

**USING THINK-PAIR-SHARE TECHNIQUE
TO IMPROVE STUDENTS' WRITING SKILL
IN DESCRIPTIVE TEXT
(A Classroom Action Research at VIII A Grade Students' of MTs
Darussalam Kemiri Subah Batang in the Academic Year
2016/2017)**

THESIS

Submitted in Partial Fulfillment of the Requirement
For Degree of Bachelor of Education in English Education



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SEMARANG
2018**

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Assalamu'alaikum wr.wb.

I inform that i have given guidance, briefing and correction to whatever extent necessary of the following thesis identification :

Title : **USING THINK-PAIR-SHARE TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT(A Classroom Action Research at VIII A Grade Students' of MTs Darussalam Kemiri Subah Batang in the Academic Year 2016/2017)**

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I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamu'alaikum wr. wb.

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ABSTRACT

Title : *Using Think-Pair-Share Technique to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research at VIII A Grade Students of MTs Darussalam Kemiri SubahBatang in the Academic Year 2016/2017)*
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This study was about the use of Think-Pair-Share technique to improve students' writing skill on descriptive text of eighth A grade students of MTs Darussalam Kemiri Subah Batang in the academic year of 2016/2017. The objectives of this study were to describe the improvement of students' writing skill of descriptive text and after being taught by using TPS technique at eighth A grade students of MTs Darussalam Kemiri Subah Batang in the academic year of 2016/2017 and to describe the students' participation during teaching and learning process using Think-Pair-Share technique at eighth A grade students of MTs Darussalam Kemiri Subah Batang in the academic year of 2016/2017. In this study, the researcher conducted a classroom action research as the method of this research. The data were obtained by test, observation and documentation. The test was used to measure students' proficiency in writing descriptive text before and after the teacher implementing Think-Pair-Share technique. The observation was administered to know the students' engagement during the teaching. Besides, documentation was used to look for the data concerning matters or the variable that are taken in the form of the note or photo in teaching learning process. The result of the study showed that the use of Think-Pair-Share technique can improve students' writing skill on descriptive text at the eighth A grade students of MTs Darussalam Kemiri Subah Batang in the academic year of 2016/2017. The criteria of writing assessment involve; content, organization, vocabulary, language use, and mechanics. This success can be seen from the result of students' average score and good responses by students. The students' average score after getting all of the treatment Think-Pair-Share technique increased in line with the increase of the students' achievement in each cycle. Students' average score from the pre cycle was 53.1, first cycle was 77.9, and second

cycle was 81.5. Based on the result above, the students' writing skill on descriptive text improved in each cycle after they were taught by using Think-Pair-Share technique. It was signed by their improvements of each test result.

Key words: Think-Pair-Share, classroom action research, descriptive text

MOTTO

“MAN JADDAWAJADA”

... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۗ ...

“Allah does not change a people's lot unless they change what is in their hearts”

(QS. Ar Ra'd: 11)¹

¹Zayid, MahmudY., *The Quran: An English Translation of The Meaning of The Quran*, (Beirut: Dar al coura, 1980), p. 177

DEDICATION

This thesis is dedicated to :

- ❖ My beloved parents (Bapak Siswoto, S.Pd.I and Ibu Wahyuti), who always give inspiration and big motivation, always devote their affection, give advice till the writer finished arranging this thesis. I love you. I am nothing without you.
- ❖ My sister (Niat Murniati, S.Pd.I) and her husband (KhadiqMuakrom, S.Pd.I) and my handsome nephew (DhiyaulBaha' Muakrom).
- ❖ My sweetheart, who always motivates me to finish this thesis. Thanks for your support and sweet moments, Sakinatun Nisa'. I love you.
- ❖ All of the official of Yayasan Darul 'Ulum. You are my big family.

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First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the final project.

Second, Shalawat and Salam are always dedicated to our beloved prophet Muhammad SAW, the last prophet and the prophet who had brought us from the darkness to the brightness.

I realize that i cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention all of them. I wish, however, to give my sincerest gratitude and appreciation to all persons until this thesis can be completely finished. *Using Think Pair Share Technique to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research at VIII A Grade Students of MTs Darussalam Kemiri Subah Batang in The Academic Year 2016/2017)* is a thesis for readers who want to know the use of Think Pair Share techniquetoimprove the students' writing skill on descriptive text. Therefore, i would like to extend my appreciation to all of them, especially to:

1. Dr. H. Raharjo, M.Ed.St.as the Dean of Education and Teacher Training Faculty.
2. Dr. H. Ikhrom, M.Ag. as the Head of English Education Department.

3. NadiahMakmun, M.Pd, as the thesis advisor, for the careful guidance and helpful correction, clear briefing and very good advice during the consultation of this thesis. There is no single word that i can say except, “Thank you very much for guiding me as good as my parent. You are nice lecture.” May Allah SWT rewards the best in her life.
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9. My sweetheart (Sakinatun Nisa’), who always gives motivation. Thanks for your support and sweet moments.

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Khairuddin (Buled), Rohimin,Adit, Nasrudin
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You are the best.
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2011 that i can’t mention your names one by one. You are
amazing.
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Finally, the writer realizes that this thesis is still far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial for everyone. Amin.

Semarang, November 30th2017

The Writer,



Ainul Yaqin
NIM. 113411048

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CERTIFICATES

CHAPTER I

INTRODUCTION

The chapter explored sub chapters as introduction of the thesis. To reach this goal, the chapter explores some matters includes background of the study, research question, objectives and benefits of the study.

A. Background of the Research

Every human being needs language as a medium for communication among individuals or among nations. Language helps the people to make interaction to their environment. As a way of communication among people around the world, language is used to exchange information. By using language people can express their ideas, thoughts, needs, and wishes.

Language is the most fundamental means of communication. It is used and needed everyday. People can express everything by using language. Language follows every human works and activities. If people live in society without knowing their language, a lot of difficulties in communication may appear because of dissimilarity of aspect of culture and behavior. Based on Michael Canale, human have two competence in communication, they are communicative competence and actual competence. Communicative competence is the underlying knowledge of the rules of communication, whereas actual competence is the use of this language in real acts of

communication.¹ Learning English is important to keep up with the development of science and technology. In the globalization era, English is a vital linguistic tool for many business people, academics, tourist and citizens who want to communicate easily across nationalities.

Learning is a complex process that happens to everyone in their life.² Learning is an activity in education. Learning process as a formal education involves two important component, they are teacher and students. Both are interacting actively in the learning activity to achieve a goal in leaning. Teachers have to optimalize their ability and their knowledge to the students in the teaching learning activity. Meanwhile, the students have to respon actively what the teacher gives. So, the leaning process that is conducted in learning situation can run in proper order.

In Islam, many verses and the hadith are explained that education is a very important thing and learn is an obligation for every moslem. Islam also gives full of attention to education and its development. Islam ennobles educated human. Allah elevates the degrees for people who have had sciences. Allah stated in al-Mujadilah verse 11:

¹ Richard W. et.all, *Language and Communication*, (USA: Longman, 1983), p. 1.

² Arsyad, Azhar, *Media Pembelajaran*, (Jakarta : Raja Grafindo Persada, 2005), p.1.

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ
 اللَّهُ لَكُمْ وَإِذَا قِيلَ اذْشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا
 الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Believers, make room in your assemblies when you are bidden to do. So, Allah will make room for you. Again, rise up when you are told to rise. Allah will raise to high rank those that have faith and knowledge among you. He is cognizant of all your actions³.(Q.S. al-Mujadilah/58:11).

Based on the verse above, it can be stated that Islam is a religion which wants the Moslems to have science and technology. The Moslems are hoped to give full of attention to the progress both of them. It can also be concluded that Islam does not forbid the Moslems to learn English which is as the international language.

English is one of the international languages, which is used as a means of both oral and written communication. It means that many people around the world use English as second language or foreign language to communicate with other people. They want to be master in English because they have a reason if they able to be master in English they can walk around the world. In 1985 Kachru described the world of English in terms of three circles. In the inner circle he put countries such as Britain, United States of America, Australia, etc. where English is the primary language. The outer circle

³ Zayid, MahmudY., *The Quran: An English Translation of The Meaning of The Quran*, (Beirut: Dar al choura, 1980), p. 407

contained countries where English had become an official or widely-used second language such as India, Nigeria, Singapore, etc.⁴ As foreign language, English is carried out in Indonesian education. Since English becomes an important language for communication, it has the main goal to develop the four skills in order to get graduates who have good communicative competence.

They are four basic skills in English : speaking, listening, reading and writing. In order to get perfect competence in using language, the four skills must be mastered. If one of them is ignored, it will influence other skills, because all of those skills are related to each other.

