IMPROVING THE STUDENTS' ACHIEVEMET IN WRITING DESCRIPTIVE TEXT THROUGH THINK PAIR SHARE TECHNIQUE AT EIGHT GRADE OF MTs. SWASTA AL-WASHLIYAH 19 PERCUT

A SKRIPSI

Submitted to the Faculty Tarbiyah and Teacher's Training State Islamic University of North Sumatera Medan as a Partial Fulfillment of the Requiremets for Degree of Sarjana Pendidikan

By

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2021

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Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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ABSTRACT

Ulfa Rianda, 0304163177, Improving the Students' Achievement in Writing Descriptive Text Through Think Pair Share Technique at Eight Grade of MTs. Swasta Al-Washliyah 19 Percut in Academic Year 2020/2021. Thesis (2020). Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatra Medan. Advisor (I) Dr. H. Amiruddin MS., MA., MBA., Ph.D, Advisor (II) Drs.H.Achmad Ramadhan,M.A

Key Word: *Writing Descriptive Text, Think Pair Share Technique, Classroom Action Research*

The objective of this research is to improve students' achievement in writing Descriptive Text through Think Pair Share Technique at the eight grade students of Junior High School. In conducting the study, the researcher involved the English teacher, the school principal, and the students at the second grade of Senior High School especially VIII-1 class. This research conduct at MTS.Swasta Al-Washliyah 19 Percut as the subject of researcher. The subject of this research were consisted of 20 students. The research conduct with classroom action research. In conducting this action research, the researcher divided the action into two cycles. The researcher collaborated with English teacher in implementing the actions. The data of this study were mostly qualitative although there were some quantitative data. The qualitative data were from observation sheet, interview transcripts, and documentation,. While the quantitative data were from pre-test, post-test I and post-test II, The result of students' score shows that the students' average score keep improving in every test. The students' average score in pre-test was 55.5, There were 0 student (0 %) who passed the Minimum Mastery criterion (75). In the post test in cycle I, there was 9 students (72,3%) who passed the score 75. In the post test in cycle II there was 16 students (82.45%) who passed the Minimum Mastery criterion (75). Based on the quantitative data above, it can be seen that the students' score showed the improvement from the first to the last test. Furthermore, the qualitative data showed that all the learning activities gave contributions. So, Think Pair Share Technique can Improve students' writing descriptive text at Eight Grade of MTS. Swasta Al-washliyah 19 Percut.

ACKNOWLEDGEMENT

All praise be to Allah, Lord of the worlds, who has given His loving and blessing until he writer can finish his "Skripsi". Peace and gratitude may always be upon the Prophet Muhammad, who has guided all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic regional.

This "Skripsi" is presented to English Education Department, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the degree of S.Pd.

The researcher is fully aware that this skripsi cannot be finished without other people's help. Therefore, in this opportunity I would like to express my deep gratitude to the following people:

1. **Prof. Dr. Syahrin Harahap, M.A,** as the Rector of State Islamic University of North Sumatera (UINSU)
2. **Dr. Mardianto, M.Pd,** as the Dean of Tarbiyah Science and Teacher Training State Islamic University of North Sumatera (UINSU)
3. **Yani Lubis, S.Ag.,M.Hum and Dr. Abdillah, M.Pd** the Head and secretary of English Education Department.
4. **Dr. H. Amiruddin, MS, MA, MBA, Ph.D** and **Drs.H.Achmad Ramadhan, M.A** as advisor I and advisor II for their time, valuable guidance, helps, correction, suggestion, and kindness during completing this "thesis".
5. All lecturers of The Department of English Education who always give their motivation and valuable knowledge and also unforgettable experience during my study at Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatera Utara.

6. The principal of MTs. Al-Washliyah 19 Percut, **Muhammad Irsad, S.H** who had permitted me to conduct the research the school. The English Teacher **Syarifah,S.Pd.I** who had guided and helped me to conduct my research.

7. The writer's beloved parents, for my father **Rusli** and my mother **Nurbaidah** who always give pray, support, and love to me. So, I can finish my S1 Degree. I dedicate this thesis to you.

8. My beloved young sister **Riska Ramadhana**, also my beloved young brothers **Rizky Ramadhani** who always give pray, support and love to me.

9. My dearest friend **Riska Nurhamidah, Aideliannisa Dalimunthe, Tamara Ariska Manda, Talitha Almira Alfi, Lisa Sersanawawi, Aulia Raziqah** and **Bulan** for their prayers and motivation thank you my friends because you spent your time to help me when I'am in the bad condition until now. Thank you to make me be a better person.

10. My irreplaceable best friend **Zsa Zsa Utari**, **Heni Puspita Sari, Reny Pravita, Suci Amaliah, Nuraini Daulay, Ferra Feby Nasution,** and **Novi Adela,** who always be my best support system, best listener, best advisor for all my story. Thank you for all your love, understanding, and support to face this world. May Allah make our friendship until jannah, Aamiin.

11. The writer's beloved friends and all my classmates of **PBI-3 Department of English Education** for all of the kindness, happiness, support, love and never ending humor. Finally, the writer realizes that this thesis is still far from being perfect.

12. Everyone who has helped me in finishing the *thesis* and whose names cannot be mentioned one by one. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an

important contribution to the Department of English Education. May God always bless us and lead us in His right path. Aamiin.

Medan, On August, 1st 2020

Ulfa Rianda
NIM. 0304163177

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CHAPTER I

INTRODUCTION

A. The Background of Study

English language is very important since English is an international language. There are four skills to be learned in the English language. They are listening, speaking, reading and writing. Writing is one of the skills considered to be important in second language learning since it acts as a communication tool as well as a way of learning, thought, and organizing information or ideas.[1] Furthermore, there are several reasons why writing is absolutely important. After that, writing is one of the ways of communicating with other people around the world. Secondly, in almost part of employment, writing skill is required.[2]

One of the significant skills in learning English is writing. Essentially, since good writing was born from good thinking, writing is not easy to do. Writing is a part of daily life now and will continue to be. [3]As part of language skills, writing is very important for human beings to facilitate communication. Language is not only spoken but written as well. It is a fundamental language ability, just as important as speaking, listening and reading, so it is crucial to teach students to write.

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[1] Fithriani, Rahmah. *Cultural influence on students' perception of written feedback in L2 writing. Journal of Foreign Language Teaching and Learning*,Vol.3,No.1, January 2018,p.1.

[2] Shubhada, Deshpande, *Teaching Writing Skills in English, Internasional Journal of English Language Teaching*, Vol.3,No.1,March 2014, p.68

[3] Wilson, Edward. (2006), *Writing and Grammar Communication in Action*, United State America, p.2.

Writing is a communication process that uses a conventional graph system for transmitting a message to a reader. The purpose of writing is to convey ideas, feelings and intentions to other individuals. A linguistics group has identified a number of writing genres associated with learning in school. Students are expected to be able to write some kind of text, such as descriptive, narrative, recount or greeting cards.[4] According to the fundamental competence in the junior high school curriculum. Each genre has a different purpose, a different generic structure, various ways of organizing or linking ideas and different features of linguistics.

One of the genres that are taught in Junior High School is descriptive text. Descriptive text is a text that uses visual experience to describe a person, place or object.[5] It is used to construct a visual picture of individuals, locations, even days or seasons. It can also be used to identify individuals with physical appearances.

However, the students were not interesting in writing, they found it hard and very difficult to write what is in their main into written language. Actually, there are internal and external factors that make it happen. the internal factors, the students' is awareness of writing ability is low, the self-confidence and motivation also still low. The external factor is the media in teaching writing is conventional, so the students not interested. Another factor is the students are lack of vocabulary so they feel worried to make some sentence. And the important factor that make the students had low in writing is they do not have place or flexible platform to share their ideas in writing.

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[4] Depdiknas. (2006). *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris.* Jakarta.p.287

[5] Siti Mashitoh,(2015),*Improving students' ability in writing descriptive text using genre based approach(GBA) at the eight grade of SMP islam terpadu fitrah insani,*volume 3, nomor 1, p.3

Generally, if the teacher used distinct teaching strategies to increase the ability of the student to write, especially making descriptive text, too. But, there are many problem faced, and one of them is the organization of thoughts and ideas. During the teaching and learning process, the teacher must use different media. It makes that students will not feel bored and will pay attention to the learning process of teaching. Sandolo said that integrating technology into the classroom while learning to write and creating essays is extremely important. The students are able to enjoy the writing process. Thus, it is necessary for the teacher to be creative and find interesting ways of learning English especially to improve the students writing skills.

English was not easy to learn, but now, because it has a lot of cooperative learning strategies that can be used to study English, we can learn English easily. There are some of cooperative learning strategies: Think Pair Share, Round Table, Make a Match, Brainstorming, Jigsaw, and Three Minute Review. One of the cooperative learning methods is Think-Pair-Share (TPS). TPS is a cooperative learning technique that can encourage higher-level thinking, the students have time to think and them share their ideas with their friends in pairs.

on the other hand, think pair share is a technique designed to provide "food of thought" to students on a given subject, allowing them to formulate individual ideas and share these ideas with another student. Students not only can work together with their friends but also can be more enthusiastic in learning English. When learning with think pair share technique the class will more active because the students were divide into pairs, the teachers will prepares one topic that contain the explanation of one tittle. After that the

teacher was begin to share the topic to students. After all of them get a one topic, the teacher were tell them what must they to do. The teacher shows them a topic for example the cat, So two students will share the idea with another students must to work together to share their idea to that paper and the generic structure that the teacher gives. By using this technique in teaching descriptive text, the writer expects that it was make the students enthusiastic in learning English and increase their writing ability.

Based on a small observation before, the researcher found that most of the students' in eight grade of MTs.Swasta Al-Washliyah 19 Percut still have low ability and interest in writing descriptive text. It can be seen that the students write descriptive text consist of sentence that do not seem relevant together into a topic provide. And the student' do not more explore their expression even they have a good ideas in mind.

To solve the problem above, the researcher decided to use think pair share strategy in teaching writing descriptive text. As one of the advantages of using TPS as a technique, the students' will more active in learning writing descriptive text.

From the explanation above, the researcher was conducted an action research with the title "**Improving the Students' Achievement in Writing Descriptive Text through Think Pair Share Technique at Eight Grade of MTs. Swasta Al-Washliyah 19 Percut**."

B. Identification of The Study

1. Students ability in writing descriptive text is still low
2. The student got difficulties in writing because they not focus in writing process
3. The student had limited space and time to explore their creativity or idea.

C. Limitation of the Problem

Based on the identification of the study, the writer limits and focuses this research in improving the students' achievement in writing descriptive text through think pair share technique at eight grade of MTs. Swasta Al-Washliyah 19 Percut.

D. The Formulation of the Study

In relation to the limitation of the study above, the problems of research can be formulated:

1. How do the students' achievement before using Think Pair Share technique to improve writing in descriptive text?
2. How do the students' achievement after using think pair share technique to improve writing in descriptive text?
3. How is the improvement of students' achievement through think pair share technique to improve writing in descriptive text?

E. The Objective of the Study

Based on the formulation of the study

1. To know the students' achievement before using think pair share technique in writing descriptive text

2. To know the students' achievement after using think pair share technique in writing descriptive text
3. To know the improvement of the students' achievement using think pair share technique in writing descriptive text

F. The Significance of the Study

1. The result will be used by the principle as the basic information in improving the students' achievement in writing skill.
2. For teacher to apply several technique like TPS as a technique in learning writing descriptive text.
3. To increase the students' achievement in learning writing
4. For another researcher the result of this study is hopefully able to give inputs for them who want to conduct a similar research especially on the same topic and as resourceful information how to use this technique in write a descriptive text.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Framework

To conduct the research, theories are needed to explain some concepts apply in research concerned. In order to avoid misunderstanding in this research concern, the researcher clarifies the term and applies in the research concern. In this following part, theoretical elaboration on the terms will be explained.

1. The Students' Achievement

Hughes assumes that achievement is directly linked to language courses, the intention being to assess how successful individual students, student groups, or the courses themselves have been in achieving goals.[6] Achievement is a valuable and impressive thing that you can do or get what you are hoping for.[7]

An achievement is directly linked to lessons in the classroom, units, or even a full curriculum. Achievement can also serve the diagnostic function of demonstrating what a student wants to continue to focus on in the future, but the primary role of an accomplishment test is to assess if the course goals have been met and whether sufficient information and skills have been learned by the end of an instruction period.[8]

2. Writing

a. Definition of Writing

Writing is a combination of a process and a product. Process refers

[6] Hughes,Arthur.(2006). *Testing for Language Teachers Second Edition*. United Kingdom:Cambridge University Press,P.13

[7] Pearson(2009).*Dictionary of American*,UK:Pearson Longman

[8] Brown,Douglas.(2003). *Language Assasment Principles and Classroom Practices*, California:Longman,P.47-48.

to the act with which ideas gather and interact before the reader presents them in a polished and executed manner. Caroline said the young students want to see that it is written in the same measures as warning writing.[9] Writing is a composition that requires a process of thought that is written, transcribed, analyzed, and updated in various and dynamic ways. It is one of the basic language teaching skills that brings ideas into papers or other media to explain what is within the brain to the reader.

According Dewi, writing is the expression of language in the form of letters, symbols, or phrases.[10] Communication is the primary purpose of writing. Many writing instruments have been used by people, including drawing, pencils, markers, typewriters, and computers. It is possible to produce writing on the wall of a cave, a piece of paper, or a computer screen. The method of writing involves prewriting, composing, revising, and printing. There are several styles of writing, such as narrative, expository, descriptive, and persuasive.[11]

According to Harmer, the concept of writing is often useful as preparation for some other activity, particularly when student rite sentences as a preamble to the discussion.[12] Writing is the process of presenting information through text based on the statement that involves generating letters, terms, symbols, such as punctuation and sentence, for example. In the writing process, the subject matter of what they write and the language in which it is presented will affect students. In the holy Qur'an, Alllah SWT explained us about writing (Al-Qamar:53)

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[9] Caroline T. Linse, (2006), Practical English Language Teaching: Young Learners, New York: Mc Draw-Hills Companies, p. 48

[10] Utami Dewi.(2011),*How to Write,*Medan:La Tansa Press,P.27

[11] Ibid,P.27

[12] Harmer Jeremy (2005),How to Teach Writing, Malaysia: Longman,P.33

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُّسْتَطَرٌ ﴿٥٣﴾

Meaning : "And all matters small and large are written"[13]

From the verse above, all things, from small to big, are all written. What is said when interpreted in an interpretative manner is all the sins and deeds of great and small acts written in the field of mahfuz. But if seen from another page, then there is an implicit message for us to write.

