THE IMPLEMENTATION OF THINK TALK WRITE (TTW) STRATEGY TO IMPROVE THE STUDENTS’ WRITING SKILLS IN DESCRIPTIVE TEXT
(A Classroom Action Research for the Tenth Grade Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year of 2017/2018)

AGRAUDATING PAPER

Submittedto the Board of Examiners as a partial fulfillment of the requirements for the degree of SarjanaPendidikan (S.Pd.) in English Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2017
DECLARATION


In the name of Allah, the Most Gracious, the Most Merciful

Hereby, the researcher declares that this graduating paper is composed by the researcher herself. This paper does not contain any materials including ideas, information, opinions, and quotations from other people, except the information from the references.

This declaration is made by the Researcher in hope that this declaration can be understood.

Salatiga, August 28th, 2017

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Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum wr. wb.

After reading and correcting Firda Hasna Hikmawati’s graduating paper entitled “THE IMPLEMENTATION OF THINK TALK WRITE (TTW) STRATEGY TO IMPROVE THE STUDENTS’ WRITING SKILL IN DESCRIPTIVE TEXT FOR THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR OF 2017/2018.”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum wr. wb.

Counselor

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A GRADUATING PAPER

THE IMPLEMENTATION OF THINK TALK WRITE (TTW) STRATEGY TO IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT (A Classroom Action Research for the Tenth Grade Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year of 2017/2018)

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has been brought to the board examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September 18th 2017, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S. Pd.) in English Education.

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Dean of Teacher Training and Education

Faculty
MOTTO

“Nothing ever goes away until it teaches us what we need to know”

– Pema Chordon –

“What is destined will reach you, even if it be underneath two mountains.
What is not destined, will not reach you, even if it be between your two lips”

– An Arabic Proverb –

“If you can’t fly, then run.
If you can’t run, then walk.
If you can’t walk, then crawl.
But whatever you do you have to keep moving forward”

– Martin Luther King Jr –
DEDICATION

This graduating paper is especially dedicated for:

1. My beloved parents, father and mother. Your endless care, love, and support are very precious to me.

2. My beloved two older brothers.

3. My beloved friends that can’t be mentioned one by one, especially students of TBI 2013. All of you encouragement and help are really helpful for me.

Thank you.
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All praises due to Allah The Lord Univers, Who does always gives His creation His Mercy. Thanks to Allah because the researcher could complete this research as one of requirements for getting degree of Sarjana Pendidikan (S.Pd) in the English Education Department of State Institute for Islamic Studies (IAIN) Salatiga in 2017.

Prayers and peace be upon The Prophet Muhammad SAW, the master of all messenger, and upon alla his family and companions, who brings the human being to Islam, the path of the prophets. However, this success would not be achieved without support from individual, people, and institution. For all guidance, the researcher would like to thank to:

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4. Sri Guno Najib Chaqoqo, S.PdI., M.A. as my academic counselor
5. Setia Rini, M.Pd. as the counselor who has educated, supported, directed, and given the researcher advices, suggestions, and recommendations for this graduating paper from beginning until the end
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11. My BFF (NIP) who always encourage me to be a better person than before.
12. Aris Nazilah who always accompany and help me anywhere and anytime
13. All of Jeneng Group member, who always strong and motivate me
14. All of Satyaku Deaf Finny group member

15. All my battle friends SKRIPSI (Mrs. Setia Rini)

16. All of X MIA students of SMA Muhammadiyah (Plus) Salatiga who are patiently become the subject of the research

Finally, this graduating paper is expected to be able to provide useful knowledge and information for the readers. Furthermore, the researcher is pleased to accept more suggestion and contribution from the reader for the improvement of the graduating paper.

Salatiga, August 28th, 2017

The Researcher

Firda Hasna Hikmawati

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ABSTRACT

Hikmawati, Firda Hasna. 2017 “The Implementation of Think Talk Write Strategy (TTW) to Improve Students’ Writing Skill in Descriptive Text for the Tenth Grade Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year of 2017/2018” Final Graduating Paper of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic studies (IAIN) Salatiga. Counselor: Setia Rini, M.Pd.

The Aim of this research is to find out the students’ writing skill in descriptive text before and after using Think Talk Write strategy and to find out the significance of students’ writing skill in descriptive text using Think Talk Write strategy of the tenth grade students of SMA Muhammadiyah (Plus) Salatiga. The Methodology of the study is classroom action research, where the teacher as a teacher in teaching learning process, and the researcher as an observer in learning activities. The objectives of the study are to know the improvement before and after using Think Talk Write strategy and to find out the significance of the result using think talk write strategy in improving students’ writing skill in descriptive text for the tenth grade students of SMA Muhammadiyah (Plus) Salatiga. The researcher applied test namely pre-test and post-test. She implemented two cycles. Each consists of planning, implementation of the action, observation, and reflection. The finding shows that Think Talk Write strategy can improve students’ writing skill in descriptive text. It is can be seen by the result of pre-test and post-test in cycle I is 74,71, and cycle II is 78,00. From the result is greater than t-table with n=21 is 2,085. It means that the use of Think Talk Write strategy can improve the students writing skill in descriptive text.

Key Words: Think Talk Write, Writing, Descriptive Text.
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CHAPTER I

INTRODUCTION

In this chapter the researcher presents background of study, statement of the problem, objectives of the study, significance of the study, limitation of the problem, definition of key terms, review of related literature and graduating paper outline.

1.1 Background of the Study

English is very important language in this world because it becomes an international language. Many people learn English in order to be able to communicate and socialize with the world community. Minister of education and culture decree no.372/2003 stated that English become the first foreign language and the compulsory subject that should be thought in Indonesian school up to university level. English is very important because it help students’ need to get information and knowledge in every aspect such as education, science, religion, social, and technology. Regarding the importance of English, the students have to master it, thus they can use it not only to get information and knowledge but also English is used for communication with other people in the world.

Based on Harmer (2004: 31), writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. It meansthat writing as a part of the teaching English and important in teaching and learning English. Writing
involves some language component (spelling, grammar, vocabulary, and punctuation).

When the researcher observed the problem of the students in one of senior high school in Salatiga, the researcher found students’ problem in writing texts. The researcher asked their teacher to tell what problem they have. The teacher said that they are confused in using tenses in writing. The teacher told that they sometimes still use the old teaching technique to motivate the students in learning English. The teacher still asked the students to note several important materials.

Many students get some difficulties to write a sentence and explore it to be a paragraph. The first difficulty is there is no interest in writing as offered by Fauziaty (2002: 149). The second one Enyet al(2011:2) said that the students are hard to find ideas in written form. The others problems are there are no appropriate medium, lack of grammar and vocabulary.

To solve the problems the teacher needs to use an appropriate strategies which make the students interest and enthusiastic. One of strategies which is suitable in teaching writing is Think-Talk-Write (TTW). Suyatno (2009:66) states “Think-Talk-Write (TTW) starting with thinking through reading, the result of reading is communicate through presentation, discussion, and then making note about the result of discussion.” There are some activities students do in Think-Talk-Write (TTW).
First, “think” the teacher can see from the process reading a text that related with the material. Next, students make notes about what they have read. The notes will be read, explained, and discussed in their group. The teacher can mention this step as students “talk” activity. After finishing discussing in their own group, the students will express the result of discussion in form of written text. This step is students’ activity in “write”. The last activity in Think-Talk-Write (TTW) is writing. So, the researcher concludes that this strategy suitable in teaching writing, especially in writing descriptive text.

Based on the explanation above, the researcher wants to conduct a research entitled “The Implementation of Think Talk Write (TTW) Strategy to Improve Students’ Writing Skill in Descriptive Text (A Classroom Action Research of the Tenth Grade Student of SMA Muhammadiyah(Plus) Salatiga in the Academic Year of 2017/2018)”

1.2 Statement of the Problems

As stated in the background, the researcher finds the problems to be solved as follows;

1. How improvement is the students’ writing skill in descriptive text before and after using Think Talk Write (TTW) strategy for the tenth grade students of SMA Muhammadiyah (Plus) Salatiga in the academic year of 2017/2018?
2. How significance is *Think Talk Write (TTW)* strategy in improving writing skill in descriptive text for the tenth grade students of SMA Muhammadiyah(Plus) Salatiga in the academic year of 2017/2018?

### 1.3 Objectives of the Study

The objectives of the study are to answer the questions above. In this research, the researcher has some purposes according to the statement of the problems.

1. To find out the students’ writing skill in descriptive text before and after using *Think Talk Write (TTW)* strategy of the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2017/2018.

2. To find out the significance of students’ writing skill in descriptive text using *Think Talk Write (TTW)* strategy of the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2017/2018.

### 1.4 Significance of the Study

This study will give advantages for the students, the teachers, the readers, and also the writer.

First for the students, they have a new way to learn English, especially in writing descriptive texts. They can apply the strategy to write text well.
They also are going to have the good writing when they are usually trained to write. They are going to have better motivation to learn English.

Second for the teachers, it gives insight how to teach writing through another strategy. Teachers use *Think, Talk, Write* as the teaching strategy to give attractive learning. It could make their learning in the classroom is more enjoyable and interesting.

Third, the advantage for the readers is that they could get knowledge after reading this study.

Fourth, the advantages for the researcher are that she could get the special experience when she is supposed to teach the students in Senior High School. The researcher can apply a better teaching skill for the students.

1.5 Limitation of the Problem

This study concerns to “*The Implementation of Think Talk Write Strategy (TTW) to Improve Students Writing Skill in Descriptive Text*”. In order to focus on this research, so the result is valid; there must be limitation of the problem. The topic must be limited in order to investigate the problems more accurately, precisely, and correctly. Therefore, the researcher would like to limit this study as follows: The research is limited in using Think Talk Write (TTW) Strategy to improve writing skill especially in descriptive text. And this research is carried out to the Tenth Grade Students of SMAMuhimmadiyah(Plus) Salatiga in the Academic Year of 2017/2018.
1.6 Definition of the Key Terms

To make easier in understanding this thesis, the researcher defines the key terms as follow:

1. Writing

McCrimmon (1988:56) states that writing is the most difficult skill in learning process that allows the writer to explore thoughts and ideas. Some of the students still got score below the standard so they have to do a remedial test to get the standard score.

2. Descriptive text

Hawa (2009) states descriptive text is a text which says what a person or a thing is like. Description is used in all form of writing to create a vivid impression of a person, place, object or event. It can be inferred that descriptive text is way of writing to create particular mood, atmosphere, or describe a place so that the reader can create vivid pictures of characters, places, objects, etc.

3. Think Talk Write

According to Huinker and Laughin (1996:82) “the think, talk, write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from
students engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing”.

