

**THE EFFECTIVENESS OF ORAL AND WRITTEN CORRECTIVE FEEDBACK
ON STUDENTS' WRITING ASSIGNMENT AT SMA NEGERI 1 MAJENE**



A Thesis

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program Tarbiyah and Teaching Training Departement State Islamic College of Majene

BY

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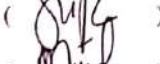


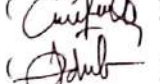


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Skripsi yang berjudul "The Effectiveness of Oral and Written Corrective Feedback on student's writing Assignment at SMA Negeri 1 Majene" yang disusun oleh **Mutmainnah Hadi, NIM. 10256119015**, mahasiswi Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah dan Keguruan STAIN Mejene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Selasa, 20 Agustus 2024, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

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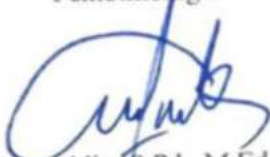
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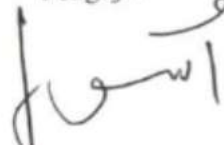
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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika kemudian hari terbukti bahwa ia merupakan duplikat, tiruan, plagiat, atau dibuat oleh orang lain, sebagian atau seluruhnya maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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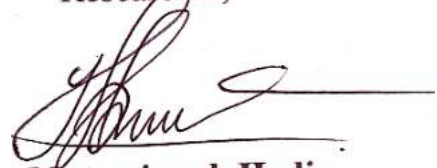
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The researcher really realizes that this thesis is still not perfect. But the researcher hopes that this research can still have a positive impact on several parties. The researcher also hopes for suggestions and supportive input from the readers.

Majene, 25 Juli 2024

Researcher,

A handwritten signature in black ink, appearing to be 'Mutmainnah Hadi', written over a horizontal line.

Mutmainnah Hadi
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ABSTRACT

Researcher : Mutmainnah Hadi
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Title : **The Effectiveness of Oral and Written Corrective Feedback on Student's Writing Assignment at SMA Negeri 1 Majene.**

This study aims to determine whether oral and written corrective feedback are effective in improving students' writing skills and to identify whether there is a difference in effectiveness between the two. This experimental study was conducted at SMA Negeri 1 Majene with a population of 112 grade 11 students divided into two classes: Mipa 1 as the first experimental class and Mipa 2 as the second experimental class. The research instruments consisted of pre-test and post-test. The first experimental class received written corrective feedback while the second experimental class received oral corrective feedback on their writing assignments. Data were analyzed using SPSS 20 with a significance level of 0.05 through paired sample t-test and independent sample t-test. The results of the paired sample t-test showed that both experimental classes experienced significant improvements in writing skills, with a Sig. (2-tailed) value of 0.000 ($p < 0.05$), indicating a significant difference between pre-test and post-test scores in both groups. This improvement demonstrates that both written and oral corrective feedback are effective in enhancing students' writing abilities. Meanwhile, the results of the independent sample t-test showed a Sig. (2-tailed) value greater than 0.05, indicating no significant difference between the effectiveness of written corrective feedback and oral corrective feedback. These findings confirm that both types of corrective feedback have equivalent levels of effectiveness in helping students improve their writing skills. Based on these results, it can be concluded that teachers can use both methods either separately or in combination in writing instruction to maximize student learning outcomes.

Keywords : Error Correction, Writing Assesment, Learning Strategies, Feedback Types.

ABSTRAK

Researcher : Mutmainnah Hadi
Reg. Number : 10256119015
Title : Efektivitas Umpan Balik Korektif Lisan dan Tertulis pada Tugas Menulis Siswa di SMA Negeri 1 Majene.

Penelitian ini bertujuan untuk mengetahui apakah oral and written corrective feedback efektif dalam meningkatkan kemampuan menulis siswa serta untuk mengetahui apakah terdapat perbedaan keefektifan antara keduanya. Penelitian eksperimen ini dilaksanakan di SMA Negeri 1 Majene dengan populasi 112 siswa kelas 11 yang terbagi dalam dua kelas: Mipa 1 sebagai kelas eksperimen pertama dan Mipa 2 sebagai kelas eksperimen kedua. Instrumen penelitian berupa pre-test dan post-test. Kelas eksperimen pertama menerima written corrective feedback sedangkan kelas eksperimen kedua menerima oral corrective feedback pada tugas menulis mereka. Data dianalisis menggunakan SPSS 20 dengan taraf signifikansi 0.05 melalui paired sample t-test dan independent sample t-test. Hasil paired sample t-test menunjukkan kedua kelas eksperimen mengalami peningkatan kemampuan menulis yang signifikan, dengan nilai Sig. (2-tailed) sebesar 0.000 ($p < 0.05$), yang berarti terdapat perbedaan signifikan antara nilai pre-test dan post-test pada kedua kelompok. Peningkatan ini menunjukkan bahwa baik written maupun oral corrective feedback efektif dalam meningkatkan kemampuan menulis siswa. Sementara itu, hasil independent sample t-test menunjukkan nilai Sig. (2-tailed) lebih besar dari 0.05, mengindikasikan tidak terdapat perbedaan signifikan antara efektivitas written corrective feedback dan oral corrective feedback. Temuan ini mengonfirmasi bahwa kedua jenis corrective feedback memiliki tingkat keefektifan yang setara dalam membantu siswa meningkatkan kemampuan menulis mereka. Berdasarkan hasil tersebut, dapat disimpulkan bahwa guru dapat menggunakan kedua metode tersebut secara terpisah maupun dikombinasikan dalam pembelajaran menulis untuk memaksimalkan hasil belajar siswa.

Kata kunci : Koreksi Kesalahan, Penilaian Menulis, Strategi Pembelajaran, Jenis-jenis Umpan Balik.

CHAPTER I

INTRODUCTION

A. Research Background

Writing is one of the necessary skills that must be mastered and learned (Suyanto, 2016). This writing skill allows students to express their ideas in a clear and structured manner. Unfortunately for EFL students often face difficulties when writing in English. This is because of the difference between the Indonesian language as their second language and Mandarese language as their mother tongue. Yulia (2017) emphasizes that writing skills are the most difficult skills because in writing students must have other skills as components of writing skills such as vocabulary, grammar, spelling, and so on.

Based on the results of observations and interview were conducted at SMA Negeri 1 Majene, researcher found that when given writing assignments, the student's writing produced had several aspects of errors. The error is in the form of gramatical errors, inaccurate use of vocabulary, and mechanics. Limited knowledge of grammar rules and the infrequent use of English in everyday life or interactions make it difficult for EFL students to write English. Because of this limited knowledge, EFL students still make mistakes in their writing (R. M. Silalahi, 2014). To overcome this problem, teachers need to be involved in their student's writing, namely by giving writing assignments as well as feedback on their writing.

However, this feedback is very rarely done, especially on writing assignments in English subjects. Danial & Idul (2016) in his writing explains that some English teachers only accept the results of students' work without providing feedback on the results of their work or revising their writing, so students are not motivated in learning English, there are even students who are less than optimal in doing their job. As a result, their learning outcomes in English subjects are less than optimal. This is because the teacher does not understand the important role of feedback on students' assignments. Even if they provide feedback, the feedback does not have any effect on their students. This is due to two influencing factors. The feedback given by the teacher is negative and the feedback provided is only in the form of check marks on their writing (Danial & Idul, 2016).

Providing corrective feedback in teaching and learning process, especially in students' writing assignments for English subjects has a very important role to improve students' abilities. Elhawwa et al. (2018) emphasized that corrective feedback is still useful for EFL learners as it informs students about their mistakes and helps them correct them. In other words, the feedback given to students must include information about the actions students should take to ensure proper performance.

Agustiningsih & Andriani (2021) explains that corrective feedback is one way to help students improve their writing and improve it. This is also supported by Herlinawati et al. (2018) who state corrective feedback can

make student aware of what they understand and anticipate them not to make the same error. For this reason, feedback is considered a tool that can stimulate students to improve the quality of their writing and make them realize the mistakes they make in their writing.

Corrective feedback is considered from two perspectives, namely behaviorism and cognitivism. From the point of view of behaviorism, corrective feedback has a positive value because it can motivate and direct students to correct their mistakes. While from the point of view of cognitivism, feedback not only focuses students to see mistakes in their writing, but they can also think and digest information from written or oral feedback on their work (Kuswandini, 2020). In this case, students can see the extent of their understanding of the material provided by their teacher from the results of the feedback provided by their teacher.

In general, there are several types of feedback that teachers give to their students. Two of them are oral and written corrective feedback. Oral corrective feedback has the advantage of providing immediate and instant feedback. This feedback allows students to interact directly with their teacher and ask questions about things they don't understand. On the other hand, Written corrective feedback provides an opportunity for students to reflect on their mistakes. This feedback allows students to go back and check their mistakes more thoroughly.

Aridah (2016), in her research, proved that written corrective feedback

is effective in improving EFL students' writing skills. She explained that giving written corrective feedback on students' writing is an important thing to do by a teacher. In addition, this written corrective feedback is in demand by most students. This is also proven by Pamungkas & Amroni (2021) in their research results that there is a significant difference between the experimental class and the control class. They showed that the experimental class that using written corrective feedback obtained higher scores than the control class that was not given written corrective feedback. It shows that written corrective feedback is effective to improving students' writing skills.

In another research, Ilham et al. (2021) also showed that oral corrective feedback is effective in improving students' writing skills. In their writing, they showed that the experimental class obtained higher scores than the control class which did not use oral corrective feedback. This is supported by Rahmawati (2023) who states that oral corrective feedback can help students find out where their errors are, avoid making the same errors and be able to improve their knowledge.

There is still a paucity of research that investigates specifically the comparative effectiveness of oral and written feedback in improving students' writing skills. Several previous studies involved only one type of feedback. Therefore, a more in-depth research is needed to answer questions about the differences in the effectiveness of oral and written feedback on students' writing skills at SMA Negeri 1 Majene. Rofiqoh &

Chakim (2020) emphasized that further research is needed to determine the effectiveness of oral and written feedback in English writing classes.

Based on the problems stated above, the writer is interested in knowing the effectiveness of corrective feedback on writing assignments in English subjects and the difference in the effectiveness of oral and written corrective feedback at SMA Negeri 1 Majene. By knowing the difference in effectiveness between oral and written feedback, schools can develop teaching strategies that are more effective in improving student's writing skills.

B. Research Problem

Based on the background of the problems in this study, the formulation of the problem is as follows:

1. Is oral corrective feedback effective for improving the quality of student's writing assignments at SMA Negeri 1 Majene?
2. Is written corrective feedback effective for improving the quality of student's writing assignments at SMA Negeri 1 Majene?
3. Is there a difference in effectiveness between oral and written corrective feedback?

C. Research Objectives

Based on the formulation of the problem that the researcher compiled,

the objectives of this study is as follow

1. To evaluate the effectiveness of oral corrective feedback on students' writing assignments at SMA Negeri 1 Majene.
2. To evaluate the effectiveness of written corrective feedback on students' writing assignment at SMA Negeri 1 Majene.
3. To evaluate the difference in effectiveness between oral and written corrective feedback.

