IMPROVING STUDENTS’ WRITING SKILL
IN DESCRIPTIVE TEXT
THROUGH THINK-PAIR-SHARE STRATEGY

(A Classroom Action Research for the First Grade Students of MA Al Manar Tengaran in the Academic Year of 2017/2018)

A GRADUATING PAPER
Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for Degree of Sarjana Pendidikan (S.Pd)
English Education Department of Teacher Training and Education Faculty
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2017
DECLARATION

In the name of Allah, the most Gracious and the most Merciful.

Hereby, the writer declares that this graduating paper is written by the researcher. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly. This graduating paper can be published in the library of IAIN Salatiga.

This declaration is written with the full concern of the writer.

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Written by:
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has been brought to the board examiners of English Education Department of
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Salatiga, September, 28th 2017

Dean of Teacher Training and Education Faculty
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“Everlasting Prayer with Great Efforts”

(zahratul Wachidah)
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Eventually, the graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, September 2nd, 2017
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ABSTRACT


Keywords: Think-Pair-Share Strategy, Writing Skill, Descriptive text

This research is aimed to develop students’ writing skill in Descriptive Text. Main questions will be answered in this research are (1) How is the procedure of Think-Pair-Share strategy of teaching to improve students’ writing skill for the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018? (2) Can the use of Think-Pair-Share strategy of teaching to improve students’ writing skill in descriptive text for the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018? (3) How far is the use of Think-Pair-Share strategy to improve students’ writing skill for the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018? To answer the questions, this research uses Qualitative and Quantitative approach. This research used classroom action research method; it is conducted in 2 cycles. Each cycle consists of planning, action, observation and reflection. From the result of the study which is conducted by the writer showed the finding shows that the t-test calculation from the result of pre-test in cycle I is 52,36 and cycle II is 60,78. While, score of post-test in cycle I is 60 and cycle II is 71,31. It means that the use of Think-Pair-Share strategy can improve the students’ writing skill in descriptive text.
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CHAPTER I
INTRODUCTION

A. The Background of the Study

According to Lade (1983:11/23) language is intimately tied to man’s feelings and activity. It is bound up with nationality, religion, and the feeling of self. It is used for work, worship, and ply by everyone, be he beggar or banker, savage or civil. A language is part of the culture of a people and the chief means by which the members of society communicate. On the other hand, language is a system of structurally related elements for the coding of meaning (Richards and Theodore 2001:20).

Now days, language education is very important for everyone. Not only for those who have a perfect body, for children with special needs also until senior high school students have to learn the language of science. Moreover, the English language which is one of the international language of the world. However, it is not easy for those Indonesian students to learn English. They need methods, media, or the right strategies for teaching and learning English.

English is a language that is considered very important at this time. English is a bridge that connects the communication between people worldwide. English is one kind of foreign language. All people in the world use English as a second or foreign language. They must be able
to speak English. They need English in their daily activities. Therefore, Indonesian people must study English because they know that English is an international language. By using English, people are able to improve their ability in understanding many kinds of knowledge.

Writing is one of skills in English. According to Richard (1997:100), writing is used as evidence of successful learning. Based on Scrivener (1994:20) there are four skills in English Language Teaching: listening, speaking, reading, and writing. Listening and reading are called ‘receptive skills’ (the reader or listener receives information but does not produce it); speaking and writing, on the other hand, are the ‘productive skills’. Among the four skills, writing skill is considered important for the students to be learned in order to be able to communicate in the written form well. It is because most of the academic achievement was through writing aspects. Harmer (2004) states that in the context of education, most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge. Besides, having sufficient writing ability enables them to communicate with other people around the world so that they can keep up with the global era.

It is clear that writing skill is significant for students, but writing commonly is measured the most difficult skill to be learned and mastered. It is because it involves some language components
(spelling, language use, vocabulary, and punctuation). Writing has several subskills. Some of those are related to accuracy i.e. using correct forms of language. Writing correctly means that it involves the correct use of verbs and pronouns, as well as commas and other marks of punctuation and it also involves many aspects such as paragraph development, organization of content and it demands standard form of grammar, syntax, and vocabulary. In writing, it is not just about accuracy. It is also about communicating messages successfully to other people. Hence, having enough ideas, organize them well and express them in appropriate style is a must (Spratt, 2005: 26).

Therefore, writing is also considered as the skill that needs much attention because it is not an easy skill to be mastered. As Richard and Renandya (2002: 303) state, writing is the most difficult skill for second language learners to be mastered. The learners should not only master the skill in generating ideas and organizing the ideas, but also in expressing those ideas into a readable text. So, the messages can be communicated successfully.

English was not easy to learn, but now we can learn English easily because it has a lot of cooperative learning strategies that can be used in studying English. There are some of cooperative learning strategies, Think-Pair-Share, Three-Step Interview, Round Table, Group Investigations, STAD (Student Teams Achievement Divisions), Jigsaw
II. Round Robin Brainstorming, and Three Minute Review

(http://courses.coe.asu.edu/dbclark/cooplearn/cl%20strategies.htm).

One of strategy in cooperative learning is Think-Pair-Share (TPS). Kagan (1994) states TPS is a cooperative learning strategy that can promote and support higher level thinking. The students have time to think and them share their ideas with their friends in pairs. On the other hand, Think-Pair-Share is a strategy designed to provide students with “food of thought” on a given topics enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed by Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help keep student on task (Siburian, 2013:35).

Based on the information obtained in the observation on the English teaching and learning process conducted in MA Al Manar Tengaran, the researcher identified some problems related to it. Most of the students of MA Al Manar live in boarding school. Every day they are taught the science of religion. Learning the science of religion is their activity every day. So, they tend not to like the general sciences. An example is English. English is considered a frightening lesson, they really are not interested to learn it. They prefer Arabic language lessons in English. This disinterest causes teachers to find
difficulty in delivering lessons. Teachers have to work extra so that their students will learn English well. Because of the low interest of students to the English lesson, teaching and learning facilities are also inadequate. Therefore, teachers must be creative in preparing learning media to increase the spirit of students in teaching and learning process, especially in English subjects. As has been identified in the above observations that one of the reasons why writing skills is difficult is because students lack motivation and interaction with teachers caused by students' tendency toward religious lessons rather than general subjects and lack of media variation. Therefore, the teacher must have various learning media and learning needed to solve the problems faced by the students. One alternative strategy that can be used is Think-Pair-Share. Think-Pair-Share can be used as an effort to overcome students' difficulties in teaching and learning process writing.

All of the above explanations inspire the researcher to apply a classroom action research, because the writer wants to know how far Think-Pair-Share strategy can improve students’ achievement on writing descriptive text with the title (IMPROVING STUDENTS’ WRITING SKILL IN DESCRIPTIVE TEXT THROUGH THINK-PAIR-SHARE STRATEGY (A Classroom Action Research for the First Grade Students of MA Al Manar Tengaran in the Academic Year of 2017/2018).
B. The Research of Problem

Based on the above phenomena, this research is aimed at giving answer on the following problems:

1. How is the procedure of Think-Pair-Share strategy of teaching to improve students’ writing skill in descriptive text for the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018?

2. Can the use of Think-Pair-Share strategy of teaching improve students’ writing skill in descriptive text for the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018?

3. How far is the use of Think-Pair-Share strategy improve students’ writing skill in descriptive text for the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018?

C. The Purposes of the Research

The purposes of the research are:

1. To find out the procedure of Think-Pair-Share strategy of teaching to improve students’ writing skill in descriptive text for the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018.

2. To find out whether Think-Pair-Share strategy can improve students’ writing skill in descriptive text for the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018.
3. To find out how far is the *Think-Pair-Share* strategy of teaching to improve students’ writing skill in descriptive text for the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018.

D. The Benefit of Research

The research will be beneficial as follows:

1. Theoretically
   a. The result of research can be used as the reference for those who want to conduct a research in English teaching to build students’ achievement of writing skill.
   b. Research will be useful for teacher, especially for the teaching of English.

2. Methodologically
   The benefit of this research can contribute and inspire the teachers to use media, method and strategy which are appropriate in teaching learning process.

3. Practically
   a. The Researcher
      The finding of the research can be used as a starting point to improve the writer’s teaching ability in the future.
   b. For the English Teacher
      The finding of the research can be used as a consideration in selecting the appropriate strategy in English class.
c. For the Students

Students can improve their writing skill by using Think-Pair-Share Strategy.

E. Definitions of Key term

The writer wants to clarify and explain the terms of the research title to make understandable meaning, they are:

1. Improving

Improving is the process of becoming or making to the better (Oxford University Press, 2008:222). In other dictionary, we can find the word of improve which means to make better in quality or make more productive to become better (webster, 1994:487).

2. Writing

Sapkota (2012:70) which quoted by Harris, et al (2014:54) says that “writing is an activity of putting down the graphic symbols which has a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey”. In addition, Brown (2001:336) in Jusman, Marhum, and Muhsin states “writing is a process of thinking”.

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by
using the correct procedure. Meyers in Jusman, Mochtar, and Muhsin (2014:2) defines:

Writing is a way to procedure language you do naturally when you speak. Writing is speaking to other on paper- or on a computer screen. Writing is also an action – process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

3. Descriptive text

According to Gerot and Wignell (1994) in M. Mursyid PW Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from report which describes things, animals, persons, or others in general. The social function of descriptive text is to do describe a particular person, place, or thing.

4. Think-Pair-Share Strategy

Siburian (2013:32) says that Think-Pair-Share is one of the cooperative learning methods which process a challenging or open-ended question ad give students a half to one minute to think about the question. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes. The Think-Pair-Share structure gives all students to opportunity to discuss their ideas (www.wcer.wwasc.edu).
According to Usman (2015:39) think-pair-share strategy is a strategy designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. This strategy is a learning strategy developed by Lyman to encourage student classroom participation. *Think-Pair-Share* strategy is a cooperative discussion strategy to help students work in group.

**F. Limitation of the Study**

In this research the writer limits on improving students’ writing skill in descriptive text through *Think-Pair-Share* strategy for the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018.

**G. Review of Previous Researches**

In this graduating paper, the writer takes review of related researcher from other thesis as principle or comparative in this research. The previous research was conducted by Qurotul Ain (2015). Based on her research there are significant after applying DIER (Description, Interpretation, Evaluation, and Recommendation) technique. The influences of using DIER technique in teaching and learning process especially English lesson is reasonable because it gave the students high motivation to be more active in learning writing skill.
Based on the previous researches above, the writer is interested to use other learning strategy. She will apply think pair share strategy to improve students’ writing skill in descriptive text for the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018.

H. Thesis Organization

This thesis organization is divided into five chapters. It is arranged as follows:

Chapter I discusses about the introduction, which consist of background of the study, statement of the problems, objectives of the study, benefit of the study, definition of key terms, limitation of the study, review of the previous researches, and thesis organization.

Chapter II is review of related literature, which contains the theories that related and support the research.

Chapter III discusses research methodology of Classroom Action Research (CAR) that consists of the setting of research, methodology of research, procedure of the research, technique of collecting data, and data analysis method.

Chapter IV the writer presents data analysis of data interpretation that discuss the result of the test.

Chapter V is closure, which contained of conclusion of the research’s finding and suggestion.
CHAPTER II

LITERATURE FRAMEWORK

A. Writing

1. Description of Writing

According to Rozimela et al., (2013:3) Writing is an essential aspect of interaction on language teaching beside reading and speaking. The students learn it, because it can be used to practice grammatical rules. In other definition, Harris (1997:38) cited in Husna, et al.:3 states that “the students can use writing to express their ideas, opinions, realities, and point of view. People can communicative a variety of depending on the learning area or intent of the writer.

Gelb (2003:11) states writing began at the time when man learned how to communicate his thoughts and feelings by means of visible signs, understandable not only to himself but also to all other persons more or less initiated into the particular system. Writing is not such a simple process. Even professional writers rewrite and rewrite because it takes many attempts to produce the perfect, finished copy that clearly communicates their ideas (Hogue et al.:1988:88).

Liu Hsieh (465–522) in Coulmas books’ (Writing Sstematic An Introduction to their linguistic Analysis ) states:
When the mind is at work, speech is uttered. When speech is uttered, writing is produced. The Tao inspires writing and writing illuminates the Tao. What in mind is idea when expressed in speech is poetry. Isn’t this what we are doing when dashing off writing to record reality? Writing originated when drawing of bird trace replaced string knitting. (1983: 13–17)

According to Shekhtman et.al., (2005:13) writing is the opposite of reading. Instead of interpreting authors’ meanings, you become the author and need to express your ideas in ways such that others can interpret your meanings accurately. This means that writing is a productive skill, whereas reading is a receptive skill.

2. Writing Process

According to Langan (2006:20) states writing is a process that involves the following steps:

1) Discovering a point—often through prewriting.

2) Developing solid support for the point—often through more prewriting.

3) Organizing the supporting material and writing it out in a first draft.

4) Revising and then editing carefully to ensure an effective, error-free paper.

In different ways, White and Arndt in Harmer (2002:258) explains that process writing is an interrelated set of recursive stages which include:
1) Drafting

2) Structuring (ordering information, experimenting with arrangement, etc.)

3) Reviewing (checking context, connections, assessing impact, editing)

4) Focusing (that is making sure you are getting the message across you want to get across)

5) Generating ideas and evaluation (assessing the draft and/or subsequent drafts).

In teaching writing as a process, consequently, the students may produce several drafts or versions of their writing with the emphasis on the process of writing and on getting feedback from classmates. Multiple drafts, therefore, are the norm. every one writes several drafts, not necessarily which are free from errors, but the student can express what they want to say (Fauziati, 2005:150).

In summary, process writing approaches tend to be framed in three stages of writing: generating ideas, drafting, and revising (Fauziati, 2005:150). Brown (1994) in Fauziati (2005:150) has proposed several activities in order to encourage the generation of ideas. They may include the following activities:

1) Reading (extensively) a passage

2) Skimming and / or scanning a passage

3) Conducting some outside research
4) Brain storming
5) Listing (in writing individually)
6) Discussing a topic or question
7) Instructor-initiated question or probes
8) Free writing (Brown, 1994: 332)

According to Fauziati (2005:151) Brown further ascribes several strategies and skills applied to the drafting/revising process in writing. They include the following activities:

1) Getting started (adapting the freewriting technique)
2) Optimal monitoring of one’s writing (without premature editing and diverted attention to wording, grammar, etc.)
3) Peer editing (accepting/using classmates’ comments)
4) Using the instructor’s feedback
5) Reading aloud technique in small groups or pairs, students read their almost-final drafts to each other for a final check on errors, flow of ideas, etc.