1.7 Review of the Related Literatures

In this study, the writer takes 3 previous researches. The first previous research is conducted by DewiWulandari(2013). The study is entitled “Improving the Tenth Grade Students’ Writing Skill by Using Think Talk Write (TTW) Strategy at SMA Muhammadiyah 2 Wuluhan in the 2013/2014 Academic Year”. The result showed that there was any improvement in students’ ability in writing skill after the students got Think-Talk-Write strategy. She also said that Think-Talk-Write was the effective way to improve students’ ability.

The second study was conducted by Sri Waryanti (2016). This study is entitled “The Implementation of Think Talk Write Strategy to Improve the students’ achievement in writing Recount Texts Among the Eight grade students of SMP Negeri 1 Wates in the Academic year of 2016/2017”. The purpose of this research was to know the improvement of the students taught by Think Talk Write Technique and to know the implementation of Think Talk Write Technique in teaching writing. The result of this study was the students’ ability in writing recount text could be improved by using Think Talk Write Strategy.

The third study was conducted by RatnaPrasastiSuminar (2015). This study entitled “The Effectiveness of TTW (Think Talk Write) Strategy In Teaching Writing Descriptive Text”. In her research, she used Quasi-
Experimental research as the design. The students were given pre-test before treatment was held then she gave post-test after the students got treatment (Think-Talk-Write). According to researcher’s opinion, this strategy is good strategy for the students and the teachers. It showed the significant improvement of students’ ability in writing descriptive texts.

1.8 Graduating Paper Outline

In this section, the writer would like to discuss some terms in chapter one into last chapters as follows:

Chapter I Introduction. It consists of background of the study, statement of the problems, objective of the study, limitation of the study, significance of the study, definition of key terms, and graduating paper outline.

Chapter II Theoretical Framework. This chapter consists of three materials they are writing, descriptive text and Think Talk Write (TTW) strategy.

Chapter III Research Methodology. This chapter consists of research setting, research method, research design, procedure of the study, technique of the data collection, and technique of the data analysis.

Chapter IV Research Process and Data Analysis. This chapter consist of the findings of the implementation of think Talk write strategy to improve students’ writing skills.
Chapter VClosure. This chapter consist of the conclusion and several suggestions of the research based on the analysis in chapter four. The conclusion states the answer to the research questions about the implementation of Think Talk Write (TTW) strategy to improve students’ writing skill in descriptive text. There are also several suggestions for further research related to the Think Talk Write (TTW) strategy.
CHAPTER II

THEORITICAL FRAMEWORK

In this chapter, the researcher presents about many theoretical frameworks of this study. It is aimed to give relevant knowledge underlined the study. Therefore, this chapter describes some information involving: general concept of general concept of writing skill, descriptive text, Think Talk Write (TTW) strategy.

2.1 Writing

2.1.1 General Concept of Writing

When the word writing is mentioned, may be some people think that writing as the act of picking up a pencil and forming letters either by printing or writing them in cursive. And they could think about the act of composing piece of text or they could think of writing as an act completed by someone else, as in the writing of William Shakespeare.

Writing is one of the four language skills: reading, writing, listening and speaking. Marry Spratt (2005:26) stated that writing and speaking are productive skill. That means they involve producing language rather than receiving it. According to Sokokik, Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Olson said that the concept that writing is a process is very useful to young writers.
According to Alice Oshima and Ann Hogue (2006:265) writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, in the final step; you polish your rough draft by editing it and making revisions.

Writing itself is considered as a means of communication. Communication in writing tends to involve a thinking process. Writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a product.

2.1.2 Genre in Writing

In this case, genre is used to differ the kind of context and text. Writing is not only express idea, information, or massage in grammatical correct sentences. Ideas, information or massage need to order in a text which is conventionally agreed by the language user.

Pardiyono (2007:2) defines genre as a text type that has function as frame of reference so a written text can be write effectively; effective from the right purpose, choosing and writing the text element, and in using grammatical pattern. It means that students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the
conventions and style of the genre and the context in which their writing will be read and by whom.

Based on the communicative purpose, texts are divided into several types, they are:

1. Narrative: To amuse/entertain the readers and to tell a story.
2. Recount: To retell something that happened in the past and to tell a series of past event.
3. Descriptive: To describe a particular person, place or thing in detail.
4. Report: To describe the way things are, with reference to a range of natural and social phenomena in the environment.
5. Explanation: To explain the processes involved in the formation or working of natural or sociocultural phenomena.
6. Analytical exposition: To reveal the readers that something is the important case.
7. Hortatory exposition: To persuade the readers that something should or should not be the case or be done.
8. Procedure: To describe how something is accomplished through a sequence of actions or steps.
9. Discussion: To present information and opinions about issues in more one side of an issue.
10. Review: To critique or evaluate an art work or event for a public audience.
Anecdote: To share with others an account of an unusual or amusing incident.

Spoof: To tell an event with a humorous twist and entertain the readers.

News items: To inform readers about events of the day which are considered newsworthy or important.

2.1.3 The Skill Needed to Write

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. According to J. B. Heaton (1988: 135) the following analysis attempts to group the many and varied skills necessary for writing into five general components or main ideas. They are:

a) Language Use: The ability to write correct and appropriate sentences.

b) Mechanical Skill: The ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling.

c) Treatment of Content: The ability to think creatively and develop thoughts, excluding all irrelevant information.

d) Stylistic Skill: The ability to manipulate sentences and paragraphs, and use language effectively.
e) Judgment Skills: The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

The actual writing conventions which it is necessary for the students to master relate chiefly (at the elementary stages) to punctuation and spelling. The greater importance in the teaching and testing of writing are those skills involving the use of judgement. The ability to write for a particular audience using the most appropriate kind of language is essential for both native-speaking and foreign students alike.

2.1.4 Teaching Writing

Teaching is that which goes on between teachers and learners in classroom, but it is also an activity which can take place in a variety of setting and with markedly different group of learners. Graham Hitchcocks and David Hughes (1995:4) stated that teaching involves the application of technical and professional skills and knowledge to particular situation. It must necessarily involve teachers making judgements in the light of these skill and knowledge.

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.
According to Jeremy Harmer (2004:31) the important given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill; in other curricula it is only used, if at all in its writing –for- learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language.

Partly because of the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differs significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single-sentence writing as it with single paragraph or extended text.

Writing is often not time -bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.

Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. However, this quite separates from the issues of writing process and genre. Since here students are not writing to become better writers, they are writing to help them learn better.
2.1.5 Writing purposes

Writing is one of the foundational skills of educated persons. It is very important ability to be conducted in the teaching learning process. Students can use their language to express their ideas, thoughts and teaching by writing sentence when they have difficulty to say orally, it means that a writer is not able to know the responds of his reader directly. According to O’malley and Pierce (1996:137), there are three purposes of writing that describe the kinds of students writing. They are:

1) Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. So, the writer can share knowledge and give information, directions or ideas. Examples of informative writing include describing events or experiences, analyzing concept, speculating on causes and effects, and developing new ideas or relationship.

2) Expressive or Narrative Writing

Expressive or narrative writing is a personal or imaginative expressions in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery, poems, or short play.

3) Persuasive Writing
In persuasive writing, writers attempt to influence others and initiating action or change. This type of writing includes evaluation of a book, movie, consumer product, or Controversial issues. Writing is one way of communication, if we look for a new job employers, public officials or even member of the family to protest unfair treatment or to say “thanks” for help. By improving the writing skill, the purpose of communication in written will be easier.

2.2 Descriptive Text

2.2.1 Definition of Descriptive Text

A descriptive text is a text which lists the characteristics of something. Descriptive text is usually also used to help the writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc. In description, a writer uses words to paint a picture of something—a person, a scene, or even a feeling. In describing, the writer tells the most significant features or attributes, of the “thing” he or she is talking about. Descriptions range from very precise to very creative. In science, descriptions tend to be exact, as when an author describes an apparatus or a particular organism. Descriptions in poetry are more imaginative. In general,
descriptions do not occur alone: They blend with definitions and explanations as stated by Dorothy Grant Hennings (1999:2).

From those, it can be said that descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2.2.2 Social Function

Rudi Hartono (2005:6) stated that descriptive text aims to describe a particular person, place or thing. It means that descriptive text aims at giving vivid details of how something or someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description from another thing. In other words, descriptive text is not used to generalize. All different readers should be able to show the same thing being described in the text.

2.2.3 Generic Structure of Descriptive Text

According to Mark Anderson (1997:103) one way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in junior high school is divided into the following two elements namely identification and description.
1) Identification / a general opening statement in the first paragraph: Identifies phenomenon to be described.
   - This statement tells the audience what the text is going to be about.
   - This includes a short description of the subject.
   - This can include a definition of subject.

2) Description / A series of paragraphs about the subject: Describes parts, qualities, characteristics.
   - Each paragraph usually begins with a topic sentence.
   - The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.
   - The sentences after the preview give more details.
   - Each paragraph should give information about one feature of the subject.
   - These paragraphs build a description of the subject of the report.
   - They may include technical language that is related to the subject.

By identifying the generic structure of the text, it is easier to understand the text. It specifies the text that given the reader in order to it is more interesting to read.
2.2.4 Significant Lexico grammatical features of descriptive text

According to Linda gerrot (1994:208) descriptive text has significant lexicogrammatical features that support the form of a descriptive text. The followings are significant lexicogrammatical features of descriptive text are focus on specific participants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, and use of simple present tense.

a. Focus on specific participants

As stated before, the descriptive text purpose to describe particular person, thing or place. The subject who is described is not general, but more specific. Those, we cannot describe people in general. But, we can describe particular person. For example: my idol, my mother, my cat, Mr. Leo, etc.

b. Use of attributive and identifying processes.

Relational processes involve states of being (including having). They can be classified according to whether they are being used to identify something (Barry Tuckwell may be the finest living horn player) or to assign a quality to something (Barry Tuckwell is a fine horn player). Processes which establish as identify are called identifying processes and processes which assign a quality are called attributive processes. Each has its own characteristic participant roles.

c. Frequent use of epithets and classifiers in nominal groups.
A nominal group is a group of words which has a noun (words which names a person, place or thing) as its head word and includes all additional information related to the noun. As a means of representing experience, the nominal group has a number of functional components. Some of the components which frequently used in writing descriptive text are epithet and classifier.

d. Use of simple present.

The tense that used in descriptive text is simple present tense. The lexicogrammar of descriptive text is dominated with simple present tense. This is due to the factual nature of a descriptive text. When we speak or write we always do so in particular social situations. This means that language we use is fashioned by those situations, not only in what we say, but also in how we say things.

