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CONTENTS

THE USE OF CAROUSEL FEEDBACK TECHNIQUE TO IMPROVE EFL STUDENTS' WRITING IN A SECONDARY SCHOOL

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Abstrack

This purpose of this study to improve EFL students' descriptive writing and their learning activity by using Carousel Feedback technique in secondary school. The subjects of this study were 26 students at Madrasah Aliyah Ma'arif 09 Kotagajah. This enquiry was piloted in two cycles. Each sequence consists of four phases, planning, action, observation, and reflection. The material used in this research is a text description of public figures. The results showed that there were 84,6% of students passed the MMC in the second Post Test. Before the research was conducted, only 15,4% of students were able to pass the MMC. In addition, significant developments are able to be seen from the students' responses and teacher explanations. The students seem to be more effective during the learning course. Based Therefore, Carousel Feedback technique can be used to progress EFL students writing in descriptive manuscript

Keywords: EFL students' *Writing, Carousel Feedback, Descriptive text.*

1. INTRODUCTION

As an international language, English is cast-off by most of people in the world. In Indonesia, English is used as one of subjects in the school as a foreign verbal. The role and the function of English as a first overseas language in Indonesia are very important. English subject is taught from kindergarten to university students.

Meanwhile, English has been ordinarily used as a dynamic universal language in the world. People that learn English contemplate it as their own talent. Consequently, many people, predominantly students, ought to master English language currently. Having the ability in subduing the language is an essential value for the students. By grasping the verbal, the learners can progress themselves both in school and life aptitude. On one occasion the students can understand it, they can be recognized by the people well.

Actually, in teaching and learning English, EFL students are focused on four skills, they are: listening, reading, speaking and writing. Writing and speaking belong to productive skill in English. Writing doesn't only need the theory such as grammar and punctuation but also need a skill to produce and develop the ideas in writing. Lettering is the ultimate outcome of several detached items that are widely puzzling to learn instantaneously. Midst these discrete performances are note-taking, ascertaining main idea, delineation, conscripting and editing, (Wallace, 2004)

However, the techniques that are usually implemented by the teacher in teaching writing is considered Ineffective yet. The teacher still used a traditional technique that asks students to work individually. It does not have positive and significant influence toward the students' writing skill. The problems are the students still feel strange and face some difficulties in writing process especially in developing text, because they cannot find ideas to express in their writing.

The solution of those problems of learning technique is by the use of a Carousel Feedback technique. Carousel

Feedback as part of cooperative learning model applauded Kagan to acquire social skills, interaction skills, acquaintance, material dispensation, and thoughtful skills.[1] Carousel Feedback technique has principal purpose to ask students work in group, make 4 -5 groups and each part of the group moves to the next group in a clockwise direction to provide feedback. This technique can be a learning strategy that provides opportunities for students to work in groups, develop ideas by asking/expressing ideas and providing mutual feedback.

To identify the students' writing skill before doing a treatment, we held the pre survey that is focused on students' descriptive writing skill by doing a test. Below is the students' test result of descriptive writing skill at the tenth grader of Madrasah Aliyah Ma'arif 09 Kotagajah:

Table 1.1
The Students' Test Result of Writing Skill

No	Score	Category	Frequency	Percentage
1	≥ 75	Complete	6	23,1 %
2	< 75	Incomplete	20	76,9 %
Total Students			26	100 %

Source: The Students' Test Result of Descriptive Writing Skill that was taken on Pre survey at January 15th, 2020.

Established on the outcome of pre-survey above, it can be grasped that the student's descriptive writing skill is still low, there are only 6 students from 26 students in total of 26 students who passed from 75 in high category and 20 students who failed from 75 as the Minimum Mastery Criteria (MMC) in fair and low category. The problem is caused by students' difficulty in developing ideas, composing a text with correct grammar and structure and they have low motivation in writing. Therefore, we try to apply Carousel Feedback technique to solve both of problems above especially and to develop the student's writing skill generally.

Constructed on that explanation, the objectives of this enquiry are to increase the writing skills of the tenth-grade scholars in Madrasah Aliyah Ma'arif 09 Kotagajah.