D. Research Significance

The results of this study are expected to have significance both in terms of theoretical and practical aspects. From a theoretical perspective, researcher contribute to the field of English education which focuses on the development of English as a foreign language in West Sulawesi at the high school level, especially in writing skills.

On the practical perspective, the results of this study have various implications. First, for teachers, it will assist teachers in providing better learning strategies, especially in writing skills in English lessons at all school levels. Secondly, for student, this research aims to improve the quality of their writing for the better by studying and correcting their mistakes, and receiving all forms of feedback given by their teacher so that the goals of the teaching and learning process are achieved.

Furthermore, this research is also expected to provide benefits for

other researchers, as it adds their knowledge and experience, enriching their insight, and increase their competence and ability in teaching so that they can become professional educators. The last, this study is also expected to be useful for future researchers, who can use the results of this reserach as a valuable reference and source of information for their own research. Overall, the significance of this research lies in its contribution to the theoretical basis of English language education and its practical implications for teachers, students, and co-researchers alike.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Research related to this study was also conducted by several researchers. The first is a study entitled "Student's Perceptions on Written and Oral Feedback in Writing Class", conducted by Rofiqoh & Nur (2020). This study aims to find differences in students' perceptions of teachers' written and oral feedback in improving students' writing skills. In this study, it was found that regardless of the form of oral or written feedback, students have experienced improvements in their writing.

This research and the research conducted by Rofiqoh & Nur relate to the examination of how oral and written corrective feedback can influence perception and effectiveness in the context of learning to write. The research conducted by Rofiqoh focused on students' perceptions of oral and written feedback in writing classes. Meanwhile, this study focuses on measuring the effectiveness of oral and written corrective feedback on students' writing assignments. In general, both relate to the same issue, namely how oral and written feedback can influence students' writing learning experience as well as the impact on improving their writing skills.

The second is a study conducted by Solhi & Eğinli (2020) entitled "The Effect of Recorded Oral Feedback on EFL Learner's Writing", at one of the Universities in Turkey. This study also observed feedback on EFL students' writing. The results of this study found that providing feedback by utilizing

telegram as a tool to facilitate oral feedback proved effective in improving students' writing. In addition, teachers can improve their skills in teaching writing and in providing feedback.

Although there are differences in the use of words and the focus of the research, the research conducted by Solhi & Eginli (2020) and this study have a similar relationship. The research conducted by Solhi & Eginli (2020) highlighted the effect of recorded oral feedback on EFL student's writing skills. While this study focuses on the effectiveness of oral and written corrective feedback on student's writing assignment. Overall, both discuss the importance of oral and written feedback in improving student's writing skills in the context of learning English as a foreign language.

The third study with the title "Writing Corrective Feedback in Academic Writing Class: How Experience Leads to Effective Practice", conducted by Dayat (2021). The purpose of this study is to describe Indonesian lecturers' practice of written corrective feedback in academic writing classes. This study found that the teacher's practice of giving writing corrective feedback on students' writing can motivate and encourage students to correct their mistakes in writing so that their ability in academic writing increases.

The correlation between this study and the research conducted by Dayat is the similarity in the focus on corrective feedback in the context of writing. Dayat's study explores the experience of providing corrective

feedback in an academic writing class, while this study focuses more on the effectiveness of oral and written corrective feedback on students' writing assignments. Both studies address the importance of feedback in helping to improve students' ability to write, both in academic and general contexts.

The fourth research is the research conducted by Jerome & Fhaeizdhyall (2020) entitled "The Effect of Written Corrective Feedback Strategies on Collocation Errors of Low-Performing ESL Learners", which involved 92 low-ability ESL students. This study aims to investigate the effect of written corrective feedback both directly and indirectly. The findings showed that there was a significant difference in the post-test results of the direct and indirect corrective feedback groups where both writing corrective feedback strategies were proven to improve participants' colloquial competence. In addition, this study shows that direct corrective feedback is more influential on student performance.

Although there are differences in the formation of the title, this study and the study conducted by Jerome & Fhaeizdhyall are also related to the importance of the role of feedback on students' writing ability. This study measured the effectiveness of corrective feedback on EFL students' writing tasks, while the study conducted by Jerome & Fhaeizdhyall focused on the effect of corrective feedback strategies on ESL students with low writing ability. In general, both studies show the importance of feedback in helping students, both low-performing students and students

learning English as a foreign language. Feedback can improve their writing ability.

Based on some of the previous studies mentioned above, the researcher found similarities as well as differences with this research. Overall, the similarity with previous research is that it aims to determine the influences of oral and written corrective feedback on student's writing assignment. The differences lie in the location, sample of the research object, method of data analysis, research findings, and characteristics. The most basic is that previous research has focused on only one or two research focus. While While this research includes two research focus at the same time, namely the effectiveness of oral and written corrective feedback on student's writing assignment. This research will be conducted at SMA Negeri 1 Majene.

B. Pertinent Ideas

1. Writing

a. Definition of Writing

Writing is the ability to express one's or others' ideas in written text. ideas in the form of writing so that readers are able to understand its contents (Ilham et al., 2021). According to Suhaebi (2017) writing is the process of communicating ideas using conversational symbols that are written, scribbled, drawn, or formed on the surface of a material. Writing can describe what is in the mind of a writer. Writers can imagine their thoughts into

their writing and share their writing with readers to be able to understand.

Another statement about writing come from Alsolami (2019) who said that writing is very important to communicate one's thoughts and knowledge in various ways. Asriati & Maharida (2013) also stated that writing is an activity of expressing the author's ideas in the form of writing on paper so that readers can read it and understand the meaning expressed by the author. From the explanation above, it can concluded if writing is the ability to express ideas in the form of writing or symbols that reflect thoughts as an important communication tool for readers.

b. Process of Writing

According to Zainuddin & Winata (2009) the writing process is divided into five stages, namely pre-writing, writing, revising, editing, and publication. This is also supported by Asriati & Maharida (2013) in their writing which shows that each writing process has an important role in obtaining good writing. The explanation is as follows:

1) Pre-writing

The first step is pre-writing. At this stage, the writer will develop the topic and ideas that support the topic and select the target audience to focus the information on a particular topic

(Zainuddin & Winata, 2009).

2) Writing

The second step is writing. The writer will start writing according to the draft they have made in the first step and include their own opinions that support their writing (Samsudin, 2016).

3) Revising

The third step is revising. At this stage, students review their writing, share drafts with friends or groups, incorporate feedback from friends, and refine ideas by adding or removing content based on feedback from friend (Kamal & Faraj, 2015).

4) Editing

At this stage students will check the spelling, capitalization, and punctuation in their writing before sharing it with friends and make final corrections if needed (Wibowo, 2013).

5) Publication

The final step is publication. Students share their writing with an audience, ranging from a smaller scale involving parents, peers, or teachers to a larger scale involving platforms such as books or magazines (Keen, 2017).

c. The Form of Writing

According to Asriati & Maharida (2013) writing forms are divided into five parts, namely narrative, recount, descriptive, expository, and argumentative. The explanation is as follows:

1) Narrative

A narrative is a form of writing that tells a series of events in sequence and interrelated from the beginning of the story to the end, often created from the imagination or imagination of the author with the aim of entertaining readers (Sulaiman, 2017).

2) Recount

Recount texts aim to retell past events or occurrences with a similar structure to narrative texts, consisting of orientation-events-reorientation, differing only in the type of events recounted and not involving complications (Rodiyah, 2013).

3) Descriptive

Descriptive text describes sensory experiences, emotions such as happiness or fear and creates visual images of people, places, and times, including appearances that can reflect character or personality (Siburian & Medan, 2013).

4) Expository

Expository texts is used to provide information, explain, or coherently interpret meaning, generally containing a main idea and several supporting sentences (M. Silalahi, 2021).

5) Argumentative

Argumentative text is used to convince individuals or groups, aims to raise an issue or prove or disprove a statement, and allows writers to present arguments to employed readers to accept the idea or point of view they are conveyin (Indriyhanes, 2022).

d. The Component of Writing

According to Heaton (1976) in his book, there are five components in writing: grammar, vocabulary, mechanics, content, and organization.

1) Grammar

Grammar focuses on the ability to write well and correctly. Harmer (2010) explains grammar as a description of the ways in which words can change form and can be combined into sentences in the language. Writers must pay attention to the use of tenses, prepositions, verbs, nouns, adjectives, and articles in their writing.

2) Vocabulary

Vocabulary is the most important part of writing. Richards & Renandya (2002) states vocabulary is a core component of language proficiency that provides the basis for how well students speak, listen, read, and write. A writer needs to master a lot of vocabulary to express their ideas in writing.

3) Mechanics

Mechanics is related to the ability to use words correctly in writing including capitalization, punctuation, and spelling. It is very important to lead the reader to understand or recognize the meaning in the writing that is expressed (Triyastuti, 2019).

4) Content

The content in writing is about the writer's ability to think creatively and develop thoughts. The content in writing must have unity and perfection because good writing is characterized by good writing that has unity and perfection (Insani, 2020).

5) Organization

Organization is the ability to develop ideas or topics into a single unit. In other words, the organization is related closely to the way the writer composes and organizes ideas or messages in writing (Sepianita, 2010) .

2. Writing Assignment

Assignments are an important part of the teaching and learning process. Assignments are the teacher's job to evaluate students and find out the extent of their understanding in the material. In addition, assignments are also one way to find out students' interest in the material they have learned. Pertiwi et al. (2023) in their writing stated that the use of assignments can be a means of equalizing students' understanding and their lagging. They stated that with assignments teachers can correct students' mistakes and make improvements. The forms of assignments can be done in several ways including written, oral, individual, and group.

Writing assignments are tasks given to students in writing. This writing assignment can be in the form of reports, journals, essays, diaries, or other types of texts. This writing assignment is one of the important aspects in improving students' creativity in developing their ideas (Pertiwi et al., 2023). This means that in writing assignments students can express their ideas in their own language and develop these ideas according to the material that has been given or that they have experienced.

3. Feedback

Feedback is a common thing given by teachers in the learning

process. According to Rahmawati (2017), feedback is a description of information provided by teachers to their students related to the task and learning process. This feedback does not only focus on student achievement, but on the learning process. So that students can achieve better achievement, behavior, and attitude (Shuka & Listyani, 2022).

Feedback is a better and easier way for teachers to help their students improve their writing ability (Istiqomah, 2022). Delivering feedback to students can potentially motivate them to correct their mistakes so that learning is more influential. Cognitively, students will more easily understand the ideas or concepts they express in their writing after they revise certain parts that have errors (Muhayang et al., 2020). It can conclude by providing feedback to students on their assignments, students will more easily understand where they went wrong and help them in correcting their mistakes.

4. Corrective Feedback

According to Anggraini (2018) corrective feedback is a practice carried out in the world of education and the learning process. It focuses on whether or not student errors will be corrected, when and how to correct these errors. Muhayang et al. (2020) emphasize that corrective feedback has a very important role. They argue that corrective feedback can train and nurture students' skills in their

writing ability. This is supported by Alsolami (2019) who states that corrective feedback is a major role in learning by focusing on the mistakes students make so as to enable them to avoid the same mistakes in the future.

Based on the explanation above, it can be concluded that corrective feedback plays an important role in the teaching and learning process where by applying such corrective feedback teachers can help their students to realize their mistakes so that they can obtain better results in the future.