Writing skill is one of the important competences that must be mastered by students because we know that language is not only in spoken form, but also in written form. This skill does not merely focus on words, phrase, sentence pattern and grammar, but also focuses on the idea of each paragraph. According to Jeremy Harmer, human activity of writing is a fairly recent development in the evolution man and women. Besides, writing has a meaning from different region. Some of the earliest writing found at a place Harrapa in 1999. It is recognized written language.⁵

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001) p. 17.

⁵ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 1.

Writing is one of the basic tools of civilization. Without it, the world as we know it could not exist. Writing in English is very complex process. Writing is highly sophisticated skill, combining a number diverse element that require not only grammatical but also rhetorical element. So, we can say that the writing can be defined as an ability of communicating ideas through sign/written symbols by organizing the ideas based on the rules of language system to convey meaning, so that readers can understand the writer's messages.

Improving writing in Junior High School is not easy. It happened in MTs Darussalam Kemiri Subah Batang, especially at Eight Grade . There, males and females students are separated. Grade A, B, C are for females, and C, D are for males. Teacher only use one way method in teaching English. Teacher only uses conventional method, explain the material in front of the class and after that give students exercise. Sometimes teacher offers to secretary of the class to write the material on the blackboard, after that the students have to write it. By using that method, bad effects for the students surely happen. Almost all of students are not interested in teaching learning process, especially at class VIII A which all of students are females. There, some of the students are lazy to pay attention, joke with their friends even sleep at teaching learning process. Just a little bit students can pay attention. The consequences of that condition at class are teaching learning process can not run well and almost all of the students can not understand in the material.

Writing skill in Junior High School should be learned based on genres. The genres which should be taught in junior high school are procedure, descriptive, recount, and narrative. Descriptive is one of the genres that is taught in order to make the students know how to describe any subjects in their surrounding. As the explanation above, many students have difficulties in writing descriptive text because the teacher did not give way to students about how they should build ideas before writing. Therefore, the students will be unmotivated and have difficulties in learning descriptive text. They also get difficulty to describe the things in systematic order. Moreover, they cannot describe the parts and characteristics of the things completely.

In this case, the teacher should help the students in order to make them understand how to write descriptive text well. The teacher can use some techniques of cooperative learning to teach English. One of the technique is Think-Pair-Share (TPS). By using this technique, students will be more active because every students have to show their participation at class to other students. Students placed on some groups, which consist of four students. Then the teacher gives assignment to all groups. In group, members have to make two pairs and each pairs discussing the result of their work. After that, two pairs back to their groups and share the result each other.

Considering the matter above, the researcher is interested in conducting a classroom action research under the title “Using Think-Pair-Share Technique to Improve Students` Writing Skill in Descriptive Text (A Classroom Action Research at 8th Grade

Students of MTs Darussalam Kemiri Subah Batang in The Academic Year 2016/ 2017)”

B. Reasons for Choosing the Topic

The reasons of the writer for choosing the topic can be formulated as follow:

1. Writing is one of the important and crucial skill in English and it will be useful for students` future
2. Descriptive text is one of the genres that must be taught to student of Junior High School at eight grade. Moreover, its language feature use simple present tense is the most familiar and easy tense of other tenses to be learnt.
3. Think Pair Share is one of the technique that stimulate students to work together and share their idea to other.
4. The writer wants to encourage students who have good capability in writing class

C. Questions of the Research

1. How is the improvement of students` writing skill in descriptive text after being taught using TPS technique?
2. How is the students` participation during teaching and learning process using TPS technique?

D. Objectives of the Research

1. To describe the improvement of students` writing skill in descriptive text after being taught using TPS technique.
2. To describe the students` participation during teaching and learning process using TPS technique.

E. Significances of the Research

The research can be useful and contribute to:

1. The teachers

The result of this research is useful for English teachers at Junior High School level to get information about teaching descriptive text using TPS technique. And hopefully, it could give teachers inspiration in improving their teaching method.

2. The students

The students could improve their ability in writing by using TPS technique, because TPS is an interesting technique and the students could work cooperatively.

3. The school

This research could be a breakthrough in developing teaching and learning process of English subject.

4. The researcher

The researcher gets new experience and knowledge as a teacher in the future, especially in teaching descriptive text using TPS technique.

5. The readers

By reading this research, the readers can get any other ways in teaching writing especially in descriptive text using TPS technique.

CHAPTER II

THE USE OF THINK-PAIR-SHARE METHOD TO IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING

A. Previous Research

In this research, there are two previous research related to this research, they are:

1. The thesis entitled "Improving Students' Ability in Writing Descriptive Text Using Clustering Technique" (An Action Research at Eight Grades of MTs. Darul Ma'arif Cipete-Jakarta)

The result of this research showed that using clustering technique in teaching descriptive text could improve students writing ability. The students responses showed that they were interested to learn writing subject, because they felt easier to write usig the technique. Moreover, the students' achievement in pre-test and post-test showed a significance improvement.¹

The similarity of the writers' research to the previous research are focus on improving students' writing skill in descriptive text and also conduct a Classroom Action Research. The differences of the writers' research to the previous research is on the technique to teach descriptive text. The previous research

¹ Fikri Fauzi Alawi (106014000332), "*Improving Students' Ability in Writing Descriptive Text Using Clustering Technique*", (An Action Research at Eighth Grades of MTs. Darul Ma'arif Cipete-Jakarta). Thesis (Jakaarta: Department of English Education Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University, 2011).

used Clustering Technique , while the writers` used Think-Pair-Share Technique

2. The thesis entitled “The Use of Picture-Game in Implementing Team-Pair-Solo Technique to Improve the Students’ Ability to Write Descriptive Text”. (A Classroom Action Research at SMA Negeri 1 Subah for Grade X in the Academic Year 2012/2013).

The objective of the research were to describe the use of Picture Guessing Game in implementing Think Pair Solo technique to teach descriptive text and to investigate how it improves students’ ability of writing descriptive text. This study was done in two cycles the score achievement of the writing test in each cycle showed that the treatment was successfull and effective because the result of the cycle II Test was higher than cycle I test. The average score of the cycle I test was 71.68 exceeding the standard criteria of 70.00. The students average of the cycle II test was 79.15. In line with this result, the researcher concluded that the research improved students’ ability to write descriptive text.²

The similarity of the writers` research to the previous research are on students` writing skill of descriptive text and also conduct Classroom Action Research. The differences of the writers` research to the previous research is on the technique to

²Ika Kurniawati Khasanah (2201409032), “*The Use of Picture Guessing Game in Implementing Team Pair Solo Technique to Improve Students’ Ability to Write Descriptive Text, A Classroom Action Research at SMA Negeri 1 Subah for Grade X in the Academic Year of 2012/2013*”, Thesis (Semarang: English Department Faculty of Languages and Arts, UNNES, 2013).

teach descriptive text. The previous research used Team-Pair-Solo by Using Picture Game, while the writers` used Team-Pair-Share.

3. Journal entitled “The Application of Think-Pair-Share in Improving Writing Skill of Eight Grade Students` of SMPN 9 Denpasar in Academic Year 2013/2014”.

The purpose of this study was mainly intended to figure out whether Think-Pair-Share could improve the subjects` writing skill. The research design which was used in this study was classroom action research. The subjects were the Eighth Grade Students of SMPN 9 Denpasar in Academic Year 2013/2014 consisting of 42 students which comprised 14 females and 28 males. Based on the result of the pre-test which was carried out in the cycle, it pointed out that the subjects` descriptive paragraph writing skill was still low. The present classroom action research was then carried out through implementing think pair share in two-planned cycles. The result of the posttest in each cycle obviously showed that there was significant improvement of the subjects` descriptive paragraph writing skill. This research furthermore showed that there were positive responses of the subjects to the application of Think-Pair-Share based on the result of the questionnaire as the supporting data. As the result, the present classroom action study proved that Think-Pair-Share could improve writing skill of the eighth grade students of SMPN 9 Denpasar in academic year

2013/2014; in addition, the subjects also responded positively the implementation of think pair share.³

B. Review of Related Literature

1. Writing

a. General Definition of Writing

Writing is one of the four basic skills in English. Writing is the way to express many ideas in written form. Writing skill help the learner get comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it. Westwood said “Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psychomotor processes”⁴. In writer opinion, writing is difficult to learn and it includes many aspect of skill in understanding it. David Nunan states that writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired.⁵ There are many problems that can make

³<http://unmas-library.ac.id/wp-content/uploads/2014/10/Journal-TPS>.

⁴AlmaPrima Nurlaila, “*The Use of Mind Mapping Technique in Writing Descriptive Text*”, *Thesis* (Jakarta: Journal English Education Study Program of Indonesia University of Education, 2013), p.9.