2. METHOD

This research consists of two variables, there are using Carousel Feedback technique as an independent variable and EFL students' writing as dependent variable. The independent variable functions to impact the other variables. This technique can be used as a technique in the process of writing descriptive texts to find keywords and ideas, (Fajar et.al., 2017). The technique is done by writing descriptive text, starting from the teacher giving the main rules of the questions, distributing descriptive text written through the Feedback Carousel technique then asking students to solve the questions. The dependent variable is a variable which are controlled by an independent variable. In this research. EFL students' writing descriptive text as dependent variable which can be interpreted as students' knowledge in finding keywords in a topic, namely; character, place, time, and so on.

This investigation was directed at Madrasah Aliyah Ma'arif 09 Kotagajah. Most of the students come from the central Lampung Region. Sometimes

the students feel not interested in studying English in the class, therefore researchers chose this school to apply the Carousel Feedback technique to improve EFL students' writing skills in descriptive texts and to strengthen their motivation in writing. This research was shepherded in the odd semester. We chose one competency in English subject. The basic knowhow is compiling the text of the interaction, in short and transactional oral and written in an activity related to asking and providing evidence about oneself involving community functions, generic structure, and usage with context in language. Because we chose classroom action research. We used two cycles in determining the accomplishment of the strategy used. The number of cycles required to depend on the success measures. If the attainment criteria were achieved, then the phase can be clogged. After that we analyze the data.

Research Subject

According to Ary et.al population is all members of any well-defined class of people, measures or subject, (Ary, 2006)" So, populations are all members that will be observed. The populations of this exploration were the students of the tenth grade of MA Ma'arif 09 Kotagajah that consist 80 students who are divided into three classes. They stated that sample is portion of population.[2] It means that the sample of this research was the part of number of the tenth grader at MA Ma'arif 09 Kotagajah. The sample of this research as respondent was X IPA 1 that consists of 26 students. The sampling technique used purposive sampling.

Data Collecting Procedure

Observation; In the observation phase, the researcher could get interactions in the classroom and every event that occurred. According to Anne, "observation is being used in the sense of taking regular and conscious notice of classroom actions and occurrence which are particularly relevant to the issues or topics being investigated", (Burns, 1999). We helped by the teacher as the collaborator to observe and got description directly about the students' participation in the learning process. This section was taken in each cycle to get the data about the enactment of Carousel Feedback technique to rally EFL students' writing.

Test; We used tests to collect the data. In this study, the test used by the researchers was a written test. The test was divided into two, namely pretest and posttest. The Researchers gave a pretest at the first meeting before doing treatment to see students' EFL skill before doing action research. The post test was given by the researchers after treatment to see if the treatments contributed to student achievement in class or not. This increase could be realized if the post-test average score is higher than the pre-test. This stage was carried out after the treatment could improve students' descriptive text writing skills through the Carousel Feedback technique.

Documentation; Documentation is a collection of various documents that are relevant to research. These documents could be in the form of worksheets and answers to student questions, student noted and school profiles, class materials, lesson plans, and so on.

Data Analysis Technique

We steered data analysis by implementing a statistical technique in scoring the pretest and posttest with the formulas, (Ary, 2010):

$$P = \frac{F}{N} x100\%$$

Notes:
P = Percentage of Students Activity
F = The total number of students' scores
N = Number of students

3. RESULT AND DISCUSSION

We conducted classroom action research and fulfilled in two cycles where each cycle comprises of planning, acting, observing and reflecting.

To evaluate EFL student's writing in descriptive, the researchers conducted the pretest afore applying the treatments. The researchers conducted the students a pre-test to see their knowledge about descriptive text. The researcher gave topic about public figure, then the student start to write. So, the results of it could be displayed below:

Frequency of students' grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	4	15,4%	Complete
2	< 75	22	84,6%	Incomplete
	Total	26	100%	

Source: The result of Pre-test on December 7th, 2020

Centered on the records above, it could be inferred that 22 students (84,6%) were not efficacious and 4 other students (15,4%) were successful. The successful students were those who got the minimum mastery criteria of English subject at MA Ma'arif 09 Kotagajah least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, we got the average of 62,92, so the result was unsatisfied. Therefore, we conducted Carousel Feedback technique to improve EFL students' writing skill.