According to Nunan (1991:87) while process writing added a valuable new dimension to language classrooms, it has also attracted criticism. One such criticism is that the process approach confines children largely to narrative forms and this represents a serious limitation on their ability to master text types such as reports, expositions, arguments which are essential for academic success at
school and beyond. Martin (1985) cited in Nunan (1991:87) argues that these forms of factual writing encourage the development of critical thinking skills which in turn encourage individuals to explore and challenge social reality, and the learners who are denied the opportunity of developing factual writing skills are also denied the tools which would help them to challenge their social reality. In his critique of process writing, Rodrigues cited in Nunan (1991:87) claims that:

The unfettered writing process approaches been just as the traditional high school research paper. Writing without structure accomplishes as little as writing a mock structure......(students) need structure, they need models to practice, they need to improve even mechanical skills, and they still need time to think trough their ideas, to revise them, and to write for real audience and real purposes. (Rodrigues 1985:26-7)

On the other resource, Minnieapolis (Capella University) states that there are four process of writing:

1. Pre-Writing

   There are some stages of Pre-Writing:

   1) Understanding the Assignment

      Don’t a word until you are certain your understand the assignment. Contrast your instructor or dissertation advisor if you have questions about any of these items:

      a. Purpose. The reason for the assignment (what you are supposed to accomplish or demonstrate at the end)
b. Preparation. Action you should take before you begin (what you are supposed to read, when you are supposed to consult)

c. Component. The required elements of the assignment (models or outlines that you should follow or topics you should address)

d. Evaluation. The criteria that your instructor or committee members will use to determine if you have met their expectations (what the readers will be looking for)

e. Prifall. Common mistakes that others have made while completing the same or similar writing projects (what your instructor and other students have learned from similar experiences)

2) Thinking and Planning

Once you have clarified your task, think, and read around your topic to appreciate the many approaches you could take or the topics you could address. Don't jump to any quick conclusions about your topic or the case you plan to make and support. Following the travel metaphor a bit further—get the lay of the land before charging off. Read and think critically before writing course papers or dissertations.

There is a model that captures all the interactivity of the writing stages. When you see how complex the process can
be, you understand why you can't separate the acts of thinking and writing.

To move forward, you need to make order from this apparent chaos. What follows are some tips for taming the beginning of this process and making progress on your project. You will need to generate ideas and collect potential content, focus until you have a statement of purpose or thesis, and prepare an outline to support or explain your key idea or argument.

Before you write. Think. Jot down ideas using one or more of the techniques described below. Then think some more. Never try writing a first draft without first using the pre-writing strategies described in this chapter.

3) Determining Your Purpose

Stephen Wilbers in his book, *Writing for Business: Helpful, Easy-to-apply Advice for everyone Who writes an Job* cited in Minneapolis (Capella University), suggests a simple formula
for focusing. Before you begin to write a paper, a chapter, or even a section of paper, complete the statements:

I am writing because...

My points are...

1. 

2. 

3. 

Don’t forget to adding the third sentence:

Therefore, I conclude that...

These statements are your commitment to yourself and your audience about what you are trying accomplish.

4) Analyzing Your Audience

Remember that your instructor, your committee, and your peers and colleagues could be readers of your work—your audience. Direct your writing to them. Imagine you are making your case face-to-face. How do you persuade them that your point of view is logical, well supported, and worth writing about? The answer: complete an audience analysis.

To meet their expectations you must remember why academic audiences read your work and what they need to do afterwards. Consider these facts about your audience.

Firstly, They want you to demonstrate that you can articulate and support an argument.
Secondly, They require proof that you understand the genres and conventions of academic writing.

Thirdly, They also need proof that you can move beyond what you have learned in class and synthesize or apply those lessons.

Fourthly, They look for evidence that you know how to find and use primary and secondary sources and use them as support.

Lastly, If you are a graduate student, they want evidence that you can create new tools, new knowledge, new theories, or new models. Graduate writing differs from undergraduate writing in this respect.

Your audience wants you to prove that you can think and write in an academic setting at a level that is appropriate for someone earning the degree for which you are striving.

2. Drafting

Drafting is where formal writing begins. Using your prewriting materials as your guide, you start to write. At this point, you don’t worry too much about mechanics (spelling, punctuation, etc.), style, or organization. You just want to get your ideas down on paper as quickly and easily as you can.
You have finished drafting when:

1. Sketches, notes, outlines, lists or ideas have been turned into sentences and paragraphs.
2. There is a recognizable beginning, middle, and end.
3. You have gone as far as you can go without some feedback.

3. Revising

Revising means *seeing again*, and it also includes getting some reader response. Response can come from many sources:

1. Teacher conference (show it to your ES)
2. Peer conference (show it to a friend)
3. Small group or class share (read it aloud and get some feedback)
4. Discussion with parent, family members, other adults

At this point, you are looking for reactions and suggestions. Everything is fair game, but comments regarding conventions should be kept to a minimum. You’ll deal with conventions during *editing*. Right now you’re most concerned with your ideas and how well they flow together into a clear piece of writing.

4. Polishing

The final stage in the writing process—Polishing—consists of editing and proofreading. For this stage, your goal is not to make major revisions but simply to smooth off the edges of your work.
for its final presentation—much like a sculptor applying finishing
touches to artwork before casting. The artist doesn't remold the
clay at this point but gently sculpts and shapes, making only slight
alterations to his or her masterpiece to achieve final form. Like the
artist, then, your job in this final stage of writing is to use your
sculpting tools, editing and proofreading, to ready your paper for
presentation.

Brown (2000:335) states they were allowed to focus on
content and message, and when their own individual intrinsic
motives were put at the center of learning. He began to develop
what is now termed the process approach to writing instruction.
Process approaches do most of the following (adapted from shih
1986):

a. Focus on the process of writing that leads to the final written
   product;

b. Help student writers to understand their own composing
   process;

c. Help them to build repertories of strategies for prewriting,
   drafting, and rewriting;

d. Give students time to write and rewrite;

e. Place central importance on the process of revision;

f. Let students discover what they want to say as they write;
g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;

h. Encourage feedback from both the instructor and peers;

i. Include individual conferences between teacher and student during the process of composition.

3. Writing as a Skill

According to Tylor et.al., (2012:230) Employers often indicate that writing is one of the most desirable skills a job applicant can process. Kaplan (2004) cited in Tylor et.al., (2012: 230-231) offers the following suggestions for improving writing skills:

a. Prepare an outline. Use the outline to indicate what should be included in the finished piece of writing and to organize its content.

b. Write a draft. At the the draft stage, don’t worry about spelling, word choice, or grammar. Simply express your thoughts and ideas.

c. Correct spelling and review the document for improvement on wording. Planning ahead and managing your time will leave you ample time to review and revise.

d. Use the tools mentioned previously to assist in improving wording, grammar, and style.

e. Write the final draft, paying attention to choice of words and important details such as spelling and grammar. Allow ample time to set the final draft aside for a day or so and the review it with a
fresh perspective. Make revisions as needed based on your final review. If the content is not of a confidential nature, you might ask a trusted colleague to proofread the document.

f. Write as often as possible and consider writing to be a skill that can be worked on and developed. Competence and confidence develop with practice.

B. The Definition of Genre

According to Minkyong Lee (2012 :8) the word genre is widely used in everyday life. For example, people refer to certain types of music genres, horror, comedy, and drama are called genres in movies, poetry and novelas are genres in literature works. Even in writing there are many genres: a diary, a recipe, a business letter, a scientific approach, a news article, etc. in this context, genre is grouping of similar kinds of text types. The *Longman Dictionary of Language Teaching and Applied Linguistics* provides a similar definition a genre is “a particular class of speech events which are considered by the speech community as being of the same type”.

Based on Australian Systemic Functional Linguistics cited in Minkyong lee (2012:11) there are some types of genres: recount, procedure, narrative, description, report, explanation, and exposition. The following table shows more example genres, including the purpose and the form in which the genre occurs:
C. Descriptive Text

1. Types of Descriptive Text

   There are some types of descriptive text. According to Jolly in Sumarsih and Sanjaya (2013:108) there are five types of descriptive writing paragraph. They are:

   a. Describing Process

      Describing a process not only explains how something is done, but also explains why it is done and what is needed to complete the process.

   b. Describing an event

      To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that is happened in Japan. In this
case, he/she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing Personality

In describing a person, the first thing that we do is recognizing his/her individual characteristic. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception).

d. Describing a Place

Presenting something concrete is the way to describe place, for example: a home, a hospital, and school.

e. Describing an Object

To describe an object accurately is done by providing the physical characteristic of the object such as the color, form, shape, and so on.

According to Sumarsih and Sanjaya (p:6) the part of descriptive paragraph is divided in to three parts, they are:

1) Social Function

The social function of descriptive paragraph to describe the characteristics and conditions of the object either person, thing, place, or animal by using adjective and attribute (Sumarsih and Sanjaya, P:6). According to Fauziati et.al (p.121) a descriptive text which portrays the
image of certain thing from which a writer wants to transfer it to readers. Mostly descriptive texts depict or describe the image of a certain person, animal, things, and location or place. The social function of descriptive text is to inform the readers about the illustration of certain persons, places, or some things in specific ways.

2) The Generic Structure of Descriptive Text

Based on Sumarsih and Sanjaya (P:6), the generic structure of descriptive text is divided into two parts: they are a) description is to describe the qualities, characteristics, condition, and part of an object in detail. In addition, Fauziati also gives an explanation of the generic structure of descriptive text in the table below:

<table>
<thead>
<tr>
<th>Text Elements</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification</strong></td>
<td>An Introduction to the objects/things described which includes who or what, when, where.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>A description of an object. For example, the color, the size, the smell, the taste, etc. For person: what they look like, what</td>
</tr>
</tbody>
</table>
they do, how they act, what they like or dislike, what makes them special.
For something: how it looks, sounds, feels, smells, or tastes, where it is seen or found, what it does, how it used, what makes it special.

3) Grammatical Features

According to Fauziati (p.121-122) the language features of descriptive text include the following indicators:

1) Certain nouns, such as teacher, house, my cat, bridge, etc.

2) Simple present tense

The Pattern:

A: S + To be (am, is, are) + ...

B: S + Verb I + (s/es) + ...

<table>
<thead>
<tr>
<th>Affirmative (+)</th>
<th>Negative (-)</th>
<th>Interrogative (?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S + Verb I + s/es</td>
<td>S + Do not/ Does not + Verb I</td>
<td>Do/Does + S + Verb I + ?</td>
</tr>
<tr>
<td>I + Verb I</td>
<td>I + do + not + Verb I</td>
<td>Do + I + Verb I + ?</td>
</tr>
<tr>
<td>We + Verb I</td>
<td>We + do + not + Verb I</td>
<td>Do + we + Verb I + ?</td>
</tr>
<tr>
<td>They + Verb I</td>
<td>They + do + not + Verb I</td>
<td>Do + they + Verb I + ?</td>
</tr>
<tr>
<td>You + Verb I</td>
<td>You + do + not + Verb I</td>
<td>Do + you + Verb I + ?</td>
</tr>
<tr>
<td>She + Verb I + s/es</td>
<td>She + does + not + Verb I</td>
<td>Does + She + Verb I + ?</td>
</tr>
</tbody>
</table>
Table 2.2 the pattern of simple present tense

For Example:

Positive : (I-You-We-They) **work**

(He-She-It) **works**

Negative : (I-You-We-They) **do not work**

(He-She-It) **does not work**

Interrogative : **Do** (I-You-We-They) **work** ?

**Does** (He-She-It) **work** ?

Quoted from: Azar (1992:3)

3) Detailed noun phrases to give information about a subject, such as it was a large open rowboat, a sweet young lady, the deaf person, etc.

4) Various adjectives which are describing, numbering, classifying such as two strong legs, sharp white fangs, her curly hair, etc.

5) Relating verbs to give information about a subject, such as my mumi s really cool; it has very thick fur, the rest remains at home, etc.
6) Thinking verbs and feeling verbs to reveal the writer’s view, such as the police believe the suspect is armed; I think it is a clever animal, etc.

7) Action verbs, such as our new puppy bites our shoes; it eats soft food, etc.

8) Adverbs to give additional information about manner, such as fast, gradually, at the three house, etc.

9) Figurative language, such simile, metafor, e.g. Jhon is white as chalk, sat tight, etc.

4) Example of Descriptive Text

**Table 2.3 the example of descriptive paragraph**

<table>
<thead>
<tr>
<th>My Pet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
</tbody>
</table>
other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

D. Cooperative learning

1 Definition of Cooperative Learning

Kagan in Mahinpo (2012:1135) defined cooperative learning as “a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal students work together to learn and are responsible for the teammate’s learning as well as their own” (p.85). This opinion was strongly influenced by Vanna’s argument (2009:2) “cooperative learning is children learning together in groups, which are structured so that group members have to cooperate to succeed. Students work together to learn and responsible for their team-mates learning as well as their own”.

“The Kagan model of cooperative learning, based on the concept and use of “structures” is an innovative approach to classrooms instructions. These structures such as “numbered heads together”.

2 Type of Cooperative Learning

According to Kagan in Mulia (8-9) there are many kinds of cooperative learning which are can be applied to teach students, they are:
(1) Jigsaw

Group with five students are set up. Students are working across on the same sub-section get together to decide what is important and how to teach it. After practice in these “expert” groups the original groups’ reform and students teach other. Test or assessments follows.

(2) Team, Pair, Solo

Students do problem first as a team, then with a partner, and finally on their own. By allowing them to work on problems they could not do alone, first as a team and then with partner, they can do alone that which at first could do only with help.

(3) Numbered Head

A team of four is established. Each member is given numbers of 1,2,3,4. Questions are asked of the group. The members work together to answer the questions so that all can verbally answer questions. Teacher calls out a number (two) and each two is asked to give answer.

(4) Small Group Discussion

It is a technique which a teacher organizes the group and let students to discuss about certain problem. They share their minds, ideas and help each other to overcome the problem through discussion. Small group discussion encourages the development of
teamwork skills, like cooperation, communication, conflict management, trust, and other important social skills.

(5) Think-Pair-Share

Think-Pair-Share is one of cooperating learning which is combined three stages; they are think, pair, and share. Think, the students should take a few moments just to think about the question. Pair, students pair up to talk about the answer each came up with. They compare their answer with their partner. Share, after students talk in pairs for a view moment, the teacher calls for pairs to share their thinking with the rest of the class.

3 Four Reasons Why Cooperative Learning is Recommended

According to Vanna et.al., (:4) there are basically four main reasons why Cooperative Learning is to be recommended:

(1) More children actively learning

Cooperative Learning helps to actively engaged more children in learning than do teacher-centered or lecture-oriented methodologies. In using the latter, it is usually only possible to actively engaged at most one or two students in active learning at the same time. By using more cooperative methodologies in which students work together in groups, all students are actively engaged on a learning task. Students become more active participants in their own learning, as opposed to passive recipients of knowledge who only listen, observe and take notes.
(2) Children learn to help one another

Cooperative Learning encourages students to support their classmates in a group rather than to compete against one another. In this way, students can combine their talents and help one another.

(3) Child-to-child learning support

Cooperative Learning provides the opportunity for higher-achieving students to help students who are slower learners. These higher achieving students can probably communicate more easily with their peers than can the teacher. The help of these students also increases the amount of explanation that occurs in the classroom overall.