There are still many benefits to writing. For example, by writing it is easy to remember and understand the knowledge / topics we write. Like being guided to implant deeper into our minds By writing, science is firmly imprinted in our minds. In context, the Messenger of Allah in one of the hadiths said:

حَدَّثَنَا عَلِيُّ بْنُ سَهْلٍ الرَّمْلِيُّ قَالَ حَدَّثَنَا الْوَلِيدُ قَالَ قُلْتُ لِأَبِي عَمْرٍو مَا يَكْتُبُوهُ قَالَ الْخُطْبَةَ الَّتِي سَمِعَهَا يَوْمَئِذٍ مِنْهُ

Meaning: *" Having told us Ali ibn Sahl Ar Ramli he said; has told us Al Walid he said, "I asked Abu 'Amru," What did they write? "He replied," The*

[13] Al-hilaili(2017) *The Holy Quran English Translation of the Meaning and Commentary*.King Fahd Holy Quran Printing Complex, p.o box 3561,(Al-MadinahAl-Munawarah).p.165

sermon he heard from the Messenger of Allah on that day". (HR Sunan Abu Dawud no.3165)[14]

Implied, the message of the Prophet in the hadith was intended to write as a media to remember the knowledge, so it is not quickly forgotten. Without writing, we will not know and know the traces of a past Civilization. Writing gives style and markers about the characteristics of a civilization.

In another verse, Surah Al-A'raf verse 154, Allah SWT gives His guidance and grace through writing. It can be seen in the following verse of Holy Qur'an:

وَلَمَّا سَكَتَ عَن مُّوسَى ٱلْغَضَبُ أَخَذَ ٱلْأَلْوَاحَ ۖ وَفِى نُسْخَتِهَا هُدًى وَرَحْمَةٌ
لِّلَّذِينَ هُمْ لِرَبِّهِمْ يَرْهَبُونَ ﴿١٥٤﴾

Meaning: "Then, when the anger of Moses abated, he took up the tablets, and in their inscription there was guidance and mercy for all those who fear their Lord."[15]

Based on verse above explained that a useful article can give us knowledge and understanding to be made by us as a guide so as not to get lost in the wrong way. We can understand that by writing we can convey useful information and can broadcast the religions of Allah SWT to all corners of the world so that the existence of the Islamic religion is maintained.

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[14] Abu Abdillah Muhammad bin Ismail bin Ibrahim,Shahih bukhari juz 1,Beirut : Darul kutub ilmiyah, P.39

[15] Al-hilaili(2017) *The Holy Quran English Translation of the Meaning and Commentary*.King Fahd Holy Quran Printing Complex, p.o box 3561,(Al-MadinahAl-Munawarah).p.165

B. Process of Writing

The writing process involves a series of steps follow producing a finished piece of writing. The act of writing will help them compose their thoughts into paper. The four basic writing phase includes the writing process as a classroom activity: preparing (pre-writing), drafting, revising, and editing, reviewing, publishing. There are several methods of writing. They are:[16]

1. Planning

Planning is the first step of the writing process and the stage at which our initial ideas on paper are encountered and discussed, but typically not in a structured manner and brainstorming ideas that might ultimately find their way into our writing. Before you even start to read about it or do research, planning means jotting down on paper all the ideas you have about a specific topic. Planning is a non-stop method of generating a lot of knowledge. This helps you to concentrate on a single one, but allows you to compose so easily that you are able to edit your concepts.

2. Drafting

In drafting it is possible to get the most out of this drafting stage because it is at this stage that they have produced the material to write effectively. students write down all their ideas. The goal is to get the ideas on paper as quickly as possible. For example, if students are going to write about their favorite animal, they could write down the steps they take as they think about it. And In the second stage of writing, the writer focuses on writing fluency and grammatical precision

[16]John Langan(2007), *Sentence Skills a workbook for writers*,New York:MCGraw-Hill Companies.seventh edition. P.16

in the drafting process, you are trying to draw out the idea of this essay in this way, use your first draft to formulate an introduction and organize your ideas.

3. Revising

Revising implies editing an essay, building on what has already been done to improve it. Then their draft revision, their draft revision on the feedback provided at the responding stage. The revision process involves several stages: content revision, sentence revision, and editing. You may make decisions about revising your writing, such as revising your phrases, overall structure, revising your paragraph, assessing coherence and choosing your words.

4. Editing

Students have prepared the final draft for review by the teacher in this process. In grammar, spelling, punctuation, diction, sentence accuracy of supportive textual material such as citation, illustration and they edit their own essay.

5. Evaluating

The next step, after the student has finished, is to write the student assessment. Students will get scores from the current analytic assessment. Students must be notified in advance of the evaluation criteria. They are made more responsible for their own writing in this way.

6. Publishing

The writer has revised their draft, making it possible for them to make the adjustment, they create their final edition. This could look drastically different

from both the initial design and the draft, because things in the editing process have changed.[17]

Publishing is the final phase of the writing process. Depending on the piece you are working on, this means:

a. The student have to share, format and publish their completed piece of work.

b. Students need to generate a single text in the correct format for their work.

c. Journalist should to send to an editor their article.

d. Authors of fiction may submit their story to a magazine or contest.

C. Genre Writing

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen. The writing, process includes prewriting, composing, revising, editing, and publishing. There are many kinds of writing such as expository, narrative, descriptive, and persuasive.[18]

Genre is an organizing concepts for cultural practice. Genre is placed based on occasion, function, behavior, and interaction structure. In writing, there are some cases which must be considered. One of them is genre. Genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations. For many people, it is an intuitively attractive concept that helps to organize the common- sense labels we use to categorize texts and the situations in which they occur.

[17] Jeremy Harmer, *How to Teach Writing*, Malaysia : Longman, 2007, P.4
[18]Utami Dewi, *How to Write,* Medan : La Tansa Press, P,8

In other words, Hartono states that the term "genre" is used to refer to particular text- types, not to traditional varieties of literature. It is type or kind of text, defined in social purposes; also the level of context dealing with social purpose. Genre is classified according to their social purpose and identified according to the stages. According to I Digeryasa, the are some genre of the text in writing, they are [19]

1. Descriptive Text

   Description or descriptive is a text that describe or illustrate the object, person or idea by his/her eyes physically.

2. Recount Text

   Recount text is text retelling or recounting of an event or experience or recount is a text that retells events or experiences i the past.

3. Narrative Text

   Narrative text is the text that amuse, entertain and to deal with actual or vicarious experience in the different ways. Narrative deal with problematic events which lead to crisis or turning point of some kinds, which is in turn find a resolution.

4. Procedure Text

   Procedure is text that discusses and explains how something works or how something is done. Procedure text is a text that designed to describe how something is achieved through a sequence of action or steps.

[19] I Way Dirgeyasa, *College Academic Writing : A genre-Based Perspective,* Medan: Unimed Press, 2014, P.3

5. Report Text

   Report is the text to describe the way things in around of our environment are described. Usually tells the natural or non natural phenomena or even social phenomena.

6. Explanation Text

   Explanation is the text that explaining a process or formation. This genre explain why an object exists as it is or to describe how an object works.

7. Discussion Text

   Discussion is a text which presents a problematic discourse. This problem will be discussed from different point of view.

8. Hortatory Exposition Text

   Hortatory exposition is a type of English text that belongs to the class of argumentation.

9. Analytical Exposition Text

   Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.

10. New Item Text

    News item is the text that inform the daily and real factual happenings in human life.

11. Spoof text

    Spoof text is the text that tells a funny incidents or event that has happened in the past.

12. Anecdote Text

    Anecdote is a text that shares with others an account of an unusual or amusing incident.

13. Commentary Text

    Commentary is a text that uses analysis and interpretation to find patterns of meaning in events, trends, and ideas.

14. Book Review Text

    Book review is a both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority.

15. Critical Review Text

    Critical review is the summarization and evaluation of the ideas and information in an article.

D. Purpose of Writing

Every time the students write the write for a reason or purpose. When students write something, they have purposes for writing. It is hard to imagine anyone deciding to write something without a reason for doing so. For instance, a student's write an essay do classes may wish to please teacher and to amuse his or her classmates. To illustrate this simple point about purpose, complete the following the following activity.

In the broadest sense, the purpose of all writing is to communicate information or ideas. Beyond this, we can identify the following general purposes for most of the writing that we do.[20]

1. To inform: to provide information about specific issue or topic. For example, a visitor's center at a state park might offer brochure informing hikers about the causes and prevention of forest fires.
2. To educate: to broaden someone's knowledge or expertise, textbook for human development course might offer an in-depth discussion of the stages of emotional development in children.
3. To entertain: to provide fun amusement. For instance, a celebrity, magazine might share gossip about a star's wedding.
4. To inspire: to positively influence or motivate others. For example, an essay about the challenges and rewards or running a marathon might inspire others to admire the effort, if not to run a marathon themselves.
5. To persuade: to argue that a certain action should be taken. For instance, well written letter might persuade city officials that a parking fine that you received was excessive and should be lowered. Knowing the general purpose of your writing project will help you make effective choices about

[20]Chris Juzwiak, *Stepping Stones A Guided Approach to Writing Sentences and Pargrapghs,* New York: Bedford/stc Martin's, P.18

the information. If you are trying to include and how to present them clearly and directly.

From the purpose it can be educate for the readers, the information is more complex to present, but entertain the readers; you will need to present the interesting detail and fun, originally as possible and as creatively.

E. The Assasment of Writing

In order to assess how well the writing is, the teacher has the correct definition of writing evaluation as an evaluator to test the students, to write work properly. There are some items in the written evaluation they are:

1. Organization

   The score of organization depends on the students' ability to write correct and approriate manner for particular audience on mind together with ability to select, to organize and other relevant information.

2. Content

   The score of content depends on the students' ability to write ideas, information in the form of logical sentence.

3. Grammar

   The grammar evaluation includes: native-like fluency in English grammar, proper use of relative clauses, preposition, forms of modals and tense, and no fragments or no run on sentence.

4. Vocubulary

   The score of vocubulary depends on the students' abilitty to erite the word effectively and appropriate register.

5. Language use

   The score of language use depends on students' ability to write correct and appropriate sentence.

3. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a paragraph that describe a person, a place, or a thing. According to Fiderer he said that a descriptive paragraph gives a clear picture of a person, place, object, event or idea. Details for descriptive paragraph come from the writers sense smell, taste, touch, hearing, and sight.[21] Based on the school based curriculum as endorsed by department of National Education of the Republic of Indonesia 2004, the teaching for English writing should cover five different text genres such as recound, narrative, procedure,descriptive and report at Junior High School.[22]

From the statement above it can be concluded that the descriptive text is a text which describes the characteristic of something. It can be person, a place or a thing in such a way that a picture is formed in the reader's mind. Furthermore, students' descriptive text writing ability of the students to produce or compose a descriptive text correctly that be shown by the descriptive text made by them that fulfills such criteria of a good descriptive text as the correct use of generic structure correct use of language features.

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[21] Adele Fiderer. (2020). *Paragraph Power*. New York : Scholastic Professional Books, p.1

[22] Depdiknas. (2005). *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan*. Jakarta : Depdiknas Republik Indonesia

b. The Purpose of Descriptive Text

As social beings we want to share our experience, it means we write to others to describe things such as vacations, childhood homes and people that the researcher encounter. According to Rise and Friends said that the purpose of descriptive writing first, by descriptive text writer's purpose of giving readers an impressions of a person, of a place, will achieve. Second, it will give the readers further information or explanation through illustration of abstract ideas from writer. Third, the information that given by describing will has a memorable information for readers, and the fourth the writer use description to support their idea about something.[23] The aim of the descriptive text is to describe a specific entity, place or thing.[24] The readers are told by a descriptive text what the thing is, or what the thing does. A description should be so precise that a description of one thing is different from a description of another thing. In other terms, to generalize, descriptive text is not used. That should be possible for all different readers to illustrate the same thing mentioned in the text.

Although it can serve a variety of purposes, decription is most often expressive, so it most often helps writers share their perception. As human beings, we have a compelling desire to connect with other people by sharing our experience with them.

c. Language Features of Descriptive Text

a. Focus on specific participants, for example: my English teacher, Andi's cat, my favorite place.
b. Use of simple present tense.

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[23]Rise, B. A., & Charles, R. C.(2010). *The ST. Martin's Guide to Writing 9th edition*. New York : Bedford/St. Martin's, p. 628

[24] Rudi Hartono,(2007)*Genres of texts,(*Semarang unnes,) p.6

c. Verbs of being and having 'relational processes' for example: my mom is really cool, she has long black hair.
d. Use descriptive adjective, functioning to provide more information to a noun by describing or modifying it. Example: strong legs, white fangs.
e. Use of action verb's material processes', for example: the cat eats fish, the tiger runs fast.
f. Use of adverbials phrase to give additional information about the characteristic of the subject. An adverbial phrase is phrase with preposition the head, which is that followed by another phrase, showing place, time, purpose, etc. example: fast at tree house.
g. Use of figurative language, for example: John is as white as chalk.[25]

d. The Generic Structure of Descriptive Text

The schematic or generic structure of descriptive text consist of identification and description. For example :

Table 2.1

The Example of Descriptive Text

Title	My Brother
Paragraph 1 Identification	My brother is Andy. His complete name is Muhammad Andy Ahmad. He lives in Aceh, Langsa. He is a doctor and he works in Fatimah Hospital
Paragraph 2 Description	His brother is 28 years old and he is tall. He is about 170 cm tall and 65 kg in weight. He

[25] Peter Knap, Megan Watkins, *Genre, Text, and Grammar: Technologies and teaching Assesing*,(Australia: University of New Wales Press,2007),p.98

	likes playing volleyball. He has black, wavy hair. His nose is pointed. He has round and black eyes.
Paragraph 3 Description	He is kind and friendly and rarely angry, so many people like him.

a) **Generic Structure Analysis :**

- Identification : Identifies a particular thing to be described (My brother)

b) Description : Describes the parts of the body from people (tall, weight, hair, eyes) and characteristics body of people (black, wavy, pointed, round, friendly)

c) Langauge Feature Analysis :

- Using adjectives : color (black), size (tall, weight),
- Using noun : Hospital
- Using noun phrase : Fatimah Hospital
- Using verb : to be (is), has. The tense is simple present tense

According to Anderson in Artami, features of a factual description regarded as following generic structure of descriptive paragraph:[26]

a) **Identification**

Identification is general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience.