According to Ellis (2009) there are six types of corrective feedback, namely:

- a. Direct Corrective Feedback is the correct format given to students by their teachers.
- b. Indirect Corrective Feedback is where the teacher points out the student's mistake without providing correction.
- c. Metalinguistic Corrective Feedback is where the teacher provides metalinguistic instruction related to the nature of the error.
- d. Focused and Unfocussed Corrective Feedback is where the teacher corrects all or most of the student's errors or selects one or two types of errors to correct.
- e. Electronic Corrective Feedback is where the teacher corrects

students' mistakes by providing hyperlinks to concordance files that show examples of correct usage.

- f. Reformulation is where the teacher reworks the student's text to make the language appear native-like while maintaining the original content.

a. Written Corrective Feedback

Feedback is an important component of writing. This feedback is of concern to teachers as a way of evaluating students' writing. Written corrective feedback emerged as feedback that is commonly given by teachers in ESL/EFL writing classes to evaluate students' writing (Pratiwi, 2014). Rosdiana (2016) in her research, also showed that written corrective feedback is considered to help students in their writing. She believes that receiving written corrective feedback in students' writing can develop their ability in writing.

In general, there are six strategies in implementing Written Corrective Feedback in the classroom. As stated by Ellis (2009), there are six forms of corrective feedback, namely Direct and Indirect Corrective Feedback, Metalinguistic Corrective Feedback, Focus and Unfocus Corrective Feedback, Electronic Corrective Feedback and Reformulation Corrective Feedback. Of the six strategies, Sundari (2021) in her paper said that there are only two

strategies that are possible to implement in the classroom, namely, Direct and Indirect Corrective Feedback. There are several forms of Direct Corrective Feedback including inserting unnecessary words, phrases, morphemes, writing the correct form above or near the wrong word, and inserting words or morphemes (Ellis, 2009). However, Direct Written Corrective Feedback is considered to hinder students' independent learning and it is feared that it cannot contribute to long-term learning.

On the other hand, Indirect Written Corrective Feedback requires teachers to point out errors in students' writing by underlining, circling, or crossing out (Sundari, 2021). Indirect Written Corrective Feedback encourages students to be more responsive and analytical to their mistakes. Students should learn from the process which leads to self-learning ability that is useful for them.

From the explanation above, it can be concluded that of the six forms of written corrective feedback, two forms of written corrective feedback are possible to be applied in the classroom, namely Direct and Indirect Written corrective Feedback. Both forms have their advantages. Direct Corrective Feedback makes it easier for students to understand their mistakes based on the correction given by the teacher, but it can hinder students' learning independence. On the other hand, Indirect Corrective Feedback is

more supportive of student's independent learning. This feedback encourages students to think critically about their mistakes.

b. Oral Corrective Feedback

In contrast to written corrective feedback, oral corrective feedback is considered interactive feedback. It allows teachers and students to have an open discussion about students' mistakes in their writing. It allows students to ask further questions regarding the mistakes they made in their writing. Alsolami (2019) said that oral corrective feedback opens up opportunities between teachers and students to interact for better learning.

This feedback allows for immediate analysis of right and wrong in students' writing. Unfortunately, this feedback cannot be given in a short time because it requires more time for individual student and teacher interaction (Pratiwi, 2014). In her writing, she stated that oral corrective feedback provides face-to-face interaction between teachers and students to avoid misunderstandings and students can ask critical questions related directly to the mistakes they make in their writing.

From the explanation above, it can be concluded that the use of Oral Corrective Feedback can help students in understanding more about their mistakes. It can help students to better understand the mistakes they make and how they can correct

those mistakes. Although in the application of this oral corrective feedback takes quite a long time.

C. Hypothesis

Based on explanation of the theoretical and framework of taught above, the hypothesis of the research is formulated was follows:

H1: There is a difference between the pre-test and post-test scores in the oral corrective feedback group.

H2: There is a difference between the pre-test and post-test scores in the written corrective feedback group.

H3: There is a difference in effectiveness between oral and written corrective feedback.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Research Design

This research is quantitative research using experimental design. The type of experimental design is pre-experimental with pre-test, treatment, and post-test. This study used two groups experimental. The first experimental group was given written corrective feedback and the second experimental group was given oral corrective feedback. All of the student in each group follow this design:

Table 3.1 The Design of Research

Group	Pre-test	Treatment	Post-test
Group 1	O ₁	X	O ₂
Group 2	O ₁	X	O ₂

The table above shows that this study involved 2 groups. Group 1 is the first experimental group that was given written corrective feedback, group 2 is the second experimental group that was given oral corrective feedback. The table also shows that this study will go through three stages in data collection, namely pre-test, treatment, and post test.

B. Population and Sample

This research conducted at SMA Negeri 1 Majene which is located at Jl. M. Djud. P No. 2, Tangnga-Tangnga Neighborhood, East Banggae District, Majene Regency, West Sulawesi Province. The population of this study are two classes in 11th grade students at SMA Negeri 1 Majene totalling 73 student's. The two classes are MIPA 1 and MIPA 2 that have equal ability in English. The research implemented a total sampling method where all population members could get involved in this research.

C. Definition of Operational Variable

The variables in this research consist of independent variables and dependent variables. The independent variables are Oral Corrective Feedback (X1) and Written Corrective Feedback (X2). While the dependent variable is the Students'Written Assignment.

1. Oral Corrective Feedback is feedback that given to students orally. It is considered interactive feedback as it involves both the teacher and the students to interact about the mistakes that the students made in their writing.
2. Written corrective feedback when teachers give revisions in the students' writing works. In this feedback, teachers have a very important role to mark and correct their students' errors

in their writing.

3. Writing assignment is a task given to students as a form of teacher evaluation and assessment of their understanding of the material that has been given. Writing assignments are an important aspect of learning, in which students can express their ideas and exercise their creativity in their writing.

D. Research Instrument

In this study, the instrument used to collect data is a test. The tests consist of two, namely pre-test and post-test. The pre-test was conducted to measure students' writing ability before corrective feedback was implemented, while the post-test was conducted after the feedback was given. The student has to write a descriptive text based on the given topics. They have to write at least 100 words consisting of an identification paragraph and a description paragraph. The topic is describing myself in the pre-test. Then, the topic is describing my friend, my brother/sister, and my parents as treatment. In the end, the student describes their teacher in the post-test.

E. Validity Test

Valid is one of the criteria that indicate a good text. This test aims to check whether the research instrument used is valid or not. According to Hughes, A test is said to be valid when it

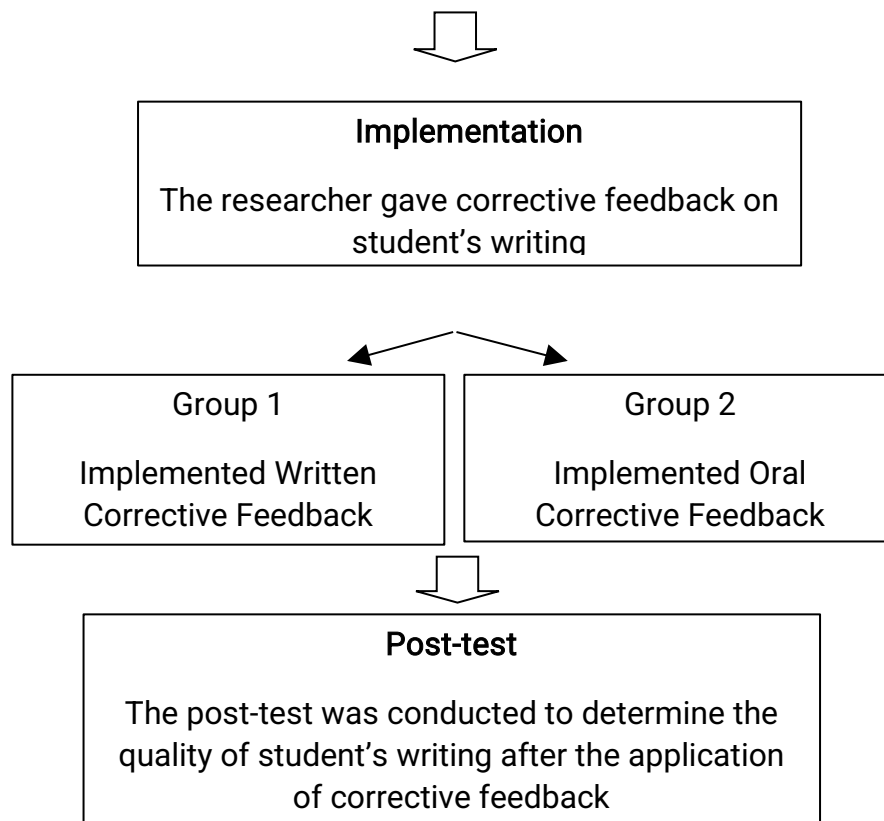
measures what it is intended to measure. In this research, the researcher wants to know the effectiveness of oral and written corrective feedback on student's writing assignment.

Hughes divides validity into several categories. The first is content validity. A test is said to have content validity if its content is a representative sample of language skills. All aspects tested in this study included writing sub-skills. The sub-skills tested were grammar, vocabulary, and mechanism. The second aspect of validity is construct validity. A test is said to have this validity if it can be shown that the test measures the ability that is supposed to be measured.⁹ This test is supposed to measure writing ability, so the author provides a written test to measure students' writing ability. The last validity is face validity. A test is said to have face validity if the test looks like what it is supposed to measure. Furthermore, the researcher used direct essay assignments based on the syllabus and teacher's book to make the instrument valid.

F. The Procedure of Data Collection

The researcher collected the quantitative data in the form of Pre-test and Post-test. The test was performed in the both of experimental class to know the student's ability in writing. When giving the test, the researcher provided worksheets to students.

The worksheet contained instructions for taking the test and personal data that was filled in by students. Students were given 45 minutes to do the test (pre-test and post-test).



The research procedure was carried out according to the schedule below:

Meeting	Activity
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Analysis effectiveness of Corrective Feedback
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Meeting 1	The participants from two classes wrote a 100-150 word descriptive text individually on the topic 'Myself'. This assignment served as the pre-test.
Meeting 2	The researcher provided materials, examples, and exercises about simple present tense (verbal) to both of the experimental class.
Meeting 3	The research provided materials, examples, and exercises about simple present tense (nominal) to both of the experimental class.
Meeting 4	The Researcher focused on providing an overview of how to create the best and correct description texts and showed examples of description texts to both of the experimental class.
Meeting 5	The participants from two classes wrote a 100-150words descriptive text individually on the topic 'my friend'. The researcher was given corrective feedback in each group. The first experimental group was given written corrective feedback and the second experimental group was given oral corrective feedback.
Meeting 6	The participants from two classes wrote a 100-150 words descriptive text individually on the topic 'My brother/sister'.The researcher was given corrective feedback in each group. The first experimental group was given written corrective feedback and the second experimental group was given oral corrective feedback.
Meeting 7	The participants from two classes wrote a 100-150 words descriptive text individually on the topic 'My parents'. The researcher was given corrective feedback. The first experimental group was given written corrective feedback and the second group was given oral corrective feedback.
Meeting 8	The participants wrote a descriptive text 100-150 words individually. This assignment served as the post-test.