2.2.5 Example of Descriptive Text

**My friend Tim**

**Identification** : His name is Tim.

**Description** : He lives in Nottingham, which is a city in the UK.

He lives in a small detached house with his wife Jenny, and their two children, Lisa and James.
works at Debenhams in Nottingham, and he really enjoys his job. He is a sales manager for the sports clothing department. Debenhams is the largest department store in Nottingham and there are branches all over the UK. When he is not at work, he likes to play tennis with his friend Joe. Joe is much better than him, but he still enjoys it. At the weekends, he sometimes takes his family to Manchester to visit Jenny’s mum. She lives at Pine View Nursing Home in a nice suburb of the city and has been there for about five years. She loves to see her grandchildren. James always tells her about what he is doing at school. James and Lisa both go to the same school, Mount Street Junior School.

2.3 Think Talk write

2.3.1 Definition of Think Talk Write

Think Talk Write is a group work for discussion in the classroom. Based on Zulkarnaeni (2011: 149) Think Talk Write is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to another members in a group. Huinker and Laughlin (2015:
82) state that the think talk write strategy develops the organization of ideas and for the testing those ideas before the students are expected to write. Think Talk Write is the teaching strategy to develop, organize and create ideas by thinking, talking, and writing.

2.3.2 Steps of Think Talk Write

Think Talk Write is an innovative strategy that should be applied in teaching and learning process. Based on Gazden in Huinker and Laughlin (2015: 82): The Think Talk Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. When assigned a writing task, students are often expected to begin writing immediately.

The talk phase of the Think Talk Write strategy allows for exploratory talk—“the process of learning without the answers fully intact”. The flow of communication progresses from students engaging in thought or reflective dialogue with themselves, to talking, and sharing ideas with one another, to writing. This strategy seems to be particularly effective when students, working in heterogeneous groups of two to six students, are asked to explain, summarize, or reflect. From the definition above, there are three steps of Think Talk Write as follows:

1) Think
The first step of this strategy is Think. In Think, students are given the topics related with the basic competence in the lesson plan. Students are asked to think their ideas about the topics given.

2) Talk

In the Talk, students are divided into groups. After they join in group, they share their ideas based on what they think before. Another students listen and respond the ideas. After finished, students conclude the result of the discussion in group.

3) Write

After the students get the conclusion, they come back in their own seats. They continue to the last step, Write. In the Write, the students are asked to write by using their own words. The ideas and the conclusion from the previous steps just help them to complete sentences into text.

2.3.3 Design Teaching Learning Process by Using Think Talk Write

A Behaviorist Psychology, Skinner (Skinner, 1957) in John Smith have argued that a young child presented with a stimulus, like the desire for food or a favorite toy, might be provoked to say a word which she had noticed was in some way associated with the desired object.
The students needed a stimulus to give a response to their friend’s idea. It was the teacher’s work to make a conducive and interesting situation that made the students can bring out their sparkling mind to the form of words.

According to Alan Clawford (2005:11) there are some crucial things that need to be noticed by the teacher about stimulate the students’ response. First is rationale, means an outline of the goals of the method and how it helps students learn. Second is group size means the number of students most suitable to involve in this method. Third is resources means what materials are needed, if any. The next is time required. Fifth is activity means every step of the method, described in detail. Sixth is assessment means during and after the lesson, if appropriate or desired. Then is reflections means discussion of the method that will give the reader a better idea of how or why to use it. The last is tips, suggestions on how to conduct the method successfully, or addressing it to specific groups with different needs.
Figure 2.1. Design of Think Talk write

- **TEACHER**
- **Problem situation Open-ended**
  - **Think**
    - Reading a text and making a note
  - **Talk**
    - Students interact to discuss the note
  - **Write**
    - Construction of knowledge from the result of think and talk individually

- **Teaching learning process by using TTW**
  - **Effect**
  - **Students**
  - **Understanding ability**

- **TEACHER**
  - **Problem situation Open-ended**
    - **Think**
      - Reading a text and making a note
    - **Talk**
      - Students interact to discuss the note
    - **Write**
      - Construction of knowledge from the result of think and talk individually

2.3.4 The Excesses and the Weaknesses of *Think talk write*

a. **Excesses**

- Cooperative Think-Talk-Write Strategy helps to improve student’s right brain because they will express their ideas spontaneously through a picture.
- The learning central is according to the students activities in discussing something so the teacher is not the central point in study process anymore.
- Student’s ideas will more expanded by supporting ideas from his groupmates and it will make a faster writing (conditional).
- TTW strategy makes the students learn to thinking concepts, share their ideas, and discussing a wording in a writing task.
- Ideas from the other groups and corrections from the teacher will be an essential thing to make a better writing.

b. **Weaknesses**

- This strategy is effective in description and narrative only.
- Sometimes, it needs more time to presenting and correcting.
- Several students still difficult to express their ideas, it depends on their group dividing not the strategy.
- The reality is not always same with the expectation.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter the researcher present the research setting, subject, and design of the study, the procedure of the study, observation (reconnaissance), planning, implementing, observing, and reflecting.

3.1 Research Setting

3.1.1 General Description of SMA Muhammadiyah Plus Salatiga

SMA Muhammadiyah Plus Salatiga is one of some the best senior high schools in Salatiga. There are three departments in this Senior High School, they are Mathemetic and Science, Social and Science and Linguistics and Culture. The location of SMA Muhammadiyah Plus Salatiga is at Kyai Haji Ahmad Dahlan street, No. 1, Soka, RT 03/RW 06, Sidorejo Lor, Salatiga. It was built on January 1, 1977. The building is built on State-Own Area as wide 5445 m² and building area as wide 1885 m². The identity of this school is:

Name of School : SMA Muhammadiyah (Plus) Salatiga
Address : Jl. KH. Ahmad Dahlan no. 1 Soka, Sidorejo, Salatiga
Accreditation : A
Phone number : (0298) 322358/23540
Email : smamplussalatiga@yahoo.com
Web : smamplussalatiga.webs.com
3.1.2 Vision and Mission of SMA Muhammadiyah Salatiga

1. Vision

The vision of SMA Muhammadiyah Plus Salatiga is “Characterize, Creative, and Excellent Achievement”.

2. Mission

The missions of this school are:

a. Developing potential of religious/islamic, character and morality of learners and the school community.
b. Implementation of learning that encourages creativity and the development of the totality of the learners.
c. Growing spirit of achievement the school community.
d. Growing joy full learning, familiar and participate actively.

3.1.3 Subject of the Research

The subject of this research is the first grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2017/2018.
Table 3.1 List of X MIA

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agus Shofyan Dwi Saputro</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>Anisa Rahmawati Tinular</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>Astri Safitri</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>Dwi Zuliyanto</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>Indra Wibowo</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>Kharis Nur Solikhin</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>Muchammad Rifqi Hawari</td>
<td>Male</td>
</tr>
<tr>
<td>8</td>
<td>Muhammad Arfian Nurifanto</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>Muhammad Faisal</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>Novita Rahmawati</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>Reka Septina Maharani</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>Revinda Putri Nur Andrianto</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>Robbi’ah Sallafiyah</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>Selma Vicky Marshananda</td>
<td>Female</td>
</tr>
<tr>
<td>15</td>
<td>Selvi Marisa</td>
<td>Female</td>
</tr>
<tr>
<td>16</td>
<td>Siti Fatma</td>
<td>Female</td>
</tr>
<tr>
<td>17</td>
<td>Sri Purwati</td>
<td>Female</td>
</tr>
<tr>
<td>18</td>
<td>Sutamo</td>
<td>Male</td>
</tr>
<tr>
<td>19</td>
<td>Teguh Anisa Lestari</td>
<td>Female</td>
</tr>
<tr>
<td>20</td>
<td>Tino Amroji</td>
<td>Male</td>
</tr>
<tr>
<td>21</td>
<td>Yustina Anggraini</td>
<td>Female</td>
</tr>
</tbody>
</table>
3.1.4 Time Schedule of the Research

The researcher planned the time schedule in order to easier the research process. This research was done on middle of July 2017 until middle of August 2017. The table is written below:

Table 3.2 Time Schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>CYCLE 1</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>July, 26 2017</td>
</tr>
<tr>
<td>2</td>
<td>Correcting pre-test result</td>
<td>July, 27 2017</td>
</tr>
<tr>
<td>3</td>
<td>Scoring pre-test</td>
<td>July, 27 2017</td>
</tr>
<tr>
<td>4</td>
<td>Explanation the material</td>
<td>August, 1 2017</td>
</tr>
<tr>
<td>5</td>
<td>Post-test</td>
<td>August, 8 2017</td>
</tr>
<tr>
<td>6</td>
<td>Correcting post-test</td>
<td>August, 9 2017</td>
</tr>
<tr>
<td>7</td>
<td>Scoring post-test</td>
<td>August, 9 2017</td>
</tr>
<tr>
<td>8</td>
<td>Analyzing pre-test and post-test</td>
<td>August, 11 2017</td>
</tr>
<tr>
<td></td>
<td><strong>CYCLE 2</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>August, 13 2017</td>
</tr>
<tr>
<td>2</td>
<td>Correcting pre-test result</td>
<td>August, 13 2017</td>
</tr>
<tr>
<td>3</td>
<td>Scoring pre-test</td>
<td>August, 13 2017</td>
</tr>
<tr>
<td>4</td>
<td>Explanation the material</td>
<td>August, 14 2017</td>
</tr>
<tr>
<td>5</td>
<td>Post-test</td>
<td>August, 15 2017</td>
</tr>
<tr>
<td>6</td>
<td>Correcting post-test</td>
<td>August, 15 2017</td>
</tr>
<tr>
<td>7</td>
<td>Scoring post-test</td>
<td>August, 15 2017</td>
</tr>
<tr>
<td>8</td>
<td>Analyzing pre-test and post-test</td>
<td>August, 18 2017</td>
</tr>
</tbody>
</table>
3.2 Research Method

The researcher used classroom action research to conduct this research. Classroom action research designed to solve practical problems in the process of teaching and learning, especially in teaching writing. Burns (2009:5) Elliott states “the study of social situation with the view to improving the quality of the action in it”.

The strategy offered was used as one of the alternative strategy to improve the students writing ability .In research design classroom action research (CAR).

In classroom action research there are 3 words must be explain that: Research is activity to observe an object with certain methodology to get data or information which useful into develop quality about something which think interesting by the researcher. Action is activity which intentional to conduct with certain provide. Class is a group of students receive lesson and teach by teacher in same time and place. And classroom action research is an observation toward activity which intentional to rise and happen in a classroom.

Burns (2009:7) Kemmis and Taggart states “who are major authors in this field, classroom action research typically four broad phase in a cycle if research.

Based on the model of classroom action research in this study, Preliminary study is first steps Planning, to know the teaching and learning problems in writing and solve the problems and preparing the action.
The next step is action, doing the action research based on the planning and the preparation. In the implementation the researcher acts as the practitioner and the observer is the teacher English. The main of the collaborative teacher was observing the activities done by researcher and the student participation in the teaching activity.