[26] Artami, N. R. *Teaching Descriptive Paragraph through PPP Technique* to the Eight Grade Students of SMP Dharma Wiweka in Academic Year 2012/2013.

b) **Description**

Description is a series of paragraphs about the subject were each paragraph usually begins with a topic sentence.

c) **Conclusion**

Conclusion is the last part of the descriptive paragraph and it is optional. In this part, the writer restates the topic sentence or the identifications with different words, nevertheless, it has the same meaning.

4. Think-Pair-Share (TPS)

Think-Pair-Share (TPS) is one of techniques of cooperative learning that can used in teaching learning process. One of the best ways to teach languages is through the use of cooperative learning. As pedagogical practice, it is trusted to enhance the learning process between students who have skill, adaptation, and necessity to differ. Cooperative learning is a group learning practice organized in such a way that learning is based on the socially structured change of knowledge between students in a group in which each student is kept responsible for his or her own learning and encouraged to improve the learning of others.

In this technique learning, teacher will assess students collaboration. Students are not permitted to be arrogant such as work individually and ignore their groupmates and will make students unable to achieve the learning objectives. As explained in the hadith of Muslim history number 2585:

اَلْمُؤْمِنُ لِلْمُؤْمِنِ كَالْبُنْيَانِ يَشُدُّ بَعْضُهُ بَعْضًا

The Prophet Muhammad sallallaahu ‘alayhi wa sallam said: "A believer with another believer is like a neatly arranged building, some of which strengthens others." And he taped his fingers. Ibnul Jauzi rahimahullah said:

"If you look at zahir (hadith) it is only news. But the real meaning is the command, the encouragement to collaborate and to date between believers.”

If we relate this situation with cooperative learning , we will see that cooperative learning also teach students to sharing each other about the information that they have known of the subject matter. They are allowed to ask each other if they feel confused, and their groupmates must answer and explain their knowledge in order the goals of group learning are achieved.

In developing higher-level thought skills, cooperative learning is very strong. The heterogeneous team is one of the most strong instruments that we need to improve higher-level thought. When students engage from various points of view, they question the conclusions of each other and add different data to the argument. Based on the above description, the author concludes that cooperative learning refers to a learning method in which students in a small group work together (cooperate) to support and interact with each other.

Cooperative really need in this technique, because this technique is in group form. They are allowed to ask each other and share information they know, so that their comprehending about the material becomes wider. But they cannnot carry out this learning technique without the cooperation of each other. In the holy Qur’an, Allah SWT explained us about Thinking in Al Baqarah:219

۞ يَسْـَٔلُونَكَ عَنِ ٱلْخَمْرِ وَٱلْمَيْسِرِ ۖ قُلْ فِيهِمَآ إِثْمٌ كَبِيرٌ وَمَنَٰفِعُ لِلنَّاسِ وَإِثْمُهُمَآ أَكْبَرُ مِن نَّفْعِهِمَا ۗ وَيَسْـَٔلُونَكَ مَاذَا يُنفِقُونَ قُلِ ٱلْعَفْوَ ۗ كَذَٰلِكَ يُبَيِّنُ ٱللَّهُ لَكُمُ ٱلْـَٔايَٰتِ لَعَلَّكُمْ تَتَفَكَّرُونَ ﴿٢١٩﴾

They ask you about wine and gambling. Say: "In both of them there is a great sin and some benefits for humans, but the sins of both are greater than the benefits". And they ask you what they support. Say: "That is more than necessary." Thus Allah will explain His verses to you so that you think.[27]

In Hadith also explained about TPS:

قَالَ الإِمَامُ البُخَارِي رَحِمَهُ اللهُ:

حَدَّثَنَا عَبْدُ اللهِ بْنُ يُوسُفَ، أَخْبَرَنَا مَالِكٌ، عَنْ نَافِعٍ، عَنْ عَبْدِ اللهِ ابْنِ عُمَرَ رَضِيَ اللهُ عَنْهُمَا:

أَنَّ رَجُلاً قَالَ: يَا رَسُولَ اللهِ، مَا يَلْبَسُ الْمُحْرِمُ مِنْ الثِّيَابِ؟ قَالَ رَسُولُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ:

لاَ يَلْبَسُ الْقُمُصَ وَلاَ الْعَمَائِمَ وَلاَ السَّرَاوِيلاَتِ وَلاَ الْبَرَانِسَ وَلاَ الْخِفَافَ إِلاَّ أَحَدٌ لاَ يَجِدُ نَعْلَيْنِ فَلْيَلْبَسْ خُفَّيْنِ وَلْيَقْطَعْهُمَا أَسْفَلَ مِنْ الْكَعْبَيْنِ وَلاَ تَلْبَسُوا مِنْ الثِّيَابِ شَيْئًا مَسَّهُ الزَّعْفَرَانُ أَوْ وَرْسٌ.

[27] Al-hilaili(2017) *The Holy Quran English Translation of the Meaning and Commentary*.King Fahd Holy Quran Printing Complex, p.o box 3561,(Al-MadinahAl-Munawarah).p.165

Imam al-Bukhari rahimahullah says: Has told us Abdullah ibn Yusuf who said: has preached to us Malik, from Nafi', from Abdullah ibn Umar ra, that: There was a man asked to Rasulullah Saw: What kind of clothes must be worn by a muhrim (who is on ihram)? Rasulullah saw answered: He must not wear clothes, hats (turban), pants, coats, except for someone who does not have sandals, he may wear shoes but cut them under his ankles and must not wear clothes that are perfumed or fragrant from plants leaves (Bukhari: 1442).[28]

Hadith above tells about someone who asking to Rasulullah about ihram clothing. And Rasulullah anwered his question clearly even in certain conditions. We can see that Rasulullah teach us to answer someone's question clearly and properly, as good as we know. If we relate this situation with TPS technique, we will see that in TPS technique also teach students to sharing each other about the information that they have known of the subject matter. They are allowed to ask each other if they feel confused, and their groupmates must answere and explain their knowledge in order the goals of group learning are achieved.

In this technique learning, teacher will assess students collaboration. Students are not permitted to be arrogant such as work individually and ignore their groupmates. Because it will destroy the goals of the TPS technique itself, and will make students unable to achieve the learning objectives.

a. The instruction of TPS

1. Students will be paired consisting of two people.

[28] Al-Imam Bukhari dan Abu Hasan As-Sindy(2008),*Shahilul Bukhri bi Hasasyiati al-Imanas-Sindy*,(Libanon:Dar alkotob al-ilmiyah,p.112

2. Teachers assign assignments to them.

3. Each student thinks and does their assignment.

4. Each pair discusses their work.

5. Each pair will share the results in front of the class.

6. Teaching descriptive text through Think-Pair-Share In the first class, teaching writing does not need to use grammatical structures, only writing for enhancement.[29] A significant aspect is the use of good methods or strategies in learning to make students more excited and interested in English. Students would be bored if the teacher just teaches in traditional forms or processes.

It can be inferred from the simple explanation above that the instructor must teach using a technique or method. TPS is a straightforward tool that can be used in learning. Students can be more involved when using TPS and can exchange ideas with their partners. So that students can effectively and truly understand.

b. The Advantages and disadvantages of TPS

1. Students should work according to their own skill and work together with other students.

2. Optimizing engagement for students

3. Improve students' mastery of material.

4. Effectively facilitate students to be confident to express their mind in composition and to be discipline in teamwork.

5. Increase social intercourse and emotional question.

[29] Ami J. Devit (2006), *Writing Genre*, USA:Board of Trustess,P.191

Whereas, the disadvantages of this model are as follows:

1. It potentially wastes time if not managed properly.

2. Group presentation should be guided heading to materials

3. Some students rely solely on his ability, teacher have to look carefully to all groups during composition to maximize interaction process among them.

B. Conceptual Framework

Writing skill is more complex and more difficult than other skills to teach because it is not only requiring mastery on grammatically and rhetorical devices but also on conceptual and judgment devices. Writing a descriptive text is one of the writing competences that the students have to produce or performed. Descriptive text is a text to describe a person, a place, or a thing. And descriptive paragraph gives a clear picture of a person, place, object, event or idea. Details for descriptive paragraph come from the writers sense smell, taste, touch, hearing, and sight

In this case the researcher will use the other technique to make the students more interesting in writing descriptive text be better. The technique uses is think pair share technique. This technique will focus to make student more active in the class. So, the teacher will be divided the students into pair . they are will be think about one topic and then pairing with other students and share the material and generic structure of the descriptive text and another students can ask to the another group about their presentation.

C. Related Study

1. Ainun Yaqin study, 2018. "The thesis title is "Using think pair share strategy technique to enhance the writing abilities of students in descriptive text at MTs Darussalam Kemiri Subah Batang's VIII A Grade Students in the Academic Year 2016/2017. On the basis of the thesis, the findings of this study indicate that the use of the TPS approach is successful in developing the writing skills of students based on classroom action studies. The learning process became more exciting and the writing process was appreciated by the students. This performance can be seen from the results of the average score of students and positive responses from students.

The average score of the students after receiving all of the Think-Pair-Share form of treatment increased in line with the improvement in the achievement of the students in each cycle. The average pre-cycle score of the students was 53.1, the first cycle was 77.9, and the second cycle was 81.5. Based on that result, the students' ability to write descriptive text increased in each cycle after using the Think-Pair-Share technique they were taught. It was reinforced by their changes to each overall processing.

2. A research by Diah Nita Azhari Hasibuan.2019. The title of the study is "Using think pair share strategy to improve the reading skills of students at SMPN 6 Panyabungan junior high school in academic year 2019/2020 in seventh grade of junior high school." Based on this thesis, the result showed that TPS helped students to improve their accuracy and complexity in using this strategy more. The study outcome showed that the mean pre-test value was 51.7.

The average for post-test 1 was 64.2. The mean level for post-test 2 was 74.8. It suggested that the second cycle scores and average were higher than the first cycle. The percentage of students with points >70 also rose. The students who reached point >70 were 2 students in the pre-test (8.3 percent). There were 10 students in the post-test of cycle 1 students with points >70 up (41.7 percent). There were 21 students in the post-test of cycle 2, students with a point >70 (87.5 percent). In other words, students are more involved and enthusiastic in reading the text using the TPS technique during the teaching and learning period. This showed that the reading capacity of the students improved from the first meeting to the last meeting.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the research methodology was classroom action research that concentrated on a specific group of students in a certain classroom. Research class action research that blends research methods with practical action, an action taken in the investigation discipline, or the effort of a person to understand what is happening, while engaging in the progress and reform process.[30]

The aims to be accomplished in creating classroom action research (CAR) are to strengthen and repair the teacher's learning activity. Teachers want to strengthen the aspect of their teaching, or they want to assess those practices and procedures for their effectiveness or appropriateness.[31]

From the explanation above, researcher concluded that using CAR to solve the problem through Think Pair Share will have advantages.

B. Research Subject

This research was conducted at MTS. Swasta Al-Washliyah 19 Percut,Deli Serdang, Sumatera Utara. This research was conducted of eight grade and consists of 20 students in one class. The study was conducted based on the action research design in order to know the improving the students achievement in writing descriptive text through think pair share technique.

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[30] Rochiati Wiriaatmadja, (2014), *Penelitian Tindakan Kelas(Classroom Action Research)*, Bandung : Remaja Rosdakarya, p. 11.

[31] Hj. Rosmala Dewi, (2012), *Penelitian Pendidikan*, Medan: Pascasarjana Unimed, p.134

C. Research Setting

This research was conducted at MTS.Swasta Al-Washliyah 19 Percut. It was located at Jl. Simpang Tiga Kec. Percut Sei Tuan Kab.Deli Serdang. The Researcher chose this school because of some reasons, those are: 1) The problem of research was found in this school. 2) The located of the school was accessible.

D. Observation Procedure

The selection of the method of Classroom Action Research based on effort to increase the effectiveness of learning that took place in the cycle phases. This study was preceded by a preliminary study that was accompanied by cycles. Planning, acting, watching, and reflecting are those that are adapted from a template suggested by Kemmis and Mc Taggart. He noticed a new problem after completing the first cycle. It is therefore appropriate to move to the second cycle in accordance with the same principle as the first cycle. The cycle definition can be seen in the following diagram.

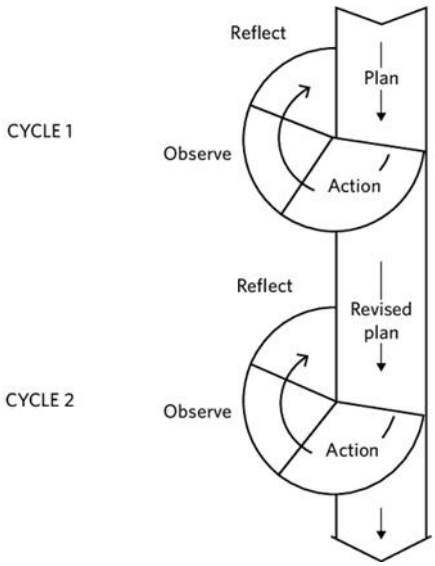

Figure 1. **Simple Action Research Cycle Model by Kemmis and McTaggart (1988)**

a. Planning

Planning is a process to do something. All that is needed in the learning phase is prepared during the preparation of the study. The following are the criteria of the planning phase.

1. Preparing the lesson plan
2. Preparing the material for writing descriptive text
3. Preparing the media that will be needed in teaching and learning process.
4. Preparing the instruments for collecting data: Observation sheet, Interview sheet and Test.

b. Action

in this step, The action was implemented to perform teaching activities which the researcher pays attention to the teacher who teaches the technique content. A lesson plan for the teaching method was applied to the instructor. In implementing think pair share as a teaching learning method, the researcher acted as an English teacher. The collaborator therefore served as the investigator of all the events that arise in the learning phase of teaching. In executing the intervention, each cycle has two meetings. Researcher made the teaching programmers with think pair share that used to teach writing descriptive text. After that, researcher gave post test about the lesson they have learned.

c. Observation

Observations are made in the classroom during teaching and learning activities, observations are made by the researcher and assisted by the teacher to

determine student participation and the classroom atmosphere when the technique is applied.