(4) Improved motivation through success

Cooperative Learning helps to improve the motivation of many students by offering the opportunity to more students to experience the joy of swimming (in the case of cooperative activities that require games) and academic success. In classrooms where the students are only allowed to compete individually, only the few high achieving students will likely have this experience. In classrooms where the students are divided into cooperative teams, each with its high-and-low-achieving students, the opportunity to succeed is more evenly distributed.
The Advantages of using Cooperative Learning

(1) Learning

Cooperative Learning has same advantages in Learning, such as:

a) Increased academic learning
b) Increased critical thinking ability
c) More time spent on learning tasks (less day dreaming)
d) Increased student retention
e) Increased student motivation to learn
f) Enhanced student satisfaction with their learning experience

(2) Cooperative Learning has same advantages in Social development such as:

a) Reduces disruptive behavior
b) Develops peer relationships
c) Promote student self-esteem
d) Students use appropriate social skills
e) Improved attitude towards school

(3) Cooperative Learning has same advantages, such as:

a) Students learn to share information
b) Helps students to consider other people’s point of view
c) Helps students develop skills in oral communication
E. Think-Pair-Share Strategy

1. Definition of Think-Pair-share

Think-Pair-Share strategy is one of the cooperative learning strategy which poses a challenging or open-ended question and gives students a half to one minute to think about the question. Students then pair with a collaborative group member and discuss their ideas about the question for several minutes (Siburian, 2013:32). Think-Pair-Share structure gives all students the opportunity to discuss their ideas (www.wcer.wwasc.edu). This strategy is a learning strategy developed by Lyman to encourage student classroom participation. Think-Pair-Share poses a question, preferable one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response (Lyman, 1987) in Usman (2015:39).

Siburian (2013:35) states Think-Pair-Share strategy is a cooperative learning technique that encourages individual participation and was applicable across all grade levels and class sizes. On the other hand, Think-Pair-Share is cooperative discussion strategy where students talk about the content and discuss ideas before sharing with a whole group. It introduces the elements of “think time” and peer interaction, which are two important features of cooperative learning (Intel Teach Program). Students think through questions using three distinct steps:

1. **Think**: Students think independently about the question that has been posed, forming ideas of their own.
2. **Pair**: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.

3. **Share**: Students pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students’ ideas have become more refined through this three-step process.  
   (www.teachervvasion.fen.com)

2. **The Steps of Think-Pair-Share**

   According to Siburian (2013: 35) there are some steps of *Think-pair-Share* strategy for students:

   a. With students seated in teams of 4, have them number them from 1 to 4.

   b. Announce a discussion topic or problem to solve. (Example: Which room in our school was larger, the cafeteria or the gymnasium? How could we find out the answer?)

   c. Give students at least 10 seconds of think time to think of their own answer. (Research shows that the quality of student responses goes up significantly when you allow “time”.)

   d. Using student numbers, announce discussion partners. (Example: for this discussion, student #1 and #2 was partners. At the same time, student #3 and #4 will talk over their ideas).

   e. As students to pair with their partner to discuss the topic or solution.
f. Finally, randomly call on a few students to write or diagram their responses while doing the *Think-pair-Share* activity. *Think-Pair-Share* helped students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view. (http://olc.spsd.sk.ca)

3. The Procedures of *Think-Pair-Share*

   The procedures that are followed in *Think-Pair-Share* are:
   
   1) The teacher asks a question or introduces a problem.
   
   2) Students are given enough time to think individually in order to answer the question or suggest solutions for the problem. The time that is given to students depends on the complexity of the question or the problem.
   
   3) Students are asked to work in pairs in order to discuss their answer with their peers. They are given enough time to listen to each other ideas and to discuss them.
   
   4) Students are asked to share their ideas with the whole class. They are given the opportunity to share what they have discussed in pairs (Lyman, 1987 in Raba, 2017:14)
A. The Method of Research

According to Khasinah (2013:108) action research is a process in which educators examine their own practice systematically and carefully using the techniques of research. In addition, Cameron-Jones 1983 in Khasinah (2013:108) defines action research as a research carried out by practitioners with a view to improve their professional practice and understand it better.

Ur (1996:328) in Khasinah (2013:107-108) states that classroom action research is carried out by teachers on phenomena in their own classroom. It meant primarily to improve the teacher-researcher’s own teaching process and is done based on cycle of investigation, action and re-investigation by two or more collaborating teachers.

Besides, Arikunto (2006:2-3) informs that CAR consist of three words, so there are three definitions, which can be explained:

1. Research—indicate an activity to observe the object by using of ways and methodologies to get the useful data or information to improve the quality of thing and that is necessary for researcher.
2. Action is movement activity, which is done deliberately with a certain purpose.
3. Classroom— in this case was not bounded by the terms of the classroom, but it has a more specific meaning. The word of class means groups of
students who are in the same time to receive the same lesson from the same teacher.

According to Frost (2002:25) in Costello (2011:5) states action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practices’. According to Hopkins (2008:47) in Costello (2011:5) action research combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform.

B. Place and Time of Research

The research was located in MA Al Manar Tengaran at street Solo-Semarang, Bener, Tengaran, Semarang. The research was applied for the first-grade students. Based on the researcher’s observation, this class had low score in English term, especially in descriptive text writing skill. They were shy or even afraid of creating mistakes, thus they use Bahasa to explain their idea in English Lesson.

The classroom action research was conducted from July, 17th 2017 until August, 4th 2017. MA Al Manar has several facilities as a supporting tool in teaching and learning process consisting of classroom, teacher office, library, head master room, and etc.

The classroom action research was done in July, 17th 2017 until August, 4th 2017. The schedule of research can be drawn in the figure below.
### Table 3.1 Schedule of the Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Monday</td>
<td>Observation</td>
<td>MA Al-Manar Tengaran</td>
</tr>
<tr>
<td></td>
<td>July, 17th 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>09.00 – 09.30</td>
<td>Giving the letter to one staff at MA Al Manar Tengaran</td>
<td>Head master’s office of MA Al Manar Tengaran.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Nuzulul Rahmawati S. Pd.I) to do research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>09.30 – 11.30</td>
<td>Meet the English teacher Mrs. Nuzulul Rahmawati S. Pd.I to do consult the RPP</td>
<td>Teacher office of MA Al Manar Tengaran.</td>
</tr>
<tr>
<td>3.</td>
<td>Thursday</td>
<td>Teaching Learning Process by using <em>Scientific Learning</em> (cycle I)</td>
<td>A class in the first grade (X K/ Social Science class) of MA Al Manar Tengaran</td>
</tr>
<tr>
<td></td>
<td>August 3rd 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.30-14.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Friday</td>
<td>Teaching Learning Process by using TPS <em>(Think-Pair Share Strategy)</em> (cycle II)</td>
<td>A class in the first grade (X K/ Social Science class) of MA Al Manar Tengaran</td>
</tr>
<tr>
<td></td>
<td>August, 4th 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>07.10-08.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. The Subject of the Research

The subject of this research was the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018. The researcher would take X K.

Table 3.2 Subject of the Research

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAME</th>
<th>CODE</th>
<th>MALE (M) / FEMALE (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Abdurrohman</td>
<td>Students 1</td>
<td>M</td>
</tr>
<tr>
<td>2.</td>
<td>Adelia Laelatul</td>
<td>Students 2</td>
<td>F</td>
</tr>
<tr>
<td>3.</td>
<td>Aditia Purna</td>
<td>Students 3</td>
<td>M</td>
</tr>
<tr>
<td>4.</td>
<td>Ahmad Irawan</td>
<td>Students 4</td>
<td>M</td>
</tr>
<tr>
<td>5.</td>
<td>Badrun Tajalla</td>
<td>Students 5</td>
<td>M</td>
</tr>
<tr>
<td>6.</td>
<td>Eka Indah</td>
<td>Students 6</td>
<td>F</td>
</tr>
<tr>
<td>7.</td>
<td>Lailatul Khoiriyah</td>
<td>Students 7</td>
<td>F</td>
</tr>
<tr>
<td>8.</td>
<td>Linda Miftakhul</td>
<td>Students 8</td>
<td>F</td>
</tr>
<tr>
<td>9.</td>
<td>Luthfi Annisa</td>
<td>Students 9</td>
<td>F</td>
</tr>
<tr>
<td>10.</td>
<td>M. Affifudin</td>
<td>Students 10</td>
<td>M</td>
</tr>
<tr>
<td>11.</td>
<td>Malihatun Nikmah</td>
<td>Students 11</td>
<td>F</td>
</tr>
<tr>
<td>12.</td>
<td>Muhammad Mahmudi</td>
<td>Students 12</td>
<td>M</td>
</tr>
<tr>
<td>13.</td>
<td>Nurrochim</td>
<td>Students 13</td>
<td>M</td>
</tr>
<tr>
<td>14.</td>
<td>Nurul Arifa</td>
<td>Students 14</td>
<td>F</td>
</tr>
<tr>
<td>15.</td>
<td>Rahma Setyani</td>
<td>Students 15</td>
<td>F</td>
</tr>
</tbody>
</table>
D. The Procedure of Research

The research design in this research consists of four steps. According to Arikunto et.al., (2006:16) steps of action research are planning, acting, observing, and reflecting.

![Action Research Spiral](image)

**Figure 3.1 the action research spiral (based on Kemmis and Mc Taggart 1988: 14 in Parsons et.al., 1993:48)**

This study used Classroom Action Research, the writer conducted the research in two cycles those were cycle I and cycle II. The steps in every cycle were same. They were as follows:
1. Planning

The activities in the planning were as follow:

a. Preparing the materials, making lesson plan, and designing the steps in doing the action.

b. Preparing the list of the students’ name and scoring.

c. Preparing the teaching aids (e.g Camera, worksheet, Think-Pair-Share Strategy)

d. Preparing the sheets for class observation (to know the situations of teaching learning process when the strategy is applied).

e. Preparing a test (pre-test and post-test to know whether students’ writing skill improve or not).

2. Action

The activities in the action were as follow:

a. Giving pre-test

b. Teaching writing descriptive text by using Think-Pair-Share Strategy.

c. Giving opportunity to the students to ask about difficulties or problems.

d. Asking the students to identify descriptive text using Think-pair-Share Strategy.

e. Giving post-test
3. Observation

Observation is one of the instruments in collecting data as a scientific method, observation can be systematically used to observe and note the phenomena investigated, such as the students’ feeling, thinking and activities in teaching learning process. The researcher analyzed the result of pre-test and post-test to know whether the students’ writing improve or not.

4. Reflection

The result of the observation was analyzed. It was to remember what happened that has been recorded in observation. Reflection sought to make sense of the process, problem and real issues in strategic action. It took account of the writing skill the pictures and its circumstance in which they arisen. The research appeared reflection has an evaluating aspect, it asked the researcher to expand the experience, to judge whether effects were desirable, and suggest ways of processing. Then the next cycle could be designed to be better.

E. Technique of Collecting Data

The researcher presented the act of collecting data were as follows:

1. Test

A test or quiz is used to examine someone’s knowledge of something to determine what he or she knows or has learned. Testing measures the level of skill or knowledge that has been reached (ITS Training Services, 2014). First conducted before getting data, the
researcher uses pre-test and post-test. Arikunto in Aini (2015) stated that test is used to measure the students’ basic ability and achievement. To get the data, the researcher processed the tests that consist of pre-test and post-test. The function of pre-test is to know how far the students’ writing skill of the students before applying Think-Pair-Share strategy and the function of post-test is to know the increasing the students’ writing skill after applying Think-pair-Share strategy. Pre-test and post-test are consisted of essay.

To know the skill of students in writing descriptive text, the researcher adapted the rubric of writing descriptive text by McGraw-Hill.

**Table 3.3**

**rubric of assessing students’ writing skill in descriptive text.**

<table>
<thead>
<tr>
<th>Focus/Organization</th>
<th>Comments</th>
<th>Score</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>The description fulfills its purpose by presenting a clear and complete picture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The description is appropriate for its intended audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The details are presented in a recognizable and appropriate order.</td>
<td></td>
<td>Score</td>
<td>___</td>
</tr>
<tr>
<td>Elaboration/Support/Style</td>
<td>Comments</td>
<td>Score</td>
<td>___</td>
</tr>
<tr>
<td>Vivid images supported by sensory details and carefully chosen words are used.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details are sufficient and appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition words are used effectively.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

46
2. Documentation

According to Best (1983:106) documents are an important source of data in many areas of investigation, and the methods of analysis are similar to those used by historians. In documentary analysis, the following may be used as a source of data: records, reports, printed forms, letters, autobiographies, diaries, compositions, themes or other academic work, books, periodicals, bulletins or catalogues, syllabi, court decisions, pictures, films, and cartoons (Best, 1983:107).

According to Best (1983:107) the purposes of documentary analysis, such as:

a. To describe prevailing practices or conditions.

b. To discover the relative importance of, or interest in, certain topics or problems.
c. To discover level of difficulty of presentation in textbooks or in other publications.

d. To evaluate bias, prejudice, or propaganda in textbook presentation.

e. To analyze types of errors in student’s work.

f. To analyze the use of symbols representing persons, political parties or institutions, countries, or points of view.

g. To identify the literary style, concepts, or beliefs of a writer.

h. To explain the possible causal factors related to some outcome, action, or event.

3. Observation

a. The definition of observation

   Based on Department of Health and Human Services (2008:1), observation is way of gathering data by watching behavior, events, or nothing physical characteristics in their natural setting. Observation can be overt (everyone knows they are being observed and the observer is concealed). The benefit of covert observation is that people are more likely to behave naturally if they do not know they are being observed.

b. The Plan for Observation

   Department of Health and Human Services (2008:2) said there are some things must be planned before carrying out the observation, such as:
1) Determine the focus, think about the evaluation question(s)

2) you want to answer through observation and select a few areas of focus for your data collection.

3) Design a system for data collection. Once you have focused your evaluation think about the specific items for which you want to collect data and then determine how you will collect data and then determine how you will collect the information you need.

4) Select the sites, select an adequate number of sites to help ensure they are representative of the larger population and will provide and understanding of the situation you are observing.

5) Select the observers, you may choose to be the only observer or you may want to include others in conducting observations.

6) Train the observers, it is critical that the observers are well trained in your data collection process to ensure high quality and consistent data.

7) Time your observations appropriately, it is critical that you schedule your observations so you are observing the components of the activity that will answer your evaluation questions. This requires advance planning.

c. The Advantages of Observation

There some advantages of observation based on Department of Health and Human Services (2008:2), such as:
1) Collect data where and when an event or activity is occurring.
2) Does not rely on people’s willingness or ability to provide information.
3) Allows you to directly see what people do rather than relying on what people say they did.

d. The Disadvantages of Observation
   Based on Department of Health and Human Services (2008:2) there are some disadvantages of observation, such as:
   1) Susceptible to observer bias.
   2) Can be expensive and time-consuming compared to other data collection methods.
   3) Does not increase your understanding of why people behave as they do.

4. Field Note
   Field note is needed in a research process. From field note researcher can make observation on certain phenomena being studied. In this study, field note was used to show the students' description of the actual conditions in the learning process.

F. Technique of Data Analysis
   After collecting data, the next step of this study was analyzed the data. There were two ways to analyze the data, they were:
1. Descriptive Technique (Qualitative)

A descriptive technique is used to know students’ behavior during the teaching learning process. In this case, the writer analyzed the observation sheet by field note taking in which has been made by her partner.