The next phase is observing, the researcher used observation sheets, test and the field note. And the last steps is Reflection, reflect, evaluate and describe the effect of the action in order to make sense of what happened and to understand the issue.

3.3 Research Design

This research is Classroom Action research, the researcher that uses data was analyzed through two cycles in action. Generally, classroom action research involves a cyclical approach. The cycles of classroom action research involved identify of problem (planning), collect data (acting), analyze and interpret data (observing), develop an action plan (reflecting)
Figure 3.1 CAR model (adapted from Kemmis and Taggart, 1988)

**Observation (reconnaissance)**
Observing the teacher and students activity in the classroom.

**Planning**
Socializing the research program. Providing suitable strategy. Designing lesson plan. Determining criteria of success

**Implementing**
Carrying out the teaching of writing using guiding question.

**Reflecting**
Analyzing the teaching and learning process. The learning result, the result of the distributed

Unsuccessful

Stop

Success
Before the researcher did the cycles in action, she had done initial observation at first. Research design could be done with some steps as follows:

1. **Initial Observation**

   In initial observation, the researcher intended to find out:

   1) Collecting data such as documentation includes the number of the students and students’ name list.

   2) After the researcher had collected the data, she did a pre cycle test. Its purpose is to know the score mean of students’ writing organization in descriptive text before using the power of two and four.

2. **Planning in Action**

   In this research, the researcher planned to conduct two cycles of classroom action research. There are four activities that should be done in one cycle. Its step in this kind of research is using cycle and it is implemented to increase the students’ writing skill in descriptive text. The four components consist of planning, actuating, observing, and reflecting:

   1) **Planning**

      Planning an action by focusing on who, what, when, where, and how the action will be done.
2) Action

The planning strategy will be applied in teaching learning process.

3) Observation

In this phase, the researcher observes and takes notes during teaching learning process.

4) Reflection

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives. Result from observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result.

A cyclical process involving stages of action research is followed by action. It can be illustrated below:
3.4 Procedure of Study

The researcher and the English teacher made a collaboration work since preparation phase, action, observation, and reflection. The researcher planned the steps as below:

1. Cycle 1
   a. Planning

   In this stage, the researcher planned what action would be done in using and applying Think Talk write (TTW) strategy in teaching writing. The activities in the planning were presented as below:

   1) Selecting the materials with the teacher’s annual program based on syllabus.

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

   3) Preparing list of students’ name and scoring.
4) Preparing teaching aids.

5) Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method or technique or model is applied).

The preparation was designed in order to gain the purpose of teaching learning process. Students are supposed to improve their writing skill by the materials given.

b. Action

After the preparation finished, the researcher did teaching learning process. In action stage as the stage of implementation the preparation, the researcher presented as below:

1) Giving pre-test for students

2) Teaching the material. Explaining the materials and the implementation using Think Talk write (TTW) strategy in teaching writing.

3) Giving occasion for the students to ask any difficulties using Think Talk write (TTW) strategy in learning process.

4) Presenting the problem situation for the students through picture that was showed by the teacher

5) Giving chance for the students to think individually first about the problem, then work in group and share their knowledge in order to solve the problem given
6) Giving chance for the students to present and discuss their knowledge in front of the class with their group.

7) Giving post-test

In this phase, the teacher, researcher and the students were working together. Students gained the materials deeply. Meanwhile the teacher helped, guided, and monitored the students, she also identified in the issue being researched. And the researcher as an observator in the learning process.

c. Observation

The aspect of teacher activities which were observed are listed below:

1) Greeting students before the lesson begins.
2) Praying before the lesson begins.
3) Checking students attendant.
4) Asking students situation.
5) Preparing of the materials.
6) Giving motivation for students.
7) Giving explanation of the materials.
8) Giving opportunity for asking question and suggestion.
9) Guiding the students activity.
10) Giving feedback after the lesson

The students that was observed are listed below:

1) Actively participated in the teaching learning process.
2) First think individually with the problem that was given by the teacher, then group with her/his friends and discuss about the problem, and then present their discussion in group.

3) Using Think Talk write (TTW) strategy appropriately.

4) Showing enthusiastic in the writing activity

d. Reflecting

Reflection is a research finding analysis. At this point, the researcher reflected on, evaluate, and describe the effects of the action. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. Reflection is an evaluative aspect; it asks the researcher to weight the experience, to judge whether or not the method can be solving the problem and to enhance students’ writing skill. Students minimum score (KKM) was 70. It means that students passed the test when students’ score was 70 or above.

2. Cycle II

a. Planning

In the planning phase of the second cycle, the researcher would do several activities that would be designed as below:

1) Revising the lesson plan based on the suggestion of class teacher and students needs.

2) Reselecting the materials and teaching instruments to improve the teaching learning process.
3) Revising the test in order to satisfy the students need.

b. Action

This cycle II action is quite similar with the cycle I action.

The activities of the cycle II action included:

1) Giving more explanation about the materials and instruments.

2) Giving the post-test II

c. Observation

Teacher and researcher observed students improvement, response and participation in the teaching learning process also observed the students performance during the action.

d. Reflection

The researcher evaluated the students writing skill improvement. English teacher also gave suggestion and advised for the future teaching performance. Besides, the researcher asked about the students writing progress according to English teacher. After did the cycle II, researcher also expected that students could pass the KKM.

3.5 Technique of Collecting Data

1. Test

In simple term, test is number measuring a persons’ ability, knowledge, or performance in a given domain (Brown, 2004: 3). The writer used pre-test and post-test.
Pre-test and post-test used to know the different of students’ writing skill before and after the technique was given by teacher.

a. Pre-test was given toward students before the teacher used her technique and teaching learning process. In the pre-test in cycle I and cycle II teacher asked students to write descriptive text about their seatmate.

b. Post-test is given into students after the technique was implemented. In the post-test of cycle I and cycle II teacher asked them to write descriptive text about their favourite person.

2. Observation

Observation plays an important role not only for classroom research, but also more generally for supporting the professional growth of teacher, in addition in the process of school development.

The writer has role as an observer. In this observation, the writer uses a technique which is field note. By using field note, the researcher was able to record and make descriptive narrative or script of the class situation and student’s participation. Then, the researcher verifies the observation result to the co-observer.

3. Documentation

It refers to archival data that can help the researcher to collect the data. The researcher uses this method to obtain document which is related with this research. This method is used to know geographical location, profile, documentation of teaching and learning process in
English subject, the list of students’ name, the score of the last test that related to the thesis and other documents at SMA Muhammadiyah (Plus) Salatiga.

3.6 Technique of Data Analysis

This study uses Statistical Package for the Social Science (SPSS) for analyze the data. According to Landau and Everitt (2003:1) SPSS is a manipulating, analyzing, and presenting data program which is used in the social and behavior science. In practice, the researcher will use SPSS Base. SPSS Base has a number of add-on modules that extent the range of data entry, statistical, or reporting capabilities. That also provides methods for data description, simple inference for continous and categorical data and linear regression.
CHAPTER IV

RESEARCH PROCESS AND DATA ANALYSIS

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings. This chapter is likely the main discussion of the research conducted. It displays the finding of the collecting data since in the beginning until the end of the research. The findings consist of result of the cycle I and cycle II. The two cycles are treatment of the implementation of the use of Think Talk write strategy to improve student’s writing skill in descriptive text.

4.1 Research Process

The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of this research would be explained in the description below:

1. Cycle I

1) Planning

The researcher prepared several instruments, they are as follows:

a. Lesson Plan

Lesson plan was used to control the teaching and learning process in this research. The researcher used it as a guidance to manage time and activities during teaching and learning process in the class.
b. Material

Descriptive text (meaning, purpose, generic structure, example, and language feature).

c. Teaching Aid

The researcher prepared some instruments. They are board-marker, pictures, and handout for students. The researcher also provided the material and tools to succeed the action.

d. Observation sheet

Observation sheet was prepared in order to know the students’ activities during the teaching and learning process.

e. Pre-test and Post-test

The researcher used pre-test and post-test in her action. Pre-test was done before using think talk write strategy to know the competence of students in writing descriptive text. Then, the researcher used post-test. Post-test was done after using think talk write as strategy of language teaching to see the result of the study before and after using think talk write strategy.

2) Implementation of the action

The research was done on July, 17 until August, 15 2017 in SMA Muhammadiyah (Plus) Salatiga. The action of cycle I
was done on July 26th, August 1st, and 8th. The teacher is Ms. Farrah Zakiyah Anwar and the researcher role as an observer.

On Wednesday, July 17th before started the lesson, the researcher informed to the students that for a few days later the class would be observe by the researcher.

The teacher started the lesson by greeted “Assalamualaikumwarahmatullahiwrabaarakatuh” and said hello to the students. The teachers’ open the lesson, introduces herself, conveyed the purpose of coming in the class, and checked the students’ attendance list. After checked the attendance list, the teacher said that they would learn English on a month especially about descriptive text. Before, began the lesson, the teacher asked to the students’ about what is descriptive text. One of the students “Selma” answered that descriptive text is text that describes something. After giving a little explanation about descriptive text, the teacher told that they will do a pre-test. The teacher gave the task that ask the students to describe their seatmate in paragraph. Then, the teacher gave 60 minutes to do a pre-test about descriptive text. It was done on one meeting. After the students finished the pre-test, the teacher closed the lesson and said “Hamdallah” together.
On Friday, August 1st the teacher entered the class. Before started the lesson, the teacher said *basmallah* together with the students, then asked the students condition, and checked the attendance list. After that, the teacher gave a handout to the students. The teacher asked to some students to read about the definition of descriptive text, the purpose, and the generic structure of descriptive text. Then the teacher explained more detail in bahasa in order to make the students understood about the material. After explained it, the teachers divide the students into 4 group consist of 5-6 students to discuss about descriptive text. But, before applied it to the students, the teacher explained first about the definition and the procedure of think talk write strategy.

After the teacher explained the procedure of think talk write strategy, she gave a picture to the each group. Each group discuss about the picture and sharing their idea with their team in group. After that, they write the ideas that was discuss in group. They back into their own seat. Based on the ideas that was discuss, the write paragraph of descriptive text with their own word. The teacher conclude the material.

On Friday, August 8th, the researcher and observer entered the class. The researcher informed to the students that she would give a post-test. The post-test is ask the students to describe their
favorite person. After the students finished the test, the teacher closed the meeting, said that they will meet next week and said *hamdallah* together.