Important aspects of observation are data sources, instruments used in data collection, and data collection techniques. Observation results will be recorded on the observation sheet. Researchers are assisted by teachers to observe student activities and provide input and suggestions.

d. Reflecting

Reflection is analyzed and the results from the practices of observation and assessment. The researcher reflected and analyzed the result from the action and observation in teaching and learning process of writing descriptive text using think pair share technique was good to imply at eight grade of MTS. 19 Percut or not.

E. Technique of Collecting Data

Data collection techniques used by researcher in using the technique of the test, interview and documentation.

1. Test

Test is a collection of questions, exercise or other methods that are used to evaluate a person or groups' abilities, knowledge, and intelligence. The writing test was used to understand the writing ability of the students. In this study, the written test was used to understand and measure the mastery of the students in writing procedure text, particularly the essay test. The researchers used pre-test and post-test tests.

Before applying the treatment, the researcher gave a pre-test to understand the ability of students to write the procedure text. After conducting

the therapy, the teacher gave a post-test and learned to develop the ability of students to write the text of the treatment before and after the therapy was done.

Rubric Writing Score by Jacob et.

Score	Level	Criteria
CONTENT	30-27	Excellent to very good: knowledgeable, substantive, through the development of idea, relevant to assigned topic.
	26-22	Good to average : some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor : limited knowledge to subject, little substance, inadequate development of topic.
	16-13	Very poor : limited knowledge of subject, not substantive, not pertinent or not enough to evaluate.
ORGANIZATION	20-18	Excellent to very good : fluent expression, ideas clearly stated, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average : somewhat choppy, loosely organized but main idea stand out, limited support, logical but in complete sequencing.
	13-10	Fair to poor : non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor : doesn't communicate, no organization, or not enough to evaluate.
VOCABULARY	20-18	Excellent to very good : sophisticated range, effective word/idiom choice and usage, word form mastery and appropriate register.
	17-14	Good to average : adequate range, occasional error of word/idiom form, choice, usage, but meaning not obscured or confused.
	13-10	Fair to Poor : limited range, frequent errors of word/idiom form, choice usage and meaning obscured or confused.
	9-7	Very poor : essentially translation, little of English vocabulary, idioms or word form or not enough to evaluate.
LANGUAGE USE	25-22	Excellent to very good : effective complex, construction, few error of agreement, tense, number, word order/function, articles, pronoun and preposition.
	21-18	Good to average : effective but simple construction, minor problems in complex constitution, several errors of agreement, tense,

		number, word order/function, articles, pronoun and prepositions, but meaning seldom obscured.
	17-11	Fair to poor : major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun and preposition or fragments, deletions and meaning confused of obscured.
	10-5	Very poor : virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	Excellent to very good : demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization and paragraphing.
	4	Good to average : occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.
	3	Fair to poor : frequent errors of spelling, punctuation, capitalization paragraphing, poor handwriting and meaning confused of obscured.
	2	Very poor : dominated by errors of spelling, punctuation, capitalizations, paragraphing, illegible handwriting or not enough to evaluate.

2. Interview

There are two kinds of interview. They are; structure and unstructured interview and Researcher just used structure interview. This technique used to gather information from all the people involved, mainly the students and the English teacher, about the achievement in writing descriptive text through think pair share technique at MTS. Al-washliyah 19 Percut. The researcher interviewed the students and the teacher to collect more detail data on the problems they had faced or were facing during English teaching and learning process and also the effect of the learning media that would be implemented.

3. Documentation

this step has an important role for researcher The document can be photo, video or etch. In this research, the researcher document in the form of pictures.

Photo can provide information about the state/ classroom situation when researcher and students carry out learning.

F. Technique of Analyzing Data

The technique of data analysis of this study was using qualitative and quantitative data. The quantitative data were analyzed by test from the score of the students that they get from the writing test. To know the means of students' scores in each cycle, it would be applied the following formula:

$$X = \frac{\Sigma x}{N}$$

Where:

X = The mean of the students score

Σx = The total score

N = The member of the students.

In order to categories the member of master students, the writer used the formula following:

$$P = \frac{R}{T}\ x\ 100\%$$

Where:

P = The percentage of students who get the point 75

R = The number of students who get point up to 75 above

T = The total of students who do the best

Then, after collecting mean of the score of the students per action, the researcher decides whether or not there could be an improvement score of students on writing skills from pre-test and post-test score in cycle I and cycle II. The researcher uses the formula:

$$P = \frac{y1 - y}{y} x\ 100\%$$

Where:

P = Percentage of students' improvement

y = Pre-test result

y1 = Post-test I

$$P = \frac{y^2 - y}{y} x\ 100\%$$

Where:

P = Percentage of students' improvement

y = Pre-test result

y_2 = Post-test II

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. RESEARCH FINDINGS

Quantitative and qualitative data are kinds of data were analyzed. The quantitative data was taken from the means of students' score in taking test. And the qualitative data were taken from interview, observation sheet and documentation. The researcher conducted in one class with 20 students. It was accomplished in two cycles. Each cycle consisted of four meetings, they are planning, action, observation and reflection.

1. The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test given still relevant to the topic taught and discussed in the classroom in every cycle.

a. Pre- Test

The researcher gave the pre-test to find out the students' achievement of descriptive text. The score for English subject in the school was 75. The researcher gave the written test to students in writing descriptive text. And gave interview to know them knowledge and the difficulties in writing especially in writing descriptive text.

Table 4.1

The Student's Score of Pre Test

No.	Initial of Name	Score of Pre Test	Criteria of Success ≥ 75
1.	AM	50	Unsuccess
2.	DH	60	Unsuccess
3.	ES	61	Unsuccess
4.	FR	30	Unsuccess
5.	FY	44	Unsuccess
6.	HKA	54	Unsuccess
7.	LW	66	Unsuccess
8.	MAS	70	Unsuccess
9.	MI	68	Unsuccess
10.	MN	56	Unsuccess
11.	MR	63	Unsuccess
12.	MRH	50	Unsuccess
13.	NA	40	Unsuccess
14.	NR	62	Unsuccess
15.	NK	60	Unsuccess
16.	RA	65	Unsuccess
17.	RK	60	Unsuccess
18.	RF	62	Unsuccess
19.	SKS	40	Unsuccess
20.	WS	49	Unsuccess
TOTAL		**$\sum X$ = 1110** **X = 55,5**	

From the table above of pretest, the total score was 1.110 and the number of the students was took the test was 20 students. The researcher applied following formula:

$$X=\frac{\sum X}{N}$$

So, the mean of the students was: $\overline{X} = \frac{1110}{20} = 55{,}5$

From the analysis data above, researcher knew that the students' achievement in writing was very low. The mean of the students was 55.5 and the student categories still in the poor level. Also the number of the students who were competent in writing in was calculated by applied the following formula:

$$\text{P} = \frac{R}{T} \times 100\%$$

$$\text{P1} = \frac{0}{20} \times 100\% \qquad \text{P2} = \frac{20}{20} \times 100\%$$

$$= 0\% \qquad = 100\%$$

Table 4.2 The Percentage of the Students' score in Pre-test

	Criteria	**Total of Students**	**Percentage**
P1	Success	0	0%
P2	Unsuccess	20	100%
Total		20	100%

From the result, the achievement in writing descriptive text of students was very low. It can be seen from the percentage score of students 0%. It means that, no one from them can answer the test explicitly until passed the passing grade of English score.

B. Post Test Cycle 1

In cycle I, the researcher gave test to the students' after applying the Think Pair Share technique in descriptive text. The researcher found some of them have scored above their criteria of success ≥ 75. The students' score of post test cycle I can be seen in the table below:

Table 4.3 The students' Post Test I

No.	Initial of Name	Post Test I	Score Criteria of Success ≥ 75
1.	AM	**75**	**Success**
2.	DH	**72**	**Unsuccess**
3.	ES	**75**	**Success**
4.	FR	**65**	**Unsuccess**
5.	FY	**68**	**Unsuccess**
6.	HKA	**70**	**Unsuccess**
7.	LW	**78**	**Success**
8.	MAS	**80**	**Success**
9.	MI	**75**	**Success**
10.	MN	**65**	**Unsuccess**

11.	MR	**75**	**Success**
12.	MRH	**69**	**Unsucess**
13.	NA	**65**	**Unsuccess**
14.	NR	**76**	**Success**
15.	NK	**73**	**Unsuccess**
16.	RA	**78**	**Success**
17.	RK	**77**	**Success**
18.	RF	**68**	**Unsuccess**
19.	SKS	**74**	**Success**
20.	WS	**67**	**Unsuccess**
Total	**∑X = 1.446** **X = 72,3**		

From the table of post-test I, the students that got the success the test was 9 students and the students did not get success was 11 students. Total score of the students was 1.446 and the number of the students was took the test was 20 students. The mean of the students was:

$$X=\frac{\sum X}{N}$$

So, the mean of the students was: $\bar{X} = \frac{1446}{20} = 72{,}3$

From the data analysis It means that there is an improvement after the treatment of the technique used, but it is still seen that the students; achievement in writing descriptive text was still low. It could be seen of the mean score of the

students was 72,3. So, the score did not get success categorize and was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{9}{20} \times 100\% \qquad P2 = \frac{11}{20} \times 100\%$$

$$= 45\ \% \qquad = 55\ \%$$

Table 4.4 The Percentage of the Students' score in Pre-test

	Criteria	**Total of Students**	**Percentage**
P1	Success	9	45%
P2	Unsuccess	11	55%
Total		20	100%

From the data above showed that the students' score was low although there have been improvements. There were 9 students who got point up 75, it means that just 45% students who can success the test. It can be seen there are improvement from pre-test to post-test, the students' achievement in writing descriptive text post-test I in the Cycle I was categorized unsuccessful, it would continue in the second cycle.

C. Post Test II

The researcher was continued the research in cycle II, because n cycle I the score of students is not success from the criteria, The aim was to improve the students score in descriptive text by using think pair share technique after doing post test in cycle I. The students' score of post test II can be seen from the table below:

No.	Initial of Name	Post Test II	Score Criteria of Success ≥ 75
1.	AM	**76**	**Success**
2.	DH	**85**	**Success**
3.	ES	**90**	**Success**
4.	FR	**86**	**Success**
5.	FY	**77**	**Success**
6.	HKA	**87**	**Success**
7.	LW	**84**	**Success**
8.	MAS	**89**	**Success**
9.	MI	**84**	**Success**
10.	MN	**73**	**Unsuccess**
11.	MR	**88**	**Success**
12.	MRH	**74**	**Unsuccess**
13.	NA	**72**	**Unsuccess**
14.	NR	**89**	**Success**
15.	NK	**86**	**Success**

16.	RA	**82**	**Success**
17.	RK	**89**	**Success**
18.	RF	**85**	**Unsuccess**
19.	SKS	**74**	**Success**
20.	WS	**79**	**Success**
Total	**∑X = 1.649** **X = 82,45**		

From the table of post-test II, the students that got the success the test was 16 students and the students did not get success was 4 students. Total score of the students was 1.649 and the number of the students was took the test was 20 students. The mean of the students was:

$$X=\frac{\sum X}{N}$$

So, the mean of the students was: $\bar{X} = \frac{1649}{20} = 82{,}45$

From the data analysis It means that there is an improvement after the treatment of the technique used, but it is still seen that the students; achievement in writing descriptive text was still low. It could be seen of the mean score of the students was 82.45. So, the score did not get success categorize and was calculated by applying the following formula:

$$\text{P} = \frac{R}{T} \times 100\%$$

$$P1 = \frac{16}{20} \times 100\% \qquad P2 = \frac{4}{20} \times 100\%$$

$$= 80\ \% \qquad = 20\ \%$$

Table 4.4 The Percentage of the Students' score in Pre-test

	Criteria	**Total of Students**	**Percentage**
P1	Success	16	80 %
P2	Unsuccess	4	20 %
Total		20	100 %

From the result above showed that the students' score was an improvement in the writing descriptive text. There were only 4 students cannot success the test, and 16 students can success the test. It was showed from the mean of Pre-Test was 82,45% from 20 students can success the test. From the data percentage, it means that think pair share technique in writing descriptive text was effective.

Table 4.7

Students' Score from Pre-Test, Post-Test I, and Post-Test II

No.	**Initial of Name**	**Pre Test**	**Post Test I**	**Post Test II**
1.	AM	**50**	**75**	**76**
2.	DH	**60**	**72**	**85**

3.	ES	**61**	**75**	**90**
4.	FR	**30**	**65**	**86**
5.	FY	**44**	**68**	**77**
6.	HKA	**54**	**70**	**87**
7.	LW	**66**	**78**	**84**
8.	MAS	**70**	**80**	**89**
9.	MI	**68**	**75**	**84**
10.	MNS	**56**	**65**	**73**
11.	MR	**63**	**75**	**88**
12.	MRH	**50**	**69**	**74**
13.	NA	**40**	**65**	**72**
14.	NR	**62**	**76**	**89**
15.	NK	**60**	**73**	**86**
16.	RA	**65**	**78**	**82**
17.	RK	**60**	**77**	**89**
18.	RF	**62**	**68**	**85**
19.	SKS	**40**	**74**	**74**
20.	WS	**49**	**67**	**79**
Total		**∑X = 1110** **$\bar{X}$ = 55,5**	**∑X = 1.446** **X = 72,3**	**∑X = 1.649** **$\bar{X}$ = 82,45**

Table 4.6

The Percentage of Students' Writing Ability

Competence Test	The Competence Students	Percentage
Pre-Test	0	0%
Post-Test I	9	72,3%
Post-Test II	16	82,45%

From the result above, it can be seen there are improvement of students' achievement in writing descriptive text. In pre-test there were no students can answer the test until achieve the passing grade, and the percentage also 0% it means that the students was very low in writing descriptive text. In post-test I there has been an improvement in their ability to write procedure text. There were 9 students whose scores reached a passing grade and their score had 72,3% increase, that means some of them already understood how to write procedure text with the structure of the text. in post-test II, the students' score was 82,45% the score was taken from 16 from 20 students who successfully answered the test by achieving a passing grade, and only 4 students still got low scored.