2. Statistical Technique (Quantitative)

A statistical technique is used to summarize data using numbers. This technique is used to know the students’ score of writing in each cycle. To analyze the data of the research, the writer used mean formula. David (1969:137) said that the mean is the most frequently used measure of central tendency in test statistics. So the writer used means to analyze the data of the research.

According to Hadi (1981:246) the formula is:

a. Mean

Mean is formula to know the average of the student’s score.

The formula is:

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

- \( M \) = Mean of student’s score.
- \( \Sigma x \) = The sum score of student’s writing test.
- \( N \) = The total number of students

b. SD (Standard Deviation)

\[ SD=\sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]
SD = Standard Deviation
D = Different between pre-test and post-test
N = Number of observation in T-test

c. T-test

To be able to know whether there is significant improvement or not between pre-test and post-test, researcher using t-test after calculate the SD.

The formula is:

$$T_o = \frac{\sum D}{N} - \frac{SD}{\sqrt{N-1}}$$

$T_o$ = T-test for differences of pre-test and post-test.
SD = Deviation Standard for one sample t-test
D = different between pre-test and post-test
N = Number of observation in T-test

G. Profile of MA Al Manar Tengaran

a. General Situation of MA Al Manar

Islamic High School Al Manar is Islamic School based on Islamic Boarding School. The location of the strategic school is about 1 KM from the border of Salatiga City, making it easily accessible from various directions. The implemented Islamic Boarding School system can help students to develop students’ self-potential both in the field of
religious knowledge and life skills. Islamic High School Al Manar has two programs: Social Science Program (IPS) and Religious Program (PK) supported by professional educator and certified educator.

b. Vision and Mission of MA Al-Manar

Vision : The realization of the Islamic Generation of Believers, charitable, achievement and independent

Mission :

1. To develop the spirit of appreciation and practice of Islam in everyday life

2. To realize the character of Islam that is able to actualize itself in society

3. To improve the quality of graduates and potential students (academic and nonacademic).

4. To develop the potential of learners in IPTEK religious science and skills as self-supporting capital.

5. To implement effective, efficient, transparent and accountable madrasah governance.

c. Curriculum Structure

Curriculum structure is a pattern and arrangement of subjects that must be pursued by learners in learning activities. The curriculum
content of each subject is set out in the form of Competence (Competency Standards and Basic Competencies) developed based on Graduate Competency Standards (SKL).

Government Regulation Number 9 Year 2005 regarding National Education Standards Article 6 paragraph (1) states that for general, vocational and special education in primary and secondary education consists of subject components, local content components and self-development components:

1. Subject component consists of five groups of subjects, namely:

**Table 3.4 Subject Components**

<table>
<thead>
<tr>
<th>No.</th>
<th>Group of Subject</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Region and Noble Character</td>
<td>The group of religious subjects and noble character is intended to form learners to be believers and to be devoted to the Almighty God and to glorify noble. Noble moral values include ethics, moral values, or morals as an embodiment of religious education.</td>
</tr>
<tr>
<td>2.</td>
<td>Citizenship and personality</td>
<td>Civic and personality subjects group is intended to increase awareness and insight of learners about their status,</td>
</tr>
</tbody>
</table>
rights and obligations in the life of society, nation and state, and the improvement of his quality as a human being. Awareness and insight including the insights of nationality, soul and patriotism defend the State, respect for human rights, national pluralism, environmental preservation, gender equality, democracy, social responsibility, obedience to law, tax paying obedience, and anti-Corruption, collusion and nepotism.

<p>| 3. science and technology | The Science and Technology subjects group at the MA / MAK are intended to acquire advanced competencies in science and technology and cultivate critical thinking, creative and independent. The Science and Technology subjects group at the MA / MAK are intended to apply science and technology, establishing competence, skills, and |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>independent of work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Aesthetics</td>
<td>The aesthetic subject group is intended to increase the sensitivity, the ability to express and the ability to interpret the beauty and harmony. The ability to interpret and express beauty and harmony include appreciation and expression, both in individual life so as to enjoy and be grateful for life, as well as in community life so as to create a harmonious togetherness.</td>
</tr>
<tr>
<td>5.</td>
<td>physicals, sports and health physical</td>
<td>Physical, sports and health subject classes at MA / MAK are intended to increase physical potential and cultivate sportsmanship, discipline, cooperation, and healthy living. Healthy living cultures include awareness, attitudes, and healthy living behaviors that are individual or collective in nature such as the limitations of free sexual behavior, drug addiction, HIV / AIDS, dengue, vomiting, and other potential diseases.</td>
</tr>
</tbody>
</table>
2. Local Content Components

Local content is intended to develop competencies tailored to the characteristics of madrasah and local potential, including regional excellence, whose material cannot be grouped into existing subjects.

3. Self-loading components

Self-development is intended to provide opportunities for learners to develop and express themselves according to the needs, talents, and interests of each learner in accordance with school conditions.

d. The Curriculum Content

Based on the Content Standards developed by Educational National Standard Institution, the policy of the Regional Office of the Department of Religious Affairs of Central Java Province and the results of the Islamic Boarding Committee internal meeting, the subjects developed by Islamic High School of Al-Manar are described as follows:

1. Subject Component

a. Religious Education in Islamic High School Al-Manar includes sub subjects:
Al Qur'an Hadith in Islamic High School aims to study Al Qur'an and Hadith aims for learners to love to read the Qur'an and Hadith correctly, and learn it, understand, believe the truth, and practice the teachings and values that Contained therein as a guide and guide in all aspects of his life.

The scope of material / study material subjects Al-Qur'an and Hadith include:

1) Ulum Al-Qur'an and Ulum Al-Hadith in outline presented in a concise and clear include:

2) Knowledge of the Qur'an and revelation

3) The Qur'an as the Apostle's miracle

4) The position, function and purpose of the Qur'an

5) The ways of revelation are revealed

6) The lessons of the Qur'an are gradually revealed

7) The main theme of the Qur'an

8) How to search for letters and verses of the Qur'an

9) Understanding Hadith, Sunnah, Khabar, and Atsar

10) The position and function of the Hadith

11) Elements of Hadith
12) Introduction of several books of Hadith collections
   a) The Book of Bulughul Maram
   b) The Book of Subuluussalam
   c) The book of Sahih al-Bukhari and Sahih Muslim

b. The selected verses of the Qur'an are systematically presented and the preferred hadiths that support the verse with topics include:

1) The purity and perfection of the Qur'an

2) The Qur'an and Hadith as a source of values and thoughts about the greatness and power of God

3) The Qur'an as the source of the basic value of the obligation to worship Allah

4) Favors of Allah based on verses of the Qur'an and Hadith and gratitude of favor

5) The Qur'anic teachings about the utilization of source natural and use it

6) The teachings of the Qur'an and Hadith about the pattern of simple life and practice it

7) Principles of virtue

8) The principles of amar ma'ruf nahi munkar
9) Law and method of da'wah

10) Human responsibility

11) Obligation to be fair and honest

12) Prohibition of treason

13) Fellow human interaction and not exaggeration.

14) Eat good and lawful

15) The teachings of Al-Qur'an and Hadith relating to the personal development of society.

16) The Qur'anic verses about science.

3. The Facilities of MA Al Manar

MA Al Manar constantly improves and equips various facilities for the development needs of teaching and extracurricular learning process. The facilities are:

a. Madrasah Headroom : 1

b. Administration Room : 1

c. Master's Room : 1

d. Library Room : 1

e. Lab Room. Computers : 1

f. Lab Room. IPA : 1
4. Islamic High School Program

   a. Development

       MA Al-Manar has a curriculum and entrepreneurship-based student activities program to form an independent professional, including activities:

        1) Scouting
        2) Computer
        3) Clothing
        4) Catering
        5) Motor Workshop
        6) Iron Craft
        7) Graphic Design
        8) Tahfidz Al-Qur'an
b. Superior

MA Al-Manar has a leading curriculum to form independent professional graduates of Religious programs in which there are 75% lessons of the religious sciences, covering subjects:

1) Arabic
2) Tafsir
3) Hadith
4) Fiqh
5) Moral Mysticism
6) Kalam Science

5 Teaching Learning Process

MA Al-Manar implement in Teaching Learning Process accordance with the provisions of the implementation which is regulated in the standard of content but because it must be adjusted to the provisions of boarding school then there are reduction hours as for KBM activities are arranged as follows:

a. Effective Hours Teaching Learning Process takes from 07.00 to 13.30 and every one hour 40 minutes.

b. Effective Hours Teaching Learning Process in Ramadhan lasted from 07.30 to 11.30 and every one hour 30 minutes lesson.
6 The State of Educators

The state of educators at MA Al-Manar in 2017 that there are 18, including teachers’ subjects Qur'an Hadits, TAfsir, Arabic, Fiqh, SKI, English, Mandarin, Bahasa Indonesia, Mathematics, Skills, Civics, Akidah Akhlak, Penjaskes, Kalam Science, History, Geography, Economics, Sociology, Cultural Arts, Physics, Chemistry, Biology, and ICT. However, many educators teach more than two subjects to meet the quota of teaching hours in a week.

7 Student Situation

The state of MA Al-Manar students in the academic year 2017/2018 amounted to 133 students, namely:

a. Class X-PS there are 22 students

b. X-PK class there are 19 students

c. Class XI-PS there are 25 students

d. Class XI-PK there are 29 students

e. Class XII PS there are 16 students

f. Class XII PK there are 22 students
CHAPTER IV

DATA ANALYSIS

A. Result

In this chapter, the researcher would like to analyze the data gathered from the action research activities. The data was obtained from teaching learning process and evaluation. The data analysis is function to measure the students’ descriptive writing skill improvement by applying “Think-Pair-Share” strategy.

In this research, the data was consisted of field note, the result of pre-test and post-test. There were two cycles in this research, cycle I and cycle II. For the whole stages of every cycle would be explained in the description bellow:

1. Cycle I

a. Planning

The researcher prepared some instruments of the research, they are as follows:

1) Lesson plan as teaching guidance in learning process.

2) The material.

3) Check list for classroom observation (to know the situation of teaching learning process when the strategy is applied)

4) Teaching aids (board maker, scientific learning, paper sheet, etc.)
5) Test (Pre-test and Post-test ) to know whether students’ writing skill improve or not).

Pre-test was given to the students before applying “Think-Pair-Share” strategy and post-test was given after applying this strategy.

b. Implementation of the action

On Thursday, August 3rd 2017, teacher and researcher conducted research for the first-grade students of social science class of MA Al Manar Tengaran. The classroom was very crowded, but still conditioned. Furthermore, the classroom teacher introduced the researcher to her students and explained the purpose of the researcher's arrival in the class. The aim of the researcher is to know the skill of the first-grade students of social science class in writing descriptive paragraph.

The teacher greeted the students “good morning students?” and the students answered the teacher “good morning mom…”. Before the teacher start the learning activities, she asked the students to pray first. Then she checked the attendance of the students. Besides, the teacher did not forget to ask “who is absent today?”. Then the students answered “no one mom…”. Before the teacher began to teach. The teacher gave pre-test to the class about 10 minutes. After the students finished the pre-test, the teacher asked the students to collect their test on the teacher table.
Teacher: “Assalamu’alaikum wr.wb”

Students: “Wa’alaikumussalam wr.wb”

Teacher: “good morning students”.

Students: “good morning mom…..”

Teacher: “How are you today?…”

Students: “I’m fine, and you?…..”

Teacher: “I’m fine too, thank you. Ok class, before we start our lesson today, let us reciting basmalah together”.

Students: “Bismillahirrohmaanirrohiim”

Teacher: Ok, students, today we have guests from IAIN Salatiga. Introduce, her name is Vani Listianti. She was a student of IAIN Salatiga last semester. She is one of the students majoring in English education. Her goal here is to do classroom action research to complete his thesis assignment. Especially research on English subjects.

Researcher: (keep smile)

Students: (keep silent and pay attention)
Before the teacher explained the material today, she asked the students to do pre-test for about 15 minutes. After the students did pre-test, the teacher began to discuss the material would be studied. The teacher gave materials about descriptive text. Then the teacher asked about the materials.

*Teacher*: siapa yang bisa menjelaskan pengertian deskriptif teks?

(Who can explain the meaning of descriptive text?)

*Students*: ------------ (the students keep silent)

*Teacher*: Adakah yang mau jadi relawan untuk menjelaskan tentang deskriptif teks?

(anyone volunteer to explain about descriptive text?)

*Students*: menjelaskan suatu benda bu

(explained about noun mom)

*Teacher*: Ok, bagus. Ada yang lain?

(ok, good. Any other?)

*Students*: teks yang menjelaskan tentang orang, tempat, dan benda bu..

(the texts explained about someone, place, and something mom..)
Teacher: Iya, pertanyaan yang bagus. Dapatkah kamu memberiku contoh tentang deskriptif teks? (yes, good answer. Can you give me an example about descriptive text?)

Students: misalnya menjelaskan Soimah bu. Dia adalah artis yang terkenal. Dia memiliki suara yang bagus. Selain menjadi artis, dia juga memiliki bakat di dunia komedi. Dia memiliki wajah yang cantik. (For example, explaining Soimah bu. She is a famous artist. She has a good voice. In addition to being an artist, she also has a talent in the comedy world. She has a beautiful face.)

Teacher: Ok, contoh yang bagus.. (apakah kalian pernah belajar tentang deskriptif teks?) ok, it’s good example… (have you ever study about descriptive text?)

Students: Iya, saya pernah bu,, (yes, I have mom)

Teacher: sekarang, siapa yang tahu tentang simple present tense?
(Now, who knows about simple present tense?)

*Students*: saya bu,

(I am, mom..)

*Teacher*: coba jelaskan apa yang kamu ketahui tentang simple present tense!

(Try to explain what you know about simple present tense!)

*Students*: simple present tense adalah salah satu rumus grammar bu,

(Simple present tense is one of the grammar formula mom)

*Teacher*: adakah penjelasan selain itu? Misalnya menunjukkan waktu sekarang, atau mendatang atau sedang terjadi,,

(Is there any other explanation? For example showing current time, or upcoming or going on ..)

*Students*: iya bu, kalimat yang menunjukkan kejadian yang sedang berlangsung.

(Yes, mom, a sentence that shows the ongoing events.)
Teacher : ok, good answer. Siapa diantara kalian yang mengetahui pola dari simple present tense?

(Ok, good answer. Which of you know the pattern of simple present tense?)

Students : Subjek + Tobe + V 1 + Objek bu,,.

(Student + Tobe + V 1 + Object, mom..)

Teacher : iya, bagus. Pola dari simple present tense adalah jika kalimat nominal maka menggunakan rumus

\[
S + \text{to be (is, am, are)} + V1 + O\quad \text{kalau kalimat verbal menggunakan rumus } S + V1 + s/es + O.
\]

sejauh ini ada yang ingin di tanyakan?

(Yeah good. The pattern of the simple present tense is if the sentence is nominal then use the formula S + to be (is, am, are) + V1 + O. if the verbal sentence uses the formula S + V1 + s / es + O. So far anyone wants to ask?)

Students : saya bu,,

(I am mom,,)

Teacher : silahkan, mau tanya apa?

Students : kalimat nominal dan verbal bedanya apa ya bu?
(What is the difference between a nominal sentence and a verbal sentence?)