3) Observation

The researcher observed the learning process by asking the observer to help her in monitoring the students’ activity and attention during the action in the classroom. This observation was purposed to know how far the situation and enthusiasm of the students during teaching and learning process. The researcher used observation sheet. The purpose of this activity was to evaluate the teaching and learning process, collecting data and monitor the class.
Table 4.1 Observation Sheet Cycle I

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<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Teacher use the time effectively</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Teacher give evaluation after the lesson plan</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Teacher ask the student’s difficulties</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Students feel enthusiastic doing speaking test by using Think Talk Write strategy</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>Students give attention to teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>Students active during learning process</td>
<td></td>
<td>✓</td>
<td>Students make noisy in the class, and did not write properly</td>
</tr>
<tr>
<td>9</td>
<td>Students understand the teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>Students do the evaluation well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>The teacher applies Think Talk Write strategy in teaching descriptive text</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>

The researcher analyzes the data of pre-test and post-test.

The calculation and result of both tests are presented below:

a. The score of pre-test and post-test cycle I
Table 4.2 The Score of Pre-Test and Post-Test in Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ name</th>
<th>Score Pre Test (X)</th>
<th>Score Post Test (Y)</th>
<th>D</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agus Shofyan Dwi Saputro</td>
<td>65</td>
<td>78</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>2</td>
<td>Anisa Rahmawati Tinular</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Astris Safitri</td>
<td>63</td>
<td>72</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>4</td>
<td>Dwi Zuliyanto</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>5</td>
<td>Indra Wibowo</td>
<td>57</td>
<td>75</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>6</td>
<td>Kharis Nur Solikhin</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>7</td>
<td>Muchammad Rifqi Hawari</td>
<td>80</td>
<td>87</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>8</td>
<td>Muhammad Arfian Nurifanto</td>
<td>66</td>
<td>72</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>9</td>
<td>Muhammad Faisal</td>
<td>66</td>
<td>75</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>10</td>
<td>Novita Rahmawati</td>
<td>62</td>
<td>70</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>11</td>
<td>Reka Septina Maharani</td>
<td>69</td>
<td>75</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>12</td>
<td>Revinda Putri Nur Andrianto</td>
<td>73</td>
<td>78</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>Robbi’ah Sallafiyah</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>Selma Vicky Marshananda</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>Selvi Marisa</td>
<td>68</td>
<td>73</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>Siti Fatma</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>Sri Purwati</td>
<td>76</td>
<td>79</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>18</td>
<td>Sutamo</td>
<td>65</td>
<td>76</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>19</td>
<td>Teguh Anisa Lestari</td>
<td>62</td>
<td>74</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>20</td>
<td>Tino Amroji</td>
<td>59</td>
<td>70</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>21</td>
<td>Yustina Anggraini</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

= 203 = 2135
Then, the writer calculates the deviation standard by using SPSS16.00 windows program. It can be shown as follows:

**Table 4.3 Descriptive Statistics Cycle I**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre1</td>
<td>21</td>
<td>50</td>
<td>80</td>
<td>65.05</td>
<td>6.741</td>
</tr>
<tr>
<td>post1</td>
<td>21</td>
<td>70</td>
<td>87</td>
<td>74.71</td>
<td>4.185</td>
</tr>
<tr>
<td>Valid N</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(listwise)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above can be seen that the mean of pre-test in cycle I is 65.05 with deviation standard 6.741. While mean post-test in cycle I is 74.71 with deviation standard 4.185. The quantity (N) of the students is 21 students.

b. Passing Grade of Cycle I

Cycle I also has shown that the students can improve their English score especially in writing skill with mean of post-test 74.71 it is better than mean of pre-test 65.05. The researcher also calculates the passing grade is 70.

c. Significance

To know there is a significant improvement in writing skill, the researcher analyzes the pre-test and post-test by using SPSS 16.00 windows program calculating from the result of pre-test and post-test.
From the table above can be seen that:

a) T-test cycle 1 is 10.00

b) T-table ($\alpha=0.05$) from the quantity (n) 21 is 2.085

c) T-test > T-table = 10.00 > 2.085

From the explanation above we can conclude that there is significance improvement using Think Talk Write strategy in cycle I because the value of T-test is bigger than T-table.

d. Reflection

Based on the result of the cycle I, there were some reflections that should be given attention to maximize the ability of students in writing. The researcher found some weaknesses that happened during the teaching and learning process. The weakness is more or less of a quarter of X MIA students were still lack of vocabulary, structure, and grammar. So they confused on how to write a good descriptive text.
2. Cycle II

1) Planning

The researcher prepared;

a. Lesson plan

The lesson plan was arranged based on the problem in the result of cycle I

b. Material (language features of descriptive text and example)

c. Teaching aid (list of students name and scoring, handout for students, text and pictures, board marker)

d. Pre-test and Post-test

e. Observation sheet

2) The implementation of the action

On Wednesday, August 13th 2017 the teacher and the researcher entered the class by greeting “Assalamualaikumwarahmatullahiwbarakatuh” and asking about the condition of the students by “how are you today?”, the students answered “I’m fine Mom, and you?”, then the teacher answered, “I’m very well too, thank you”. She continued the lesson based on lesson plan arranged. Before began the lesson, the teacher gave pre-test. She gave question for students to write descriptive text about their seatmate. The teacher gave 60 minutes to do the test.
After all of the students did their test, the teacher closed the meeting by said *hamdallah* and will be continued in the next meeting.

On August 14\textsuperscript{th}, the teacher and the researcher entered the class and started the lesson as usual. Greeting the students by “*Assalamualaikumwarahmatullahiwabarakatuh*”, asked about the condition, and checked the students’ attendance list. Before start the lesson, the teacher review about the previous material. She asked to the students “did you remember what we have learned in the last meeting?”. The students answered that they learned about descriptive text. Then, the teacher gave more explanation about descriptive text and also added the material about language feature of descriptive text. The teacher gave the explanation in more detailed and gave an example every part of language features. The first language feature is focus on specific participant. The teacher mention some examples, then asked to the students to mention the other example. The second is use simple present tense, she asked about the formula of simple present tense. The third is describing features or use adjective. She gave some examples, then, asked to the students to mention the other example of adjective. And the last is using relating verb. In this part, the teacher asked to the students to underline the words that using relating verb in the example of descriptive
text on handout. After explained the language features, the teacher asked the students understanding the text one more time in more detail.

After that the teacher divide the students into 4 groups consist of 5-6 students. The teacher gave picture that would be discuss in group. The students share and discuss about ideas or related topic. They made a note to write their ideas. After discuss, they back to their seat to write a good paragraph descriptive with their own word based on the ideas that discuss.

On August 15\textsuperscript{th} the teacher entered the class. Greeted the students, asked about the condition, and checked the attendance list. Then, the teacher said that they would do a post-test. She informed to the students that day would do a post-test but with the same text when did a pre-test. Because, the teacher wanted to know how the students improvement if used the same text. The teacher gave post-test about describing favorite person. After finished post-test, the teacher closed the meeting and said thanks to the students for their good participation.

3) Observation

In cycle II, the researcher also observe the teaching and learning process in the class.
Table 4.5 Observation Sheet Cycle II

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Teacher use the time effectively</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Teacher give evaluation after the lesson plan</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Teacher ask the student’s difficulties</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Students feel enthusiastic doing speaking test by using <em>Think Talk write</em> strategy</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>Students give attention to teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>Students active during learning process</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>9</td>
<td>Students understand the teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>Students do the evaluation well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>The teacher applies <em>Think Talk write</em> as strategy in teaching descriptive text</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>
The researcher analyzes the data of pre-test and post-test. The calculation and result of both tests are presented below:

a. The score of pre-test and post-test cycle II

**Table 4.6 Score Pre Test Post Test Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ name</th>
<th>Score Pre Test (X)</th>
<th>Score Post Test (Y)</th>
<th>D</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agus Shofyan Dwi Saputro</td>
<td>68</td>
<td>78</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Anisa Rahmawati Tinular</td>
<td>65</td>
<td>72</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>3</td>
<td>Astri Safitri</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Dwi Zuliyanto</td>
<td>55</td>
<td>73</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>5</td>
<td>Indra Wibowo</td>
<td>60</td>
<td>77</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>6</td>
<td>Kharis Nur Solikhin</td>
<td>63</td>
<td>75</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>7</td>
<td>Muchammad Rifqi Hawari</td>
<td>82</td>
<td>90</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>8</td>
<td>Muhammad Arfian Nurifanto</td>
<td>66</td>
<td>75</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>9</td>
<td>Muhammad Faisal</td>
<td>70</td>
<td>76</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>10</td>
<td>Novita Rahmawati</td>
<td>65</td>
<td>77</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Math</td>
<td>English</td>
<td>Science</td>
<td>Total</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>------</td>
<td>---------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>11</td>
<td>Reka Septina Maharani</td>
<td>72</td>
<td>80</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>12</td>
<td>Revinda Putri Nur Andrianto</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>Robbi’ah Sallafiyah</td>
<td>68</td>
<td>80</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>14</td>
<td>Selma Vicky Marshananda</td>
<td>74</td>
<td>79</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>Selvi Marisa</td>
<td>70</td>
<td>76</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>16</td>
<td>Siti Fatma</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>Sri Purwati</td>
<td>75</td>
<td>82</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>18</td>
<td>Sutamo</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>19</td>
<td>Teguh Anisa Lestari</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>Tino Amroji</td>
<td>62</td>
<td>80</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>21</td>
<td>Yustina Anggraini</td>
<td>70</td>
<td>88</td>
<td>18</td>
<td>324</td>
</tr>
</tbody>
</table>

= 208  = 2472
Then the writer calculates deviation standard by using SPSS 16.00 windows program. It can be shown as follows:

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest2</td>
<td>21</td>
<td>55</td>
<td>82</td>
<td>68.10</td>
<td>5.915</td>
</tr>
<tr>
<td>Posttest2</td>
<td>21</td>
<td>70</td>
<td>90</td>
<td>78.00</td>
<td>5.010</td>
</tr>
<tr>
<td>Valid N (Listwise)</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.7 Descriptive Statistics Cycle II**

From the table above can be seen that the mean of pre-test in cycle II is 68.10 with deviation standard 5.915. While mean post-test in cycle II is 78.00 with deviation standard 5.010. The quantity (N) of the students is 21 students.

b. Passing Grade of Cycle I

The result in cycle II is better than cycle I. The mean from pre-test in cycle II is 68.10 and post-test in cycle II is 78.00. The results of pre-test and post-test were used to know the score of students’ writing skill in descriptive text.
c. Significance

To know there is a significant improvement in writing skill, the researcher analyzes the pre-test and post-test by using 16.00 windows program calculating from the result of pre-test and post-test.