Based on the data, it can be said that the students can improve their achievement in writing descriptive text by using think pair share technique. It made them more enjoyable and active in the class in learning descriptive text.

2. Qualitative Data

Qualitative data included from interview, observation sheet, and documentation. All of the qualitative data was taken in two cycles and have four meetings been conducted. The researcher used two cycle and each cycle include two meeting. Every cycle had four stages there are planning, action, observation, and reflection. Revision used in the next cycle for improve students' achievement in writing descriptive text.

a. Preliminary Study

In this preliminary study, the researcher gave a pre-test to the students before the cycle I was conducted. Before the researcher conducted this study, the researcher gave a writing test and interview to the students. The used of writing test is to know the students' writing skill on descriptive text. The result of pre-test who passed the score for English subject in the school was 75 (KKM) was 0 students. While there were 20 students or all students who did not passed the KKM. On the other word, the percentage of students who success on the pre-test was 0% and who was unsuccessful on the pre-test was 100%.

The number of students who took the test was 20 students. After the test conducted, it was found that all of the students could not passed the minimum score 75. The total of the students' score from the pre-test was 1110. So, the mean score was 55,5.

The quantitative data above was supported by the qualitative data which obtained from the interview result from the English teacher. The result of

interview from the teacher found that the students felt bored, not interested and despaired when the teacher taught English subject. The students were still afraid of making mistakes when they write because they were lack of vocabulary and lack of ideas to write. This result is strengthened by the interview result with teacher:

> Students do not have interested in English subject especially in writing. They felt bored and not paying attention when the teacher taught English subject. Students were confused and difficult when they write English because they were lack of vocabulary and lack of ideas to write. Some of them even cannot write basic writing properly because English subject is still strange to them.

Based on the result of the interview above, it can be seen that the students' ability in writing English was still low. This was also strengthened by the result of the interview with the students as follows:

> Kesulitan saya dalam menulis bahasa Inggris adalah bagaimana memulai ide untuk menulis itu sendiri, karena saya tidak memiliki banyak kosa kata yang bisa saya gunakan unuk menulis bahasa Inggris.

From the result of the interview above, it can be conclude that the students' writing skill on descriptive text was still low. The students got some problems in writing. Therefore, the researcher continued the preliminary data to the first cycle.

b. Cycle I

1. Planning

Before conducting the research, the writer prepared the research instruments, they were: a) Lesson plan: it was used as guidance and controlling the learning process. b) Material: the content of material was descriptive text was taken from

several sources. The researcher formed the material into a white board with a point. c) Teaching aid: the researcher used a think pair share as the major technique in the application of the teaching of the descriptive text. The students make their own text of descriptive text. d) Test: it conducted both pre-test and post-test was a test given to the students before the researcher conveyed the material using teaching technique, while post-test was a test given to the students after the researcher conducted the device.

2. Action

Implementation of the learning process in cycle I was done four meetings started from Saturday, September 26th 2020 to Wednesday, October 7th 2020. This cycle include pre-test, learning application and post-test. The researcher and collaborator entered the English class. The class was started by praying together and introduced the researcher to the students. Then, the researcher informed the students about activities to be implemented.

The first stage of the action of cycle I is pre-test. Pre-test given by the researcher was done on Saturday, September 26th 2020. Researcher shared the worksheet to the students. She also went around the class to check the students' work and to help students' difficulties. Most of them have difficulties in understanding the vocabularies. After the time for the test finished the researcher collected the students' work.

The second stage of the implementation of cycle I is learning activity. The activity continued with implementation of the learning was done on Wednesday, October 7th 2020. In this meeting the researcher explained about the material of

descriptive text as material enrichment and understanding to students. When the researcher explained it, the students listened and paid attention to her. The researcher explained in detail about the materials of descriptive text. The researcher explained the material of descriptive text ranging from meaning of the descriptive text, the purpose of the descriptive text, generic structures of the descriptive text, and the example of the descriptive text, according with lesson plan that had created.

After conducted a detailed explanation, the researcher gave the chance for students to ask questions according with the level of understanding of each students. Then the researcher explained to the students so that the students can understand the materials of descriptive text more deeply. The next step is to test the understanding of the students about descriptive text. Researcher tested the students' understanding by pairing them to analyzing a descriptive text and gave the questions to the students. When the students' quite understand, the researcher gave a quiz for students to test the deeper understanding in 30 minutes then collected to the researcher.

The last step in the application of learning activities was giving homework to students. This is a make one text of descriptive with pairing technique application intended and would like to be applied by the researcher. At this stage, students were asked to write a one example of descriptive text, which was given a time marker in detail as free themes that wanted to be told of a general structure and description. By conducting this technique was expected that students can be

lightly and happily in conducting their homework with no load. This is because basically everyone likes to share the experience that they experienced.

The last stage of the overall activities in the application of learning activity in cycle I was the post-test. Post-test was done on Wednesday, November 7th 2020. The teacher distributes worksheets to students. The researcher gave the duration time in 40 minutes in afternoon class as usual as school agenda. The worksheets created with degree of level similar to the pre-test questions before but with different questions. This was done aim to measure the outcomes of learning activities that conducted in the core activities of the learning activities that have prepared previously by the teacher through the lesson plan. This post-test would provide results of a study that had done by students whether the results of this study had been successful and improve the results of the pre-test before.

3. Observation

The observation was proposed to find out the information about activities teaching and learning process. The observation included the attitude of the students, behavior and it was also seen that the students participate in teaching and learning process. Thus, the result of observation was collected as the data.

The result of the post test cycle I, it was showed the total score of the students' was 1446 and there were 20 students' who took the test. So, the mean that the researcher got was 72,3. The percentage of the students' score in post test cycle I was 9 students passed the score 75 or up 75 was 45%.

The quantitative data were strengthened by qualitative data which of obtained from interview and observation sheet. The observation sheet was done to observe how students' attitude and problem in teaching and learning process. The students were enjoyable and enthusiastic about the topic and they were able to write a descriptive text, and the students can develop their idea because can discuss the meaning with their friend. The result of the teacher's and students' interview can be seen from the interview of English teacher about the students' writing skill in descriptive text, as follows: *Menurut saya, saya rasa ini adalah satu langkah yang bagus yang bisa saya terapkan kepada mereka, selain think pair share dapat membuat para siswa lebih aktif dan bias mengembangkan ide mereka, dengan begini akan meningkatkan kemmpuan menulis siswa.* It was strengthened by the result of students' interview as follows: "*Awalnya membingungkan kalau sendiri miss, ternyata semakin lama saya bertukar pikiran lalu berbagi apa yang saya tulis maka jadi terbiasa dan saya jadi lebih muah mengingat kosa kata baru dalam bahasa Inggris dan juga penggunaan article yang benar dalam grammar.*

During this activity, researcher and her collaborator were observing all the activities happened during the learning process. They also observed and monitored all the students' attitude, response and attention to the learning activity. But the result of this learning needs improvement. There were some students showed that they had difficulties in writing descriptive text. Most of them were lack of vocabularies. Other weaknesses were on the grammar and structure. Nevertheless, there were some other students had a good skill in writing but still need guidance to improve.

4. Reflection

Based on the result of the data and observation on the first cycle of learning process, it was obtained the reflection as follows:

1. There are students who should require more intensive guidance, they have difficulty in some writing skills and less in mastering the vocabulary from the other students. This condition is normal but the teacher have mission to improve the students' capability and mastering the vocabulary by giving motivation and support.

2. The use of think pair share technique hopefully can help student to comprehend descriptive text. This is because basically everyone likes to share the experience that they experienced. This technique make the student more active and be able to find out where the mistakes were in writing and also be able to combine their ideas.

3. In the next cycle researcher still used the same device so the students will understand more about descriptive text with the learning activity. Therefore, the result of the next cycle will improve as expected.

From the students' score and the students' response above, the students' writing skill in post test cycle I was still low. Because the students' writing skill on descriptive text in post test I was categorized not success. The researcher decided to continue in cycle II in hoping the best one.

c. Cycle II

Learning process in cycle II was a revision from the result of previous cycle. It was same with cycle I that consisted of planning, implementation of the action, observation and reflection.

1. Planning

Before conducting the research, the writer prepared the research instruments, they were: a) Lesson plan: it was used as guidance and controlling the learning process. This lesson plan revised the learning process in cycle I. b) Material: the content of this lesson plan was a new material which explained about descriptive text was taken from several sources. The material formed into a power point. c) Teaching aid: the researcher used a TPS as the major technique in the implementation of the learning of the descriptive text. It used as teaching aid d) Test: post test only.

2. Action

Different with the implementation of the first action in cycle I, in the second implementation in cycle II consist of two stages only.

In this section the researcher still used the same device it was to continue the previous teaching learning process. Different from the cycle I the researcher did not give students pre-test as before to conveying the material. The researcher had opinion that on pre-test was enough to representing the comparison value.

The first stage of the implementation of cycle II is learning activity. The activity continued with implementation of the learning was done on Wednesday, November 4th 2021. In this meeting the researcher continued with new material about the material of diary text as enrichment and understanding to students. When the researcher explained it, the students listened and paid attention to him. The researcher explained in detail about the materials of descriptive text. The researcher explained the material of descriptive text, the steps of the descriptive text, the example of descriptive text and explaine more about article because in cycle I they are still confused about that, based the lesson plan that had created.

After conducting a detailed explanation, the researcher gave the chance for students to ask questions according with the level of understanding of each students. Then the researcher explained to the students so that the students can understand the materials of descriptive text and how to write it more deeply. For the next step, to test the comprehension of the students about diary text, researcher tested the students' comprehension by asked them to analyzing a error in a text and gave the questions to the students. After quite understand, then the researcher gave a quiz for students to test the deeper comprehension in 30 minutes then collected to the researcher. .

The last stage of the overall activities in the application of learning activity in cycle II was the post-test. Post-test was done on Saturday, November 7th 2020. The researcher distributes worksheets to students. The researcher gave the duration time in 40 minutes in afternoon class as usual as school agenda. The worksheets created with degree of level similar to the pre-test and post-test

questions in cycle I but with different questions. This was done aim to measure the outcomes of learning activities that conducted in two learning activities in cycle I and cycle II that have prepared previously by the teacher through the lesson plan. This post-test would provide results of a learning that had done by students. Whether the results of this learning had been successful and improve the results of the pre-test and post test before in cycle I.

3. Observation

The observation was proposed to find out the information about activities in learning process. In the second cycle, it can be seen that the students' more active in learning process. The students' gave the good response and also well in asking and answering the questions. The researcher used differences style to teach the students, so the students' liked to learn about descriptive text by TPS Technique.

Quantitatively, the score of the students' in cycle II, it can be seen that the students who took the test were 20 students. The total score of the students' was 1649. So, the mean of the students' score was 82.45. The percentage of the students' score of the post test cycle II was 20 students who reached the score up 75 was 80%. It can be conclude that post test cycle II was successful.

There were two results in the cycle II that found by the researcher. They were qualitative and quantitative result. From the qualitative result it can be seen that using diary writing in learning process became more interesting and enjoyable, it can make the students to practice more in writing without being forced. From observation sheet, the researcher explained the generic structure and example of

descriptive text; the students could follow the researcher's instruction well. So, the post – test cycle II was categorized successful.

At this stage students seemed increasingly comprehend the descriptive text and increased in their writing skill of descriptive text form. The students' activeness improves as well. Students seemed more confident to write a descriptive text. The pleasures that they have in writing a story, they will be more active in writing what they want to share with others, automatically the students has increased their writing skills.

From the result of this cycle, it shows that there is an improvement compared with the previous cycle. So it means that the students more skilled with the writing. It is also shows that the students made an increase in their writing skills in descriptive text.

4. Reflection

After analyzing the result of cycle II, the researcher concluded that Think Pair Share can improve students' writing skilled. In addition students' skills increased and they more active to telling story into writing and more confident in front of the class.

Based on the result of data analysis and observation in cycle II, it is obtained that the use of think pair share is able to stimulate the students' writing skilled. This following table is the score of students' worksheet in cycle II consist of post-test only.

Based on the explanation above, it can be conclude that the researcher felt the cycle could be stopped. Most of the students' score increase from the cycle I to cycle II. Finally, the researcher get the result of this cycle is suitable with the researcher' target. Based on the comparison of the results above there is an increase percentage who gets approach KKM from 45% to 80%. It is successful based on the percentage in the cycle I and cycle II. Even though the result did not reached 100% but the researcher had fulfill the target is 80% 16 students from 20 students. Its mean that think pair share technique is able to improve students' writing skilled in descriptive text.

A. Discussion

From the result of the data analysis in cycle I and II, the researcher analyzed the students' improvement from each cycle. The improvement as follow:

The Percentage of Students' Writing Ability

Competence Test	**The Competence Students**	**Percentage**
Pre-Test	0	0%
Post-Test I	9	72,3%
Post-Test II	16	82,45%

The table show that the improvement of the students' writing skilled is improve from the cycle I to cycle II. Based on the procedure, applying the diary

writing is succeeding to improve students writing skilled. The table above shows the differences of t-calculation in each cycle.

Beside, the mean of pre-test and post-test in each cycle also increase. It can be seen in table above. The mean of pre-test in cycle I is 55.5 while the post-test is 72.3 and post-test is 82.45.

It is prove that the students' writing skills improved in each cycle. The students finally can do the test. This improvement can influence the students' score. Then, the score of post-test is better than pre-test so it means that the students writing skills are enhance after applied the think pair share.

From the explanation above, it can be stated that the qualitative data result were obtained from interview, observation sheet, and documentation. It was taken that the students' writing skill on recount text was improved in the classroom in every cycle. It was shown that the using of TPS could help the students to improve their writing.