⁵Nunan David, *Language Teaching Methodology*, (London: Phoenix ELT, 1995), p. 91.

students are difficult to understand in writing. Such as they do not know well about the grammar , then they feel confused and after that they feel lazy to start to write. As a Robert quotes:

*Furthermore, many students were never required to learn proper spelling and grammar. These poor students come to think that “English” and “Writing” are nothing but spelling and grammar. To them, writing means inevitable failure. Good writing is something they believe they will never be able to achieve, because they not only identify good writing with proper spelling and grammar, but they are governed by the self-serving and false notion that they cannot learn how to spell correctly or how to construct grammatically correct sentence.*⁶

From the explanation above, the writer concludes that teacher should give an activity for students in order to make students more enthusias in learning. Teacher can use some methods and technique in teaching learning process. Teacher can use Think-Pair-Share (TPS) Technique to teach students. By using TPS, students should work cooperatively and it can make students more active. The students have to share their ideas to other friends and it can make students more creative. TPS is emphasize in process of students' learning, not in the result.

⁶Robert Todd Caroll, *Students Success Guide Writing Skill*, (United State: International Copyright Law, 1990), p. 1.

b. Writing Purposes

Writing is one of the foundational skills of educated persons. It is very important ability to be conducted in the teaching learning process. Students can use their language to express their ideas, thoughts and teaching by writing sentence when they have difficulty to say orally, it means that a writer is not able to know the responds of his reader directly. According to O'malley and Pierce, There are three purposes of writing that describe the kinds of students writing.⁷ They are:

1) Informative Writing

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

2) Expressive or Narrative Writing

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

⁷J. Michael O'malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*,(Great Britain: Longman, 1996), p. 137-138

3) Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer product, or Controversial issues.

c. Writing Processes

Writing skills is a program of comprehensive writing that performed for beginning, struggling, at-risk for the writers. Writing skills can help the students to become a good writer. The students have to know and understand the essential foundation of writing skills such as strategy, technique, and opportunity. Writing skills also give the special instruction in spelling, handwriting, and key boarding. Beside that, writing skills can build the fluency and confidence for students and provide the variety of strategy and opportunity to apply it. In writing skills, the students are expected to understand the instruction involving grammar, usage, paragraph composition, and sentence structure.⁸

Writing is the combination among the aspects of brain, ideas what a writer already knows about the topic or subject and what the writer writes. A writer who wants to produce a piece of writing must think how to make them work together in writing process. It can be said that there is no writing without a process.

⁸King, Diana Hanbury, *Writing Skills 2nd Edition, Comprehensive Instruction for Struggling Writers*, (Educators Publishing Service,2002), p.2

Boardman states that writing is a continuous process of thinking and organizing. She suggests eight basic steps into writing as follows:⁹

- 1) Assessing the assignment : The most important piece of information for students to know is the topic and purpose of the assignment.
- 2) Generating ideas : The students take those steps to figure out what kind of information they need to look for.
- 3) Organizing ideas: The students need to make a topic outline. Here, the students at first have to decide the main idea of the paragraph. After that, they need to consider which points to include in order to support the main point.
- 4) Writing the first Draft: After having the ideas generated and organized pattern to follow, the students write the first draft.
- 5) Rewriting: An essential part of the writing process and consists of two separate processes, revising and editing.
- 6) Revising: The students start revising as soon as they finish writing.
- 7) Editing: The students check their works to make sure that the spelling, capitalization, punctuation, vocabulary and grammar are correct.

⁹E-Book: Boardman, Cynthia A. and Jia Frydenberg, *Writing to Communicate Paragraphs and essay*, (New York: Pearson Education, 2008), 3rd Ed, p.31-40

8) Writing the final draft: The students write correct paragraph format based on the result of the revising step.

If the students grammar are good, a good writing can be done by them. In fact, grammar and spelling are important in writing, because it is the purposes in the condition of writing to be correct word and grammar. In short, to get a good writing, students must know the construction of sentence. They must know the subjects and verbs such as singular subject requires singular verb. Besides that, they must know the preferences of pronouns and they can use the appropriate pronouns in order that the sentences will not be ambiguous. Then, the students must have a consistency in writing especially in a tense. Finally, students must use a correct spelling, punctuation, capitalization, and usage word as requirements.¹⁰

After the students know the correct grammar, appropriate word, spelling, and punctuation there is an important thing to remember to write a good writing. It is an element of satisfactory writing. The elements of satisfactory writing are clarity, coherence and focus. Clarity involves the ambiguity, vagueness, and obscurity. An important thing in clarity is if the students can use the appropriate word to be good sentences in order that the readers can understand what the writer means. Then, there must be a connection between ideas, sentences, and paragraph in coherence. Moreover there is focus containing the reason why the students

¹⁰E-Book: Carroll, Robert Todd, *Students Success Guide Writing Skills*, (US: Sacramento City College,1990), p.1

write. They often fail in writing because there is no focus. So, without focus the sentences will not be coherent.¹¹

2. Genre

The term “genre” is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose.

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.¹²

According to Gerrot and Wignell, there are many kinds of genres (text type). They are:¹³

a. Spoof

Spoof is a kind of genre that has social function to retell an event a humorous twist.

b. Recount

It is a kind of genre that social function to retell event for the purpose of informing or entertaining.

c. Report

Report is a kind of genre that social function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

¹¹E-Book: Todd Carroll, *Students Success...*, p, 4-7

¹²Hyland, Ken, *English for Academic Purpose: An Advanced Resource Book*, (London and New York: Routledge, 2006), p.46.

¹³L. Gerrot and P. Wignell, *Making Sense of Functional Grammar*, (Sidney: Antepodean Educational Enterprises, 1995), pp. 192-217

d. Analytic Exposition

It is a kind of genre that social function to persuade the reader or listener that something is the case.

e. Anecdote

Anecdote is a kind of genre that social function to share with others or listeners an account of an unusual or amusing incident

f. Narrative

Narrative is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

g. Description

It is a kind of genre that social function to describe a particular person, place, or thing.

h. Hortatory Exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case.

i. Explanation

Explanation is a kind of genre that social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

j. Reviews

It is a kind of genre that social function to critique an art work or event for a public audience.

k. Discussion

It is a kind of genre that social function to present (at least) two points of view about an issue.

l. Procedure

Procedure is a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps.

m. News Item

It is a kind of genre that social function to inform reader, listener, viewers about events of the day which are considered newsworthy or important.

3. Descriptive Text

a. Definition of Descriptive Text

According to the school based curriculum, there are five text types (genre), which are taught in the eighth grade of junior high school. Each text has its own social function. Descriptive describes a person, thing, and certain place.

The purpose of the descriptive text is to describe what things are as they are or what things do as they do. In other words, descriptive text is to describe something naturally. The

object that described is shape, size, substance and characteristic.¹⁴ Descriptive text is usually also used to help the writer developed an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc. In description, a writer uses words to paint a picture of something-a person, a scene, or even a feeling. In describing, the writer tells the most significant features or attributes, of the “thing” he or she is talking about. Descriptions range from very precise to very creative. In science, descriptions tend to be exact, as when an author describes an apparatus or a particular organism. Descriptions in poetry are more imaginative. In general, descriptions do not occur alone: They blend with definitions and explanations.¹⁵

b. Social Function of Descriptive Text

Descriptive text aims to describe a particular person, place or thing.¹⁶ A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description from another thing. In other words, descriptive text is not used to

¹⁴Tri Wiratno, *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris*, (Yogyakarta: Pustaka Pelajar, 2005)p. 25

¹⁵Dorothy Grant Hennings, *Reading with Meaning (Strategies for College Reading)*,(USA:Prentice-Hall, 1999), p. 2

¹⁶Rudi hartono, *Genres of Texts*, (Semarang: Unnes, 2005)p. 6.

generalize. All different readers should be able to show the same thing being described in the text.

c. Generic Structures of Descriptive Text

One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in junior high school is divided into the following two elements namely identification and description.¹⁷

- 1) Identification / a general opening statement in the first paragraph:
Identifies phenomenon to be described.
 - a) This statement tells the audience what the text is going to be about.
 - b) This includes a short description of the subject.
 - c) This can include a definition of subject.
- 2) Description / A series of paragraphs about the subject: Describes parts, qualities, characteristics.
 - a) Each paragraph usually begins with a topic sentence.
 - b) The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.
 - c) The sentences after the preview give more details.
 - d) Each paragraph should give information about one feature of the subject.

¹⁷Mark Anderson, *Text-Types in English*, (Australia: Macmillan Education Australia PTYLTD, 1997), p.103.

- e) These paragraphs build a description of the subject of the report.
- f) They may include technical language that is related to the subject.