Table 3.2. *The Procedure of Data Collection*

The table above explains that the researcher provided oral and written corrective feedback to both of the experimental class. Three meetings were held to learn grammar, especially simple present tense which is commonly used in everyday life, as well as grammar used in descriptive text. At the three meetings, the researcher also provided vocabulary commonly used in describing something, someone, or an object and pay attention to punctuation in student work. And three meetings focused on providing oral and written corrective feedback.

In giving corrective feedback the research uses two ways, namely oral and written with the same quality. In giving written corrective feedback the researcher underlined and provided justification in the student's writing. For example (She likes to play in the park.) In the sentence the use of 'like' is used incorrectly because it uses the subject "she" so the researcher wrote (She likes to play in the park.) and write the reason why like should use "s" at the end. While giving oral corrective feedback, each students was called upon one at a time and given direct correction in the same way. Oral corrective feedback differed from written corrective feedback, which could be done anywhere, whereas oral corrective feedback conducted in the classroom.

G. The Techniques of Data Analysis

After the researcher collects the data, the researcher then

analyze the data with the aim of drawing conclusions. The first step before processing the data is to give a scoring the result of pre-test and post-test. In giving scores, the researcher collaborated with the teacher. The scores are to be assigned according to the following table:

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and description are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and the description are arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	

	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and words forms	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

Adapted from Brown (2007)

$$\text{Score} = \frac{\text{Score yang diperoleh}}{\text{Score Maksimal}} \times 100$$

The table above is a descriptive text assessment table adapted from brown. Although in the table there are five aspects assessed in descriptive text, in this study, the researcher only took four of them, namely grammar, vocabulary, mechanics and content. This is based on the problems found in SMA Negeri 1 Majene which have been described in the background that in students writing there are student errors in the form of grammar,

vocabulary, and mechanics.

a. Normality Test

A normality test is used to know whether the data from two experiment class are normally distributed or not. The researcher used SPSS software to perform the calculation. The data is normal when the normality score is more than 0,5. Instead, data is not normal if the score is lower than 0,5.

The researcher checked the normality score in both classes. First, the researcher presented the normality test of pre-test and post-test of the first experimental group in this table :

Table 3. 4 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.144	18	.200*	.960	18	.610
Posttes t	.175	18	.151	.954	18	.495

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

a. Lilliefors Significance Correction

The Sig. (2-tailed) value of pre-test and post-test in the first experimental group is $p > \mu$ ($0.610 > 0.05$) and ($0.495 > 0.05$). This score indicates that the pre-test and post-test of the first experimental group is normally distributed. Second,

the researcher also presented the normality test of pre-test and post-test of the second experimental group in details :

Table 3. 5 Test Of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.186	18	.102	.913	18	.099
Post-test	.173	18	.162	.925	18	.156

a. Lilliefors Significance Correction

The Sig. (2-tailed) value of pre-test and post-test the second experimental group is $p > \mu$ ($0.006 > 0.005$) and ($0.059 > 0.005$). This is score indicated that the pre-test and post-test of second experimental group is normally distributed. In summary, all of the pre-tests and post-tests conducted in both classes are normally distributed.

b. Uji-t

Uji-t is conducted to compare the result of pre-test and post-test. If the signitificanc value of the t test > 0.05 then H1 is accepted and H0 is rejected. It means that there is influence between the independent variable on the dependent variable. Conversely, if the signitificance value of the t test < 0.05 then H1 is rejected and H0 is accepted. It means that there is not influence between the independent variable on the dependent

variable.

This research will go through hypothesis testing using a (t-test) to see the extent of the influence (positive/negative) of the independent variables including Oral and Written Corrective Feedback. Hypothesis testing can be stated as follows:

If the value of Sig. (2-tailed) is < 0.05 , the H1 is accepted.
If the value of Sig. (2-tailed) is > 0.05 , the H0 is accepted.

Description :

- H1: There is a difference between the pre-test and post-test scores in the oral corrective feedback group.
- H2: There is a difference between the pre-test and post-test scores in the written corrective feedback group.
- H3: There is a difference in effectiveness between oral and written corrective feedback.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Descriptive Statistics

The researcher uses descriptive statistics to describe trends in the data. These statistics indicate the data of pre-test, post-test, gained scores, and the mean scores of the two experimental classes. The experimental groups in this study were mipa 1 and mipa 2 classes which consisted of 73 students.

The students did a writing task of descriptive text before getting treatment. The treatment was given three times which increased students' scores point by point. The research conducted the post-test by using the same pre-test. Finally, the researcher selected 30 out of 73 students as samples based on students who took the pre-test until the post-test. The result of the pre-test, post-test, and gained score of the experimental class is listen below.

Table 4.1 Pre-test and Post-test of the Oral Corrective Feedback Group

	Pre-test	Post-test
N	18	18
Max	75	90

Min	50	65
Mean	51.39	73.06
Std. Deviation	15.127	12.022

Based on the data above, the mean score of the pre-test was 56.94. It meant that the students of the oral corrective feedback group mostly did not achieve KKM (Kriteria Ketuntasan Maksimal) score because they still have many mistakes in their writing task. The KKM (Kriteria Ketuntasan Maksimal) score was 75 for the writing task of descriptive text.

Table 4. 2 Pre-test and Post-test Scores of the Written Corrective Feedback Group

	Pre-test	Post-test
N	18	18
Max	70	90
Min	50	60
Mean	60.00	72.78
Std. Deviation	11.882	8.782

Based on the data above, the mean score of the pre-test that achieved is 64.00. It means that students of the written corrective feedback group mostly achieved higher score than the oral corrective feedback group. The students also get better understanding and confidence to accomplish the writing tasks.

B. Hypothesis Test

In this step, the researcher used a paired sample t-test to analyze the hypothesis. The research used this test due to both experimental groups were normal. A paired sample t-test was

Pair 1	Pre-test - Post-test	-21.665	11.632	2.742	-27.451	-15.882	-7.903	17	.001
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The value of Sig. (2 tailed) was $0.001 < 0.05$. Additionally, the mean score of pre-test was 51.39 and the mean score of post-test was 73.06. It can conclude that there was different mean of pre-test and post-test in the oral corrective feedback group.

2. Written Corrective Feedback

The second hypothesis in this study is "There is a difference between pre-test and post-test scores in written corrective feedback group." which can be seen in chapter 2. In testing this hypothesis, the researcher also used SPSS by conducting a paired sample test. The results of the hypothesis test are presented in the following table :

Table 4. 5 Paired Sample Statistics of the Written Corrective Feedback Group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	60.00	18	11.882	2.801
	Post-test	72.78	18	8.782	2.070

Table 4. 6 Paired Sample Test of the Written Corrective feedback Group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-12,778	12,274	2,893	-18,882	-6,674	-4,417	17	0,001

The table above showed the significant difference between the two scores. First, the value of Sig. (2 tailed) is $0.001 < 0.05$. In addition, the mean of pre-test is 60.00 and the mean of post-test is 72.78. It can concluded that there is significant difference of score pre and post-test in writing of descriptive text at the written corrective feedback group.

The result reveals that both of classes have significant difference score on writing assignment . However, the mean score of the written corrective feedback group was higher than that of the oral corrective feedback group. The score of post-test in the written corrective feedback group was 72.78 and the

score of post-test in the oral corrective feedback group was 73.06. This is indicated that the oral corrective feedback group gained 1.28 points higher than that of the written corrective feedback group.

3. The difference in between oral and written corrective feedback group

In addition, the researcher also showed the independent sample t-test to show the mean difference between the first experimental group and the second experimental group. First, the following table presents the independent t-test of the pre-test score:

Table 4. 7 Independent Samples Test of Pre-test in the Oral and Written Group

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Nilai	Equal variances assumed	.649	.426	1.899	34	.067	8.611	4.534	-.603	17.825
	Equal variances not assumed			1.899	32.193	.067	8.611	4.534	-.622	17.844

The value of Sig. (2 tailed) was $0.067 > 0.05$. It means that there was a little different of the pre-test scores between the first and the second experimental group. Second, the researcher also showed the independent sample t-test to show the mean difference between the first and the second experimental group in the following table:

Table 4. 8 Independent Sample Test of Post-test in the Oral and Written Group

	Levene's Test for Equality of Variances	t-test for Equality of Means
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		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Class	Equal variances assumed	2.344	.135	-.079	34	.937	-.278	3.509	-7.409	6.854
	Equal variances not assumed			-.079	31.122	.937	-.278	3.509	-7.434	6.878

The value of Sig. (2 tailed) was $0.937 > 0.005$. It means that there was a little difference of the post-test scores between the oral and written group.

C. Discussion

The researcher findings prove that oral and written corrective feedback on student's writing assignment are effective. Interpretation of findings above is presented as follow:

1. Oral Corrective Feedback

Applying the oral corrective feedback in the class, the researcher finds that the mean score of post-test of students' writing is greater than pre-test, in the table 4.1 shows that in pre-test get 51.39 and after treatment get 73.06. Therefore the researcher indicates that there is improvement of the

students' writing by using oral corrective feedback. It supported by previous research done by Faniyanti (2019) found that oral corrective feedback has good influence to correct students' writing. In addition previous research conducted by Rosana (2015) found that students are enthusiastic about receiving oral corrective feedback because it can help them improve their performance. Based on the result, the researcher concludes that the implementation of the oral corrective feedback on student's writing at the second year students of SMA Negeri 1 Majene is effective to develop the students writing.

Based on the previous description, the researcher found that students have difficulties in writing English, particularly in grammar, vocabulary, and mechanics. As a result, they make errors in their writing. The students have insufficient skills in these three components of writing in English.

In the pre-test, errors were found in the students' writing. Their sentences contain incorrect grammar usage, inappropriate vocabulary, lack of punctuation, unfamiliarity with using capital letters for place names, regions, the beginning of sentences, or people's names, and they use capital letters unnecessarily or in the middle of sentences. Additionally, their writing also contains spelling errors. This

means that their writing cannot be considered correct in terms of grammar, vocabulary, and mechanics.

Meanwhile, students' writing skills in the post-test are higher than in the pre-test in terms of grammar, vocabulary, and mechanics. Although there are still some errors in their writing, researchers can see their improvement based on the frequency of mistakes made. This indicates that they have grasped the usage of grammar, vocabulary, and mechanics better.

Based on the analysis of the data and testing the hypothesis, the result of calculation was found that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that the treatment had significant influence of using oral corrective feedback. From the analysis we knew that the students students who received treatment using oral corrective feedback scored better before the treatment.

2. Written Corrective Feedback

The previous finding section shows the effectiveness written corrective feedback on student's writing assignment. The mean score of post-test is higher than the mean score of the pre-test. In table 4.2 shows that in pre-test the mean is 60.00 and the post-test is 72.78. It means that there is

improvement on student's writing.

In the previous research conducted by Bonsu (2021) found that there has been a significant improvement in students' writing ability, reflecting the impact of English teachers' written feedback on their writing skills. It is also supported by Sa'adah (2021) in her findings that written corrective feedback can increase self-correcting in students which provides a big impact in improving the quality of students' writing. Therefore, it can be concluded that written corrective feedback can help students identify the mistakes they make in their writing so that they can improve the quality of their writing.