The researcher could be concluded that TPS technique can improve the students' writing skill on descriptive text. It could be showed from the quantitative data which were the students' score in pre test, post test cycle I, and post test cycle II was got higher and successful, it could be seen from the qualitative data, the researcher could controlled the class and students more interested and active in learning English especially in writing descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. The students' achievement before implementing think pair share technique was still very low. It can be shown from the result of the pre-test which the mean score of the students were 55,6 and there was 0 student passed the test from 20 students'.
2. After implementing think pair share technique, the students can follow the instructions of the technique well and then the class is more active. The students' achievement in writing descriptive text also improved by using Think Pair Share, it be shown from the score of students in Post-Test cycle I there were 9 students from 20 students who passed the test with the mean score was 72,3 % and then also in cycle II, the researcher gave the test again. The students mean score were 82,45% and it took from 16 students from 20 students who passed the test.
3. The situation of the class during the teaching and learning process was very good. They also more active and interested in teaching learning process. And there are the improvements in their score, it means that they already understood about writing descriptive text.

B. Suggestion

The result of research showed the implementation think pair share in writing achievement of students. These following suggestions are offered:

1. For English Teacher, to use think pair share technique is more effective in teaching descriptive text. This technique can improve the

students' interested in learning English and the atmosphere class is more enjoyable.

2. For students, with this technique it can help students to improve their achievement of writing in descriptive text.

3. For the other researchers, this research can be useful to conduct the same research with the various variables.

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APPENDIX I

LESSON PLAN

(cycle I)

School : MTs. Swasta Al-Washliyah 19 Percut

Class/semester : VIII

Subject : English

Skill Focus : Writing Descriptive Text

Time : 4 x 40 Minutes (2 Meetings)

1. **Core Competency**

KI-1. : Respect and appreciate the religion that she/he followed

KI-2. : Respect and appreciate behavior of honest, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social environment and natural within the range of society and existence.

KI-3. : Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events that appear of the eye.

KI-4. : Trying, processing, and presenting in a concrete realm (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) suitable with what is learned in school and the other sources in the same perspective /theory.

2. **Basic Competency and indicators**

Basic competency:

3.6. : Comparing the social function, generic structure, and language features of some texts about something with give and take information about something such as things, place, and person shortly and simply, based on the context.

4.6. : Arranging descriptive text, very short and simple, based on their environment, with looking the social function, generic structure and language feature as true and based on the context.

Indicators:

Students can communicate as interactive with the teacher and friends in short interaction and simple, about give and take information about something such as things, place, and person related their environment, house, school and society during learning process as contextual with looking three aspects as follows:

a. **Social function**

Reporting, and giving information

b. **Generic structure of text**

Identification, Description

c. **Language feature**

Simple present tense, Comparative degree, Article and 'the', Preposition

d. **Learning Object**

- Students can implement the generic structure and language feature about descriptive text
- Students can explain and ask about descriptive text
- Students can understand meaning of descriptive text shortly and simply about something such as things, person and place.

e. **Learning Material**

1. Social function

To describe particular person, thing and person

2. Generic structure of text

Identification and description

3. Language feature
   - Simple present tense
   - Comparative degree
   - Article and 'the'
   - Preposition

f. **Source and Media**

- Source : Internet, textbook
- Media : Pictures

Example of a descriptive text based on the picture

The Elephant

That is Elephant. Its name is Popo . Popo is an Unique animal. It has long noses, or trunks. Floopy ears and wide. It has small eyes, the color are grayish to brown. And their body hair is sparse and coarse.

g. **Learning Method**

Method : Cooperative learning (TPS Technique)

h. **Learning Activity**

First Meeting

No	Teachers' activities	Students' activities	Time
1. OPENING	- The teacher opens the class by greeting the students	- Students greet back the teacher	10 minutes
	- Pray together before starting lesson	- Students pray	
	- The teacher checks the students' attendance	- Students say present if come	
	- The teacher asks about last material	- Students explain about last material	
	- The teacher motivates the students and arise their attention to the topic which will be learned	- Students pay attention	
	- The teacher introduces the topic and explain the purpose of the topic	- Students pay attention	

2. MAIN ACTIVITIES	- The teacher explains about descriptive text, definition, generic structure and language features and explain about TPS Technique.	- Students pay attention about teachers' explanation	60 minutes
	- The teacher divides the students into some group and give them the idol picture to the each group	- Students sit into a group	
	- The teacher asks the member of each group to write a descriptive paragraph about that picture	- Every group write a descriptive paragraph about that picture	
	- The teacher walks around to help students if they face any difficulties in writing	- Students ask to the teacher if they face any difficulties in writing	
	- The teacher asks every group present their work in front of the class and share the result in front of the class	- Students present their work in front of the class and collect their work.	
3. CLOSING	- The teacher together with students make a conclusion about descriptive text	- Students together with teacher make a conclusion	
	- The teacher introduces the next topic	- Students pay attention	
	- The teacher closes the lesson by saying alhamdulillah	- Students say alhamdulillah together with the teacher	

Second Meeting

No	Teachers' Activities	Students' Activities	Time
1. OPENING	- The teacher opens the class by greeting the students	- Students greet back the teacher	10 minutes
	- Pray together before starting lesson	- Students pray	
	- The teacher checks the students' attendance	- Students say present if come	
	- The teacher motivates the students and arise their	- Students pay attention	

	attention to the topic which will be learned		
	- The teacher explains again about descriptive text and TPS strategy shortly - The teacher asks the students to sit on their group and give their descriptive paragraph from last meeting	- Students pay attention - Students sit on their group	
2. MAIN ACTIVIES	- The teacher asks the students identify the social function, and language features of descriptive text.	- Students identify the social function and language features of descriptive text.	60 Minutes
	- The teacher walks around to help students if they face any difficulties in writing	- Students ask the teacher if they have difficulties in writing	
	- The teacher tell that the representative of the group to share the correct one.	- Students together with the teacher as a controller the situation.	
	- The teacher explains the reason used TPS strategy in learning writing descriptive text	- Students pay attention	
3. CLOSING	- The teacher together with students make a conclusion about descriptive text	- Students together with teacher make a conclusion about descriptive text	10 minutes
	- The teacher introduces the next topic	- Students pay attention	
	- The teacher closes the lesson by saying alhamdulillah	- Students say alhamdulillah together with the teacher	

i. **Assessment**

1. Technique : Written Text
2. Form : Essay Text

Writing Task :

Write down a descriptive paragraph about your idol based on RAFT elements that determined by the teacher.

j. **Rubric Writing Score by Jacob et. al (1981)**

Score	Level	Criteria
CONTENT	30-27	Excellent to very good: knowledgeable, substantive, through the development of idea, relevant to assigned topic.
	26-22	Good to average : some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor : limited knowledge to subject, little substance, inadequate development of topic.
	16-13	Very poor : limited knowledge of subject, not substantive, not pertinent or not enough to evaluate.
ORGANIZATION	20-18	Excellent to very good : fluent expression, ideas clearly stated, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average : somewhat choppy, loosely organized but main idea stand out, limited support, logical but in complete sequencing.
	13-10	Fair to poor : non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor : doesn't communicate, no organization, or not enough to evaluate.
VOCABULARY	20-18	Excellent to very good : sophisticated range, effective word/idiom choice and usage, word form mastery and appropriate register.
	17-14	Good to average : adequate range, occasional error of word/idiom form, choice, usage, but meaning not obscured or confused.
	13-10	Fair to Poor : limited range, frequent errors of word/idiom form, choice usage and meaning

		obscured or confused.
	9-7	Very poor : essentially translation, little of English vocabulary, idioms or word form or not order/function, articles, pronoun and preposition. enough to evaluate.
	21-18	Good to average : effective but simple construction, minor problems in complex constitution, several errors of agreement, tense, number, word order/function, articles, pronoun and prepositions, but meaning seldom obscured.
LANGUAGE USE	25-22	Excellent to very good : effective complex,
	17-11	Fair to poor : major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun and preposition or fragments, deletions and meaning confused of obscured.
	10-5	Very poor : virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	Excellent to very good : demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization and paragraphing.
	4	Good to average : occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.
	3	Fair to poor : frequent errors of spelling, punctuation, capitalization paragraphing, poor handwriting and meaning confused of obscured.
	2	Very poor : dominated by errors of spelling, punctuation, capitalizations, paragraphing, illegible handwriting or not enough to evaluate.

Explanation

Content = 30 point

Organization = 20 point

Vocabulary = 20 point

Language use = 25 point

Mechanics = 5 point +

100 point

Known by:

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APPENDIX II

LESSON PLAN

(cycle II)

School : MTs. Swasta Al-Washliyah 19 Percut

Class/semester : VIII

Subject : English

Skill Focus : Writing Descriptive Text

Time : 2 x 40 Minutes

1. **Core Competency**

KI-1. : Respect and appreciate the religion that she/he followed

KI-2. : Respect and appreciate behavior of honest, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social environment and natural within the range of society and existence.

KI-3. : Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events that appear of the eye.

KI-4. : Trying, processing, and presenting in a concrete realm (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) suitable with what is learned in school and the other sources in the same perspective /theory.

2. **Basic Competency and indicators**

Basic competency:

3.6. : Comparing the social function, generic structure, and language features of some texts about something with give and take information about something such as things, place, and person shortly and simply, based on the context.

4.6. : Arranging descriptive text, very short and simple, based on their environment, with looking the social function, generic structure and language feature as true and based on the context.

Indicators:

Students can communicate as interactive with the teacher and friends in short interaction and simple, about give and take information about something such as things, place, and person related their environment, house, school and society during learning process as contextual with looking three aspects as follows:

a. **Social function**

Reporting, and giving information

b. **Generic structure of text**

Identification, Description

c. **Language feature**

Simple present tense, Comparative degree, Article and 'the', Preposition

d. **Learning Object**

1. Students can implement the generic structure and language feature about descriptive text
2. Students can explain and ask about descriptive text
3. Students can understand meaning of descriptive text shortly and simply about something such as things, person and place.

e. **Learning Material**

1. Social function

To describe particular person, thing and person

2. Generic structure of text

Identification and description

3. Language feature
    - Simple present tense
    - Comparative degree
    - Article and 'the'
    - Preposition

f. **Source and Media**

- Source : Internet, textbook
- Media : Pictures,

Example of a descriptive text.

My New Friend

Bimo is my new friend. He comes from Nusa Tenggara Timur and he just moved to my school. He is one year older than me. He is tall and slim. His short curly hair looks nice on him. His complexion is dark. He has a pointed nose and big eyes. He always wears sneakers everywhere because he is also a runner. He loves running. Do you want to meet him?

g. **Learning Method**

- Method : Cooperative learning

h. **Learning Activity**

No	Teachers' activities	Students' activities	Time
1. OPENING	- The teacher opens the class by greeting the students	- Students greet back the teacher	10minutes
	- Pray together before starting lesson	- Students pray	
	- The teacher checks the students' attendance	- Students say present if come	
	- The teacher asks about last material	- Students explain about last material	
	- The teacher motivates the students and arise their attention to the topic which will be learned	- Students pay attention	
	- The teacher introduces the topic and explain the purpose of the topic	- Students pay attention	

2. MAIN ACTIVITIES	OBSERVING - The teacher asks the students to sit in their new group - The teacher gives a new descriptive paragraph - The teacher asks the students to observes that descriptive paragraph	- Students sit on their group - Students read and observe descriptive paragraph	60 minutes
	QUESTIONING - The teacher asks the group to identify the descriptive paragraph (language features and generic structure).	- Every group identify the descriptive paragraph	
	COLLECTING INFORMATION - The teacher explain shortly about descriptive text (definition, generic structure and language features)	- Students collect the information about Descriptive text by understanding teachers' explanation	
	ASSOCIATING - Teacher asks every member of the group to make personal descriptive text and the topic is up to them - The teacher walks around to help students if they face any difficulties in writing	- Every students make personal descriptive text - Students ask to the teacher if they face any difficulties in writing	
	COMMUNICATING - The teacher asks some students to present their works in front of class	- Students one by one present their works in front of class	
CLOSING	- The teacher together with students make a conclusion about descriptive text by using diary	- Students together with teacher make a conclusion	
	- The teacher introduces the next topic	- Students pay attention	

	- The teacher close the lesson by saying alhamdulillah	- Students say alhamdulillah together with the teacher	

i. **Assessment**
   - Technique : Written Text
   - Form : Text

Writing Task :

Write down a descriptive text and the topic is up to you

j. **Rubric Writing Score by Jacob et. al (1981)**

Score	**Level**	**Criteria**
CONTENT	30-27	Excellent to very good: knowledgeable, substantive, through the development of idea, relevant to assigned topic.
	26-22	Good to average : some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor : limited knowledge to subject, little substance, inadequate development of topic.
	16-13	Very poor : limited knowledge of subject, no substantive, not pertinent or not enough to evaluate.
ORGANIZATION	20-18	Excellent to very good : fluent expression, ideas clearly stated, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average : somewhat choppy, loosely organized but main idea stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor : non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
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LANGUAGE USE	25-22	Excellent to very good : effective complex, construction, few error of agreement, tense, number, word order/function, articles, pronoun and preposition.
	21-18	Good to average : effective but simple construction, minor problems in complex contribution, several errors of agreement, tense, number, word order/function, articles, pronoun and prepositions, but meaning seldom obscured.
	17-11	Fair to poor : major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun and preposition or fragments, deletions and meaning confused of obscured.
	10-5	Very poor : virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	Excellent to very good : demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization and paragraphing.
	4	Good to average : occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.
	3	Fair to poor : frequent errors of spelling, punctuation, capitalization paragraphing, poor handwriting and meaning confused of obscured.
	2	Very poor : dominated by errors of spelling, punctuation, capitalizations, paragraphing, illegible handwriting or not enough to evaluate.

Explanation

Content = 30 point

Mechanics = 5 point +

100 point

Known by:

Head Master of MTs.Swasta Al-washliyah 19 Percut

Muhammad Irsad,S.H

NUPTK:

8047761664200013.

English teacher

Syarifah, S.Pd.I

NUPTK:

0442767668210052

APPENDIX III

PRE TEST

Name :

Class :

Please write down a descriptive text about your friend!

APPENDIX IV

POST TEST I

Name :

Class :

Make a Descriptive Paragraph using the tittle below!

Title : About your school

APPENDIX V

POST TEST II

Name :

Class :

Make a Descriptive Paragraph using the tittle below!