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

d. Language Features of Descriptive Text

- 1) Certain nouns, for example: *teacher, house, my cat etc.*
- 2) Simple present tense
- 3) Detailed noun phrase to give information about *subject*, for example: It was a large open rowboat, a sweet young lady etc.
- 4) Some adjectives (describing, numbering, classifying), *for* example: two strong legs, sharp white fang etc.
- 5) Relating verb to give information about subject, *for example*: My mum is really cool, it has very thick fur etc.
- 6) Thinking verb and feeling verb to express the writer's *perception* about the subject, for example: Police believed the suspect armed, I think it is a clever animal etc.
- 7) Action verb, for example: Our new puppy bites our *shoes* etc.
- 8) Adverbial to give additional information about *subject*, for example: fast, at the tree house etc.

9) Figurative language style, for example; simile, metaphor (John is white as a chalk) etc.¹⁸

Descriptive text has characteristics, they are:¹⁹

- 1) Descriptive text dominated by using *Simple Present Tense*. It caused by factual characteristic of descriptive. It means, because descriptive text describes the real situation, so everyone will see the situation using the same way.
- 2) Descriptive text more employing relations and material verb. For example, all of bold verbs are relation verbs, while material verbs are underlining.
- 3) Descriptive text doesn't employ human participant, until the more important is the main description, not human who explaining something.
- 4) In descriptive text, conjunction like *firstly, secondly, etc* only using for organize an idea, not for organize in sequence.
- 5) In descriptive text, adjectives is a good tools to describe shape, characteristic, and main situation that described.
- 6) Descriptive text usually reflecting a part and whole relation.

e. Significance Lexogrammatical Features of Descriptive Text

Descriptive text has significant lexicogrammatical features that support the form of a descriptive text the followings are

¹⁸Departemen Pendidikan Nasional, *Kurikulum 2004, Standar Kompetensi; Mata Pelajaran Bahasa Inggris*, Pusat Kurikulum: Balitbang Depdiknas, 2004, p. 52.

¹⁹Tri Wiratno, *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris...* p. 27-28.

significant lexicogrammatical features of descriptive text are focus on specific participants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, and use of simple present tense.²⁰

1) Focus on specific participants

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

2) Use of attributive and identifying processes.

Relational processes involve states of being (including having). They can be classified according to whether they are being used to identify something (Barry Tuckwell may be the finest living horn player) or to assign a quality to something (Barry Tuckwell is a fine horn player).

Processes which establish as identify are called identifying processes and processes which assign a quality are called attributive processes. Each has its own characteristic participant roles.

3) Frequent use of epithets and classifies in nominal groups.

A nominal group is a group of words which has a noun (words which names a person, place or thing) as its head word

²⁰Linda Gerot, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994)p.208

and includes all additional information related to the noun. As a means of representing experience, the nominal group has a number of functional components. Some of the components which frequently used in writing descriptive text are epithet and classifier.

4) Use of simple present.

The tense that used in descriptive text is simple present tense. The lexico-grammar of descriptive text is dominated with simple present tense. This is due to the factual nature of a descriptive text.

When we speak or write we always do so in particular social situations. This means that language we use is fashioned by those situations, not only in what we say, but also in how we say things.

f. Example of Descriptive Text

Way Kambas National Park²¹

Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into

²¹<http://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html?1>

Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran Elephant, Sumatran Tiger, Mentok Rimba, and Sepit Crocodile. There are also some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

4. Cooperative Learning

a. Definition of Cooperative Learning

One of good ways in language teaching learning is by using cooperative learning. It is convinced as pedagogical practice to improve learning process between students who has defference ability, adaptation, and requirement. Roger and friends (1992) stated, cooperative learning is group learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in

which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.²²

Johnson and Johnson said that cooperative learning is working together to accomplish shared goals.²³ While Artz and Newman (1990) defined cooperative learning as small group of learners working together as a team to solve a problem, complete task, or accomplish a common goal.²⁴

Cooperative learning is very powerful in developing higher-level thinking skills. One of the most powerful tools we have to developing higher-level thinking is the heterogeneous team. As students with different points of view interact, they challenge each others' assumptions and bring different data to the argument.²⁵

Based on the definition above, the writer conclude that cooperative learning is refer to learning method where students working together (cooperate) in the small group , help and communicate each other.

b. Techniques of Cooperative Learning

There are many techniques of cooperative learning. Some techniques of cooperative learning are:

²²Miftahul Huda, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2012), p. 29

²³Miftahul Huda, *Cooperative Learning*, p. 31

²⁴Miftahul Huda, *Cooperative Learning*, p. 32

²⁵Spencer Kagan and Miguel Kagan. *Kagan Cooperative Learning*, (Kagan Publishing, 2009).p. 1.12

- 1) Make a Match (Mencari Pasangan)
- 2) Pair Exchange (Bertukar Pasangan)
- 3) Think-Pair-Share (Berpikir-Berpasangan-Berbagi)
- 4) Numbered Heads Together (Kepala Bernomor)
- 5) Two Stay Two Stray (Dua Tinggal Dua Tamu)
- 6) Inside-Outsaid-Circle (Lingkaran Dalam-Lingkaran Luar)
- 7) Bamboo Dancing (Tari Bambu)
- 8) Jigsaw
- 9) Paired Story Telling (Ber cerita Berpasangan)
- 10) Talking Chip (Kancing Gemerincing)

For the effective teaching learning, teacher can use some of the techniques. Before that, teacher have to prepare it well.

5. Think-Pair-Share (TPS)

Think-Pair-Share (TPS) is one of cooperative learning that can used in teaching learning process. This technique was improved by Frank Lyman from University of Maryland.²⁶

These are the main things of TPS :

- a. There is possibility for the students to work by their own capability and work together with other students.
- b. Optimalizing students participation.
- c. Give to students at least eight chances to show their participation to others.
- d. Can applied on any subject and level.

²⁶Miftahul Huda, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2012), p. 142

These are rules of TPS:

- 1) Students are placed into some groups. Every groups consist of four students.
- 2) Teacher gives assignment to each groups.
- 3) Every students thinking and doing their assignment.
- 4) Groups create their member in a pair. Every pair discussing the result of their work.
- 5) Each pair back to the their group to sharing the result.

6. Teaching Descriptive Text Through Think-Pair-Share

Teaching writing in the first learning did not need to use grammatical structure, just write as they can as for their improvement.²⁷ The important aspect is make students more enthusiasm and become interest in english by using a good method or technique in teaching learning. If the teacher only teaching by conventional method or technique, students will be bored.

From the simple explanation above, it can be concluded that teacher have to teach by using some technique or method. TPS is simple technique that can be use in teaching learning. By usig TPS, students will be more active and they can share their own idea with their pair. So that students can learn deeply and actively.

²⁷Ami J. Devit, *Writing Genre*, (USA: Board of Trustees, 2004), p. 191.

CHAPTER III

RESEARCH METHOD

The main point of this chapter is focused on the method of the research used in this study. It is divided into several sub chapters. They are research design, time and setting of the study, research object, procedure of the research, data collection technique and data analysis technique.

A. Research Design

Research design is the conceptual structure within which research would be conducted. The function of research design is to provide for the collection of relevant information with minimal expenditure of effort, time and money.¹

In this study, the researcher use quantitative research. It is Classroom Action Research (CAR). Action research is a kind of research which conducted in the classroom by the teacher of the subject, mainly with the purpose of solving or improving the teaching learning process. The main point is to find out the problem faced by teachers during teaching learning process.²

According to Arikunto, action research is one of the types of investigation that has characteristic reflective

¹ Catherine Dawson, *Practical Research Methods*, (New Delhi: UBS Publishers'Distributors, 2002), p. 14.

² Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.5

participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.³

In “*Research Method in Language Learning*” by David Nunan, Cohen and Manion stated that action research is first and foremost situational, being concerned with the identification and solution of problem in a specific context.⁴ So, action research has main point, its to solve a problem.

From the definitions above, the researcher concludes that classroom action research is an action in a research, which can be done by the teacher, researcher, the teacher with his colleague, etc in the classroom. This research concerns to solve the problem in the classroom. Involving a group of students improves students’ achievement in learning process and enhances the students understanding of the lesson.