Table 4.8 Paired Samples Test Cycle II

<table>
<thead>
<tr>
<th>Pair</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>Lower</th>
<th>Upper</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest2 - posttest2</td>
<td>-9.905</td>
<td>4.538</td>
<td>.990</td>
<td>-11.970</td>
<td>-7.839</td>
<td>-10.262</td>
<td>.000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above can be seen that:

a) T-test cycle II is 10.26

b) T-table (α=0.05) from the quantity (n) 21 is 2.085

c) T-test > T-table = 10.26 > 2.085
From the explanation above we can conclude that there is significance improvement using Think Talk Write strategy in cycle II because the value of T-test is bigger than T-table.

d. Reflection

After analyzing the result of cycle 1 and cycle 2, it can be concluded that using Think Talk Write strategy can improve students’ writing skill in descriptive text. The result of pre-test and post-test used to know the improvement of students’ writing skill in descriptive text. As stated before there were two cycles in this action research, each cycle used pre-test and post-test. Teacher gave pretest to students before taught and post-test after teacher taught for each cycle in teaching learning process.

4.2 Analysis

From the result of analyze in cycle I and cycle II the researcher analyze the students improvement of writing skill in descriptive text using Think Talk Write strategy from the 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>65.05</td>
<td>68.10</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>74.71</td>
<td>78.00</td>
</tr>
</tbody>
</table>

Table 4.9 the analyze of students improvement
<table>
<thead>
<tr>
<th></th>
<th>Standard Deviation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-Test</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6,741</td>
<td>4,185</td>
<td>5,915</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>T-table</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>N = 21</td>
<td>2,085</td>
<td>2,085</td>
</tr>
<tr>
<td></td>
<td>α = 0,05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>T-test</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10,00</td>
<td>10,26</td>
<td></td>
</tr>
</tbody>
</table>

From the statement above, the researcher sees that mean between pre-test and post-test has significant different, where post-test is greater than pre-test. It shows that think, talk, write strategy in learning gives influence in improving students’ writing skill, because the students’ achievement has been increase. Especially in writing descriptive text.
CHAPTER V

CLOSURE

In this chapter, the researcher will present the closure. After completing this research, the researcher provides some conclusions and suggestion of the research.

5.1 Conclusion

After conducting the research and analyzing the data, the researcher comes to several conclusions to answer the problems of research that:

1. The result of the study before and after using Think Talk Write strategy in the students’ writing skill in descriptive text of the tenth grade students in SMA Muhammadiyah (Plus) Salatiga show that the mean of students’ score of pre-test in cycle I and cycle II are 65.05 and 68.10. It means that the students’ writing skill before the use Think Talk Write strategy were low because the result show that the standardized score (70) is higher than the mean of pre-test (65.05) in cycle I and II (68.10). Many students who did not achieve the standardized score. It means before using Think Talk Write strategy many students were still lack of vocabulary, structure, and grammar. So they confused on how to write a good descriptive text.

While after using Think Talk Write strategy the students’ score of post-test in cycle I and cycle II are 74.71 and 78.00. The mean of post-test in cycle I is (74.71) is higher than the mean of pre-test in cycle I (65.05) and the mean of post-test in cycle II (78.00) is higher than the mean of pre-test.
in cycle II (68,10). The mean of post-test in cycle II is higher than the mean of post test in cycle I. It means that after using Think Talk Write strategy, the students who were less of vocabulary, structure, and grammar. It also helped the students to write descriptive text properly.

Based on the result above, the researcher can conclude that using Think Talk Write strategy not only successful in improving students’ writing skill in descriptive text but also successfully built students’ self confidence to speak up their ideas in a group.

2. The use of Think Talk Write strategy in teaching writing especially in descriptive text can significantly improve the students’ writing skill in descriptive text of the tenth grade students of SMA Muhammadiyah (Plus) Salatiga in the academic year 2017/2018. It shown by the result of the calculation of t-test in the two cycles. T-test of the cycle I is 10,00 and t-test of the cycle II is 10,26. The quantity (N) of this research is 21, based on the quantity of this research, the t-table is 2,085. In cycle I, t-test is higher than t-table, that is 10,00> 2,051. While in the cycle II, t-test is higher than t-table, that is 10,26> 2,051. In addition, the result shows that t-test of cycle I and cycle II there is improvement, in cycle I 10,00 and the cicle II 10,26. So, there is significance using Think Talk Write strategy in improving students’ writing skill in descriptive text of the tenth grade of SMA Muhammadiyah (Plus) Salatiga in the academic year 2017/2018.
5.2 Suggestion

Based on the research findings and discussion, the following suggestions addressed to the teacher, the students and the future researcher are presented:

1. For The Teacher

   Considering that Think Talk Write (TTW) strategy could improve students’ achievement in descriptive text. It is recommended that English teacher implement such strategy in the English class by applying ThinkTalk Write (TTW) strategy.

2. For The Students

   a. Students should always be active in teaching learning process. When the teacher explains the material, students should pay attention to the explanation.

   b. The students should study hard and feel motivated to develop their writing skill. They should practice writing either inside or outside of the class without hesitating and being afraid of making mistakes.

3. For The Future Researcher

   It has been known from the result of the study that using Think Talk Write (TTW) strategy can improve the students’ writing skill in descriptive text. The researcher would like to suggest upcoming researcher, the result of the study can be used as additional reference for further research with the different sample and occasion.
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Suminar, Ratna Prasasti. 2015. *The Effectiveness of TTW (Think Talk Write) Strategy In Teaching Writing Descriptive Text*. Cirebon: University of Swadaya Gunung Jati


Wulandari, Dewi. 2013. *Improving the Tenth Grade Students’ Writing Skill by Using Think Talk Write (TTW) Strategy at SMA Muhammadiyah 2 Wuluhan in the 2013/2014 Academic Year*. Jember: Muhammadiyah University

CURRICULUM VITAE

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Religion : Moslem
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Email : firdahasnahikmawati@gmail.com
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Educational Background : SD N Tegalsari
                      : SMP N 1 Karanggede
                      : SMA N 1 Karanggede
                      : IAIN Salatiga
APPENDICES
Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 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
KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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.
KI 4: 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

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar | Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jatı diri Fungsi sosial | Mengamati  
- Siswa mendengarkan/membaca pemaparan jatı diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.  
- Siswa mencoba menirukan pengucapanannya menuliskan pemaparan jatı diri yang | Kriteria penilaian:  
- Pencapaian fungsi sosial  
- Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jatı diri  
- Ketepatan unsur | 2 x 2 JP |  
- Audio CD/ VCD/DVD  
- SUARA GURU  
- Koran/ majalah berbahasa Inggris  
- www.dailyenglish
<table>
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<tr>
<th>Kompetensi Dasar</th>
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<tbody>
<tr>
<td>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</td>
<td>teman dan orang lain Ungkapan My name is... I'm ... I live in ... I have ... I Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal Fungsi sosial</td>
<td>Mempertanyakan • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai Mengeksplorasi • Siswa secara kelompok membaca teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkeloompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak</td>
<td>kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian Unjuk kerja • Melakukan monolog tentang deskripsi orang, tempat wisata,</td>
<td>8 X 2 JP</td>
<td><a href="sh.com">sh.com</a></td>
</tr>
<tr>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</td>
<td>2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</td>
<td>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur</td>
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<td>Kompetensi Dasar</td>
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| kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. | bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk idesksripsikan Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagianannya, dan Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. **Unsur kebahasaan** | dicapai dari model yang dipelajari **Mengasosiasi**  
- Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.  
- Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.  
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. **Mengkomunikasikan**  
- Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya | bangunan bersejarah terkenal di depan kelas / berpasangan  
- Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif **Pengamatan (observations):**  
Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian  
- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi  
- Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif  
- Kesungguhan siswa | |
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<tr>
<td>sesuai konteks.</td>
<td>dengan orang,</td>
<td>Siswa menyunting deskripsi yang dibuat teman.</td>
<td>dalam proses pembelajaran dalam setiap tahapan</td>
<td>Portofolio</td>
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<tr>
<td>4.10. Menyusun</td>
<td>tempat wisata,</td>
<td>Siswa menyampaikan deskripsinya didepan guru dan</td>
<td>Ketepatan dan kesesuaian</td>
<td>Kumpulan catatan</td>
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<tr>
<td>teks deskriptif</td>
<td>dan bangunan</td>
<td>teman dan mempublikasikannya di mading.</td>
<td>menggunakan strategi</td>
<td>kemajuan belajar</td>
<td>kemajuan belajar</td>
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<td>lisan dan</td>
<td>bersejarah</td>
<td>Siswa membuat kliping deskripsi tentang orang,</td>
<td>dalam membaca</td>
<td>berupa catatan atau</td>
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<td>tulis sederhana</td>
<td>terkenal, dengan</td>
<td>tempat wisata atau bangunan bersejarah yang</td>
<td>Portofolio</td>
<td>rekaman monolog</td>
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<td>tentang orang,</td>
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<td>mereka sukai.</td>
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<td>tempat wisata,</td>
<td>tujuan, struktur</td>
<td>Siswa membuat laporan evaluasi diri secara tertulis</td>
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<td>berupa: draft,</td>
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<td>dan bangunan</td>
<td>teks, dan unsur</td>
<td>tentang orang, tempat wisata dan bangunan</td>
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<td>revisi, editing sampai</td>
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<td>bersejarah</td>
<td>kebahasaan,</td>
<td>bersejarah yang mereka sukai.</td>
<td>hasil terbaik untuk</td>
<td>hasil terbaik untuk</td>
<td>berupa komentar atau</td>
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<td>Siswa membuat kliping deskripsi tentang orang,</td>
<td>dipublikasi</td>
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<td>rekapitulasi dan hasil</td>
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<td>sesuai dengan</td>
<td>tempat wisata atau bangunan bersejarah yang</td>
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<td>dan evaluasi diri.</td>
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<td>tujuan, struktur</td>
<td>konteks.</td>
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<td>teks, dan unsur</td>
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<td>Siswa dapat menggunakan 'learning journal'</td>
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<td>nasionalisme, percaya diri.</td>
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<td>cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</td>
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE 1

Satuan Pendidikan : SMA Muhammadiyah (Plus) Salatiga  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/1 (satu)  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 4 kali pertemuan (8x 45 Menit)

A. KOMPETENSI INTI

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 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

KI 3: Memahami, menerapkan, menganalisis, mengevaluasi pengetahuan fakultual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahuanya 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.

KI 4 : Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarkinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menerapkan metode sesuai kaidah keilmuan.
B. KOMPETENSI DASAR

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

4.8. Menangkap makna dalam teks desriptif lisan dan tulis sederhana.

4.9. Menyunting teks desriptif 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.

4.10. Menyusun teks desriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. INDIKATOR PENCAPAIAN

3.7. Menulis teks desriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8. Mengidentifikasi struktur dan unsur kebahasaan dalam teks desriptif lisan dan tulis, pendek dan sederhana.