The result above concludes that the implementation of written corrective feedback is effective on students' in second year students of SMA Negeri 1 Majene. It also indicates that there is a significant difference scores of the students writing by using written corrective feedback.

In the written corrective feedback group, similar errors are observed in grammar, vocabulary, and mechanics. For instance, in nominal sentences, they often write only the subject and object without including the verb "to be". In another example, when writing names within sentences, they frequently start them with lowercase letters instead of

capitals. Meanwhile, students' writing skills in the post-test are higher than in the pre-test. Their proficiency in grammar, accurate vocabulary usage, and mechanics has improved. Although there are still some errors in their writing, their improvement can be seen from the frequency of mistakes made.

Based on the analysis of the data and testing the hypothesis, the result of calculation was found that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that the treatment had significant influence of using written corrective feedback. From the analysis we knew that the students students who received treatment using written corrective feedback scored better before the treatment.

3. The difference between oral and written corrective feedback group.

The findings show that there were very significant differences based on students' scores and grades in the pretest and post-test. The researcher can see the improvement that occurs in the way students write when the oral and written corrective feedback has been applied. In fact, the corrective feedback was accepted and inspired students to improve the writing skills of SMA Negeri 1 Majene second-

year in the 2024 academic year.

After the research was completed, the students' grades improved. Unfortunately, the application of oral corrective feedback requires quite a lot of time. So it is a little difficult to manage time in its application, in contrast to written corrective feedback which is not done directly in the classroom. However, oral and written corrective feedback have the same effectiveness in improving student writing.

Furthermore, This research concluded that oral and written corrective feedback have the same effectiveness in students' writing assignments, It states that there is no significant difference in scores between the oral and written group. This indicates that both oral and written corrective feedback have equal effectiveness in writing assignment. It suggests that both oral and written corrective feedback are equally effective in improving student's writing assignment, without one being significantly superior to the other, especially in the second grade of SMA Negeri 1 Majene. It can conclude that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research used SPSS 27 to calculate the obtained data. According to the research findings and discussion, the conclusion is as follows :

1. This research demonstrates that oral corrective feedback significantly enhances the writing skills of students at SMA Negeri 1 Majene, as evidenced by higher post-test scores compared to pre-test scores. This improvement underscores the effectiveness of this method in helping students correct errors and understand better writing techniques. Therefore, the use of oral corrective feedback can be a primary strategy in language teaching to improve the quality of student writing and support more interactive and responsive learning practices.
2. This study shows that written corrective feedback substantially improves the writing abilities of students at SMA Negeri 1 Majene, as reflected in the higher scores observed in post-tests compared to pre-tests. This enhancement highlights the effectiveness of this approach in assisting students to rectify their mistakes and grasp better writing techniques. Consequently, incorporating written corrective feedback can serve as a key strategy in language instruction to elevate student writing quality and foster a more engaging and adaptive learning environment.

3. Based on the result of data analysis and the discussion showed that both oral and written corrective feedback are equally effective in enhancing students' writing skills at SMA Negeri 1 Majene, as evidenced by improved post-test scores compared to pre-test scores. While both types of feedback have been shown to assist students in correcting errors and understanding better writing techniques, there is no significant difference in effectiveness between the two. Therefore, both oral and written corrective feedback can be relied upon as primary strategies in language teaching to enhance student writing quality and foster a more interactive and adaptive learning environment.

B. Suggestion

The writer would like to give some suggestions for the following parties.

1. For English teachers:
 - a. English teachers should apply feedback properly in order to get the expected result.
 - b. English teachers should classify what kind of error that should be corrected.
 - c. English teachers should give more productive activities in the class.
2. For students:
 - a. The students need more practice outside the classroom in

order to reinforce the skill that they get in the school.

- b. The students are expected to learn from their mistakes and do not make the same mistakes in the next assignment.
3. For further researchers:
- a. Further researchers could try oral and written corrective feedback used in other English skills such as speaking, reading and listening.
 - b. Further researchers could try oral and written corrective feedback in other level English proficiency such as beginner or advance learner.
 - c. Further researchers could try oral and written corrective feedback for the students in which English is their second language rather than foreign language.
 - d. Further researchers could try oral and written corrective feedback for the students who learn English in special purposes.
 - e. Further researchers could try oral and written corrective feedback for the students who have different first language.

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APPENDICES


PEMERINTAH KABUPATEN MAJENE
 DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
 (DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar


IZIN PENELITIAN

Nomor : 567/IP/DPM-PTSP/XII/2023

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/587/XI/2023 Tanggal 29 November 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada:


N a m a	: MUTMAINNAH HADI
Pekerjaan	: Mahasiswi
N I M	: 10256119015
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Galung Utara Kel. Galung Kec. Banggae Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"THE EFFECTIVENESS OFF ORALAND WRITTEN CORRECTIVE FEEDBACK ON STUDENT'S WRITING ASSIGMENT AT SMA NEGERI 1 MAJENE"** dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exampilar cofy hasil Penelitian kepada Bupati Majene Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
 Pada Tanggal : 03-12-2023
 Kepala Dinas


HI. LIES HIRAWATI THAHIR, S.Sos. M.Adm.Pemb.
 Pangkat: Pembina Utama Muda
 Nip. 196809281992032011

DOCUMENTATION OF TEACHING MOMENTS AND STUDENTS DOING ASSIGNMENT



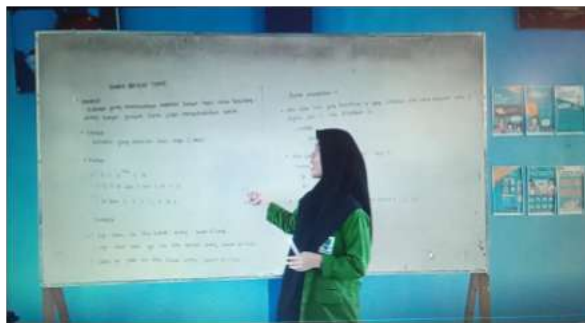
Picture 1. The First Meeting at the First Experimental Group



Picture 2. The First Meet at The Second Experimental Group



Picture 3. The Second Meeting at The First Experimental Group



Picture 4. The Second Meeting at the Second Experimental Group



Picture 5. The Third Meeting at The First experimental Group



Picture 6. The Third Meeting at The Second Experimental Group



Picture 7. The Fourth Meeting at The First Experimental Group



Picture 8. The Fourth Meeting at The Second Experimental Group



Picture 9. The fifth Meeting at The First Experimental Group



Picture 10. The Fifth Meeting at The Second Experimental Group



Picture 11. The Sixth Meeting at The First Experimental Group



Picture 12. The Sixth Meeting at The Second Experimental Group



Picture 13. The Seventh Meeting at The First Experimental Group



Picture 14. The Seventh Meeting at The Second Experimental Group



Picture 15. The Last Meeting at The First Experimental Group



Picture 16. The Last Meeting at the Second Experimental Group

**THE PRE-TEST AND POST-TEST SCORES AT WRITTEN CORRECTIVE
FEEDBACK GROUP**

No	Pre-test					Nilai	Post-test					Nilai
	G	V	M	C	O		G	V	M	C	O	
1	2	3	2	3	3	65	2	3	2	4	3	70
2	2	3	2	4	3	70	2	3	2	4	3	70
3	3	2	3	3	2	65	2	3	3	4	3	75
4	1	2	1	2	1	35	2	3	2	3	3	65
5	2	2	2	3	2	55	2	3	3	3	3	70
6	2	3	2	2	2	55	2	4	3	4	4	85
7	2	2	2	2	2	50	2	3	2	3	3	65
8	2	3	2	4	3	70	2	4	2	4	4	80
9	2	2	3	3	3	65	2	3	3	3	3	70
10	2	3	2	4	3	70	2	2	4	3	2	65
11	1	2	1	2	2	40	2	3	2	4	3	70
12	2	3	2	4	3	70	2	3	2	4	3	70
13	2	2	2	3	3	60	2	3	2	3	3	65
14	2	2	2	3	3	60	2	2	2	4	2	60
15	2	2	2	2	2	50	2	4	2	4	4	80
16	2	2	2	3	2	55	2	3	2	4	3	70
17	3	3	3	4	4	85	3	4	3	4	4	90
18	2	2	2	3	3	60	3	4	3	4	4	90

**THE PRE-TEST AND POST-TEST SCORES AT ORAL CORRECTIVE
FEEDBACK GROUP**

No	Pre-test					Nilai	Post-test					Nilai
	G	V	M	C	O		G	V	M	C	O	
1	2	2	2	3	2	55	2	3	2	4	3	70
2	2	2	2	2	1	45	3	3	3	4	4	65
3	2	2	2	3	2	55	3	3	3	2	3	70
4	2	2	3	3	3	65	3	3	3	4	4	85
5	2	2	2	1	1	40	2	2	2	2	2	50
6	1	1	1	1	1	25	3	3	2	4	4	80
7	2	2	2	3	2	55	2	3	3	4	3	75
8	3	3	3	3	3	75	2	4	3	4	4	85
9	1	1	1	1	1	25	2	2	2	3	2	55

10	2	2	2	2	2	50	3	3	3	4	4	85
11	3	3	3	3	3	75	3	3	3	4	4	85
12	2	2	2	3	2	55	2	3	2	3	3	65
13	2	2	2	2	2	50	2	4	1	4	4	75
14	1	1	1	1	1	25	2	3	2	2	2	55
15	2	2	2	2	2	50	2	3	2	4	4	75
16	2	2	2	3	3	60	3	4	3	4	4	90
17	2	2	2	2	3	55	2	3	2	3	3	65
18	2	3	2	3	3	65	3	4	2	4	4	85

WORKSHEET

Pre-test

Please write a descriptive text based on the criteria below:

1. The descriptive text must consist at least 200-250 words
2. The descriptive text must pay attention to descriptive generic structure:
 - a. Identification : Identifies phenomenon place or thing that will be described
 - b. Description : describes about parts, qualities and

characteristics.

3. The topic is *Describing Myself*

Name :

Class :



Post-test

Please write a descriptive text based on the criteria below:

1. The descriptive text must consist at least 200-250 words
2. The descriptive text must pay attention to descriptive generic structure:
 - c. Identification : Identifies phenomenon place or thing that

will be described

- d. Description : describes about parts, qualities and characteristics.

3. The topic is *Describing My Idol*

Name :

Class :

Treatment

Please write a descriptive text based on the criteria below:

1. The descriptive text must consist at least 200-250 words
2. The descriptive text must pay attention to descriptive generic structure:
 - e. Identification : Identifies phenomenon place or thing that will be described.
 - f. Description : describes about parts, qualities and characteristics.
3. The topic is my friend/my brother or sister/ my parents

Name :

Class :

**DOCUMENTATION OF PRE-TEST AND POST-TEST STUDENTS
WRITING**

Name : Nadiyah Zhafirah
Class : X1 MIPA 1

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Hi!