In classroom action research, there are four components in one cycle for conducting the research that doing by the researcher in every cycles of the research. The explanation are:

³Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2006), p. 104

⁴David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1993), p. 18

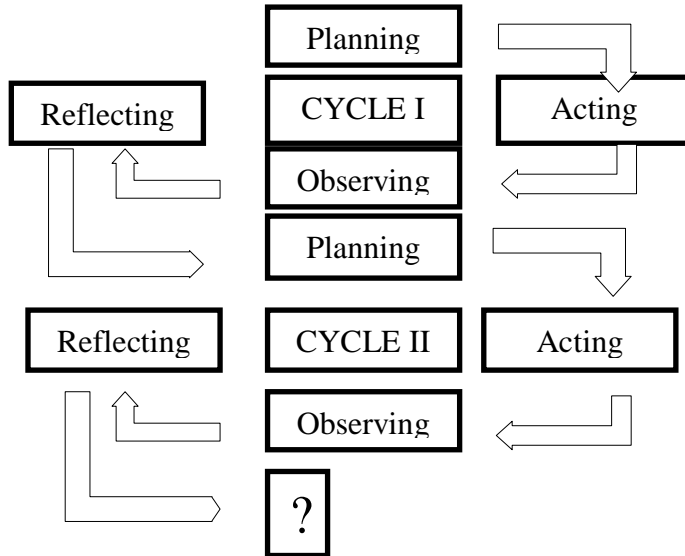


Figure 3.1 Cyclical Process of Action Research⁵

a. Planning

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that used in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials needed in the learning process, and prepare checklist for observation and formative test.

⁵Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2006), p. 16

b. Acting

This section discusses about the steps and activities that would be taken by researcher. Researcher tries to take how much the improvement of students' writing skill on descriptive text, give students treatment ways to remember every words on writing, give students assignments in groups, evaluate their mistakes and make summarize about the materials.

c. Observing

In observing step, the researcher has to observe all events or activities during the research. Researcher observes the situation ain the class during lesson, response, and attitude of students when they are given explanation, doing task, and know their difficulties.

d. Reflecting

Reflecting is the inspecting effort on the success or failure in teaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.⁶

B. Time and Setting of the Study

The researcher was conducted the classroom action research at MTs Darussalam Kemir Subah Batang. This school

⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 99

location is in Kemiri Barat, Subah, Batang. The subject of this study are students of Eight A Grade of MTs Darussalam Subah Batang. This research will held at 1st semester in the academic year 2016/2017.

C. Research Object

This research was conducted at the Eight A Grade of MTs Darussalam Subah. So, the participants in this research are the Eight A Grade students of MTs Darussalam Subah Batang in the academic year of 2016/2017. The number of students are 29 students. All of the students are females.

D. Procedure of The Research

This research is Classroom Action Research (CAR). It means that there are must be cycles in this research. In this CAR, the researcher was conducted two cycles. The pre-cycle was used to teach the descriptive text by using teacher method and the cycle 1 and cycle 2 was used to teach descriptive text by using TPS.

The sequences of each cycle are cycle planning, in this stage, the researcher will make a lesson plan and prepare teaching material. After cycle planning was done researcher do cycle running. In cycle running, the researcher will do the teaching learning process. The researcher gave material and treatment. During conduct the research, the researcher do cycle observation. In this cycle, the researcher was monitored students' progress

during the teaching learning process. During this observation, the researcher collected the data. After the two cycles was done the researcher do cycle reflection. In this cycle, the researcher analyzed the data gotten during the cycle. The result was used to make a plan in cycle 1.

The last activity in each cycle, the students will be evaluated by giving a post- test. It was done to get students' final score after taught by applying TPS and check students' ability in writing. The researcher analyzed the result of post- test and compare the whole result test to know how far this strategies works in improving students' skill in writing text, then the researcher made conclusion in conducting Classroom Action Research.

The activities in every cycle were as follow :

1. Pre-cycle

In this cycle writer taught writing descriptive text by using common model. The writer did not use Think-Pair-Share Technique yet. After the activity finished, the writer gave writing test. The purpose of that test is to know how is the students' understanding in descriptive text and how is the students' writing skill. The researcher asked the students to write simple descriptive text about their family.

After the writer got the data from the test, then the data was corrected by the writer in order to know how is the

students' writing descriptive text. The result was used to make a plan in cycle 1.

2. Cycle 1

a. Planning

- 1) Prepared the material of study about descriptive text and the instructional tools.
- 2) Arranged the lesson plan based on the teaching material.
- 3) Prepared observation checklist

b. Acting

- 1) Stimulated students' interest explaining the material.
- 2) Teacher gave example of descriptive text.
- 3) Students were asked to identified descriptive text.
- 4) After that, teacher asked students to make a pair.
- 5) Students identified descriptive text then discuss it with their friend.
- 6) Students were asked to described their discussion result in front of the class.

c. Observing

The writer observed students' activity during teaching learning process, when they worked together in group and when the writer helped students who got difficulty in understanding descriptive text.

d. Reflecting

Evaluated and concluded the result of cycle 1. The writer discuss it with English teacher as collaborative.

3. Cycle 2

a. Planning

- 1) Prepared the material of study about descriptive text and the instructional tools.
- 2) Arranged the lesson plan based on the teaching material.
- 3) Prepared observation checklist

b. Acting

- 1) Stimulated students' interest by showing some pictures.
- 2) Students were asked to describe that picture individually.
- 3) After that, teacher asked students to make a pair.
- 4) Students identified the picture then discuss it with their friend.
- 5) Students were asked to described their discussion result in front of the class.

c. Observing

The writer observed students' activity during teaching learning process, when they worked together in group and when the writer helped students who got difficulty in understanding descriptive text.

d. Reflecting

Evaluated and concluded the result of cycle 2. The writer discuss it with English teacher as collaborative.

E. Data Collection Technique

The writer uses observation, documentation and test to collect the data.

1. Observation

Observation is activities to observe the object about activities directly. It enables the researcher to document and reflect upon the classroom interactions and events.⁷ The researcher observe the teaching learning process in the class, and monitore the students' activities during the teaching learning process when the teacher is teaching.

**Table 3.1
Form of Observation Checklist :**

No	Indicators	None (0%)	A few (<20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total Of Score
1	The students are enthusiastic in listening to teachers' explanation						
2	The Students are active in understanding the material						
3	The students show curiosity						

⁷Anne Burn, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), p. 80

	by asking the question						
4	Students are active to present their work						
5	The students are enthusiastic doing the test						
6	The Students are active in doing evaluation						
	Total Score						

2. Documentation

Documentation method is used to look for the data concerning or the variable that are taken in the form of the note, transcript, book, newspaper, magazine, inscription, ledger, agenda, etc.⁸ Documentation is searching the data. The researcher uses this method to obtain data which is related to this research. Those documents include students' name list, lesson schedule, syllabus, lesson plan, and photo of teaching and learning process by using TPS in MTs Darussalam Subah.

3. Test

Test is some questions or drill used to measure someones' ability, intelligence, skill from individual or group.⁹ Test is an instrument or procedure designed to measure the student's competence in specific criteria. It is given after students get some ativities of teaching through

⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 99

⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 150

TPS. The test can measure students' writing skill of descriptive text by arrange the paragraph related to the material.

F. Data Analysis Technique

1. Method of analyzing observation checklist

The observation in this research was conducted about two times. The researcher will give check in the observation checklist, and then it will be analyzed by calculating the percentage from the checklist as the pattern below:

The formula to measure the student's participant is:

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

n = the score of students

N = the sum of total score

% = the percentage of the expectation.

From the formula student's participation can be categorized as follow:

a. Little participation

The aspect of activity that was observed reach for 25% from overall percentage 100%.

b. Enough participation

The aspect of activity that was observed reach for 50% from overall percentage 100%.

c. Good participation

The aspect of activity that was observed reach for 75% from overall percentage 100%.

d. Excellent

The aspect of activity that was observed reach for 100%.

2. Method of analyzing test

After collecting data by using test, the researcher analyzed the result of the test. In measuring the test, a standard technique should be used to show the result of research were reliable. To measure the writing test the writer will use the analysis method. According to J.B.Heaton analytic scoring test in writing test, there are five major items or categories. They are grammar, vocabulary, content, organization and mechanic.¹⁰

To analyze the students' test in writing descriptive text, the researcher will focus on the items in the elements of writing as stated by Heaton. The elements of writing are content, organization, vocabulary, grammar and mechanic. After classifying the element items, the writer will give score for each item with focused on organization of the content. In determining the score, the researcher will use the criteria of writing elements bellow. The percentage of the elements of writing can be seen in table 2.