Title : About your school

APPENDIX VI

SCORE OF PRE TEST

No.	Initial of Name	Score of Pre Test	Criteria of Success ≥ 75
1.	AM	50	Unsuccessful
2.	DH	60	Unsuccessful
3.	ES	61	Unsuccessful
4.	FR	30	Unsuccessful
5.	FY	44	Unsuccessful
6.	HKA	54	Unsuccessful
7.	LW	66	Unsuccessful
8.	MAS	70	Unsuccessful
9.	MI	68	Unsuccessful
10.	MNS	56	Unsuccessful
11.	MR	63	Unsuccessful
12.	MRH	50	Unsuccessful
13.	NA	40	Unsuccessful
14.	NR	62	Unsuccessful
15.	NK	60	Unsuccessful
16.	RA	65	Unsuccessful
17.	RK	60	Unsuccessful
18.	RF	62	Unsuccessful
19.	SKS	40	Unsuccessful
20.	WS	49	Unsuccessful
TOTAL		**$\sum X = 1110$** **$X = 55,5$**	

SCORE OF POST TEST I

No.	Initial of Name	Post Test I	Score Criteria of Success ≥ 75
1.	AM	**75**	**Successful**
2.	DH	**72**	**Unsuccessful**
3.	ES	**75**	**Successful**
4.	FR	**65**	**Unsuccessful**
5.	FY	**68**	**Unsuccessful**
6.	HKA	**70**	**Unsuccessful**
7.	LW	**78**	**Successful**
8.	MAS	**80**	**Successful**
9.	MI	**75**	**Successful**
10.	MNS	**65**	**Unsuccessful**
11.	MR	**75**	**Successful**
12.	MRH	**69**	**Uncessfull**
13.	NA	**65**	**Unsuccessful**
14.	NR	**76**	**Successful**
15.	NK	**73**	**Unsuccessful**
16.	RA	**78**	**Successful**
17.	RK	**77**	**Successful**
18.	RF	**68**	**Unsuccessful**
19.	SKS	**74**	**Successful**
20.	WS	**67**	**Unsuccessful**

Total	**∑X = 1.446** **X = 72,3**

SCORE POST TEST II

No.	Initial of Name	Post Test II	Score Criteria of Success ≥ 75
1.	AM	**76**	**Successful**
2.	DH	**85**	**Successful**
3.	ES	**90**	**Successful**
4.	FR	**86**	**Successful**
5.	FY	**77**	**Successful**
6.	HKA	**87**	**Successful**
7.	LW	**84**	**Successful**
8.	MAS	**89**	**Successful**
9.	MI	**84**	**Successful**
10.	MNS	**73**	**Unsuccessful**
11.	MR	**88**	**Successful**
12.	MRH	**74**	**Unsuccessful**
13.	NA	**72**	**Unsuccessful**
14.	NR	**89**	**Successful**
15.	NK	**86**	**Successful**
16.	RA	**82**	**Successful**
17.	RK	**89**	**Successful**
18.	RF	**85**	**Unsuccessful**
19.	SKS	**74**	**Successful**
20.	WS	**79**	**Successful**

Total	**$\sum$X = 1.649** **X = 82,45**

APPENDIX VII

OBSERVATION SHEET OF STUDENTS' ACTIVITY IN CYCLE I AND CYCLE II

The following is an available list of learning aspect which has done by the teacher in the classroom. Please give assign checklist (√) based on the column exactly.

1 = Bad, 2 = Enough, 3 = Good, 4 = Very Good

No	Activity	Cycle I				Cycle II			
		1	2	3	4	1	2	3	4
1	Students listen and pay attention to the teacher's explanation and instruction about descriptive text.				√				√
2	Students ask/answer the teacher's Question about narrative that taught by TPS			√					√
3	Students understand to the teacher's explanation and instruction by using TPS			√					√
4	Students ask some question to the Teacher about descriptive that taught with TPS			√					√
5	Students create narrative text based on the teacher's explanation with SAS.			√					√
6	Students do all tasks actively and cooperatively after they taught Narrative text with SAS			√					√
7	Students collect their papers on time.			√					√

APPENDIX VIII

INTERVIEW SHEET WITH STUDENTS IN FIRST MEETENG

List of the questions:

The writer : hi, Good Morning

Student 1: Morning Miss

Student 2: Good Morning Mis

The writer : do you like writing ? and give the reason

Student 1 : no miss, because writing is difficult when I don't know some vocabulary and then the structure.

Student 2: a little bit miss, sometimes I don't know the grammar is good or not and then sometimes I felt bored when I learn about some text in our class.

The Writer : What do you know about writing Descriptive text?

Student 1: I don't Know miss

Student 2: Describe something miss

The Writer : What kind of Media that your teacher use when teaching Descriptive text?

Student 1: Nothing sir, we never use the media miss

Student 2: Our teacher just write the material in the white board sir, and we just copied miss

The Writer : How do you write Descriptive text?

Student 1: just copied from the book miss

Student 2: I choose the topic and then describe about animal for example and search what word that I don't know in dictionary.

The Writer: Thank you for the answer

Student 1: Welcome miss

Student 2: Okay miss

APPENDIX IX

INTERVIEW WITH STUDENTS IN LAST MEETING

The writer : Good morning, how are you?

Student 1 : Morning Sir, I'm Fine Miss

Student 2 : I am Fine miss

The writer : What is your comment after you write descriptive text by using think pair share that I taught?

Student 1 : I think TPS is very good

Student 2 : TPS is really fun, I can share my idea to another friend and make me more active miss.

The writer : Is there any improvement in your writing after learn writing narrative with TPS ? What is your improvement?

Student 1 : Yes, I understand more about Descriptive Text, and I know the generic Structure of Descriptive Text

Student 2 : Of course Miss, from Think Pair Share, I have so much vocubulary and I able to write descriptive text that I didn't before with pairing and share our ideas.

The writer :Are you interested in learning writing Descriptive text using TPS? Why?

Student 1 : I am very interested learn descriptive text by using think pair share, because I really enjoy and I feel free to share my ideas to my friend without nervous.

Student 2 : Yes sir, Think Pair Share make me like English subject because it was really fun.

The writer : Thank you so much for your cooperation

Students : You are welcome Mis

APPENDIX X

INTERVIEW SHEET FOR THE TEACHER

Interview in the first meeting.

The Writer : Good Morning mam

Teacher : Good Morning, kak

The Writer : begini mam, saya mau tanya-tanya sebentar, bolehya mam?

Teacher : boleh, boleh, kak

The Writer : menurut mam, apa saja kesulitan anak-anak dalam menulis?

Teacher : mereka sangat lama jika disuruh mengerjakan project menulis kak bias sampai satu minggu jika pekerjaan rumah, lalu mereka juga kesulitan dalam menulis seperti grammarnya lalu juga vocabulary yang masih kurang. Lalu mereka jika sudah masuk materi menulis mereka sering merasa bosan dan kurang focus makanya sering jadi homework mereka kak.

The writer : kalau media yang digunakan mam dalam mengajar writing ini?

Teacher : sejauh ini mam masih menerapkan metode ceramah dan medianya dari buku pengantar saya saja dan buku lks yang dimiliki oleh siswa.

The writer : sumber pembelajarannya berarti dari buku pegangan mam dan juga lks ya mam?

Teacher : ya bener kak. Karna anak-anak disini juga hanya memiliki buku lks saja untuk pegangannya.

The Writer : oh, begitu mam , baik mam, terimkasih untuk waktunya

Teacher : Ok, sama-sama kak

Interview in the last meeting

The Writer : Hello Miss, Good Morning

Teacher : Good Morning

The Writer :After you saw my explanation, what do think about think pair share technique mam?

Teacher : I Think it was very great, bacause the students really like that and the students have a good anhusiasm and this technique is effective in this class, also we can see that the students really excited to write descriptive text.

The Writer : Do you think that the implementation of think pair share can improve the students' achievement in writing descriptive text?

Teacher : Of course yes, because the students really like the technique that you taught before and I think it can improve the students' achievement at writing descriptive text

The Writer : Do you expect to apply this technique in teaching descriptive to your student's ?

Teacher : Of course I will try to apply think pair share technique because I just use lecture method and focus on one book.

The Writer : Thank you so much miss

Teacher : OK, you are welcome

APPENDIX XI

STUDENTS NAME AND INITIAL

NO.	Name of the students	The initial od the students
1.	Ainun Maharani	AM
2.	**Davi Hariski**	DH
3.	**Ela Suhaila**	ES
4.	**Fitri Ramadhani**	FR
5.	**Febri Yani**	FY
6.	**Hasi Kumar Ahmadsyah**	HKA
7.	**Laila Wati**	LW
8.	**Maulida Aprilia Sihombing**	MAS
9.	**Muhammad ikram**	MI
10.	**Muhammad Nurraya**	MN
11.	**Muhammad Ridwan**	MR
12.	**Mustika Rajima Harahap**	MRH
13.	**Nazwa Ayu**	NA
14.	**Nazila Rahmah**	NR
15.	**Novi Khairani**	NK
16.	**Reza Alfandi**	RA
17.	**Rezki Kawindra**	RK
18.	**Riska Fadhila**	RF
19.	**Syahlani Keisyah Sunaidah**	SKS
20.	**Widya Saputri**	WS

APPENDIX XII

DOCUMENTATION

(CYCLE I)

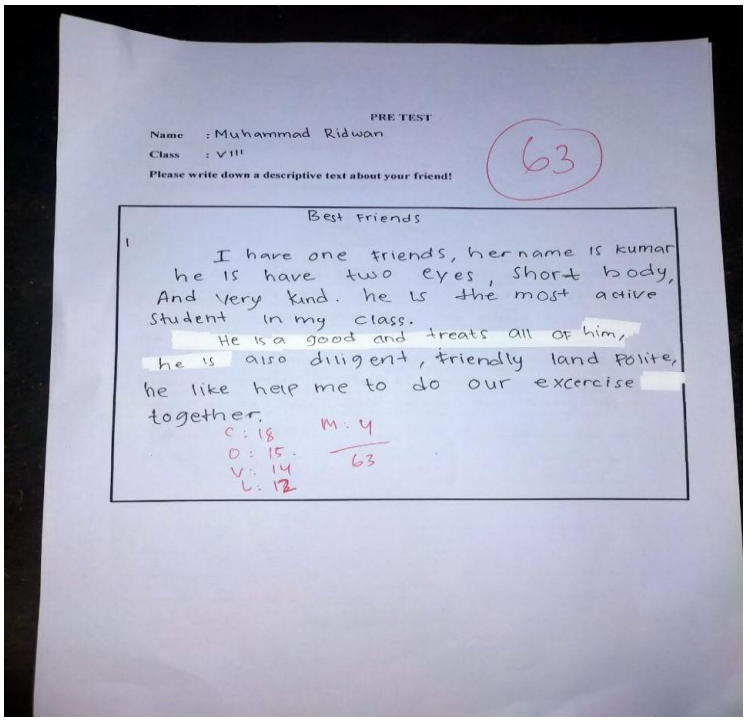
CYCLE II

INTERVIEW WITH TEACHER AND STUDENTS

APPENDIX XIII

STUDENTS' WORK

PRE TEST



PRE TEST

Name : Muhammad Ridwan

Class : VIII

Please write down a descriptive text about your friend!

63

Best Friends

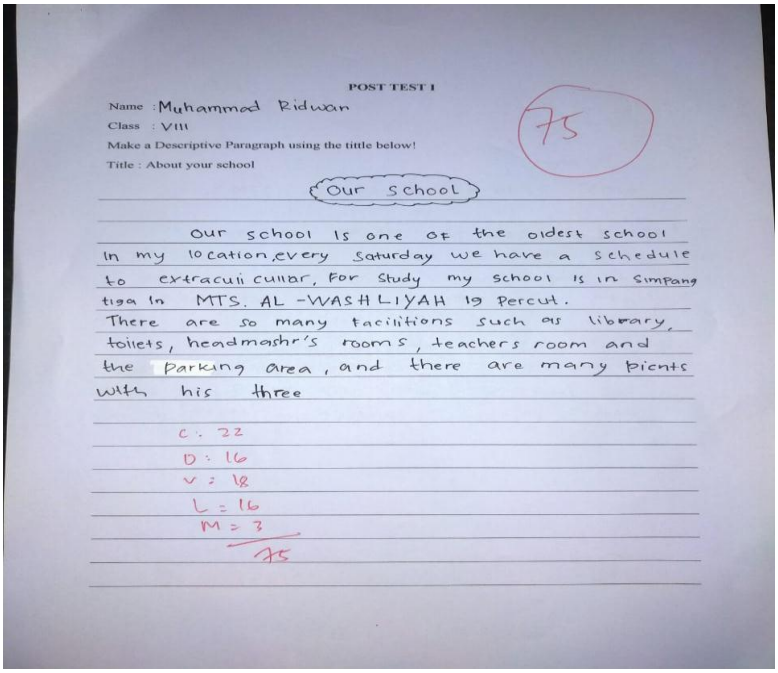
I have one friends, her name is kumar he is have two eyes, short body, And very kind. he is the most active student in my class. He is a good and treats all of him, he is also diligent, friendly land polite, he like help me to do our excercise together.

C : 18
D : 15
V : 14
L : 12

M : 4

63

POST TEST I



POST TEST I

Name : Muhammad Ridwan

Class : VIII

Make a Descriptive Paragraph using the tittle below!