4.9 Menyusun kalimat-kalimat yang masih acak untuk diurutkan menjadi paragraph sederhana

4.10 Mengembangkan kalimat-kalimat yang sudah diurutkan tersebut dengan ide kreatif sehingga menghasilkan teks desriptif tulis yang bermakna akurat.

D. TUJUAN PEMBELAJARAN

1. Setelah mengetahui dan memahami tentang teks desriptif yang telah diajarkan, siswa mampu mengerjakan soal-soal yang diberikan guru tentang teks desriptif dengan menggunakan teknik think talk write.

2. Siswa mampu bekerja sama dalam kelompok mereka masing-masing.

3. Siswa mampu menjalankan peran pribadinya dalam tiap kelompok.
4. Siswa mampu mengerjakan soal atau tugas yang diberikan guru secara individu.

E. MATERI PEMBELAJARAN

a. Teks descriptive

The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

The Generic Structure of Descriptive Text

Descriptive text has structure as below:

- Identification; identifying the phenomenon to be described.
- Description; describing the phenomenon in parts, qualities, or/and characteristics.

The Language Feature of Descriptive Text

- Using attributive for example *be (am, is, are)*, and identifying process.
- Using adjective and classifiers in nominal group.
- Using simple present tense, for examples: *go, eat, fly, etc.*

The Example and structure of the descriptive text

Michael Douglas

**Identification** : Michael Douglas is a very famous and popular American actor.

**Description** : He is about sixty years old. He is a slim person and he is average height. He has got light brown eyes and short fair hair. His wife is very beautiful British actress who is named Catherine Zeta-Johns, she has got green eyes and long black hair. They have got a daughter who is two years old. They all live in the United States of America.
F. METODE PEMBELAJARAN

1. Scientific Approach
2. Penugasan
3. Think Talk Write Strategies

Penjelasan lebih lanjut tentang Think Talk Write:

*Think-Talk-Write* is a group work for discussion in the classroom. Based on Zulkarnaeni (2011: 149) *Think-Talk-Write* is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to another members in a group. Huinker and Laughlin (2015: 82) state that the think-talk-write strategy develops the organization of ideas and for the testing those ideas before the students are expected to write. Think-Talk-Write is the teaching strategy to develop, organize and create ideas by thinking, talking, and writing.

From the definition above, there are three steps of Think-Talk-Write as follows:

1) Think The first step of this strategy is Think. In Think, students are given the topics related with the basic competence in the lesson plan. Students are asked to think their ideas about the topics given.

2) Talk In the Talk, students are divided into groups. After they join in group, they share their ideas based on what they think before. Another students listen and respond the ideas. After finished, students conclude the result of the discussion in group.

3) Write After the students get the conclusion, they come back in their own seats. They continue to the last step, Write. In the Write, the students are asked to write by using their own words. The ideas and the conclusion from the previous steps just help them to complete sentences into text.

The Benefits:

- Cooperative Think-Talk-Write Strategy helps to improve student’s right brain because they will express their ideas spontaneously through a picture.
- The learning central is according to the students activities in discussing something so the teacher is not the central point in study process anymore.
- Student’s ideas will more expanded by supporting ideas from his group mates and it will make a faster writing (conditional).
- TTW strategy makes the students learn to thinking concepts, share their ideas, and discussing a wording in a writing task.
- Ideas from the other groups and corrections from the teacher will be an essential thing to make a better writing.

G. ALAT DAN SUMBER PELAJARAN

Alat : bolpoin, kertas, gambar
Sumber belajar :
- Internet
- Buku pegangan guru

H. KEGIATAN PEMBELAJARAN

PERTEMUAN 1

<table>
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<tr>
<th>PRETEST 90 MENIT</th>
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PERTEMUAN 2 & 3

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan Awal</td>
<td>1. Guru memberi salam (greeting); dan mengajak peserta didik untuk berdoa bersama, 2. Guru memeriksa kehadiran peserta didik, 3. Guru menyiapkan peserta didik secara</td>
<td>20 menit</td>
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</table>
psikis dan fisik untuk mengikuti proses pembelajaran.
4. Brain storming dengan menanyakan kepada peserta didik berbagai macam pengamatan peserta didik terhadap orang, tempat wisata, dan bangunan bersejarah terkenal,
5. Apersepsi guru memperkenalkan materi yang akan dipelajari hari ini.

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
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<tbody>
<tr>
<td><strong>Mengamati</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Siswa memahami pengertian teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal,</td>
<td></td>
</tr>
<tr>
<td>2. Siswa membaca teks deskriptif dan memahami maknanya.</td>
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</tr>
<tr>
<td>3. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari teks tersebut. (THINK)</td>
<td></td>
</tr>
<tr>
<td><strong>Menanya (identifikasi)</strong></td>
<td>5 menit</td>
</tr>
<tr>
<td>1. Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif</td>
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</tr>
<tr>
<td>2. Peserta didik merespon pertanyaan yang berkaitan dengan text secara lisan.</td>
<td></td>
</tr>
<tr>
<td><strong>Mengeksplorasi</strong></td>
<td></td>
</tr>
<tr>
<td>1. Dengan bimbingan guru, peserta didik</td>
<td></td>
</tr>
</tbody>
</table>

79
<table>
<thead>
<tr>
<th>Membagi ke dalam beberapa kelompok diskusi untuk menyusun teks deskriptif menggunakan strategi think talk write.</th>
<th>20 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Guru memberikan gambar kepada masing-masing kelompok untuk dijadikan topic dalam menyusun teks deskriptif.</td>
<td>10 menit</td>
</tr>
<tr>
<td>3. Peserta didik berfikir tentang gagasan untuk menyusun teks deskriptif sesuai dengan topic yang diberikan (THINK)</td>
<td></td>
</tr>
<tr>
<td>4. Peserta didik mendiskusikan gagasannya kedalam kelompok (TALK)</td>
<td></td>
</tr>
<tr>
<td>5. Peserta didik menuliskan gagasan atau ide yang telah didiskusikan.</td>
<td></td>
</tr>
</tbody>
</table>

Mengasosiasi (pembuktian)

| 1. Guru meminta siswa kembali ketempat duduk semula. | 20 menit |
| 2. Peserta didik diminta menyusun teks deskriptif menggunakan kalimat sendiri sesuai dengan topic dan gagasan yang telah di diskusikan (WRITE) | |

Mengkomunikasikan (generalisasi)

| 1. Peserta didik dengan sungguh-sungguh dan percaya diri mengungkapkan hasil pekerjanya di depan kelas dan peserta | |

80
2. Guru menjelaskan kegiatan rencana pembelajaran yang akan datang.

### Kegiatan Akhir

| 2. Guru menjelaskan kegiatan rencana pembelajaran yang akan datang. |
| 5 menit |

### PERTEMUAN KE 4

#### POST TEST 90 MENIT

### I. PENILAIAN

1. Penilaian
   a. Teknik : tes tertulis
   b. Bentuk : menyusun teks deskriptif
2. Instrument
   Name :
   NIS :
   Kelas :

   PRE TEST
   Describe your seatmate in paragraph!

   Name :
   NIS :
   Kelas :

   POST TEST
   Describe your Favourite Person!

J. PEDOMAN PENILAIAN

<table>
<thead>
<tr>
<th>Aspek</th>
<th>Skor</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Langkah retorika</td>
<td>20 - 15</td>
<td>Berstruktur sesuai jenis deskripsi secara maksimal</td>
</tr>
<tr>
<td></td>
<td>14 - 10</td>
<td>Berstruktur minimal sesuai jenis deskripsi</td>
</tr>
<tr>
<td></td>
<td>9 - 5</td>
<td>Pilihan teks tidak jelas</td>
</tr>
<tr>
<td></td>
<td>4 - 1</td>
<td>Tidak berstruktur dan sulit dipahami</td>
</tr>
<tr>
<td>Tata Bahasa</td>
<td>20 - 15</td>
<td>Benar dan tepat</td>
</tr>
<tr>
<td></td>
<td>14 - 10</td>
<td>Tekadang kurang tepat tapi tidak mempengaruhi arti</td>
</tr>
<tr>
<td></td>
<td>9 - 5</td>
<td>Kurang tepat dan mempengaruhi arti</td>
</tr>
<tr>
<td></td>
<td>4 - 1</td>
<td>Sulit dimengerti</td>
</tr>
<tr>
<td>Kosakata</td>
<td>20 - 15</td>
<td>Benar dan tepat</td>
</tr>
<tr>
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<td>Tekadang kurang tepat tapi tidak mempengaruhi arti</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>9 - 5</td>
<td>Kurang tepat dan mempengaruhi arti</td>
<td></td>
</tr>
<tr>
<td>4 - 1</td>
<td>Sulit dimengerti</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kejelasan makna</th>
<th>20 - 15</th>
<th>Sangat jelas dan sangat efektif</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14 - 10</td>
<td>Cukup jelas dan efektif</td>
</tr>
<tr>
<td></td>
<td>9 - 5</td>
<td>Jelas dan tidak efektif</td>
</tr>
<tr>
<td></td>
<td>4 - 1</td>
<td>Kurang jelas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hubungan antar gagasan</th>
<th>20 - 15</th>
<th>Sangat jelas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14 - 10</td>
<td>Cukup jelas</td>
</tr>
<tr>
<td></td>
<td>9 - 5</td>
<td>Kurang jelas</td>
</tr>
<tr>
<td></td>
<td>4 - 1</td>
<td>Tidak jelas</td>
</tr>
</tbody>
</table>

Salatiga, 25 Agustus 2017

Mengetahui,

Guru Mata Pelajaran  

Fahri Zakiyah Anwar, S. PdI  
NIP.

Peneliti  

Firda Hasna Hikmawati  
NIM 113-13-144
RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE II

Satuan Pendidikan : SMA Muhammadiyah (Plus) Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1 (satu)
Materi Pokok : Descriptive Text
Alokasi Waktu : 4 kali pertemuan (8x 45 Menit)

A. KOMPETENSI INTI

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 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

KI 3: Memahami, menerapkan, menganalisis, mengevaluasi pengetahuan faktual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahu nya 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.

KI 4 : Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menerapkan metode sesuai kaidah keilmuan.
B. KOMPETENSI DASAR

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

4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

4.9. Menyunting 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.

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

C. INDIKATOR PENCAPAIAN

3.7. Menulis teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8. Mengidentifikasi struktur dan unsur kebahasaan dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.9 Menyusun kalimat-kalimat yang masih acak untuk diurutkan menjadi paragraph sederhana

4.10 Mengembangkan kalimat-kalimat yang sudah diurutkan tersebut dengan ide kreatif sehingga menghasilkan teks deskriptif tulis yang bermakna akurat.