¹⁰J.B.Heaton, *Writing English Language Tests*, (London : Longman Group, 1975), p.138

Table 3.2. Element Score of Writing¹¹

Item Analysis	Score Criteria	Indicator
Content	27-30 excellent	Knowledgeable-substantive,etc.
	22-26 good	Some knowledgeable of subject-adequate range.
	17-21 fair	Limited knowledgeable of subject-little substance.
	13-16 very poor	Does not show knowledgeable of subject-non substantive.
Organization	18-20 excellent	Fluent expression-ideas clearly stated.
	14-17 good	Somewhat choppy-loosely organized but main ideas stand out.
	10-13 fair	Not fluent-ideas confused/disconnected.
	7-9 very poor	Does not communicate-no organization.
Vocabulary	18-20 excellent	Sophisticated range-effective word/ idiom choice and usage.
	14-17 good	Adequate range-occasional of word/ idiom form, choice, usage, bit meaning is not obscured.
	10-13 fair	Essentially translation-little knowledge of English vocabulary.
	7-9 very poor	Virtually no mastery of sentence construction rules.
Grammar	22-25 excellent	Effective complex grammar construction.
	18-21 good	Effective but simple construction in grammar.
	11-17 fair	A major problem is simple/ complex construction in

¹¹Alderson, J. Charles and Lyle F.B, *Assesing Writing*, (USA: Cambridge University Press, 2002), p.116

	5-10 very poor	grammar. Virtually no mastery of sentence construction rules.
Mechanic	5 excellent 4 good 3 fair 1-2 very poor	Demonstrates mastery of construction. Occasional errors of spelling, punctuation. Frequent errors of spelling, punctuation, capitalization. No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total of score	1-100	

Explanation of each criterion, the first is content, content is the substance of writing, ideas expressed. The second is organization, organization here is mean the organization of the content they are identification and description. Third is vocabulary, it's mean the choice of words, structure and lexical items to give particular tone a flavor the writing. Fourth is grammar, the employing grammatical and syntactic forms. The last is mechanic, the use of graphic convention of the language such as spelling, capitals.

In scoring the writing test, the reseacher processes the result of the students' test .The researcher gives the score for each element of writing as follows:

- 1) Content : The lowest score is 13 and the highest score is 30
- 2) Organization : The lowest score is 7 and the highest score is 20
- 3) Vocabulary : The lowest score is 7 and the highest score is 20
- 4) Grammar : The lowest score is 5 and the highest score is 25
- 5) Mechanic : The lowest score is 2 and the highest score is 5

Then the researcher formulates to get the mean of each element of writing researched by the formula. Sutrisno Hadi explains the mean of each writing element researched as follows:¹²

e.g. content

$$M_{xc} = \frac{\sum xc}{S_{\max}} \times 100 \%$$

Where:

M_{xc} : The level mastery of content

$\sum xc$: The students' score of content

S_{\max} : Maximum score of content

¹²Sutrisno Hadi, *Statistic Second series*, (Yogyakarta: Andi off set, 2004), p.230.

After getting the mean of each element in writing descriptive text, the researcher formulates the result to get the total mean score as follow:

$$M_{xt} = \frac{\sum xt}{s_{\max}} \times 100 \%$$

Where:

M_{xt} : The mean of total score

$\sum xt$: The number of total

s_{\max} : Maximum score for writing elements

Then the result of percentage of each component on writing narrative text will be consulted to the following criterion.

Table. 3.3 Level of Achievement

The Percentages	Grade	Level
82% - 100%	A = Excellent	Outstanding
72% - 81%	B = Good	Above Average
62% - 71%	C = Fair	Satisfactory
52% - 61%	D = Less	Below Average
0% - 51%	E = Poor	Insufficient

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter, the researcher wants to describe the implementation of Think-Pair-Share technique as a medium to improve students' writing skill in descriptive text. It was conducted through a Classroom Action Research which consisted of several activities which includes pre-cycle, cycle 1, and cycle 2. Its purposes were to know students ability in writing descriptive text after taught by using Think-Pair-Share technique.

A. Research Finding

1. Pre-Cycle

This activity was done on Wednesday, 16th November 2016. In this activity, students were taught writing descriptive text used common learning model. Teacher asked two students to come forward, one student asked to described the other student in front of the class. After that teacher explained the generic structure of descriptive text. During teaching learning process, some of the students did not pay attention to the teacher explanations. There were only few students that pay attention to teacher.

The test was followed by 29 students and teacher gave to them 30 minutes to do it. The purpose of the test was to measure students' achievement.

Table 4.1
Score of Observation in Pre-Cycle

No	Indicators	None (0%)	A few (<20 %)	Half (20- 49%)	Many (50%- 69%)	Majorit y (>70%)	Total Of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation			√			3
2	Students are active in understanding the material		√				2
3	The students show curiosity by asking the question		√				2
4	Students are active to present their work		√				2
5	The students are enthusiastic doing the test		√				2
6	The students are active in doing evaluation		√				2
	Total Score	0	10	3	0	0	13

The score of the observation as follow:

$$\begin{aligned} \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\ &= \frac{13}{30} \times 100 \\ &= 43,33\% \end{aligned}$$

Based on the results of observation above it can be concluded that students were not enthusiastic enough, it shows that the teaching learning process was not effective enough, students did not understand well in the material.

4.2

The Test Score of Pre-Cycle

No.	Name	Code	Gender	Score
1	Aina Mardiyah	A-1	Female	50
2	Amelia Marya Zulfa	A-2	Female	40
3	Anisa Istiqomah Dewi	A-3	Female	75
4	Aqila Lutfika H. G	A-4	Female	40
5	Arka Nadia N.	A-5	Female	45
6	Ayu Rahayu	A-6	Female	50
7	Dwi Safira	A-7	Female	60
8	Fatiya Millatillah	A-8	Female	45
9	Fina Anjelina	A-9	Female	50
10	Istiqomah	A-10	Female	60
11	Isyqiy Karimah	A-11	Female	50
12	Juliana Alfika Sari	A-12	Female	75
13	Kurnia Anggun Agdariga	A-13	Female	45
14	Lidiya Haniesah	A-14	Female	40
15	Listianah	A-15	Female	55
16	Luluk Mar'atul Farekha	A-16	Female	45
17	Mila Fauziyah	A-17	Female	60
18	Mustaufiyah	A-18	Female	80
19	Nailal Amali	A-19	Female	40
20	Nika Karkadina	A-20	Female	40

21	Nurul Latifah	A-21	Female	40
22	Puspa Yulianti	A-22	Female	55
23	Rifka Amanatur Rohmah	A-23	Female	60
24	Roihanatul Jannah	A-24	Female	60
25	Sajidah C.N	A-25	Female	45
26	Siti Aisyah	A-26	Female	80
27	Sofiana	A-27	Female	50
28	Suprihatin A.	A-28	Female	55
29	Vania Akmalia	A-29	Female	50
Jumlah				1540
Rata-rata				53,10

After the data had been analyzed, the researcher counted the mean to know how the average score of students. To know the mean of students score, the formula is as follow :

$$M = \frac{\sum X}{n}$$

Where : M : The average of students score

$\sum x$: Total Score

n : The number of students

$$M = \frac{\sum X}{n}$$

$$= \frac{1540}{29}$$

$$= 53,10$$

From the result above, the average score of students in writing descriptive text was low. It can be seen from the result of students' was not required in KKM (7.5).. The low score was 40 and the high score was 80.

Based on the result of students' answering, most of students got difficulties in deciding the generic structure of descriptive text and some new vocabulary words. Those problems used to decide the treatment in teaching learning process. So, the researcher intended to use TPS in the next activity.

2. Cycle 1

This activity was done on Wednesday, 16th November 2016. Based on the result of pre-test, it was not satisfy. The teacher and researcher decided to use Think-Pair-Share technique. Those were explained as follows :

a. Planning

The researcher made a planning for doing action based on the problems faced by the students in writing descriptive text. Before teaching learning process, the researcher prepared everything which would be used in teaching learning process.

- 1) Prepared the material of study about descriptive text and the instructional tools.
- 2) Arranged the lesson plan based on the teaching material.
- 3) Prepared observation checklist

b. Acting

At the beginning of the class, teacher greeted, prayed together, checked students' attendance, gave

motivation and informed the material to the students. The cycle 1 was followed by 29 students.

In the main activity, first the teacher gave the topic, then explained the topic to the students. The teacher asked students to spent few minute thinking by their own mind about the answer. Second, the students divided in pairs randomly. After that, teacher gave questions and asked students to think about the spesification topic and discuss their own thinking with their pairs. Third, the teacher asked the pairs to shared what they have been thinking about with the whole class.

c. Observing

The researcher made an observation during the teaching and learning process. The result of observation as follow:

Table 4.3
Score of Observation in Cycle 1

No	Indicators	None (0%)	A few (<20 %)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total Of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation				√		4
2	Students are active in			√			3

	understanding the material						
3	The students show curiosity by asking the question			√			3
4	Students are active to present their work			√			3
5	The students are enthusiastic doing the test				√		4
6	The students are active in doing evaluation			√			3
	Total Score	0	0	12	8	0	20

The score of the observation as follow:

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\
 &= \frac{20}{30} \times 100 \\
 &= 66,66\%
 \end{aligned}$$

Based on the result above, it can be concluded that students were more active enough. There were many students who moreactive in teaching learning process.They were more active in work and shared to solve the problem in pairs. There was improvement from pre-cycle to cycle 1.