Teacher: iya, pertanyaan yang bagus. Kalimat nominal adalah kalimat yang ada kaitannya dengan bilangan atau jumlah. Misalnya saya (I) berarti satu orang atau di sebut tunggal. Berarti to be yang di gunakan adalah am (I am). Tapi kalau mereka (they) lebih dari satu orang. Berarti to be yang di gunakan adalah are (they are). Untuk kalimat nominal sudah paham?

(Yes, a good question. The nominal sentence is a sentence that has to do with numbers or numbers. For example, I (I) means one person or single call. Means to be in use is am (I am). But if they (they) more than one person. Means to be in use are are (they are). For a nominal sentence do you understand?)

Students: sudah bu,,, (yes, I understand mom,,)

adalah kata kerja, berhubung dalam simple present tense kata kerja harus di tambahi es/s. di sesuaikan dengan huruf akhirnya. Misalnya, study-studies, know-knows, cut-cuts. Bagaimana murid-murid, apakah sudah paham?

(nice. Now the verbal sentence is a sentence that has something to do with the verb. For example, I read a book (I reads a book). Read is a verb, since in the simple present tense the verb must be added es / s. Adjusted to the final letter. For example, study-studies, know-knows, cut-cuts. How are the students, already understood?)

Students : iya bu, paham.

(yes, I’m understood mom)

Teacher : Baiklah, ada pertanyaan?

(ok class, any question so far?)

Students : belum ada bu...

(not yet mom…)
Teacher: bagus, kalian memang terbaik. Ini ada tugas untuk kalian. Tolong perhatikan pertanyaannya dengan baik. Paham?

(ok, you are the best. This is an assignment for you. Please pay attention the questions well! do you understand?)

Students: (yes mom, I do)

Guru mulai membagi lembar kerja siswa (post-test 1).

Teacher: ok, bagus. Tolong kerjakan tugasnya secara mandiri

(ok, good. Please do the assignment independently!)

Students: iya bu...

(yes mom,..)

Please understand the instruction below:

1. Look at the picture below well!

2. Write a simple paragraph about the picture below which consist of Identification and Description at least 100-150 words!

3. Please use WH question in compiling paragraph!
4. Use simple present tense formula!

Then, the students did the assignment. After they finished the assignment, the teacher asked students to submit their worksheet.

Teacher : (have you finish? Please submit your worksheet on my table.)

Students : (yes mom,)

Iya bu,,

Teacher : (ok, class before we finish our lesson today, let us reciting hamdalah together.)

Students : alhamdulillahi robbi ‘alamin.

Teacher : (thank you, see you next time. wassalamu’alaikum warohmatullohi wabarokatuh.)

Students : see you. wa’alaikumussalam wr.wb
The researcher took the important point from the discussion. She explained more about how to identify the picture in descriptive text. Then, the students understood the explanation. She gave the opportunity to them to ask questions. Then, she provided post-test to check students’ writing skill. They must do the task for 15 minutes maximally. After they finished, the researcher collected the students’ worksheet and she closed teaching learning activity.

c. Observation

The observer observed the learning activities since the cycle II was going on. The teacher checked the students understanding about descriptive text by reviewing the material in previous cycle. Based on the observation from observer during the lesson, the students gave more attention when the teacher explained the material than before. They completed their assignment, which is given by teacher, discussed the material seriously and presented the discussion better than the first cycle. They have done both pre-test and post-test by self.
The score of in cycle I

**Table 4.1 the result of pre-test and post-test in cycle I**

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAME</th>
<th>Pre-test (x)</th>
<th>Post-test (y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student 1</td>
<td>35</td>
<td>40</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2.</td>
<td>Student 2</td>
<td>65</td>
<td>55</td>
<td>-10</td>
<td>-100</td>
</tr>
<tr>
<td>3.</td>
<td>Student 3</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>4.</td>
<td>Student 4</td>
<td>45</td>
<td>50</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5.</td>
<td>Student 5</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6.</td>
<td>Student 6</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>7.</td>
<td>Student 7</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>8.</td>
<td>Student 8</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>9.</td>
<td>Student 9</td>
<td>55</td>
<td>65</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10.</td>
<td>Student 10</td>
<td>40</td>
<td>55</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>11.</td>
<td>Student 11</td>
<td>45</td>
<td>50</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>12.</td>
<td>Student 12</td>
<td>60</td>
<td>55</td>
<td>-5</td>
<td>-25</td>
</tr>
<tr>
<td>13.</td>
<td>Student 13</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14.</td>
<td>Student 14</td>
<td>55</td>
<td>65</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15.</td>
<td>Student 15</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16.</td>
<td>Student 16</td>
<td>80</td>
<td>75</td>
<td>-5</td>
<td>-25</td>
</tr>
<tr>
<td>17.</td>
<td>Student 17</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>
b. The calculate of mean and standard deviation

a) Mean of pre-test I

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

\[ M = \frac{995}{19} \]

\[ M = 52.36 \]

b) Mean of Post-test

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

\[ M = \frac{1155}{19} \]

\[ M = 60.78 \]

Mean of pre-test = 52.36

Mean of post-test = 60.78

Mean of pre-test < than mean of post-test

There is an improvement of writing skill through scientific learning in writing descriptive text between pre-test I (before the action) and pre-test I (after the action).
c) Calculating of Standard Deviation

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

\[ = \sqrt{\frac{2460}{19} - \left( \frac{160}{19} \right)^2} \]

\[ = \sqrt{126,31 - (8,42)^2} \]

\[ = \sqrt{126,31 - 70,89} \]

\[ = \sqrt{55,42} \]

\[ = 7,44 \]

d) T-test Calculation

\[ T_0 = \frac{\left( \frac{\Sigma D}{N} \right)}{SD} \]

\[ = \frac{\frac{160}{19}}{7,44} \]

\[ = \frac{8,42}{7,44} \]

\[ = \frac{8,42}{4,24} \]

\[ = \frac{8,42}{1,75} \]

\[ = 4,81 \]

T calculation is 4,81

The calculation result of t-test is 4,81. Mean of pre-test is 52,36 and mean of post-test is 60,78. Based on the result, it means that there is a significant difference between pre-test and post-test.
The improvement is also can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be shown below:

\[ P = \frac{m_2 - m_1}{m_1 + m_2} \times 100\% \]

\[ P = \frac{60.78 - 52.36}{52.36 + 60.78} \times 100\% \]

\[ P = \frac{8.42}{113.14} \times 100\% \]

\[ P = 7.44\% \]

The calculation which shows the class percentage of students who pass the KKM (the minimum of passing criteria) is:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{5}{19} \times 100\% \]

\[ P = 26.31\% \]

It means there are 26.31 % of students’ who pass the standardized score or KKM. The KKM is 70 (the minimum of passing criteria). Only the 5 students who pass the KKM. It indicates that the successful of cycle I should be improved. Finally, the researcher takes the second cycle so that 60 % students are able to pass the KKM.
e) Students’ Observation sheet

Table 4.2 Result of the observation sheet in cycle I

<table>
<thead>
<tr>
<th>Name of the students</th>
<th>Pay attention</th>
<th>Activeness in asking question</th>
<th>Activeness in responding a question</th>
<th>Enthusiasm in doing test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student 1</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Student 2</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Student 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student 4</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. Student 5</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6. Student 6</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7. Student 7</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8. Student 8</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9. Student 9</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>10. Student 10</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>11. Student 11</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>12. Student 12</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>13. Student 13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Student 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15. Student 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Student 16</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Student 17</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>18. Student 18</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Student 19</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
d. Reflection

After analyzing the result of the action in cycle I, the researcher concluded that the students’ descriptive writing skill was improved, in spite of just a little improvement. It was shown by the average of post-test (60.78) which is higher than the average of pre-test (52.36).

In other hand, the teacher needed to explain the material in detail in order to make the students understand well. She had to guide the students to discuss and present the material in front of the class. Besides, the students had to be more active to ask the teacher when they did not understand about the lesson. The teacher used the different method to teach writing with the same topic the next cycle to get better result.

2. Cycle II

Based on the result of cycle I, it was necessary for the teacher to continue to the next cycle:

a. Planning

The activities should be prepared as follows:

1) Lesson plan: as a guide for teacher, activities in the class, so teaching learning process can be controlled.

2) Material: the text about describing people.
3) Teaching aids TPS *(Think-Pair-Share)* strategy

4) Check list for classroom observation.

5) Test: pre-test and post-test to know whether students ‘writing skill improve or not.

**b. The implementation of the action**

On Friday, August 4\(^{th}\) 2017 the teacher and the researcher entered the class to teach English. In action 2, the researcher revised the teaching learning process in cycle I. where students still have difficulties in skill. Students usually started the meeting by greeting and teacher asking students’ condition.

Teachers started the classes by greeting students. Then the teacher asked how her students are today. Teacher also asked if her students learned last night.

Teacher : Assalamu'alaikum warohmatulohi wabarokatuh  
Students : Wa'alaikumussalam warhmatullohi wabarokatuh  
Teacher : *(selamat pagi siswa-siswa sayang?)*

Good morning my lovely students?

Students :  
*Good morning mom ,*

*(selamat pagi bu…)*
Teacher: (bagaimana kabar kalian siswa-siswaku?)

how are you my students?

Students: (saya baik dan anda?)

I'm fine and you?

Teacher: (saya sangat baik juga, terimakasih. Apakah kalian sudah belajar tadi malam?)

I'm very well too, thank you. Did you study last night?

Students: (iya bu...)

yes, mom ,,,

Teacher: (Iya, alhamdulillah. Ya, saya melakukan atau iya saya telah melakukan?)

yes, alhamdulillah. Yes, I do or yes, I did?

Students: (Saya melakukan)

yes, I do

Teacher: (saya akan ulang sekali lagi. Apakah kamu sudah belajar tadi malam?)

I will repeat once more. Did you study last night?

Students: (iya, saya sudah belajar bu...)

83
yes. I did mom ,,

Teacher: *(ok bagus. Pertanyaan terakhir saya adalah)*

*apakah kalian sudah belajar tadi malam bukan*

*kamu belajar tadi malam. Itu pertanyaan yang*

*salah. Baiklah, ekarang semuanya berdiri)*

ok good. The last my question is did you study last night, not do you study last night. It is wrong. Okay, now everybody stands up please.

Students: *(semua berdiri)*

everybody stands up

Teacher: *(harap tenang, sudah siap belajar?)*

*keep silent please, are you ready to learn?*

Students: *(iya, siap bu...)*

yes, ready mom ..

Teacher: *(ok, sebelum kita mulai pembelajaran kita.)*

*Marilah kita bernyanyi lagu kebangsaan terlebih dahulu untuk menambah semangat kita.)*

Okay, before we start learning, let's sing the national anthem first to increase our spirit today.

Students: *(yalal wathon bu,,,)*
Okay, everybody remember it?

yes mom ,,

Teacher : okay. 1,2,3 ...

Students : (semua bernyanyi dengan khidmat)

all singing with the service

okay, sit down please! My students, before we start our lesson today. You have to know the competency today. The competency today is writing competence. And the material about descriptive text. So, you have to write some sentences. It can be
about human or non-human, animals, place, so many, etc.

Once the teacher has informed about the descriptive text, the teacher asked the student to do the pre-test. Teacher gave 5-10 minutes. Teachers asked students to work independently. Then, after the time ran out, the teacher asked students to collect their work.

Then the teacher continued learning. Teacher asked students to learn about descriptive text with a group of friends. Before the teacher gave time to the student to start the discussion, the teacher gave a simple example with an image on the board. The teacher asked students to describe a picture. Then the teacher asked one of the students to go ahead and wrote down some sentence related to the picture. After completion, the teacher invited students to correct their work together.

Teachers asked students to discuss in groups. Teachers gave talk time about 10-15 minutes. Teacher asked students to understand the descriptive text material that the teacher has given. After the time ran out, the teacher asked students to do their last assignment on that day. Teachers allowed students to discuss, but tasks are still being done independently. Once the time was over, the teacher asked the student to collect the results of their work.
Then the teacher concluded the material today and closes the class with greetings.

c. Observation

The researcher observed the learning activities since the cycle II was going on. The teacher checked the students understanding about descriptive text by reviewing the material in previous cycle. Based on the observation from the observer during the lesson. The students gave more attention when the teacher explained the material than before. They completed their assignments, which is given by teacher, discussed the material seriously and the students presented the discussion better than the first cycle. They have done both of pre-test and of post-test by self, with discussed with their friends in group before they have done the tests independently.

Moreover, the researcher would like to analyze the students’ improvement in students’ descriptive writing skill by calculating the result of pre-test and post-test. The result of both of the test can be seen in table as follows:
a. The Score of Test in Cycle 2

Table 4.3 the result of pre-test and post-test in cycle II

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAME</th>
<th>Pre – test (x)</th>
<th>Post– Test (y)</th>
<th>Post– Pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student 1</td>
<td>55</td>
<td>80</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>2.</td>
<td>Student 2</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3.</td>
<td>Student 3</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>4.</td>
<td>Student 4</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5.</td>
<td>Student 5</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>6.</td>
<td>Student 6</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>7.</td>
<td>Student 7</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8.</td>
<td>Student 8</td>
<td>55</td>
<td>75</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>9.</td>
<td>Student 9</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>10.</td>
<td>Student 10</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>11.</td>
<td>Student 11</td>
<td>45</td>
<td>50</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>12.</td>
<td>Student 12</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13.</td>
<td>Student 13</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>14.</td>
<td>Student 14</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>15.</td>
<td>Student 15</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16.</td>
<td>Student 16</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17.</td>
<td>Student 17</td>
<td>55</td>
<td>65</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
### b. The Calculate of Mean and Standard Deviation

a) Mean of pre-test in cycle II

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

\[ = \frac{1140}{19} \]

\[ = 60 \]

b) Mean of post-test in cycle II

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

\[ = \frac{1355}{19} \]

\[ = 71.31 \]

Mean of post-test= 71.31

Mean of pre-test < than mean of post-test

There is an improvement of writing skill through Think-Pair-Share strategy in writing descriptive text between pre-test I (before the action) and pre-test I (after the action)
c) Calculating of Standard Deviation

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

\[ = \sqrt{\frac{327.5}{19} - \left(\frac{215}{19}\right)^2} \]

\[ = \sqrt{172.36 - 127.91} \]

\[ = \sqrt{44.45} \]

\[ = 6.66 \]

d) T-test Calculation

\[ t_o = \frac{\bar{D}}{\frac{SD}{\sqrt{N-1}}} \]

\[ = \frac{215}{\frac{6.66}{\sqrt{18}}} \]

\[ = \frac{215}{4.54} \]

\[ = 47.51 \]

\[ = 7.20 \]

T calculation is 7.20

The calculation result of t-test is 7.20. Mean of pre-test is 60 and mean of post-test is 71.31. Based on the result, it means that there is a significant difference between pre-test and post-test.
The improvement is also can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be shown below:

\[ P = \frac{m_2 - m_1}{m_1 + m_2} \times 100\% \]

\[ P = \frac{71.31 - 60}{60 + 71.31} \times 100\% \]

\[ P = \frac{11.31}{131.31} \times 100\% \]

\[ P = 8.61\% \]

The calculation which shows the class percentage of students who pass the KKM (the minimum of passing criteria) is:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{13}{19} \times 100\% \]

\[ P = 68.42\% \]

It means that 86.6% students pass the KKM. There are 13 students who pass the KKM. Only 6 students were not passed the KKM. It includes that the improvement of students’ writing skill in descriptive text is good enough.
c. Students’ observation Sheet

Table 4.4

Result of the observation sheet in cycle II

<table>
<thead>
<tr>
<th>Name of the students</th>
<th>pay attention</th>
<th>Activeness in asking question</th>
<th>Activeness in responding a question</th>
<th>Enthusiasm in doing test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student 1</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2. Student 2</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Student 3</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4. Student 4</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. Student 5</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6. Student 6</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7. Student 7</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>8. Student 8</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>9. Student 9</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10. Student 10</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>11. Student 11</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>12. Student 12</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>13. Student 13</td>
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<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>14. Student 14</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>15. Student 15</td>
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<td></td>
<td>✓</td>
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<tr>
<td>16. Student 16</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>17. Student 17</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>18. Student 18</td>
<td></td>
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<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>19. Student 19</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
d. Reflection

After analyzing the result of cycle I and cycle II, it can be concluded that learning through think-pair-share strategy could improve students to active in learning writing in discussion in group. By way of thinking, grouping, and sharing will increase confidence for students who have below average ability. Then, the motivation of under-average students will increase. *Think-Pair-Share* strategy have an effect on their learning spirit, especially in writing skill.