My name is Nadiyah Zhafirah (you can call me Nadiyah or Nad or whatever you want). I'm 16 years old, I'm a student under SMA High School 1 Majene. I like drawing character anime. Since young I'm interesting to draw character anime till now. I like reading book too. My favorite series is "Domi" by Teru Iga, writer from Indonesia, which I really admire till now. I like cooking too, I always cooking a typical food from Indonesian, it's "Nasi Goreng" I really really like it. I'm also cooking for my sibling in my house and they like it, it's making me happy so I like cooking especially for my family. And I like watching movie especially a movie from Ghibli Studio. ~~Because~~ Because movie from Ghibli Studio have vibe calm and also makes everyone who's watching movie from Ghibli Studio should be interesting. Movie can give a learning through a movie, that's why I like to watch a movie. My favorite genre is romance, fantasy, and slice of life. I like KPOP too. My favorite group is called "SEVENTEEN" the group has 13 members who's from Korean, America, and China. My bias is Choi Seungcheol and his stage name called SCOUPS. I like listening their song it's make me motivated and ~~enthusiastic~~ enthusiastic. I really love series anime who's called "Hokkyuu!". My favorite character is "Oikawa Tooru" cause his personality and his smile, that's makes me falling in love, hehehe.

Hello!

My name is Nadiyah Zhafirah and my favorite teacher is Mrs Yusti Indarsih who also is my own mother. She is a good teacher, she can be your friend and also can be your teacher. She is a math teacher in my junior high school. My friend say she is a good and kind teacher but she can be serious sometimes. I'm a transfer student at my mother school. I moved when I was in grade 8 while my mother taught grade 7, so I couldn't experience what it was like to be taught by my mother as a teacher at school. But everyone said she's a good teacher, and I believe it. Cause she's not just a teacher at junior high school but she also a teacher for me for my whole life. I love her as a teacher and also as my own mother. I hope she will always happy in her life forever. 🌸

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Name : Zahra Avlia
Class : XI Mipa 1



Hi!!! My name is Zahra Avlia, they call me zahra but to those closest people they call me Avlia. I was the second of five children. I have a brother ^{→ kanda baka} who is ~~X~~ very, very annoying, he likes to annoy me, and yes, we had a lot of fights, but that's just gonna be a memory when we're both grown up. My three younger siblings are just as annoying as my older brother. My hobby is reading novel especially fiction novels and i also love reading av fiction novel digital. I have three lovely friend, we have a group called the "Passni". I joined the scout organization. I love pramuka because i've been joined since elementary school. I have loving loving parents. I love my life <333

desc text about favorite teacher

Mrs. Marwah my favorite teacher. She teaches physics at my school. She is a young and beautiful teacher who always smiles and treats her students kindly. She has a petite body, but she looks cute when teaching and she is fair skin.

Mrs. Marwah is a brilliant and passionate teacher, she knows a lot about physics and always explains the concepts clearly and interestingly. She uses various media, such as slides, video, pictures, and experiments, to make the lessons more engaging and interactive. She also gives quiz, assignments, and projects that challenge us to think critically and creatively. She always encourages us to ask questions and share our opinions. She is very patient and helpful when we have difficulties or doubts.

What I like most about her is the way she appreciates her students, right or wrong, she still give appreciation sincerely. That is the text description of my favorite teacher, Mrs. Marwah. I admire and respect her very much. I also hope to emulate her good qualities and become a successful person like her.

Mr. Herman is my favorite teacher.

Name : Andi Nurul Apifa Frianti ♡
 Class : XI MIPA 1

Assalamualaikum, Hi!

My name is Andi Nurul Apifa Frianti, people usually call me Pipi. I am 17 tahun (seventeen). I was born in Majene. December 30 2006. I live in Labuang, Majene. I live with my family and I have 3 (three) sister. I love them very much. My tall is 156 cm and weigh 61 kg. I have long straight hair, brown eyes and slim body.

My hobby is playing Badminton, every weekend I always take my time to play badminton with my best friend. I have so many friends. But, the closest friend to me is Nabila, Nadhala, Rizka and Alyum and we are in the same school.

My favorite subject is art and culture. because the teacher rarely corrects and takes grades more often to show several performances such as dances and dramas. I really like watching Korean drama. Now I reading

♥ My favorite teacher:

Teacher are people who teach us many things and I have one teacher who I like the most. My favorite teacher is Mrs. Nurgannah. She is a craft subject teacher. She was very kind and friendly to me, that's why I always remember her kindness until now I'm in high school, even though she was my junior high school teacher. She is tall and always carries or wears her sunglasses. I like her as my favorite teacher because she always checks and sends me private messages to remind me of assignments and give me a better understanding of a material. When he was online due to covid 19 she always asked how I was doing and didn't forget to remind me to submit my assignments before the deadline. ;)

I think there are many reasons why I made him my favorite teacher.

She also have a child who is in my same year but ~~the~~ he is in the next class.

Name : Nadifa Alyum Arsa
Class : XI MIPA 1

Hello, My Name is Nadifa Alyum Arsa. can be called Ayung.
I really like cat because they are cute. My hobby is Writing, and listening to music.
My favorite food is chicken noodle and my favorite fruit is Lybrado jus.
My favorite colour is pink and black. I dream of becoming a doctor. Because I want to help other people. ~~I really like to~~ I really like sleeping. And I really like biology and English lessons. I have 3 younger siblings is Rifat, Aun, and Raihan.
I am alumnus of Islamic boarding school DDI Bangga. I like sunset because it beautiful.
I like watch to doctor.

Nadifa Alyum Arsa
XI MIPA 1

I have a favorite teacher at elementary school with Mrs. Mariana, she is always present with her smile when she is about to enter the classroom, she is a very knowledgeable and inspiring science teacher.
He also always encouraged us to ask questions and find answers ourselves. So that the learning process became more interactive and meaningful, he also had time to guide me in science competitions until finally winning 3rd place. His determination and sincerity in teaching are exemplary.
she has a shady face type and she is also very loving towards his student. Mrs. Mariana's strength in teaching science material makes us feel interested and motivated to explore further in natural science material.
With a friendly and caring approach makes us feel comfortable and confident.

Name : Nurfitri
Class : XI MIPA 1

SR

My Name is Nurfitri, you can call me Fitra. My favorite colors is black, my hobby is listening music, my favorite food is Noodle, my favorite drink is esteh, my favorite teacher is Mrs Burhanuddin S.Pd.T. My favorite music is Nuansa Bening, my favorite artis is Vidi Aldiano, my favorite animal is rabbit. I like eat, I like games, I like Mathematic, I like sleep, I like watch TV. My parents, my siblings is Uuy, Afif, Fitri. My love is Allah swt. My friends is Adinda Hummerah, Afif Aufa Faras, Afifa Dien Syafa, Ahmad Afif Darmawan, Andi Nurul Afifa, Azah Nurrajiyah, Farah Kamilah, Fathir Fuzaidah, Ikhwal Fauzi, Inas zsa slamet, Indah Khairunnisa, M. Alvy Prasetya, mawar, Muh Rizky - Apryezha, Muh Salman, Muhammad Afiat, Muhammad Favel, Muhammad Fitrah, Nabila Anya, Nabila Syahraini, Nabilah Zalfa Nadida, Nadiyah, Natarha, Nazifa, Nur Riqah, Nurmodina, Bayla, Rifaa, Rosalinda, siti Nadya, Stevy azzahrah, Tara eka, umi kalsum, winnye, Zahra and Zahwa.

Nurfitri

XI MIPA 1

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My favorite teacher is Mr. Burhanuddin S.Pd. my Religion teacher. He is about three years old. Mr. Hery is always neatly dressed. I admire him because he is well-prepared in advance for our lessons. He is like a friend that helps us in all our troubles. He always talks to us and encourages us to do our best to achieve our goals. I like his subject because he gives us the chance to excel without putting too much pressure on us. There is a lot of fun during her classes. He is also patient and easygoing when we are naughty in the class. He is very enthusiastic to teach and clears all our doubts whenever we ask questions in his classes. He does not scold or beat us in the class unnecessarily. But when we do wrong, he disciplines us and teaches us good behavior. He is very caring towards weak students and helps them in their studies even after class hours. We all like him very much and wish him to be taking classes for us every year.

Nama : Rosalinda

Kelas = XI MIPA 1

My favorite Teacher

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I had a favorite teacher in middle school. ~~set~~ she is a good teacher, loving, beautiful, and rarely gets angry with her students. She is an English teacher named Irma, a teacher whose voice is soft, even though she teaches in a loud voice, her voice still sounds very soft. He really cares about his students. When a student never turned ~~in~~ in his assignment, she just told ~~is gently~~ gently and advised him well. Friendly to all students, even students who have graduated, she still greets and gives warm greetings, that's why I made him my favorite teacher because she is very, very kind and loves his students.

Name : Zahwa Aqilla Kusumarto

Class : XI MIPA 1

go

Hello, my name is Zahwa Aqilla Kusumarto, usually called Zahwa or Wawa, but the nickname Wawa is for sexual problems. I am the second child of three siblings, I live in Pangasinan. My hobby is Traditional Dance, I always take part in Traditional Dance events, I also have a favorite food, namely wooden noodles, that's the food I like the most, every time I go to a place, that's the food I order. I study at SMA Negeri 1 Madsoro, now I am 16 years old.

Name = Zahwa Aqilla Kusumarto
Class = XI MIPA 1

My favorite teacher is an arts and culture teacher who I liked in Junior High School. Her name is Mrs. Wawan. He is not only a teacher who is good at dancing, but also ⁱⁿ her attitude which is always understanding and patient, we rarely see Mrs. Wawan angry. Even though there ^{was} sometimes chaos in class or students were unfocused, he always responded calmly and factually. Mrs. Wawan's patience and friendly personality make her an extraordinary role model for all of us. Through dance and her kind attitude, she not only taught us about art and culture, but also about the importance of having a kind heart and respecting each other. Mrs. Wawan is not only a teacher, but also a mentor and friend who means a lot to all of us.

Hi everyone, let me introduce myself, my name is Tiara Eka Kamadhari. My daily life is usually called by the name Tiara. The meaning of my name is crown or headdress. But among my close friends, I am more often called Aca. The name Aca appeared when I started to get to know the virtual world at the beginning of 2020, and I'm happy with the roll.

I was born on October 5, 2006 in Majene, Sulawesi Barat. I am an only child and of course I have a small family. My father works as an entrepreneur and my mother works as a kindergarten principal. We are a family that lives a very simple life. At first we were happy even though there were only three of us, but a few months ago, more precisely in 2023, there was a child from my older cousin who is my nephew and the grandson of my father's mother who lived with us since my nephew's mother died. Since then I have never felt lonely again, I often call him my little brother and I really love him.

My hobby is singing, I often practice vocals independently when I have free time. Apart from that, I once took part in a singing competition and got 3rd place.

My favorite teacher is Mr. Irwan. He taught citizenship education subjects at my junior high school, he was also my homeroom teacher. He is a tall and handsome teacher who always wears a shirt. He has short black hair and often wears glasses. He always looks neat and professional. Mr. Irwan is a fluent and enthusiastic teacher. He makes the lessons fun and lively by using games, songs, stories, and jokes. He also gives us opportunities to practice our speaking, listening, reading and writing skills. He always corrects our mistakes and gives us feedback.

Mr. Irwan is a friendly and respected teacher. It's not wrong that many students and teachers enjoy communicating with him. He even often talks about what experiences he has had. Even though he is firm, Mr. Irwan is not someone who is rude when reprimanding his students. Many say he is fierce, even though if they knew him better they would probably make him their favorite teacher.

Name : Mub. Salman Alfarizi
Class : XI MIPA 1.