Title : About your school

75

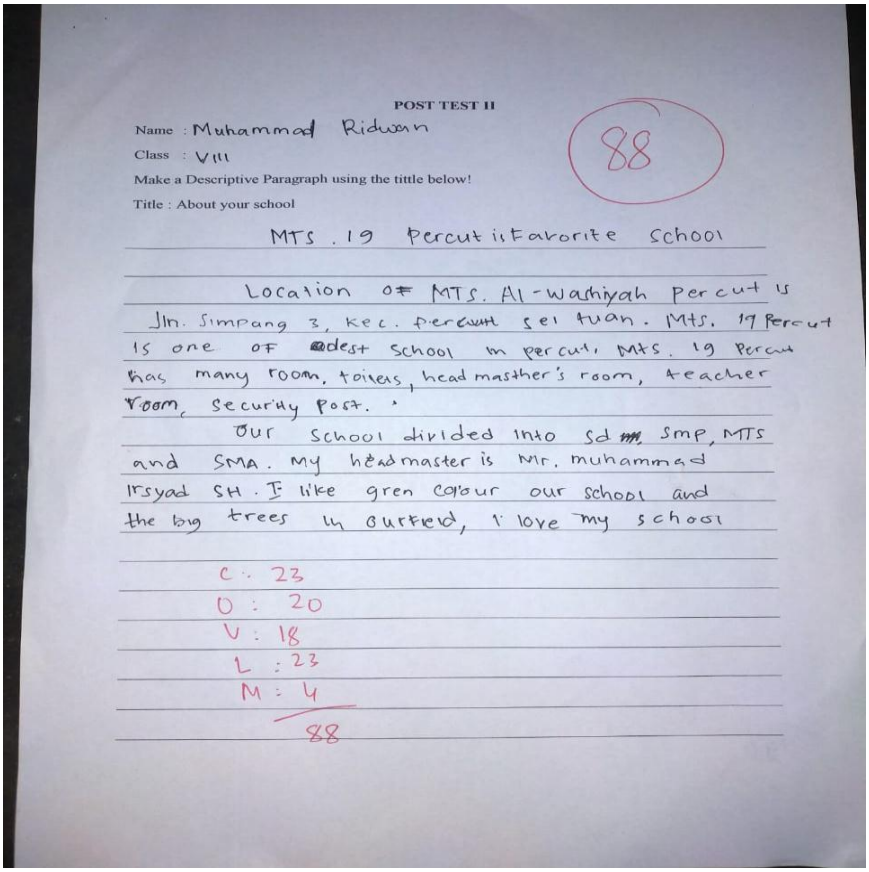
Our School

Our school is one of the oldest school in my location, every saturday we have a schedule to extracuricullar, for study my school is in Simpang tiga in MTS. AL-WASHLIYAH 19 Percut. There are so many facilitions such as library, toilets, headmashr's rooms, teachers room and the parking area, and there are many picnts with his three

C : 22
D : 16
V : 18
L : 16
M : 3

75

POST TEST II



POST TEST II

Name : Muhammad Ridwan

Class : VIII

Make a Descriptive Paragraph using the tittle below!

Title : About your school

88

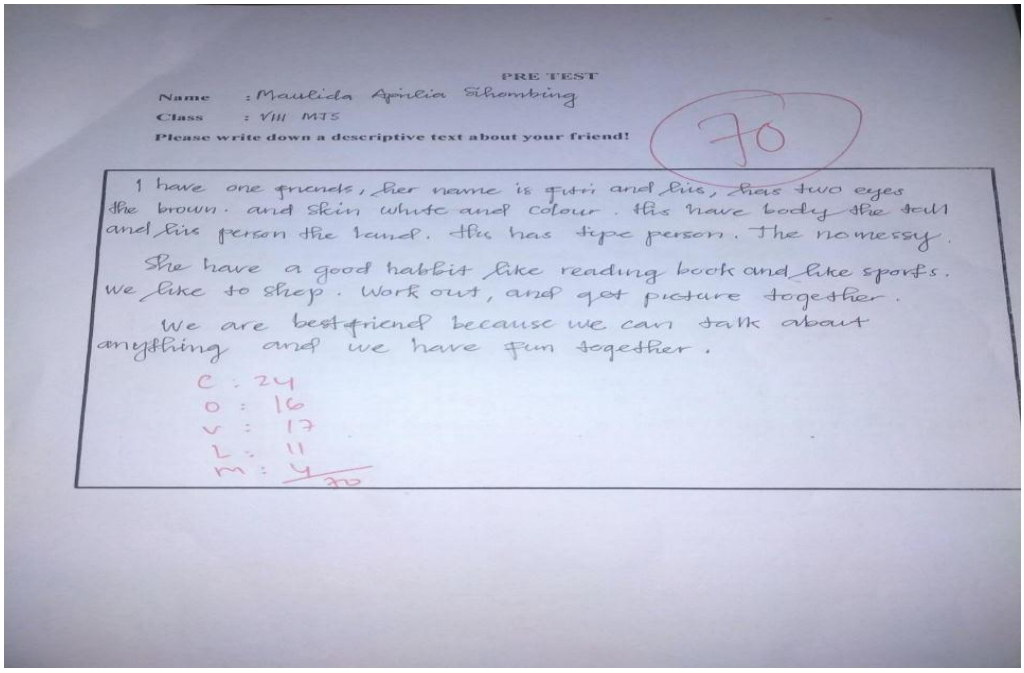
MTS . 19 Percut is Favorite School

Location of MTS. Al-Washiyah Percut is Jln. Simpang 3, Kec. Percut sei tuan. Mts. 19 Percut is one of dest school in percut, Mts. 19 Percut has many room, toilets, head masther's room, teacher room, security post.

Our school divided into Sd, SMP, MTS and SMA. My headmaster is Mr. muhammad Irsyad SH. I like gren colour our school and the big trees in ourfield, I love my school

C : 23
O : 20
V : 18
L : 23
M : 4
88

PRE TEST



PRE TEST

Name : Maulida Aprilia Sihombing

Class : VIII MTS

Please write down a descriptive text about your friend!

70

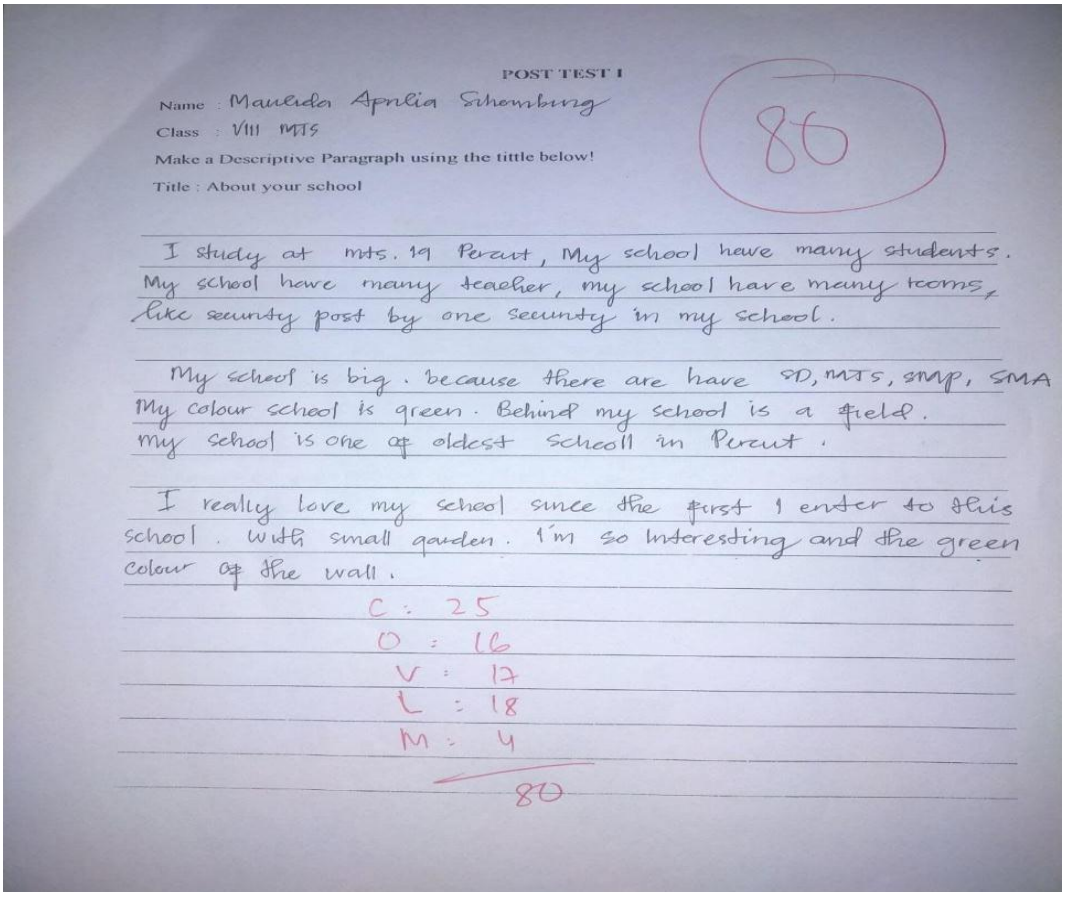
I have one friends, her name is Fitri and his, has two eyes the brown. and skin white and colour. this have body the tall and his person the land. this has tipe person. The nomessy.

She have a good habbit like reading book and like sports. we like to shop. Work out, and get picture together.

We are bestfriend because we can talk about anything and we have fun together.

C : 24
O : 16
V : 17
L : 11
M : 4
70

POST TEST I



POST TEST I

Name : Maulida Aprilia Sihombing

Class : VIII MTS

Make a Descriptive Paragraph using the tittle below!

Title : About your school

86

I study at mts. 19 Perawt, My school have many students. My school have many teacher, my school have many rooms, like security post by one security in my school.

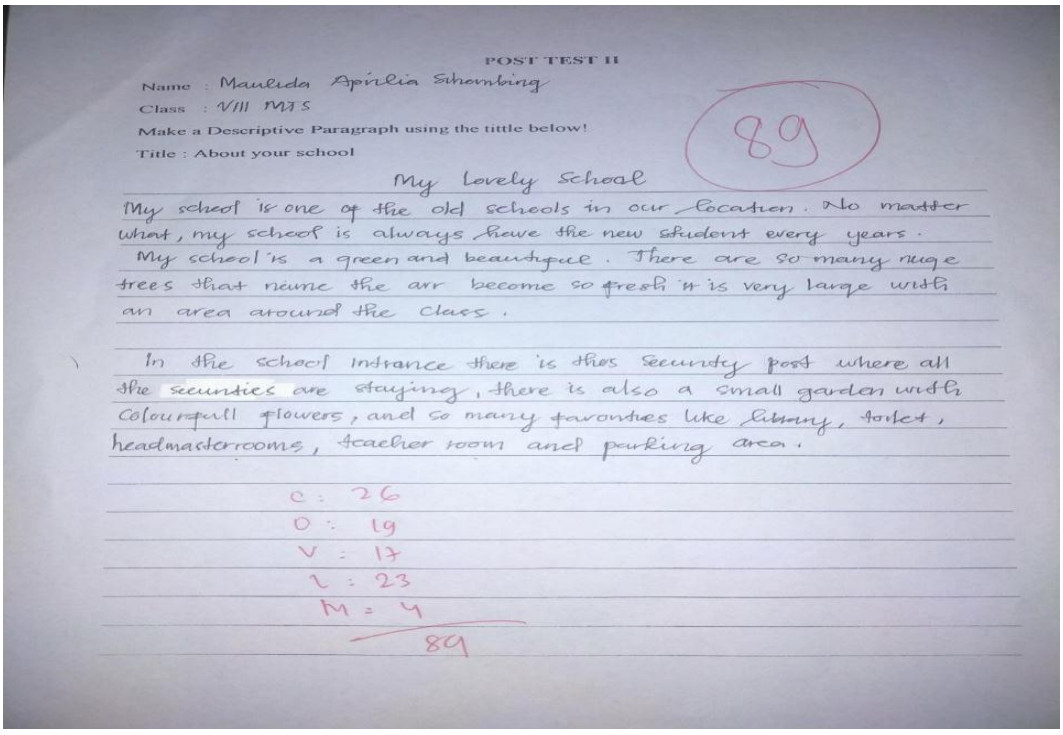
My school is big. because there are have SD, MTS, SMAP, SMA My colour school is green. Behind my school is a field. My school is one of oldest schoolI in Perawt.

I really love my school since the first I enter to this school. with small garden. I'm so interesting and the green colour of the wall.

C : 25
O : 16
V : 17
L : 18
M : 4

80

POST TEST II



POST TEST II

Name : Maulida Aprilia Sihombing

Class : VIII MTS

Make a Descriptive Paragraph using the tittle below!

Title : About your school

89

My Lovely School

My school is one of the old schools in our location. No matter what, my school is always have the new student every years.

My school is a green and beautiful. There are so many huge trees that meme the air become so fresh it is very large with an area around the class.

In the school intrance there is thes security post where all the securities are staying, there is also a small garden with colourfull flowers, and so many favorites like library, toilet, headmasterrooms, teacher room and parking area.

C : 26
O : 19
V : 17
L : 23
M : 4

89

BIOGRAPHY

The writer's name is Ulfa Rianda. She was born on August 19th 1998 in Medan, North Sumatera. She is 22 years old. She is Muslim and a nature Acehnese ethnic. She is first daughter of Mr. Rusli and Mrs. Nurbaidah. She has a young sister and brother, her name is Riska Ramadhana and Rizky Ramadhani. She is Indonesian girl who currently lives in Jl. Rakyat No.199 Medan, North Sumatera.

Her formal education started from 2004-2010 in SD Negeri 060868 Medan, Then she continued her education to Junior High School in SMP N 37 Medan and graduated in 2013. After that, she continued to Senior High School in SMA Dharmawangsa Medan and graduated in 2016. Next in 2016-2020, she graduated from English Education Department in Faculty of Tarbiyah and Teachers Trainning State Islamic University of North Sumatera.

Medan, 2020
The Writer

Ulfa Rianda
34.16.3.177

APPENDIX XV

RESPONSE LETTER

MTS SWASTA AL-WASHLIYAH 19

DESA PERCUT KEC. PERCUT SEI TUAN

AKREDITASI : B NIS : 210420
NPSN : 10264236 N S M : 121212070060

Sekretariat : Jl. Besar Simpang Tiga No. 330 Percut Kode Pos : 20371

SURAT KETERANGAN

Nomor : 1413/ /MTs-AW/XI/2020

Yang bertanda tangan di bawah ini :

Nama : Muhammad Irsad S.H

Jabatan : Kepala Sekolah

Unit kerja : MTs Al-Washliyah 19 Percut

Dengan ini menerangkan bahwa :

Nama : Ulfa Rianda

NIM : 0304163177

Berdasarkan surat nomor :B-11725/ITK/ITK.V.3/PP.00.9/09/2020 tanggal 25 September 2020 perihal "Izin Riset", benar telah melakukan riset di MTs Al-Washliyah 19 Percut pada tanggal 25 September s/d 10 November 2020. Dengan judul " ***improving Students' Achievement in Writing Descriptive Text Through Think Pair Share Technique at Eight Grade of Mts Al-Washliyah 19 Percut***".

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan seperlunya. Atas perhatian dan kerjasamanya, kami ucapkan terima kasih.

Percut,11 November 2020
Kepala Madrasah

Muhammad Irsad, S.H