Table 4.4
Test Score of Cycle 1

No.	Students' Code	Score
1	A-1	75
2	A-2	75
3	A-3	75
4	A-4	80

5	A-5	75
6	A-6	75
7	A-7	75
8	A-8	70
9	A-9	85
10	A-10	75
11	A-11	85
12	A-12	85
13	A-13	80
14	A-14	75
15	A-15	80
16	A-16	85
17	A-17	70
18	A-18	90
19	A-19	70
20	A-20	80
21	A-21	75
22	A-22	75
23	A-23	60
24	A-24	75
25	A-25	70
26	A-26	95
27	A-27	80
28	A-28	80
29	A-29	90
Total Score		2260

After the data had been analyzed, the researcher counted the mean to know how the average score of students.

To know the mean of students score, the formula is as follow :

$$M = \frac{\sum X}{n}$$

Where : M : The average of students score
 $\sum x$: Total Score

n : The number of students

$$\begin{aligned} M &= \frac{\sum X}{n} \\ &= \frac{2260}{29} \\ &= 77,9 \end{aligned}$$

The average score of cycle 1 is 77,9. It meant that students' score in writing descriptive text had improved, but the researcher wanted to implement the technique better because some of students still get score less than KKM (7.5). So, the researcher decided to implement the next cycle.

d. Reflecting

The researcher as the teacher reflected about the conclusion of implementing the action. In this cycle, the students' average score 77,9. This analysis showed that the result of the first cycle was better than previous one.

The result of observation showed that the students' activeness and was better than the pre-research. They still were not enthusiastic in listening teachers' explanation. It is caused the teacher could not giving instructions well, the teacher could not manage the students well. The teacher did not gave many chances to the students to asking and giving their opinion about the material, so the students felt

difficult in asking and giving their opinion about the material.

Based on the result of cycle 1, the researcher decided to continue the action to next cycle. The researcher decided to conduct the next cycle and intended to give better explanation.

3. Cycle 2

This activity was done on Wednesday, 23th November 2016. In this activity, teaching learning process ran well. In the previous research, the researcher got little difficulty to attract students' interest. In this cycle, the students were interested in teaching learning process, it can be proved by their motivation in understanding the material. The activity in this cycle were explained as follow :

a. Planning

The researcher made a planning for doing action based on the problems faced by the students in writing descriptive text. Before teaching learning process, the researcher prepared everything which would be used in teaching learning process.

- 1) Prepared the material of study about descriptive text and the instructional tools.
- 2) Arranged the lesson plan based on the teaching material.
- 3) Prepared observation checklist.

b. Acting

At the beginning of the class, teacher greeted, prayed together, checked students' attendance, gave motivation and informed the material to the students. The cycle 2 was followed by 29 students.

In the main activity, first the teacher gave the topic, then explained the topic to the students. The teacher asked students to spend few minutes thinking by their own mind about the answer. Second, the students divided into pairs randomly. After that, the teacher gave questions and asked students to think about the specification topic and discuss their own thinking with their pairs. Third, the teacher asked the pairs to share what they have been thinking about with the whole class. In general, the action in this cycle was not totally different from cycle 1. The activities included explaining the material and method, asking students to write descriptive text by using this method, and giving post-test to students. The differences were in the theme and the strategy of this method.

In cycle 2, generally the teaching learning process was better than the previous cycle. It can be seen from the result of the checklist students' activeness in cycle 2, it was 86,66%. The result as follows:

Table 4.5
Score of Observation in Cycle 2

No	Indicators	None (0%)	A few (<20 %)	Half (20- 49%)	Many (50%- 69%)	Majorit y (>70%)	Total Of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation				√		4
2	Students are active in understanding the material				√		4
3	The students show curiosity by asking the question					√	5
4	Students are active to present their work					√	5
5	The students are enthusiastic doing the test				√		4
6	The students are active in doing evaluation				√		4
Total Score		0	0	0	16	10	26

The score of the observation as follow:

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\
 &= \frac{26}{30} \times 100 \\
 &= 86,66\%
 \end{aligned}$$

In this cycle, most of the students tried to asked some questions and giving opinion about the material. The students were more enthusiastic an teaching learning process.

The teacher more focused in students' activeness, how students could be more active to write. The students divided and work in pair. By work in pair, students are able to share their idea each other. Its purpose to developed students' understanding and students' activeness.

From the result of observation, it showed that the students' participation in teaching learning process was increasing. Students were more enthusiastic and active in class.

Table 4.6
Test Score of Cycle 2

No.	Students' Code	Scoring Aspects					Score
		Content	Organization	Vocabulary	Grammar	Mechanic	
1	A-1	24	15	12	21	3	75
2	A-2	24	13	16	18	4	75
3	A-3	28	18	16	23	5	90
4	A-4	26	18	14	23	4	85
5	A-5	23	14	13	21	4	75
6	A-6	28	17	19	23	3	90
7	A-7	23	15	15	18	4	75
8	A-8	28	19	19	24	5	95
9	A-9	27	17	13	22	4	85

10	A-10	23	14	15	19	4	75
11	A-11	26	16	13	21	4	80
12	A-12	27	16	15	22	5	85
13	A-13	24	15	14	19	3	75
14	A-14	24	15	15	18	3	75
15	A-15	26	16	13	20	5	80
16	A-16	24	15	15	18	3	75
17	A-17	29	19	18	24	5	95
18	A-18	28	18	16	23	5	90
19	A-19	27	20	13	20	5	85
20	A-20	23	14	15	19	4	75
21	A-21	23	14	16	18	4	75
22	A-22	23	14	14	20	4	75
23	A-23	23	14	15	20	3	75
24	A-24	26	16	15	19	4	80
25	A-25	26	16	16	17	5	80
26	A-26	28	19	19	24	5	95
27	A-27	23	16	16	20	5	80
28	A-28	23	14	15	19	4	75
29	A-29	29	18	19	24	5	95
Total score							2365

$$M = \frac{\sum X}{n}$$

Where :

M : The average of students score

$\sum x$: Total Score

n : The number of students

$$\begin{aligned}
 M &= \frac{\sum X}{n} \\
 &= \frac{2365}{29} \\
 &= 81,55
 \end{aligned}$$

The average score of cycle 2 is 81,55. This score was satisfied enough, so the teacher decided to stopped the cycle.

c. Reflecting

Based on the students' score in the cycle 2, the students were interested in teaching learning process. There was a good achievement that was achieve by the students. The students' average score on writing descriptive text was 81,55 and all of the students were success in achieving the minimum standard score (KKM).

The students could understand well about the material, they also worked together with their pair well. They could produced a good text and be active participant when discussed the material. The researcher satisfied because the students' score was good. So that the researcher decided to stop this Classroom Action Research.

B. The Analysis Of The Whole Test

The result of thew test from the pre-test until post test can be seen briefly as follow:

Table 4.7
Comparison Percentage Students Enthusiastic in Response Teaching Learning Process Using Think-Pair-Share Technique on Pre-Research, Cycle 1 and Cycle 2

No	Cycle	Total Score	Percentage (%)
1	Pre-Cycle	13	43,3
2	Cycle 1	20	66,6
3	Cycle 2	26	86,6

Table 4.8
The Test Result of The Whole Test

No.	Students' Code	Pre-Cycle	Cycle 1	Cycle 2
1	A-1	50	75	75
2	A-2	40	75	75
3	A-3	75	75	90
4	A-4	40	80	85
5	A-5	45	75	75
6	A-6	50	75	90
7	A-7	60	75	75
8	A-8	45	70	95
9	A-9	50	85	85
10	A-10	60	75	75
11	A-11	50	85	80
12	A-12	75	85	85
13	A-13	45	80	75
14	A-14	40	75	75
15	A-15	55	80	80
16	A-16	45	85	75
17	A-17	60	70	95
18	A-18	80	90	90
19	A-19	40	70	85
20	A-20	40	80	75
21	A-21	40	75	75
22	A-22	55	75	75
23	A-23	60	60	75
24	A-24	60	75	80
25	A-25	45	70	80
26	A-26	80	95	95
27	A-27	50	80	80
28	A-28	55	80	75
29	A-29	50	90	95
Sum		1540	2260	2365
Average mean		53.1	77.9	81.5
Low score		40	60	75
High score		80	95	95

From the table above, using Think-Pair-Share technique can improve students' writing of descriptive text. So, this Classroom Action Research of the implementation of Think-Pair-Share technique was successful. It can be seen from the result in each cycle.

