

ADDRESS & PERSONAL CONTACT

Address : Jl. Karya 1 PRM Intan Sejahtera Blok G No. 5 RT.04 RW.13
Kel. Air Dingin Kec. Bukit Raya Pekanbaru
Phone Number/WA : 0813-7125-6865
Email : windi9098@gmail.com

EDUCATIONAL BACKGROUND

1. 1987- 1993 : SDN 028 Pekanbaru
2. 1993- 1996 : SMPN 2 Pekanbaru
3. 1996- 1999 : SMAN 2 Pekanbaru
4. 1999-2004 : Muhammadiyah University of Yogyakarta
5. 2021- 2023 : State Islamic University of Sultan Syarif Kasim Riau

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