D. TUJUAN PEMBELAJARAN

1. Setelah mengetahui dan memahami tentang teks deskriptif yang telah diajarkan, siswa mampu mengerjakan soal-soal yang diberikan guru tentang teks deskriptif dengan menggunakan teknik think talk write.

2. Siswa mampu bekerja sama dalam kelompok mereka masing-masing.

3. Siswa mampu menjalankan peran pribadinya dalam tiap kelompok.
4. Siswa mampu mengerjakan soal atau tugas yang diberikan guru secara individu.

E. MATERI PEMBELAJARAN

Teks descriptive

a. The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

b. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

- Identification; identifying the phenomenon to be described.
- Description; describing the phenomenon in parts, qualities, or/and characteristics.

c. The Language Feature of Descriptive Text

- Using attributive for example be (am, is, are), and identifying process.
- Using adjective and classifiers in nominal group.
- Using simple present tense, for examples: go, eat, fly, etc.

d. The Example and structure of the descriptive text

My friend Tim

Identification : His name is Tim.

Description : He lives in Nottingham, which is a city in the UK.

He lives in a small detached house with his wife Jenny, and their two children, Lisa and James. He works at Debenhams in Nottingham, and he really enjoys his job. He is a sales manager for the sports clothing department. Debenhams is the largest...
department store in Nottingham and there are branches all over the UK. When He is not at work, he likes to play tennis with his friend Joe. Joe is much better than him, but he still enjoys it. At the weekends, he sometimes takes his family to Manchester to visit Jenny’s mum. She lives at Pine View Nursing Home in a nice suburb of the city and has been there for about five years. She loves to see her grandchildren. James always tells her about what he is doing at school James and Lisa both go to the same school, Mount Street Junior School.

F. METODE PEMBELAJARAN

1. Scientific Approach
2. Penugasan
3. Think Talk Write Strategies

Penjelasan lebih lanjut tentang Think Talk Write:

Think-Talk-Write is a group work for discussion in the classroom. Based on Zulkarnaeni (2011: 149) Think-Talk-Write is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to another members in a group. Huinker and Laughlin (2015: 82) state that the think-talk-write strategy develops the organization of ideas and for the testing those ideas before the students are expected to write. Think-Talk-Write is the teaching strategy to develop, organize and create ideas by thinking, talking, and writing.
From the definition above, there are three steps of Think-Talk-Write as follows:

1) Think The first step of this strategy is Think. In Think, students are given the topics related with the basic competence in the lesson plan. Students are asked to think their ideas about the topics given.

2) Talk In the Talk, students are divided into groups. After they join in group, they share their ideas based on what they think before. Another students listen and respond the ideas. After finished, students conclude the result of the discussion in group.

3) Write After the students get the conclusion, they come back in their own seats. They continue to the last step, Write. In the Write, the students are asked to write by using their own words. The ideas and the conclusion from the previous steps just help them to complete sentences into text.

The Benefits:

- Cooperative Think-Talk-Write Strategy helps to improve student’s right brain because they will express their ideas spontaneously through a picture.
- The learning central is according to the students activities in discussing something so the teacher is not the central point in study process anymore.
- Student’s ideas will more expanded by supporting ideas from his group mates and it will make a faster writing (conditional).
- TTW strategy makes the students learn to thinking concepts, share their ideas, and discussing a wording in a writing task.
- Ideas from the other groups and corrections from the teacher will be an essential thing to make a better writing.

G. ALAT DAN SUMBER PELAJARAN

Alat : bolpoin, kertas, gambar

Sumber belajar : 
- Internet
- Buku pegangan guru

H. KEGIATAN PEMBELAJARAN

PERTEMUAN 1

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan Awal</td>
<td>1. Guru memberi salam (greeting); dan mengajak peserta didik untuk berdoa bersama, 2. Guru memeriksa kehadiran peserta didik. 3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. 4. Brain storming dengan menanyakan kepada peserta didik berbagai macam pengamatan peserta didik terhadap orang, tempat wisata, dan bangunan bersejarah terkenal, 5. Apersepsi guru memperkenalkan materi yang akan dipelajari hari ini.</td>
<td>20 menit</td>
</tr>
</tbody>
</table>

PERTEMUAN 2 & 3

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Mengamati</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Siswa memahami pengertian teks</td>
<td></td>
</tr>
</tbody>
</table>
deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal,
5. Siswa membaca teks deskriptif dan memahami maknanya.
6. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari teks tersebut. (THINK)

Menanya (identifikasi)
3. Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif
4. Peserta didik merespon pertanyaan yang berkaitan dengan text secara lisan.

Mengeksplorasi
7. Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok diskusi untuk menyusun teks deskriptif menggunakan strategi think talk write.
9. Peserta didik berfikir tentang gagasan untuk menyusun teks deskriptif sesuai dengan topic yang diberikan (THINK)
10. Peserta didik mendiskusikan gagasannya kedalam kelompok
<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>4. Guru dan Siswa secara bersama-sama membuat kesimpulan tentang materi yang sudah dipelajari pada pertemuan ini.</th>
<th>5 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5. Guru menjelaskan kegiatan rencana pembelajaran yang akan datang.</td>
<td></td>
</tr>
</tbody>
</table>

**Mengasosiasi (pembuktian)**

4. Peserta didik diminta menyusun teks deskriptif menggunakan kalimat sendiri sesuai dengan topic dan gagasan yang telah di diskusikan (WRITE)

**Mengkomunikasikan (generalisasi)**

1. Peserta didik dengan sungguh-sungguh dan percaya diri mengungkapkan hasil pekerjanya di depan kelas dan peserta didik lainnya mendengarkan.
2. Guru Mengamati dan menilai presentasi peserta didik dari aspek ketrampilan.

<table>
<thead>
<tr>
<th>Waktu</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Peserta didik menuliskan gagasan atau ide yang telah didiskusikan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Waktu</th>
<th>20 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>(TALK)</td>
<td></td>
</tr>
</tbody>
</table>

| PERTEMUAN KE 4 | POST TEST 90 MENIT |

**b. PENILAIAN**

3. Penilaian  
e. Teknik : tes tertulis  
f. Bentuk : menyusun teks deskriptif

4. Instrument  
   Name :  
   NIS :  
   Kelas :

   **PRE TEST**
   Describe your seatmate in paragraph!
   
   Name :  
   NIS :  
   Kelas :

   **POST TEST**
   Describe your Favourite Person!
<table>
<thead>
<tr>
<th>Aspek</th>
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<tr>
<td></td>
<td>9 - 5</td>
<td>Jelas dan tidak efektif</td>
</tr>
<tr>
<td>Hubungan antar gagasan</td>
<td>20 - 15</td>
<td>Sangat jelas dan sangat efektif</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td>14 - 10</td>
<td>Cukup jelas</td>
</tr>
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<td></td>
<td>9 - 5</td>
<td>Kurang jelas</td>
</tr>
<tr>
<td></td>
<td>4 - 1</td>
<td>Tidak jelas</td>
</tr>
</tbody>
</table>

Salatiga, Agustus 2017

Mengetahui,

Guru Mata Pelajaran

[Signature]

Sarah Zakiyah Anwar, S. PdI
NIP.

Peneliti

[Signature]

Firda Hasna Hikmawati
NIM 113-13-144
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Lingkar Selatan, No.2 Telp. (0298) 6031364, Fax. (0298) 323433 Salatiga 50712
http://www.iainsalatiga.ac.id email : administrasi@iainsalatiga.ac.id

Nomor : B.1.3.047/In.21/D1.1/PN.03.00/03/2017
Lamp : -
Hal : Pembimbing dan Asisten Pembimbing Skripsi

Kepada
Yth. Setia Rini, M.Pd
di Tempat

Assalamualaikum w.w.

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

Nama : FIRDA HASNA HIKMAWATI
NIM : 113-13-144
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi : THE USE OF SPONTANEOUS GROUP DISCUSSION AND STORIES WITH TEN PICTURES GAME TO IMPROVE STUDENTS' SPEAKING SKILL (A CLASSROOM ACTION RESEARCH OF TENTH GRADE STUDENTS OF SMA N 1 TENGARAN 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, 08 Maret 2017

a.n. Dekan
Wakil Dekan Bidang Akademik

[Signature]

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

Tembusan : 1. Dosen Pembimbing
Nomor: B-1463 /In.21/DI/PN.03.00/07/2017
Lamp: -
Hal: Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala SMA Muhammadiyah Salatiga
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

N a m a: FIRDA HASNA HIKMAWATI
NIM: 113-13-144
Mahasiswa: Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.
Judul skripsi: THE IMPLEMENTATION OF THINK TALK WRITE STRATEGY TO IMPROVE STUDENTS’ WRITING SKILL IN DESCRIPTIVE TEXT

Dengan Pembimbing: Setia Rini, M.Pd
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 12 Juli 2017 s.d selesai.
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 10 Juli 2017
Dekan
Fakultas Tarbiyah dan Ilmu Keguruan

[Signature]

NIP. 19670121 199903 1002

Tembusan: 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor: 422/SMA.M/E.23/VIII/2017

Kepala SMA Muhammadiyah (Plus) Salatiga menerangkan bahwa:

Nama: FIRDA HASNA HIKMAWATI
Tempat, tanggal lahir: Boyolali, 29 September 1995
Mahasiswa: IAIN Salatiga
NIM: 113-13-144
Jurusan: Tadris Bahasa Inggris


Demikian harap menjadi maklum bagi yang berkepentingan dan untuk dapat dipergunakan sebagaimana mestinya.
<table>
<thead>
<tr>
<th>NO.</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMBING</th>
<th>PARAF</th>
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<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
<td>2</td>
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**CATATAN:**

*SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing

Nama Mahasiswa: Fida Hasna Hikmahawati
NIM: 113 - 13 - 194
Dosen Pembimbing: Setia Rini M.Pd.

DOKUMENTASI

Picture 1. Pre Test Cycle I

Picture 2. Post Test Cycle I
Picture 3 In group discussions students Think about Descriptive Text

Picture 4. Students Talk about related the Topic

Picture 5. Students write the ideas that was discussed.
Picture 6. Teacher give treatment about Think Talk write Strategy

Picture 7. Pre Test cycle II

Picture 8. Post Test Cycle II
DECLARATION AND PERMISSION FOR PUBLICATION

The one who signed below:

Name : Firda Hasna Hikmawati
Students ID Number : 113-13-144
Faculty : Teacher Training and Education Faculty
Department : English Education Department

Declares that this graduating paper is written by the writer herself and the writer didn’t copy from other researchers. Theories and citations are used based on the code ethics of writing graduating paper. I give permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, September 29 2017
The Writer

Firda Hasna Hikmawati
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