B. Discussion

From the result of analyzing in cycle I and cycle II. There is significant improvement on the students’ writing skill. That will be explained in the table below:

Table 4.5

The mean and T-calculation of Students’ score cycle I and cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>52,36</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>60,78</td>
<td>71,31</td>
</tr>
<tr>
<td>2.</td>
<td>t-calculation</td>
<td>4,81</td>
<td>7,20</td>
</tr>
<tr>
<td>Category</td>
<td>Cycle I</td>
<td>Cycle II</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>&lt;70</td>
<td>7.44%</td>
<td>8.61%</td>
<td></td>
</tr>
<tr>
<td>&gt;70</td>
<td>26.31%</td>
<td>68.42%</td>
<td></td>
</tr>
</tbody>
</table>

There are 86.6% who pass the KKM. The KKM is 70 (the minimum of passing criteria) and there are 6 students who not pass on it. The score of pre-test cycle II is 60 which is more than pre-test of cycle I is 52.36. Meanwhile, the score of post-test cycle II is 71.31 which is higher than post-test cycle I is 60.78. In addition, the students look more confident and have opinion to convey their idea in the class.

Based on the field note and observational checklist conducted when the Think-Pair-Share Strategy was applied, the researcher analyzed that there were many improvements in many aspect, they are the improvement of students’ writing skill in descriptive text through Think-Pair-Share strategy, other improvement was general structure and simple present tense.

Based on the result among T-test of cycle I and cycle II, the improvement of students’ writing skills through think-pair-share strategy is successful to improve students' writing skill especially in
descriptive text. It can be seen from table, that shows that T-test of cycle I is 4,81 and cycle II is 7,20.

The think-pair-share strategy can improve the students understanding in learning writing descriptive text. The improvement can be examined from the results of the students answer in the pre-test and post-test. Before the method was used, the student encountered many difficulties in understanding of descriptive text. They could not identify the generic structure and simple present tense of the text correctly and confused to determine the language feature of the text.

Learning process through discussion in group by thinking, pairing, and sharing is that simple to be applied for the teacher in the classroom, especially for writing. So, they were not bored in learning English. Although the teacher was creative in teaching learning process and the students could not a motivation they not got a satisfy achievement in their study. In addition, the teacher should give more support to build students’ confidence to convey their idea to other in thinking, pairing, and sharing to respond question in learning English.
CHAPTER V

CLOSURE

In this chapter the writer presents the conclusion and suggestion related to research finding and discussion.

A. Conclusion

After concluding the research of teaching writing about descriptive text by applying Think-Pair-Share strategy, the researcher draws some conclusions based on the results of the research. The conclusions are:

1. The procedures of implementation of Think-Pair-Share strategy to improve students’ writing skill in descriptive text for the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018 are as follows:
   a. The teacher asks a question or introduces a problem.
   b. Students are given enough time to think individually in order to answer the question or suggest solutions for the problem. The time that is given to students depends on the complexity of the question or the problem.
   c. Students are asked to work in pairs in order to discuss their answer with their peers. They are given enough time to listen to each other ideas and to discuss them.
d. Students are asked to share their ideas with the whole class. They are given the opportunity to share what they have discussed in pairs.

From the procedure above, the students have good participation of teaching by using Think-Pair-Share strategy. This strategy runs well and the students are enthusiastic to follow the lesson in class.

4. The students’ writing skill can be improved by Think-Pair-Share strategy in teaching learning process. It can be proved by the score of pre-test and post-test. The score of post-test is greater than pre-test. The cycle I shows that the score of pre-test is 52,36 and the score of post-test is 60. Meanwhile, the cycle II shows that the score of pre-test is 60,78 and the score of post-test is 71,31. It means that there is significant difference mean between pre-test and post-test. This indicates that Think-Pair-Share strategy can improve students’ writing skill in descriptive text for the first-grade students of MA Al Manar Tengaran in the academic year of 2017/2018.

5. The extent of using Think-Pair-Share strategy can be proved by t-test calculation. T-test is formula to know the significant differences between pre-test and post-test. The t-test from this research for each cycle are: in cycle I is 4,81 and cycle II is 7,20. It means that the use of Think-Pair-Share strategy can improve the students’ writing skill in descriptive text.
B. Suggestion

After conducting the research and analyzing the data, the writer gives some suggestions of this research, they are as follows:

1. For the Teacher
   a. The teacher can use this strategy for teaching descriptive text, which is very effective to be used in writing class. The teacher should prepare the tools or instruments well. The teacher knows what to do and use the *Think-Pair-Share* strategy as a teaching aid.
   b. The teacher is supposed to be creative. The teacher can combine with the strategy to encourage students’ motivation. Besides that, he or she can give a group assignment that might create an active discussion. In addition, the teacher should plan the time well and the teachers arrange the classroom activities carefully.

2. For the Students
   a. The students should be active to involve in learning process. It is suggested to them to develop their motivation.
   b. Hopefully, students are more interested to pay attention teachers’ explanations.
   c. Hopefully, students could improve their writing skill.
   d. Hopefully, students could improve their confident to explore their skill in writing skill.
3. For the Institution

The researcher hopes that the institution can develop or provide more facilities for learning process. It aims to make the learning process easier and have better result. Basically, everyone has the ability, it is just how we process it. Usually, a person's talent will be buried by a sense of insecurity and minder. Therefore, the institution can better train its students to be more confident.

4. For the other Researcher

The researcher hopes that the other researcher can used this graduating paper as a resource to do further research. It aims to make the research process easier and have better result.
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Sumarsih and Sanjaya. n.d. *Improving the Students’ Achievement on Writing Descriptive Paragraph Through the Application of Team Pair Solo.*

Syahputra and Ginting. n.d. *Improving Students’ Achievement in Writing Descriptive Text Through Think-Pair-Share*. Medan. English Language and Literature Department UNIMED


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<td>Pendahuluan membahas daftar isi, ringkasan, dan tujuan penelitian.</td>
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<td>2</td>
<td>Bab Metodologi</td>
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<td>3</td>
<td>BabHAS</td>
<td>Pendahuluan menggambarkan kondisi yang ada sebelum penelitian dilakukan.</td>
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**Bab Kesimpulan**

- Metode pengumpulan data yang digunakan untuk mengetahui kondisi yang ada sebelum penelitian dilakukan.
- Hasil penelitian yang diperoleh dari pengumpulan data tersebut.
- Kesimpulan dari hasil penelitian.
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**Notes:**
- Review completed on 2023-01-01.
- Next review scheduled for 2023-03-01.
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**Notes:**
- All columns are identical in the table.
- The table seems to be a part of a larger document, likely dealing with some form of technical or scientific analysis.
- The presence of multiple copies of the same text suggests redundancy or emphasis on certain aspects.
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MA AL MANAR
Kelas/Semester : X/1
Program : Keagamaan
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Descriptive text
Alokasi Waktu : 2 X 40 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunyata tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian
yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Menunjukkan perilaku tidak menjiplak pada kegiatan menulis teks descriptive.
2. Selalu tepat waktu dalam menyelesaikan tugas.
4. Senantiasa menggunakan kata-kata yang tidak menyinggung perasaan orang lain.
5. Mengidentifikasi generic structure dan language feature dari teks descriptive.
6. Menetukan topik dan main idea dari teks descriptive.
7. Menulis pengenalan subjek yang berisi tentang pengenalan tentang seseorang yang akan di deskripsikan.
8. Menuliskan ciri-ciri yang berisi tampilan fisik, kualitas, perilaku umum, sifat-sifat orang yang akan di deskripsikan.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Menggunakan simple present tense dalam teks descriptive
2. Mendedkripsikan orang atau tokoh sesuai ciri-cirinya dengan Bahasa yang benar dalam teks descriptive
3. Mencocokkan kata-kata sifat dengan gambar yang tepat.
4. Menuliskan tanda baca dengan benar.
5. Menuliskan generic structure text descriptive dengan benar
6. Menjawab pertanyaan dari teks deskriptive
7. Menyebutkan kata-kata sifat dalam teks descriptive.

E. Materi Pembelajaran

Descriptive Text

a. Pengertian Descriptive text

Sebelum melihat Apa itu definisi descriptive text secara utuh, mari kita pahami apa yang dimaksud dengan kata descriptive itu sendiri. Descriptive adalah kata sifat yang jika kita artikan dalam bahasa Indonesia berarti deskripsi (gambaran). Jika kamu diminta untuk mendeskripsikan
sebuah benda, itu artinya kamu harus menggambarkan benda yang
dimaksud baik dari ukuran, warna dan lain sebagainya. Menurut
Wikipedia, yang dimaksud dengan Descriptive text adalah: “*satu kaedah
upaya pengolahan data menjadi sesuatu yang dapat diutarakan secara
jelas dan tepat dengan tujuan agar dapat dimengerti oleh orang yang
tidak langsung mengalaminya sendiri*”. Jadi yang dimaksud dengan
descriptive text adalah sebuah tulisan atau teks yang menggambarkan
sifat-sifat yang melekat pada sesuatu, baik itu manusia, hewan, tumbuhan,
ataupun benda mati seperti rumah, mobil dan lain sebagainya.

b. Tujuan Descriptive Text

Dilihat dari pengertian di atas, maka sebenarnya kita sudah bisa
memahami apa itu tujuan descriptive text. Tujuannya tidak lain adalah
untuk menggambarkan segala sesuatu baik itu manusia, hewan, tumbuhan
atau benda mati dengan sifat yang melekat padanya seperti ukuran, jenis,
warna, dan sebagainya sehingga pembaca atau reader dapat mengetahui
seperti apa sesuatu itu dari gambaran yang kita sampaikan meskipun ia
belum pernah melihatinya.

c. Generic Structure

Descriptive text mempunyai aturan tersendiri dalam penulisannya,
termasuk dalam struktur atau susunan yang harus ditulis secara urut. Jika
kamu diminta untuk membuat descriptive text, maka pastikan susunannya
adalah sebagai berikut:

1. **Identification**: Bagian ini – pada paragraf pertama – tujuannya adalah
untuk mengidentifikasi sesuatu yang ingin dideskripsikan atau
digambarkan. Penjelasan mudahnya, identification berfungsi untuk
memperkenalkan kepada pembaca tentang objek atau sesuatu yang
akan kita gambarkan sebelum kita beritahu tentang sifat-sifatnya.
Tujuannya agar jangan sampai pembaca salah orang. Kita mau menggambarkan mobil misalnya, tapi pembaca mengiranya motor.

Contoh: kamu diminta untuk menggambarkan mobil barumu, maka isi identification-nya adalah: Ayahku baru saja membelikan mobil baru. Mobil ini sebenarnya sudah lama aku idam-idamkan, tapi baru sekarang ayahku membelikannya. (Berarti yang akan digambarkan adalah mobilku, bukan mobil orang lain).

2. **Description**: Bagian ini pada paragraf kedua dan seterusnya – berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah kamu kenalkan pada pembaca pada paragraf pertama.


d. Ciri-ciri Descriptive Text

Ciri-ciri ini penting untuk kamu perhatikan agar ketika menulis descriptive text tidak salah. Jadi pastikan kamu menggunakan ciri-ciri berikut ini ketika akan menulis menggunakan genre descriptive text:

Misal kamu akan menggambarkan sifat-sifat mobil baru kamu: The color of my car is black, it can run up to 500 km/hour.

2. Karena fungsinya adalah untuk menggambarkan sesuatu dengan menjelaskan sifat-sifatnya, maka dalam descriptive text akan banyak dijumpai kata sifat (adjective), seperti handsome, beautiful, tall, small, big, atau jika kata sifat tersebut berasal dari kata kerja, maka kamu akan mendapati tambahan -ve, -ing, -nt di belakangnya,

Contoh:

Create (membuat) > creative (orang yang pintar membuat sesuatu).
Interest (menarik) > interesting (sesuatu yang menarik)

3. Dalam descriptive text kita juga akan sering menjumpai relating verb (kata kerja penghubung) yaitu is (seperti pada ciri nomor 1). Is dalam bahasa Indonesia sering diartikan dengan “adalah”. Karena tujuan atau fungsi descriptive text adalah untuk menggambarkan, maka pasti kita akan sering menjumpai kata adalah (is). His name is Andy (namanya adalah Andy), his height is 160 cm (tingginya adalah 160 cm).

d. The example of Descriptive Paragraph

Comedian Sule “Prikitiw” His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese.
Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri)

Konsep : Cara penulisan paragraph descriptive dengan benar

Prinsip :
Pola kalimat dalam present tens (verba) “ S+ V 1 s,es “
Pola kalimat dalam present tense (nomina) “ S+ tobe Not verb
Keterangan waktu dalam present tense
Tanda baca dan penulisan kata dalam menulis

Prosedur :
Langkah atau urutan kegiatan dalam menulis teks descriptive.