G = 2
V = 3
M = 2
53
50

Hello, my name is Mub. Salman Alfarizi, you can call me Salman. I live in Lino Maloga. I'm sixteen years old. ~~I'm studying~~ I study at SMA Negeri 1 Majene. I'm in the 11th grade of high school. My favorite color is black, because it was cool. My hobbies are jogging, skipping, and sports, like football. Every morning, I wake up at 6 am, after that I go to take a bath, then breakfast, then wear my school uniform, and go to school at 7.15 am. At home, I help my parents to do clean the home, like washing the dishes, sweeping, and washing clothes.

Now I will discuss my favorite idols in all branches. In boxing, my idol is Muhammad Ali. He is the greatest; nothing can stop him. In MMA, I choose Khabib Nurmagomedov. He is the monster of martial arts. In Basketball, my idol is Michael Jordan, no doubt. In Motorcycle, Valentino Rossi is the ~~the~~ goat, he has 9 world champions, and the second is Marc Marquez. He is my current idol. In Esports, especially PUBG Mobile, BTR Ryzen is my favorite idol, he is world champion and has Asian Games gold medal. In ~~social~~ social life, Zolan Siharbing and Zharif is my idol. They teach me about the hard work, patience, and always strong man. ^{my} ^{hand} ^{writing} and now, finally I mention my idol of idols. He is a football player.

This time I will to tell about my favorite teacher from ^{past} until now. She is my middle school teacher who I never forget, Mrs. Rahmawati. I knew her when I was ⁱⁿ 7th grade in middle school. She was also my homeroom teacher for 3 years. She is a very good teacher. ~~she~~ ^{she} never differentiated between her students, they were all the same in her eyes. She also really cares about her students. I still remember when my naughty friend was called to the counseling room because skipping class, when she heard it, she immediately intervened to solve the problem. She said "I will be responsible for this student, don't punish him."

Honestly, I have never seen a teacher like this before, daring to take risks for the sake of her students. I feel very proud to have a teacher like ~~to~~ her. Until now, no one teacher can replace her, no one.

Mrs. Rahmawati, thank you for everything, your kindness and teaching means a lot to us, we as MTsN 1 Pilewani, Mandar students will never forget you throughout our lives.

its students.

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 Name : Farah Kamillah
 Class : XI MIPA 1

My name is Farah but people always call me Lala. I was born in Majene and now I live in Tanggus - Tanggus. Now I am 17 years old. I am currently studying at SMAN 1 Majene. The distance from school to my house is quite close, therefore I always walk home from school. My favorite hobby are listening to music and watching movies. I mostly like watching ~~movies~~ ^{documentaries}. My favorite food is noodles and my favorite drink is water. I also have a favorite fruit, ~~that is~~ ^{which is} bananas. When ~~on~~ ^{on} holiday I prefer to spend time at home rather than going out. Because I think being at home is more comfortable than having to leave the

I have a teacher who could be said to be my favorite teacher. His name is Mr. Irawan, he was my teacher when I was in junior high school. Mr. Irawan is a civics education teacher. He is a very friendly and kind teacher, because of that I feel more enjoyable during civics lessons. His way of teaching is like other teachers, but during the lesson, sometimes Mr. Irawan still has time to joke. I think that's a good thing for a teacher to do so that learning is not too serious and can also relieve the situation in the class. The way he explains is very easy to understand and for me, Mr. Irawan is a pleasant teacher. Therefore, I chose Mr. Irawan as my favorite teacher.

Name : Riqqa Arham
Class : XI MIPA I


My name is Riqqa Arham, my daily life is usually called by the name Ika. I was born on January 17, 2007 in Majene. I was the only child I am 16 years old, soon I will be my 17th birthday. Now I attend senior high school in my hometown, 2nd grade of senior high school. My favorite subjects are anything related to nature. I have a hobby of painting and sport, every weekend I always make time for sports with my friends. I have many friends, however, the closest friends to me is Zahra, Tiara, and Nadiyah. We have been friends since junior high school. I really like K-pop, there are several albums that I bought. I hope to watch NCT and Exo concerts. In NCT I like Jaemin because he's handsome, while Haechan has very silly behavior. As for Exo, I'm a Chanyeol fan because he has cute behavior when he's with D.O.

Name : Indah Kharunisa

Kelas : XI MIPA I.

My Favorite Teacher :

~~Mrs. Dewi my favorite teacher to Mrs.~~ She is a teacher at an elementary school. She is my favorite teacher ~~because~~ because she is my mother. My mother works as an elementary school teacher. The teacher is very kind. She always pays attention to me at school. She is a fifth grade teacher. She taught me a lot of lessons and usually when I got home from school I didn't go straight home because I was told to study extra. If I cry because of my friend I always run to the teacher. I really like it when the teacher because it's like were playing but learning so we have a lot of fun even though there are some rules in class that have to be obeyed.

I am very happy when ~~she~~ she teacher because she can be a teacher at school and become a mother. My love. 

Name : Nabilah Zalfa Zahroh
Class : XI MIPA 1

G = 7
V = 5
M = 5

JB

My name is Nabilah Zalfa Zahroh. I have many nicknames. Because in my class there are three students who have the same name. So my friends call me Zalfa. But it's different from my family who likes to call me 'ilo'. It sounds a bit strange but it's the truth.

Now I'm in the 11th grade of high school, which means I'm 16 years old, most of my friends are 17 years old, but I'm a year younger than them. I attend one of the favorite schools in my area, namely SMAN 1 Majene. I never thought I would go to school here because I live very far from this school. But now I am very proud to be able to study here. Two years of school here provides a lot of life experience, having more friends is a fun thing. I am very active in several school activities. Even though they feel tiring, I am still enthusiastic about carrying them out.

I will tell you about my family background. I was born from a simple family. I have 9 older sisters and I am the youngest child. Many people say that the youngest child is loved more than the others. But I don't feel like that because

My favorite teacher is Mrs. Siti Wasrah, a teacher who I also consider my parent. We call her ^{Mrs. Rita} ~~Mrs. Rita~~. She taught Indonesian at my junior high school. She is a teacher who always smiles and treats her students very well. She looked very simple. ~~Mrs. Rita~~ Mrs. Rita is a smart and friendly teacher. She taught us with great patience.

She uses a variety of media, such as slides, videos, images, and experiments, to make lessons more interesting and interactive. She also provided quizzes, assignments, and projects that challenged us to think critically and creatively. She always encouraged us to ask questions and share opinions.

Mrs. Rita always supports and guides us to participate in various events and contests. She is friendly and cooperative with teachers and other staff. She always respects and appreciates everyone.

Mrs. Rita is a teacher who ~~inspires~~ inspires and sets an example. She always shows a positive and responsible attitude.

She always arrives on time and is very time disciplined. She always follows the school rules and regulations. She always cares about and protects the environment. She always tries to improve her quality and profession. She always been a role model and idol for us.

Name : Natasha Bulan Salsabila
Class : XI MIPA 1

Hi! introduce my self, my name is Natasha Bulan Salsabila you can call me Natasha. I'm born in Mojorejo 11 August 2007. This year I will turn seventeen years old. I live in Lumajang. My favourite food is meatball, and my favourite drink is strawberry milk. My hobby is singing and favorite song is My Everything by Ariana Grande. And I like pink colour everything about pink I like because the colour so pretty. I usually exercise every morning such as jogging or cycling. My dream is I want to be police woman, because police woman is so strong.

My favorite teacher is the teacher at my junior high school. Even though I'm in high school, I still prefer the teachers at my middle school. The teacher that I really like and love is Mrs. Azizah who is a mathematics teacher and Mrs. Herawati is an arts and culture teacher. And the teacher who I really like and love is Mr. Basri. He is a guidance and counseling teacher.

Why do I really like Mrs. Azizah because she is a very good teacher and also patient. I really remember when I wanted to compete, she was very supportive when I started the competition. She always worries about my condition and provides support so that I don't get nervous and embarrassed during competitions.

Likewise, Mrs. Herawati is the teacher I love the most because she really guides me and teaches me a lot of things when I want to compete. When practicing she always gives me a lot of knowledge about solo singing and motivation which makes me more confident when I want to compete.

And finally, Mr. Teater, who I really love because he is very kind and patient, even though he is known as a teacher who is fierce and strict, but this happens when we make mistakes, when all the students say that he is the most fierce teacher and I consider him to be the best teacher and motivates many students to be much better in the future.

Name : Siti Nadya Ramadhani
 Class : XI MIPA 1

My name is Siti Nadya Ramadhani, usually all of my friends call me Nadya. I am 17 years old, I was born in Majene, on October 20, 2006. Now I attend senior high school in my hometown. My favorite subject is biology. About my family, I have 1 older sister. I love her so much. My father works in an office and my mother too. My hobby is watching a movie, every weekend I always take my time to watch. I have so many friends.

My Favorite Teacher

Mrs. Wahida My favorite teacher is Mrs. Wahida. She is a Teacher Biology at my school. She is a young and beautiful teacher who always smiles and treats her students kindly.

She has fair skin. She always wears a white blouse and a black skirt. She also wears glasses that make her look smart and elegant.

Mrs. Wahida is a brilliant and passionate teacher. She knows a lot about Biology and always explains the concepts clearly and interestingly. She uses various media, such as slides, videos, pictures, and experiments, to make the lessons more engaging and interactive. She also gives quizzes, assignments, and projects that challenge us to think critically and creatively. She always encourages us to ask questions and share our opinions. She is very patient and helpful when we have difficulties or doubts.

Name : Adinda humoerah
 Class : XI MIPA 1

Hi! my name is Adinda, you can call me mela. I live in Finambung. My hobby is reading book. I was born in Polewau, August, 26, 2007 and now I am studying in SMAN 1 Mayang. I am 14 years old for now. My father and my mother is a teacher. My favorite food is fruit salad and my favorite drink is yoghurt. I am the second of three children in my family. I hope someday to live a gardening life. Every birthday my family always gives lots of gifts. I really like the songs from The weekend and ?

That's all about me

Thank You!

my most important hope is to make my parents' lives peaceful even though I haven't been able to

If you ask me who my favorite teacher is, of course I have one. She was a math teacher when I was in high school. Her name is Mrs. Rahmawati, my teacher and my homeroom teacher. Not only me but many other students also make her their favorite teacher. In fact, usually mathematics is the lesson most avoided by students. However, once she teaches, all the students will enthusiastically follow her. When she teach, mathematics suddenly felt easy to learn. She cool, dynamic, relaxed but still firm way of delivering it what I admire and respect. She will discuss the material in detail, without being long-winded. She always gives students time to ask questions, both during class hours and outside class hours. She does not hesitate to help students when we don't understand. Moreover, she is also my homeroom teacher and is highly respected by all teachers and all classes. When there is a competition between classes, my class will definitely win because it is guided by Mrs. Rahmawati. Memorizing mathematical formulas often gives me headaches. Fortunately she always gives a short method when solving a problem. From this short method, the time to complete a question can be faster and easier. It is very rare for a mathematics teacher to become the student's favorite teacher at school. My warm greetings and longing for Mrs. Rahmawati.