We conducted post-test to the students. The test was written test, the researchers gave some themes, and then we gave time about 60 minutes to students and they should write a descriptive text according to the theme. In the post-test, there were 11 students who get good score, but the upshot of the students' test was higher than the students test before conducting the treatments.

Frequency of students' grade in Post-test 1

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	11	42,3%	Complete
2	< 75	15	57,7%	Incomplete
	Total	26	100%	

Source: The result of Post-test 1 on December 11ᵗʰ, 2020

Constructed on the result above it could be resolved that there was an improving of students' result in pretest and posttest, only one student experiences constants. It could be seen from the average result in pretest and posttest 1. In pretest the average was 62,92 and become 70,38 in posttest 1. It means that the average score of the students improve 7,46 from pretest to posttest 1.

Frequency of students' grade in Post-test 2

| No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	22	84,6%	Complete
2	< 75	4	15,4%	Incomplete
	Total	26	100%	

Source: The result of Pre-test on December 18ᵗʰ, 2020

The table above is the result of students' score at posttest 2. The lowest score was 44 and the highest score was 90 and the typical score was 77,96. According to minimum standard criteria 84% students conceded the test. Most of the EFL students could improve their writing descriptive text. It means that cycle II is up-and-coming.

The Comparison of Students' Pre-Test, Post-Test 1 score in Cycle I and Post-Test 2 score in Cycle II

Interval	Pre-Test	Percentage	Post-Test 1	Percentage	Post-Test 2	Percentage	Explanation
≥75	4	15,4%	11	42,3%	22	84,6%	Complete
<75	22	84,6%	15	57,7%	4	15,4%	Incomplete
Total	**26**	**100%**	**26**	**100%**	**26**	**100%**	

The Average Score on Pre-Test, Post-Test 1 and Post Test 2
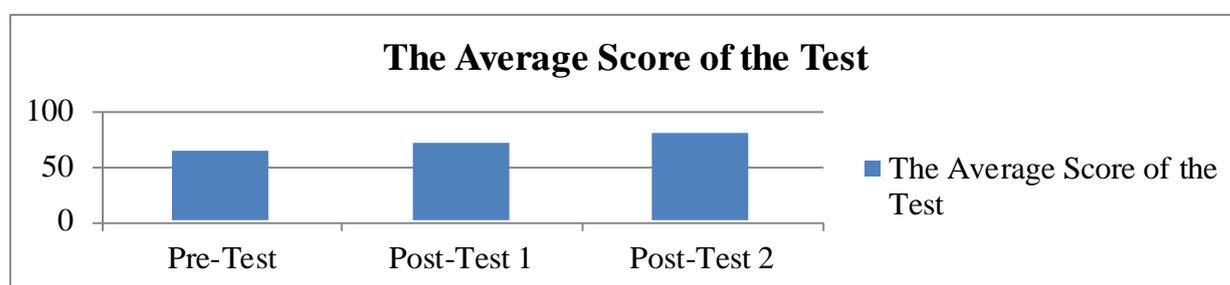
Centered on the graph, it could be clinched that carousel feedback technique could be used to improve EFL students' writing skill in descriptive text. It is followed by the improvement of the score from pre-test to post-test 1 and from post-test 1 to post-test 2.

4. CONCLUSION

It could be accomplished that there is upgrading of EFL students' writing skill in descriptive text by implementing Carousel Feedback Technique at secondary school. The results of the score of the pretest 1636 with an average of 62.92. Then the results of the posttest 1 1830 with an average of 70.38. Then the score of the posttest 2 2043 with an average of 78.58. Therefore, the carousel feedback technique as an effective method and it could be implemented as the alternative way in teaching writing since the method was simple to be implemented

and it was the one of fascinating method which very familiar to the students' learning happenings. The students were actively tangled in teaching and learning progression. It supports the students simpler in developing their idea. In brief, Carousel Feedback could improve EFL students' writing skill.

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