F. Metode Pembelajaran

Pendekatan : Scientific learning

Metode : Diskusi

G. Media : Gambar


I. Kegiatan Pembelajaran

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<th>Pendahuluan</th>
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<tr>
<td></td>
<td>• Guru masuk kelas salam dan langsung menyapa siswa menggunakan Bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama.</td>
<td>Observasi</td>
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<td></td>
<td>• Guru dapat menggunakan kalimat “Good Morning Students”</td>
<td>• Siswa mengamati guru yang memberikan contoh gambar seorang artis dan teks deskriptive</td>
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<tr>
<td></td>
<td>• Pastikan peserta didik merespon dengan baik dan menjawab “Good Morning Miss/Mom”.</td>
<td>• Siswa mengamati gambar dan memahami isi</td>
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<td>• Jika peserta didik belum merespon jangan dulu melanjutkan pelajaran.</td>
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<td></td>
<td>• Sebelum memperkenalkan materi yang dibahas hari ini, guru memperkenalkan diri terlebih dahulu.</td>
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<td>• Guru mengecek kehadiran siswa.</td>
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<td>• Guru mengajak siswa membaca basmalah bersama sebelum pelajaran di mulai.</td>
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<td>• Guru memperkenalkan materi yang akan di sampaikan hari ini.</td>
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<td>• Guru memberi pre-test sebelum melanjutkan ke materi yang akan di sampaikan.</td>
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<td>• Guru meminta siswa mengumpulkan lembar tes siswa di meja guru.</td>
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</tr>
<tr>
<td>Inti 2</td>
<td>Questioning :</td>
<td>15’</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>-----</td>
</tr>
<tr>
<td>• Siswa membuat pertanyaan tentang terkait gambar yang diberikan oleh guru.</td>
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<td></td>
</tr>
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<td>• Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks deskriptif</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inti 3</th>
<th>Eksplorasi :</th>
<th>35’</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru membagikan gambar seseorang dan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
beberapa lembar kertas yang berisikan materi descriptive text, simple present tense, dan vocabulary yang berkaitan dengan gambar.

- Siswa berlatih mendeskripsikan tentang seseorang secara mandiri.
- Guru mengawasi dan mendampingi siswa untuk memberi arahan dalam menyusun teks descriptive.

Mengasosiasi:

- Siswa berlatih mendeskripsikan tentang seseorang secara mandiri.
- Guru membagikan gambar seseorang
- Guru memberikan contoh cara menuliskan tanda baca.
- Guru memberi contoh cara menuliskan generic structure teks deskriptif dan menjelaskan sekilas tentang teks deskriptive.
- Siswa berlatih kembali teks deskriptive dengan menuliskan tanda baca dengan benar. (capital letter and punctuation)

Mengkomunikasikan:

- Guru menunjuk siswa untuk maju ke depan kelas dengan semangat dan santun
- Guru memberikan arahan tentang permainan yang akan di lakukan
- Siswa memikirkan seseorang dan merahasiakan nya
- Siswa lain berupaya mendeskripsikan orang
tersebut secara bergantian
- Siswa memikirkan jawabanya
- Guru memberikan arahan dan motivasi
- Siswa mengungkapkan deskripsi dari orang yang di fikirkan
- Siswa menyampaikan jawaban
- Siswa lain menanggapi
- Guru memberikan penjelasan.

Penutup
- Guru meminta siswa mengumpulkan tugas.
- Guru memberikan refleksi terhadap kegiatan yang sudah di laksanakan siswa
- Guru mengajak siswa mengucap hamdalah bersama dan menutup greetings dan salam.

J. Penilaian

Penilaian Hasil

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menyusun kalimat deskriptif (simple present tense dan adjective)</td>
<td>Tes tertulis</td>
<td>Essay</td>
<td>Soal essay (tertulis)</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
Menulis generic structure text descriptive dengan benar

<table>
<thead>
<tr>
<th>Mendeskripsikan tentang seseorang</th>
<th>Tes tertulis</th>
<th>Essay</th>
<th>Soal essay (tertulis)</th>
</tr>
</thead>
</table>

**k. soal (Instrumen) dan Penskoran**

1. **Soal penilaian hasil :**

   Please understand the instruction below :

   1. Look at the picture below well!
   2. Write a simple paragraph about the picture below which consist of identification and description at least 100-150 words!
   3. Please use WH Question in compiling paragraph!
   4. Use the simple present tense formula!

   ![Image](image.png)

   **Answer:**
3. Penskoran

**Rubrik menulis (writing Descriptive Text):**

<table>
<thead>
<tr>
<th>Focus/Organization</th>
<th>Comments</th>
<th>Score ___ / 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>The description fulfills its purpose by presenting a clear and complete picture.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The details are presented in a recognizable and appropriate order.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elaboration/Support/Style</th>
<th>Comments</th>
<th>Score ___ / 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivid images supported by sensory details and carefully chosen words are used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details are sufficient and appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition words are used effectively.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar, Usage, and Mechanics</th>
<th>Comments</th>
<th>Score ___ / 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writing is free misspellings, and words are capitalized correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard English usage is employed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The paper is neat, legible, and presented in an appropriate format.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Score _____ / 100

Adapted by Clencoe/McGraw-Hill (P.19). *Glencoe Literature Reading with Purpose (Rubrics for Assessing Student writing, Listening, and Speaking Middle School)*. Columbus
### Instrumen penilaian menulis (writing):

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
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<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>4.</td>
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<td>9.</td>
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<td>10.</td>
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<td>11.</td>
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<td>12.</td>
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<td>13.</td>
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<td>14.</td>
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<td>15.</td>
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<td>16.</td>
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<td>17.</td>
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<tr>
<td>18.</td>
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<tr>
<td>19.</td>
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<td></td>
</tr>
</tbody>
</table>

Tengaran, 3 Agustus 2017

Mengetahui,

Guru Mata Pelajaran

Praktikan

Nuzulul Rahmayati S.Pd.I

Vani Listiandi
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MA AL MANAR
Kelas/Semester : X/1
Program : Keagamaan
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Descriptive text
Alokasi Waktu : 2 X 40 menit

A. Kompetensi Inti

2. Menghayati dan mengamalkan ajaran agama yang dianutnya

5. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

6. Memahami, menerapkan, menganalisis pengetahuan fakturnl, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian
yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

7. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi


10. Selalu tepat waktu dalam menyelesaikan tugas.

12. Senantiasa menggunakan kata-kata yang tidak menyinggung perasaan orang lain.
14. Menetukan topik dan main idea dari teks descriptive.
15. Menulis pengenalan subjek yang berisi tentang pengenalan tentang seseorang yang akan di deskripsikan.
16. Menulis ciri-ciri yang berisi tampilan fisik, kualitas, perilaku umum, sifat-sifat orang yang akan di deskripsikan.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

8. Menggunakan simple present tense dalam teks descriptive
9. Mendedkripsikan orang atau tokoh sesuai ciri-cirinya dengan Bahasa yang benar dalam teks descriptive
10. Mencocokkan kata-kata sifat dengan gambar yang tepat.
11. Menuliskan tanda baca dengan benar.
12. Menuliskan generic structure text descriptive dengan benar
13. Menjawab pertanyaan dari teks deskriptive

E. Materi Pembelajaran

**Descriptive Text**

e. **Pengertian Descriptive text**

Sebelum melihat Apa itu definisi descriptive text secara utuh, mari kita pahami apa yang dimaksud dengan kata descriptive itu sendiri. Descriptive adalah kata sifat yang jika kita artikan dalam bahasa Indonesia berarti deskripsi (gambaran). Jika kamu diminta untuk mendeskripsikan
sebuah benda, itu artinya kamu harus menggambarkan benda yang dimaksud baik dari ukuran, warna dan lain sebagainya. Menurut Wikipedia, yang dimaksud dengan Descriptive text adalah: “satu kaedah upaya pengolahan data menjadi sesuatu yang dapat diutarakan secara jelas dan tepat dengan tujuan agar dapat dimengerti oleh orang yang tidak langsung mengalaminya sendiri”. Jadi yang dimaksud dengan descriptive text adalah sebuah tulisan atau teks yang menggambarkan sifat-sifat yang melekat pada sesuatu, baik itu manusia, hewan, tumbuhan, ataupun benda mati seperti rumah, mobil dan lain sebagainya.

f. Tujuan Descriptive Text

Dilihat dari pengertiannya di atas, maka sebenarnya kita sudah bisa memahami apa itu tujuan descriptive text. Tujuannya tidak lain adalah untuk menggambarkan segala sesuatu baik itu manusia, hewan, tumbuhan atau benda mati dengan sifat yang melekat padanya seperti ukuran, jenis, warna, dan sebagainya sehingga pembaca atau reader dapat mengetahui seperti apa sesuatu itu dari gambaran yang kita sampaikan meskipun ia belum pernah melihatnya.

g. Generic Structure

Descriptive text mempunyai aturan tersendiri dalam penulisannya, termasuk dalam struktur atau susunan yang harus ditulis secara urut. Jika kamu diminta untuk membuat descriptive text, maka pastikan susunannya adalah sebagai berikut:

Tujuannya agar jangan sampai pembaca salah orang. Kita mau menggambarkan mobil misalnya, tapi pembaca mengiranya motor.

Contoh: kamu diminta untuk menggambarkan mobil baru, maka isi identification-nya adalah: Ayahku baru saja membelikan mobil baru. Mobil ini sebenarnya sudah lama aku idam-idamkan, tapi baru sekarang ayahku membelikannya. (Berarti yang akan digambarkan adalah mobilku, bukan mobil orang lain).


d. **Ciri-ciri Descriptive Text**

Ciri-ciri ini penting untuk kamu perhatikan agar ketika menulis descriptive text tidak salah. Jadi pastikan kamu menggunakan ciri-ciri berikut ini ketika akan menulis menggunakan genre descriptive text:

Misal kamu akan menggambarkan sifat-sifat mobil baru kamu: The color of my car is black, it can run up to 500 km/hour.

5. Karena fungsinya adalah untuk menggambarkan sesuatu dengan menjelaskan sifat-sifatnya, maka dalam descriptive text akan banyak dijumpai kata sifat (adjective), seperti handsome, beautiful, tall, small, big, atau jika kata sifat tersebut berasal dari kata kerja, maka kamu akan mendapati tambahan -ve, -ing, -nt di belakangnya,

Contoh:

Create (membuat) > creative (orang yang pintar membuat sesuatu).
Interest (menarik) > interesting (sesuatu yang menarik)

6. Dalam descriptive text kita juga akan sering menjumpai relating verb (kata kerja penghubung) yaitu is (seperti pada ciri nomor 1). Is dalam bahasa Indonesia sering diartikan dengan “adalah”. Karena tujuan atau fungsi descriptive text adalah untuk menggambarkan, maka pasti kita akan sering menjumpai kata adalah (is). His name is Andy (namanya adalah Andy), his height is 160 cm (tingginya adalah 160 cm).

h. The example of Descriptive Paragraph

Comedian Sule “Prikitiw” His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15
November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese.

Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri)

Konsep : Cara penulisan paragraph descriptive dengan benar

Prinsip : Pola kalimat dalam present tens (verba) “ S+ V 1 s,es “

Pola kalimat dalam present tense (nomina) “ S+ tobe Not verb

Keterangan waktu dalam present tense
Tanda baca dan penulisan kata dalam menulis

Prosedur : Langkah atau urutan kegiatan dalam menulis teks descriptive.

F. Metode Pembelajaran

Pendekatan : Think-Pair-share Strategy

Metode : Diskusi kelompok

G. Media : Gambar
### I. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan| • Guru masuk kelas salam dan langsung menyapa siswa menggunakan Bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama.  
• Guru dapat menggunakan kalimat “Good Morning Students”  
• Pastikan peserta didik merespon dengan baik dan menjawab “Good Morning Miss/Mom”.  
• Jika peserta didik belum merespon jangan dulu melanjutkan pelajaran.  
• Sebelum memperkenalkan materi yang dibahas hari ini, guru memperkenalkan diri terlebih dahulu.  
• Guru mengecek kehadiran siswa.  
• Guru mengajak siswa membaca basmalah bersama sebelum pelajaran di mulai.  
• Guru memperkenalkan materi yang akan di sampaikan hari ini.  
• Guru memberi pre-test sebelum melanjutkan ke materi yang akan di sampaikan.  
• Guru meminta siswa mengumpulkan lembar tes siswa di meja guru. | 10’           |
<p>| Inti 1     | Observasi                                                                                                                                                                                                          | 15’           |</p>
<table>
<thead>
<tr>
<th>Inti 2</th>
<th>Questioning :</th>
</tr>
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</tr>
</tbody>
</table>
Inti 3 Eksplorasi:

- Guru meminta siswa menbentuk kelompok yang terdiri dari 3-4 orang dalam setiap kelompoknya.
- Guru membagikan gambar seseorang dan beberapa lembar kertas yang berisikan materi descriptive text, simple present tense, dan vocabulary yang berkaitan dengan gambar.
- Guru meminta siswa untuk memikirkan sesuatu yang berkaitan dengan gambar yang di berikan guru (misalnya: siapa dia?, dari mana dia berasal, kapan dia mulai menjadi artis?, bagaimana dia bias menjadi artis, dll)
- Setelah semua siswa telah memiliki gambaran masing-masing tentang gambar yang di berikan guru. Guru meminta siswa untuk saling bertukar pikiran tentang apa yang telah mereka pikirkan.
- Guru meminta siswa untuk mencari tahu kosa kata dari apa yang telah mereka pikirkan.
- Guru membagi lembar tugas yang berhubungan dengan materi yang di ajarkan hari ini.
- Guru meminta siswa untuk tetap duduk berpasangan atau berkelompok.
- Guru meminta siswa untuk mengerjakan tugas yang di berikan guru secara mandiri, tapi boleh berdiskusi dengan anggota kelompoknya. Dengan catatan hasil kerja siswa tidak boleh sama antara...
siswa satu dengan lainnya.

Mengasosiasi :

- Siswa berlatih mendeskripsikan tentang seseorang secara mandiri.
- Guru membagikan gambar seseorang
- Guru memberikan contoh cara menuliskan tanda baca.
- Guru memberi contoh cara menuliskan generic structure teks deskriptif dan menjelaskan sekilas tentang teks deskriptive.
- Siswa berlatih kembali teks deskriptive dengan menuliskan tanda baca dengan benar. (capital letter and punctuation)

Mengkomunikasikan :

- Guru menunjuk siswa untuk maju ke depan kelas dengan semangat dan santun
- Guru memberikan arahan tentang permainan yang akan di lakukan
- Siswa memikirkan seseorang dan merahasiakan nya
- Siswa lain berupaya mendeskripsikan orang tersebut secara bergantian
- Siswa memikirkan jawabanya
- Guru memberikan arahan dan motivasi
- Siswa mengungkapkan deskripsi dari orang yang di fikirkan
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- Siswa lain menanggapi
Penutup

- Guru meminta siswa mengumpulkan tugas.
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<td>Mendeskripsikan tentang seseorang</td>
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<td>Uraian</td>
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</tbody>
</table>
k. soal (Instrumen) dan Penskoran

2. Soal penilaian hasil:

Please understand the instruction below:

1. Look at the picture below well!
2. Write a simple paragraph about the picture below which consist of identification and description at least 100-150 words!
3. Please use WH Question in compiling paragraph!
4. Use the simple present tense formula!

3. Penskoran

- Rubric for Assessing Students Writing: Descriptive Text

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<td></td>
<td></td>
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<td>• The details are presented in a recognizable and appropriate order.</td>
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<td>Elaboration/Support/Style</td>
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<td>• Vivid images supported by sensory details and carefully chosen words are used.</td>
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<td>• Details are sufficient and appropriate.</td>
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</table>
• Transition words are used effectively.  

**Score ____ / 35**

**Grammar, Usage, and Mechanics**

• The writing is free misspellings, and words are capitalized correctly.  
• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.  
• Standard English usage is employed.  
• The paper is neat, legible, and presented in an appropriate format.  