Name : Muhammad Sa'im Ramadhan
 Class : XI IPA 2

Introduce my name (Muhammad Sa'im Ramadhan) you can call me Sa'im. I live in Hirambung. I was born on 03-10-2007. Now I am 16 years old. My favorite food (nude) the lessons English, mathematics, and sports. Although I'm not very proficient in English but I like the language. In my free time I like listening to music, reading something and play games. I have four siblings, namely 3 boys and one girl. I am the last child of four siblings. I dream of becoming a police officer because I am amazed at always catching criminals who disturb the citizens. I study at Majene State High School, in one week I go to school six days. I come school at 07:00.

Kelas: XI IPA 2

- My favorite teacher is Mediwati, she is a teacher at my junior high school, Mediwati SPd is very friendly and patient in providing knowledge to all her students, especially guidance students like me. She is very loving and attentive to each student. She served as an IPA teacher at my school, He lives in a neighboring village with my uncle, that's what makes me a little close to Mediwati SPd. She is never tired of guiding me to understand IPA.

Kelas: XI IPA 2

Name : Dessy Eka Pratiwi

Class : XI MIPA 2

* Hai! *

My name is Dessy Eka Pratiwi. I was born on December, 22st ~~2006~~ 2006. I live on Majene, Tanjung Batu. I am the third child in my family. I have 2 brother. I like cats very much. I have two cats in my home. Their names are Gempi and Olo. My hobbies are reading novels, drawing and playing games. My favorite subject is Biology, Chemistry, art and culture.

My Favourite Teacher.

My favourite teacher is Mrs Tika. She teaches chemistry at my school. She is a young and beautiful teacher who always smiles and treats her student kindly. She always wear ~~a blouse~~ a blouse and a skirt.

Mrs Tika is a brilliant and passionate teacher. She knows a lot about chemistry and always explains the concepts clearly and interestingly. She gives quiz, assignments and projects that challenge us to think critically and creatively, and she is very patient and helpful when we have difficulties or doubts.

She was born in Majene on September 23th 1999, and now she is 24 years old. She really likes traveling, and really likes to eat meatballs and noodles. Her favourite color is pastel.

Mrs Tika is a good listener and someone who is friendly and easy to get along with students.

o Name : Nur Intan

Class : XI MIPA 2

2 Name : Nabila Salsabila

Class : XI MIPA 2

Let me introduce my self, my name is Nabila Salsabila, I come from Majene Regency, West Sulawesi, I am the last child of three siblings, I studied at SMA Negeri 1 Majene and was in the second grade of high school. While at school I participated in the OSIS, Scouts, PIK-R, I really like doing activities because it is my opportunity to increase my self-confidence so that I can be even better in the future. I really don't like it when the food is spicy, I have a lot of dreams, I hope that in the future I can always carry

I have a teacher named Mrs. Rahmayuni, she is a kind and fun teacher, she is very different from other teachers. Why is that? Because when teaching, Mrs. Rahmayuni is very fun, before studying we will be shown a motivational video which makes us enthusiastic about learning.

This is one of the differences between Mrs. Rahmayuni and other teachers. Apart from that, Mrs. Rahmayuni also always pays attention to all of us. If there is a student who is not capable enough, then Mrs. Rahmayuni will definitely find a solution so that the student can continue to try to do the assignments given.

Thank you, Mrs. Rahmayuni, for teaching us and providing understanding and motivation in studying.

Name : Balqis Anastarya

Class : XI MIPA 2

My name is Balqis Anastarya. Someone call me Balqis, Qis, or Bal. I was born in Majene, 11 January ~~2007~~ 2007. I am 16 years old now and I am studying in senior high school 1 Majene and defenctly 11th grade. I live in Majene, west Sulawesi. My family has 3 ~~person~~, I am ~~the~~ ^{first} child and only child in my family. Actually I have sister but she died in the womb at the age 5 months.

I am a introvert person but I can handle the organization that have many person maybe I am a ambivert 'cause actually I can be ekstrovert sometimes and introvert sometimes but my social battery runs out quickly so I think I am dominant introvert. I love art and my hobby is drawing but I

My Favorite Teacher

I have many teacher from elementary school until senior highschool, but ~~my~~ my favorite teacher is Mrs. Amri. Mrs. Amri is my teacher in junior highschool 6 Majene. She is a english teacher and she make me feeling in love with english lesson. Her way of teaching is very good and make it easy for me to understand. Beside that, how to she explain about english lesson is very unique sometimes make a abbreviation for difficult memorization and that's make we can memorize tons of and many vocabulary.

I'm very familiar with Mrs. Amri because I frequently take part in the english competition like speech, and many more. I often practice at her house and that's make me familiar with her family too. She live in Pangar quite close to school. Until now she still give me a praise, and cheer up me via chat if I take part in the competition. Not only english competition but in all competition she always support me. ~~that's~~ that's why I love her and she is my favorite teacher.

Name : Nurdifa F
 Class : XI MIPA 2

Hello! My name is Nurdifa. Friends usually call me DIFA. I was born in Majene on the twenty-fifth of September two thousand and six. I studied at one Majene State High School. And now I'm in eleventh grade. I am the last child of four siblings. I have dreams of becoming a nurse, so I chose the Mathematics and Natural Sciences class at school. I really like traveling, that's why traveling has become my hobby because I think having a hobby can relieve a little stress.

If you ask me who my favorite teacher is, of course I have one. He was a math teacher when I was in high school. Her name is Mrs. Nur Arfiah. Not only me, but many other students also make him their favorite teacher. In fact, usually mathematics is the lesson most avoided by students. However, once he teaches, all the students will enthusiastically follow him. When he taught, mathematics suddenly felt easy to learn. Her cool, dynamic, relaxed but still firm way of delivering is what I admire and respect. He will discuss the material in detail, without being long-winded. He always gives students time to ask questions, both during class hours and outside class hours. She doesn't hesitate to help her students when we don't understand the material. That's why I made Mrs. Nur Arfiah my favorite teacher.

Name : NUR Mulyani Rais

Class : XI MIPA 2

My name is Nur Mulyani Rais, you can call me Ani.
 My favorite food chicken, My hobby Drawing, My favorite
 color yellow, I'm sixteen year old, at life in gl. Melati tunda
 I have wan bradher and ~~I have wan sister~~
 I wanna be a aritek. My school ISMA. neg 2 Majene
 Class XI MIPA 2, I like Shs. Jerman, Agama Islam,
Kimia, ~~+~~ My name is Ichadigah, and my name
 is fater Abdul Rais Muslim, ^{mother} My grandmother, Hatija, and
My grandfather Huda, I like artis Baskara ♡
 My favorite thicher Nur Arfiah and Nur baya, I like rain
 I like night, My fraid class, Nabil, Abid, Arif, Riri, Atiah, Balqis,
Citra, Desy, Insan, Zaki, haddar, Rizky, ~~+~~ ahliq, arif, fa shil.

- Teacher's favorite -

My favorite teacher is Mrs. Nur Arfiah, she teaches mathematics in grade II. She is a teacher who is patient in teaching. And Mrs. Arfiah is a teacher who smiles at the students she opens up to.

And coincidentally, Mrs. Arfiah is the homeroom teacher at MIPA 2 in my current class, Mrs. Arfiah lives in Gatalung. Apart from that, she is a patient teacher. She always tests her students to come forward to explain mathematics material, in this case the students test the students' level of understanding of the lesson and Mrs. Arfiah also creates groups which make learning more exciting because of that and Mrs. Arfiah also really understands the students she teaches, I like her this teacher but I don't like the subjects she teaches a little.

Name : Nodia Ryani Afifah
 Class : XI MIPA 2

My name is Nodia Ryani Afifah and people usually call me Nodia.
 I was born on March 17, 2007 in Makassar, I live on Jl. Lanto
 dg. Parrewang. I am the only child in my family. My favorite
colour is pink. Both of my parents are PNS. I prefer to spend
 my time in my room. My hobby is drawing. I'd like to
drawing random things in my room or some character
 cartoon. At school I served as secretary and it was not

My favorite teacher is Mrs. Rohmayuni. She was a physics
 teacher. Physics is known as a difficult and boring subject,
 but when she taught it, it become fun and easy to
 understand. Before entering the lesson material, Mrs. Rohmayuni
 show us motivational videos so that it can increase students
 interest in studying.

Mrs. Rohmayuni has two children, One boy and one girl named
 Ayasha. They are very cute and adorable. Mrs. Rohmayuni
 lives in Pangalati. When Ayasha was just born we come
 to visit her house. In her yard there is a grape tree.
 The grapes are green, it tastes a little sour.

Mrs. Rohmayuni is a very patient but firm type of teacher.
 When there is something we don't understand, we don't
 hesitate to ask because she is happy to explain the
 material again.

Name : ARIF ahmad

Class : XI MIPA 2

Name : NURFITRI

Class : XI MIPA 2

My Name is NURFITRI, you can call me Fitri / Pipit. My Favorite Food Tempe. My Hobby listening music. My Favorite color pink. I'm Sixteen year old. I live in Passarang. I have 1 Brother and 2 Sisters. I wanna be a teacher. My School SMA Negeri 1 MAJENE, Class XI MIPA 2. I like Agama Islam, Bahasa Jerman, Kimia. My name is Mother Natmah.

My Favorite teacher is Mr. Burhanuddin. He is an Islamic religion teacher at SMA Negeri 1 Majene. Even though Mr. Burhan taught me in grade ten, he is still favorite teacher. What I like most about Mr. Burhan is that he always teaches with great enthusiasm. It is clear that he really understands the material and enjoys teaching.

This really motivated me to get good grades in the class. At first, I found the Grammar very confusing. However, Mr. Burhan was able to teach the material very clearly. He also gave many examples. As a result, I understand better.

Mr. Burhan also encouraged us to ask questions if we encountered difficulties with the lesson. Then, he will patiently answer all questions. It's clear that he really wants his students to succeed in school. I really appreciate having a teacher like him.

Name : Burhanuddin, S.Pd.1

Place/date of birth : Majene, 6 October 1986.

Residence : Pangali - ali

Elementary, middle school, high school, tertiary education : Min Simuluu, MTS DDI Baruga, MA DDI Baruga, STAI DDI MAJENE. How long at SMA Negeri Majene 10 Years.

Name : CITRA ANANDA SARI

Class : XI MIPA 2.

B

Hey, let me introduce myself, my name is Citra Ananda Sari, 16 years old, born in Magene on March 29 2007. I live in a simple family and I went to school at SMA 1 Magene. Have 3 siblings and have 2 younger siblings named Muh. Reza Algaazi and Muh. Fikram Anugraha. I really like... scouting organizations because since elementary school I trained myself to enter the Scout Organization and until now I have entered the saka Bhayangkara

Hey, my name is Citra Ananda Sari, here I will tell you about my favorite teacher at school Mrs. Nur Baya. She is a German teacher who I like because of the way she teaches. When she teaches, she really likes to abuse her men which means it's like teasing. I really like the cleanliness and beauty of the school environment and outside the school. This teacher is very friendly to all students school, but she usually gets angry because of the rubbish that is usually scattered in front of the class, but with her anger, this old lady can make the school at State High School 1 Magene is clean, beautiful and comfortable. This teacher is also a coach of the Adiwigata Organization. Mrs. Baya is also known as a teacher who is very time disciplined and responsible. That's all I can tell you about my favorite teacher at school.