**Comments**  

**Score ____ / 30**  

**Overall Score____ / 100**

---

*Adapted by Glencoe/McGraw-Hill (P.19).* *Glencoe Literature Reading with Purpose (Rubrics for Assessing Student Writing, Listening, and Speaking Middle School).* Columbus

**Instrumen Penilaian Writing:**

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Tengaran, 4 Agustus 2017

Mengetahui,

Praktikan

Guru Mata Pelajaran

Nuzulah Rahmawati S.Pd.I

Vani Listiani
PRE-TEST (CYCLE I)

Name : Student 12
Class : X X
Subject : English

Please understand the instruction below:

1. Look at the picture below well!

2. Write a simple paragraph about the picture below which consist of identification and description at least 100-150 words!

3. Please use WH Question in compiling paragraph!

4. Use the simple present tense formula!

Fatin

My favorite artist is Fatin. She is the winner of X sport event. She has a good voice. She comes from Jakarta. She has bright skin and pretty face. She is very friendly to many people. She is famous in Indonesia. Jakarta's capital.

F /o → 20
E /s/ → 15
C /m/ → 25

__60
**POST-TEST (CYCLE I)**

NAME: Student 

CLASS: X 

SUBJECT: English

MEMBERS OF GROUP: 1.

2.

3.

4.

Please understand the instruction below:

1. Look at the picture below well!
2. Write a simple paragraph about the picture below which consist of identification and description at least 100-150 words!
3. Please use WII question in compiling paragraph!
4. Use the simple present tense formula!

---

Sulis is a famous singer. She is very calm and beautiful. She comes from Java Island. She has a famous album entitled "Cinta Rasul". She often sings together with her teacher, Haddad Ali.

---

+10 → 25
6/3/5 → 25
6/u/m → 25

POSITIVE TEST (CYCLE II)

NAME: Student 16  SUBJECT: English
CLASS:  x
MEMBERS OF GROUP: 1. Biza
2. Alta
3. Linda
4. Nural

Please understand the instruction below:

1. Look at the picture below well!
2. Write a simple paragraph about the picture below which consist of identification and description at least 100-150 words!
3. Please use WH question in compiling paragraph!
4. Use the simple present tense formula!

Rina Nose

Rina Nose is a moslem artist from Indonesia. She comes from Bandung.

Rina Nose is an artist who has many abilities. She is famous as a presenter, but she also has other talents. She often performs in television as a singer or comedian. Though she is funny, so she has many friends.

f /o  →  30
f /s /s  →  30
6 /u /m  →  225
6 /s  →  05
POST-TEST (CYCLE II)

NAME: Student 14  
CLASS:  
SUBJECT: The Inggris
MEMBERS OF GROUP: 1. Nural
2. Linda
3. Rina
4. Alfa

Please understand the instruction below:
1. Look at the picture below well!
2. Write a simple paragraph about the picture below which consist of identification and description at least 100-150 words!
3. Please use WH question in compiling paragraph!
4. Use the simple present tense formula!

Rina Nose
Rina Nose was born in Bandung. She is a very famous woman in Indonesia.
Rina Nose comes from a simple family. But because of her talents, she can be successful and make her family proud.

4/0 → 20
El5/s → 25
66u/M → 25
70
POST-TEST (CYCLE II)

NAME: Student 12

SUBJECT: Barbara Luqman

CLASS: X J

MEMBERS OF GROUP:
1. N. Muhamad
2. Ikwan
3. Rochim
4. Abin

Please understand the instruction below:

1. Look at the picture below well!
2. Write a simple paragraph about the picture below which consists of identification and description of at least 100-150 words!
3. Please use WH question in compiling paragraph!
4. Use the simple present tense formula!

Picture:

Name: Noe

Rain Nose is my favorite singer. She comes from Bandung. She is an talented singer. She is not only a singer but also as a presenter.

She has a beautiful face with brown skin. She has many friends because she is very friendly and funny. In addition, she is a smart girl.

Score:
- 1/0 → 15
- 1/3/3 → 25
- 1/0/0 → 25
- 1/0 → 75
PRE-TEST (CYCLE II)

Name: Student 14
Class: X
Subject: Bhs. Inggris

Please understand the instruction below:

1. Look at the picture below well!
2. Write a simple paragraph about the picture below which consist of identification and description at least 100-150 words!
3. Please use WH question in compiling paragraph!
4. Use the simple present tense formula!

Jokowi

He was appointed president in 2019. He comes from a very simple family. He is very discipline. He is close to the people of Indonesia. He is a famous leader in Indonesia. Many people loves him.

E/0 → 25
E/1/6 → 20
5/0/1/w → 65
POST-TEST (CYCLE I)

NAME: Student 14
CLASS: X A

SUBJECT: Bhs. Inggris
MEMBERS OF GROUP: 1.

Please understand the instruction below:

1. Look at the picture below well!
2. Write a simple paragraph about the picture below which consist of identification and description at least 100-150 words!
3. Please use WII question in compiling paragraph!
4. Use the simple present tense formula!

**Salim**

Salim was born in Sao. She is a beautiful singer in addiction, she can also acting on several television shows.

As an actress or singer, Salim is very friendly and always uses media fashion. She is always gives her beautiful smile to everyone around her.

---

Score:
6/10 = 25
6/3/3 = 43
6/1/1 = 20
Total: 65
PRE-TEST (CYCLE 1)

Name: Student 16
Class: X X
Subject: English

Please understand the instruction below:

1. Look at the picture below well!
2. Write a simple paragraph about the picture below which consist of identification and description at least 100-150 words!
3. Please use WH Question in compiling paragraph!
4. Use the simple present tense formula!

Fatin Shidqia

Fatin is a singer in Indonesia. Her career is very good now. She is a winner of X Factor Indonesia event. She comes from Jakarta, Indonesia.

She has a good voice. In addition, she is friendly with people around her. Many people love her. She has bright skin and beautiful face.

F/o: 30
E/s/s: 25
G/t/m: 25
O: 80
PRE-TEST (CYCLE I)

Name : Student 19
Class : X A
Subject : Eng. Language

Please understand the instruction below:

1. Look at the picture below well!
2. Write a simple paragraph about the picture below which consist of identification and description at least 100-150 words!
3. Please use WH Question in compiling paragraph!
4. Use the simple present tense formula!

Tatin is a beautiful girl. She is a singer in Indonesia. She has many fans in Indonesia. She also likes sports. She has a very good voice. Her face is very beautiful and looks elegant. She is always friendly to everyone around her.

\[ \frac{1}{6} \rightarrow 25 \]
\[ \times 15/5 \rightarrow 20 \]
\[ 6 \div 12 \rightarrow 20 \]
\[ \frac{5}{5} \]
PRE-TEST (CYCLE II)

Name: Student 16
Class: X
Subject: English

Please understand the instruction below:

1. Look at the picture below well!
2. Write a simple paragraph about the picture below which consist of identification and description at least 100-150 words!
3. Please use WH question in compiling paragraph!
4. Use the simple present tense formula!

![Image of Joko Widodo]

Jokowi

Jokowi is president of Indonesia. He comes from Sologentral Java. He comes from a simple family. He is always careful with others. He is a good leader. He is very patients. He is very discipline and assertive. He has brown skin and pointy nose. He is very smart and polite expert.

1/10
5/6/13 = 20
6/4/15 = 20
6/4/16 = 25
F5
POST-TEST (CYCLE I)

NAME: Student 12
CLASS: X

SUBJECT: English
MEMBERS OF GROUP: 1.
2.
3.
4.

Please understand the instruction below:
1. Look at the picture below well!
2. Write a simple paragraph about the picture below which consist of identification
and description at least 100-150 words!
3. Please use W/H question in compiling paragraph!
4. Use the simple present tense formula!

[Image of a picture with a cat]

Sulis
Sulis comes from solo.
She was beautiful songwriter.
She very beautiful with her costume.

She has oval face and
pinty nose. Her voice good.
She is friendly with people around.
PRE-TEST (CYCLE II)

Name: Student 12
Class: X K
Subject: Bahasa Inggris

Please understand the instruction below:
1. Look at the picture below well!
2. Write a simple paragraph about the picture below which consist of identification and description at least 100-150 words!
3. Please use WH question in compiling paragraph!
4. Use the simple present tense formula!

My President

President of Indonesia (i) below
He was born in Solo city (2) ever
He is a furniture entrepreneur (3)
He is wise leader (4) is near
Many people in Indonesia (5) many ordinary
people use him (6)

+60 = 25
-15/-4 = 15
-6/-4/-16 = 25
Teachers introduce researchers to students

The researcher answers the question posed by a student
Researchers introduce herself

Researcher helps teachers share assignment sheet
Teachers encourage students to stand up and sing a song called Yalal Wathon

Students discuss in groups
The teacher checks student work

All the students stand and sing a song together
Teacher calls a student to come forward

The teacher explains the material to the students
The teacher makes a student an example of describing people.

Students work on individual tasks within a group.
A student comes forward and writes an example of descriptive text.

Results of students' work on descriptive text examples.
The teacher corrects the student's work

The teacher concludes the student's work
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Lingkar Selatan, No.2 Telp. (0298) 6051164, Fax. (0298) 323433 Salatiga 30712
http://www.iainsalatiga.ac.id email : admin@iainsalatiga.ac.id

Nomor : B.1.3.023/In.21/D1.1/PN.03.00/02/2017
Lamp : -
Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Kepada
Yth. Sari Famularsih, M.A
Di Tempat

Assalamualaikum w.w.

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

Nama : VANI LISTIANTI
NIM : 113-13-044
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi :

IMPROVING STUDENTS’ SKILLS OF WRITING EXPLANATION TEXT THROUGH PICTURE SERIES AND DISCOVERY LEARNING FOR THE GRADE 32ND OF SOCIAL STUDENTS OF MA AL-MANAR TENGAHAN IN THE ACADEMIC YEAR OF 2016/2017

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

Wassalamualaikum w.w.

Salatiga, 07 Februari 2016
a.n. Dekan,
Wakil Dekan Bidang Akademik

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

Tembusan : 1. Dosen Pembimbing
SURAT KETERANGAN
Nomor: Mas.30.702/PJ.00.06j/344/2017

Assalamu'aliakum Wr.Wb.

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Al – Manar Bener Kecamatan Tengaran Kabupaten Semarang mererangkan bahwa:

Nama : VANI LISTIANI
NIM : 113-13-044
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris (PBI)


Demikian Surat Keterangan ini dibuat dengan sebenar – benarnya atas perhatiannya diucapkan terima kasih dan bagi yang bersangkutan agar dapat digunakan sebagaimana mestinya.

Wassalamu’alaikum Wr.Wb.

Tengaran, 26 Juli 2017

Sartori, M.Pd.I

MA

Nama: Santoso, M.Pd.I
NIP.: 101128926260001
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**TATAN:**

SIAP KONSULTASI LEMBAR INI HARUS DIBAWA

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Dosen Pembimbing

Sari Fanulyarsih, M.A.
NIP. 198103112011021200
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<td>SEMINAR NASIONAL DEMA FTIK “Budaya Sebagai Attitude Pendidikan”</td>
<td>31 Mei 2016</td>
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<td>30.</td>
<td>Syiar Ramadhan in Kampus” Menumbuhkan Semangat Berbagi dan Kebersamaan Sesama Muslim di Bulan Suci Ramadhan”DEMA FEBI</td>
<td>23 Juni 2016</td>
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<td>31.</td>
<td>A 2-hour Teacher Training Workshop “Ice Breaking to Teach Language Skills” IALF BALI</td>
<td>27 Juli 2016</td>
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<td>32</td>
<td>Pengembangan Profesi di MA Al Manar Tengaran</td>
<td>8 Agustus-8 September 2016</td>
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<td>33</td>
<td>Pelatihan Ilmu Falak (Kerjasama PPTI AL FALAH dengan CCS MORA UIN WALISONGO dan KANWIL JATENG)</td>
<td>17 September 2016</td>
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<td>Pelatihan Jurnalistik di PPTI AL FALAH SALATIGA</td>
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<td>35</td>
<td>SEMINAR NASIONAL “Optimalisasi Sumber Daya Insani dalam Menghadapi Dunia Wirausaha” HMJ-DIII PS</td>
<td>29 September 2016</td>
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<td>36</td>
<td>DIALOG INTERAKTIF “Pendidikan Karakter Indonesia” HMJ-PAI</td>
<td>15 Oktober 2016</td>
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<td>37</td>
<td>FUADAH BERSHOLAWAT “Perkohar Mono NKRI dan Kehidupan Beragama dengan Sholawat dan Konservasi Budaya”</td>
<td>20 Oktober 2016</td>
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<td>38</td>
<td>PAD (Pendidikan Anggota Dasar) Mahasiswa Al Khidmah Kota Salatiga “Mahasiswa Generasi Penerus Bangsa Berwawasan Nusantara Berakhlak Mulia”</td>
<td>29-30 Oktober 2016</td>
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<td>SEMINAR NASIONAL DEMA FTIK “Dimanakah Kiblat Pendidikan Kita?”</td>
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<td>Penyerapan Aspirasi Masyarakat oleh Badan</td>
<td>23 November 2016</td>
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<td>Pengkajian “Peningkatan Kualitas Pendidikan di Indonesia untuk Memperkokoh NKRI” MPR-RI</td>
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<td>Penyerapan Aspirasi Masyarakat oleh Badan Pengkajian &quot;Peningkatan Kualitas Pendidikan di Indonesia untuk Memperkokoh NKRI&quot; MPR-RI</td>
<td>23 November 2016</td>
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<td>PIAGAM PENGHARGAAN &quot;Lomba Festival Anak Sholeh (FAS) 2017&quot; KKN IAIN SALATIGA</td>
<td>Februari 2017</td>
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<td>43</td>
<td>Pelatihan Pembelajaran Al-Qur'an &quot;Membangun Pengetahuan dengan Al-Qur'an&quot; HMI-IAT</td>
<td>27 Februari 2017</td>
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<td>44</td>
<td>PAD (Pendidikan Anggota Dasar) Mahasiswa Al Khidmah Kampus Yogyakarta &quot;Bersama Al Khidmah, Kita Belajar Mengasah Kecerdasan Ilmiah dan Spiritual Mahasiswa Menuju Insan Ulil Alhab&quot;</td>
<td>01 April 2017</td>
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**JUMLAH SKOR** 190

Salatiga, 17 Juli 2017

Mengetahui,

Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

[Signature]

[Name] Mirwan, M. Ag
CURRICULUM VITAE

I. Personal Details

Name : Vani Listianti
Place and Date of Birth : Pemalang, 19 May 1995
Gender : Female
Religion : Moslem
Address : Kalirandu, RT/RW 04/04, Petarukan,
Pemalang, Jawa Tengah
Phone Number : 085879566785
E-mail : vanilistianti@gmail.com

II. Education Details

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>2001-2007</td>
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<td>2007-2010</td>
<td>MTs Al Furqon Kalirandu</td>
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<td>2010-2013</td>
<td>MA Wahid Hasyim Petarukan</td>
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<tr>
<td>2013-2017</td>
<td>Bachelor Degree (S1) of English Education Department of Teacher Training and Education Faculty of State Institute of Islamic studies (IAIN) Salatiga</td>
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