The improvement of students' achievement in writing narrative text as follows:

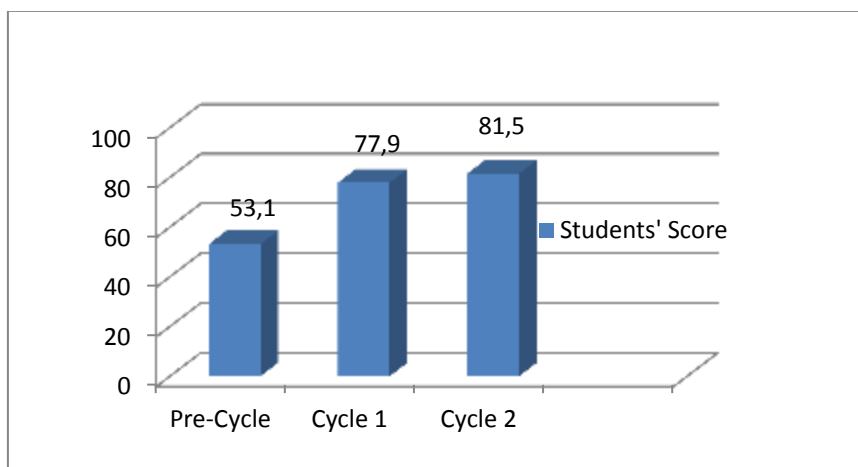


Figure 4.1 The Diagram of the Whole Test

From the diagram above, the research concluded that there was improvement on students' writing of narrative text using TPS technique. Pre-cycle showed that students' average was 53.1. In cycle 1 showed that there was improvement, the students' average up to 77.9. The cycle 2, the students' average score increased became 81.5 and all of the students were success in achieving KKM. It means that there was improvement in every cycle after using TPS technique.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter which consist of conclusion and suggestions. Both are made based on the analysis presented in previous chapter.

A. Conclusion

The research conclusion is presented according to the data which have been analyzed in the previous chapter. From all the data analysis about the use of Think Pair Share (TPS) technique to improve students' writing skill of descriptive text with VIII A grades students of MTs Darussalam Kemiri Subah Batang in academic year 2016/2017 can be concluded that :

1. This research shows that the use of TPS technique can improve students' descriptive text writing. The students can solve their problem in identifying generic structure, language feature of descriptive text and constructing descriptive text.

The improvement students' achievement in descriptive text writing after being taught by using TPS can be seen from the average score of students in every cycle. It improved in every cycle until in the end of cycle, all of students' score achieved in KKM (7,5). In the pre-cycle, the average score of students was 53,10. The low score was 40 and the high score was 80. In the first cycle, the average score of students was 77,9. The low score was 60 and the high score was 95. In the second

cycle, the average score of students was 81,5. The low score was 75 and the high score was 95 and also all of students' score were required from KKM. Students writing increased as well as their understanding in writing descriptive text.

2. The improvement students' participation in teaching and learning process using TPS technique can be seen from the average percentage of students enthusiastic in every cycle. In the pre-cycle, the average percentage was 43,3%. In the first cycle, the average percentage was 66,6%. In the second cycle, the average percentage was 86,6%.

B. Recommendation

From the conclusion above, there are some suggestions:

1. Teacher should motivate students' writing interest by giving interesting writing material.
2. Teacher should use time allocation effectively in order to make teaching learning process can be used maximally.
3. Think Pair Share technique can help students easier to understanding the material. The teacher can apply this technique in teaching learning process because TPS is very simple technique that can make students more active by sharing each other.

C. Closing

Praise to Allah, which has been giving guidance. So the thesis can be finished. The writer realizes that this paper is far from being perfect, because of that, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be usefull for all of us. Aamiin yaa robbal 'alamiin.

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Appendix 1

RESEARCH SCHEDULE IN CLASSROOM ACTION RESEARCH

Teacher: Nurul Hikmah, S.Pd

Researcher : Ainul Yaqin

Class : VIII A of MTs Darussalam Kemiri Subah

No.	Activities	Date
1	Preliminary visit (meet the officer)	2 nd November 2016
2	Contact the Headmaster	2 nd November 2016
3	Meet the English teacher to ask data of students' as participant	5 th November 2016
4	Meet the Headmaster to give research permission	9 th November 2016
5	Meet the English teacher to make sure to start the research	9 th November 2016
6	Do the reserach (pre-cycle)	16 th November 2016
7	First cycle	16 th November 2016
8	Second cycle	23 th November 2016

Appendix 2

BASIC COMPETENCE, INDICATORS, AND MAIN SUBJECT

Grade : VIII / 1st
 Standard of Competence : 6. Expressing the meaning of short functional written text very simple in descriptive and recount to interact with the closed environment.

Basic Competence	Indicators	Main Subject
6.2 Expressing meaning of short functional written language accurately, fluently and acceptably to interact with the closed environment in recount text / descriptive text	Students are able to write short and simple text in descriptive text by rethorical stage correctly.	<ul style="list-style-type: none"> • Simple Present Tense • Essay text descriptive/ recount. • Language feature of text descriptive/ recount.

Appendix 3

THE LIST OF STUDENTS' NAME

No.	Name	Gender
1	Aina Mardiyah	Female
2	Amelia MaryaZulfa	Female
3	Anisa Istiqomah Dewi	Female
4	AqilaLutfika H. G	Female
5	Arka Nadia N.	Female
6	Ayu Rahayu	Female
7	Dwi Safira	Female
8	FatiyaMillatillah	Female
9	FinaAnjelina	Female
10	Istiqomah	Female
11	Isyqiy Karimah	Female
12	Juliana Alfika Sari	Female
13	Kurnia Anggun Agdariga	Female
14	LidiyaHaniesah	Female
15	Listianah	Female
16	Luluk Mar'atulFarekha	Female
17	Mila Fauziyah	Female
18	Mustaufiyah	Female
19	NailalAmali	Female
20	NikaKarkadina	Female
21	NurulLatifah	Female
22	PuspaYulianti	Female
23	RifkaAmanaturRohmah	Female
24	RoihanatulJannah	Female
25	SajidahC.N	Female
26	Siti Aisyah	Female
27	Sofiana	Female
28	Suprihatin A.	Female
29	VaniaAkmalia	Female

PERANGKAT PEMBELAJARAN

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris.
Satuan Pendidikan : SMP/MTs
Kelas/Semester : VIII/1

Sekolah : MTs Darussalam Subah Batang

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	Tata Bahasa - Auxiliary verb: can, may, must, should Kosa Kata - Kata Terkait jenis teks dan tema	pendapat terkait materi percakapan . 3. Mendengarkan percakapan yang memuat ungkapan-ungkapan dalam materi. 4. Menjawab pertanyaan tentang isi percakapan. 5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar.				Give your response A: What do you think of my new dress B:.....		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								
1.2 Merespon	Ungkapan Baku	1. Memberi	• Merespon	Tes tulis	Pertanyaan lisan	Write your	2 x 40	2 Script

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>	<p>-It's a very kind of you</p> <p>Percakapan singkatan memuat ungkapan – ungkapan:</p> <p>1.A: <i>Would you come to my party?</i> B: <i>I'd love to / I want to, but</i></p> <p>2.A: <i>I do agree</i> B: <i>Thanks for the support.</i></p> <p>3. A: <i>No way</i> B: <i>It's O.K. No problem</i></p> <p>4. A: <i>You have beautiful hair.</i> B: <i>Thank you.</i></p> <p>5.A: <i>Happy birthday.</i> B: <i>Thank you.</i></p> <p>Tata Bahasa</p> <p>- <i>Would you.....</i></p> <p>- <i>I'd love to</i></p>	<p>respons lisan</p> <p>Curah pendapat tentang hal-hal terkait topik/ungkapan yang akan dibahas</p> <p>2. Membahas kosakata dan tata bahasa terkait topik / ungkapan yang dibahas</p> <p>3. Mendengarkan percakapan memuat ungkapan terkait marteri</p> <p>4. Tanya jawab tentang isi percakapan</p> <p>5. Tanya jawab tentang fungsi dan makna ungkapan dalam percakapan</p>	<p>ungkapan mengundang, menerima, dan menolak ajakan</p> <ul style="list-style-type: none"> • Merespon ungkapan menyetujui / tidak menyetujui • Merespon ungkapan memuji • Merespon ungkapan memberi selamat 	<p>Tes lisan</p> <p>Tes lisan</p>	<p>Isian</p> <p>Jawaban singkat</p>	<p><i>response to the following statements:</i></p> <p>1.A: <i>Would you go with me to the movie ?</i> B: ...</p> <p>2.A: <i>I do agree with you to join the speech contest.</i> B: ...</p> <p>3.A: <i>You have a beautiful hair</i> B: ...</p> <p>4.A: <i>Congratulation ! you passed your exams</i> B : ...</p>	<p>menit</p>	<p>percakapan</p> <p>3 Rekaman percakapan</p> <p>4 Tape recorder</p> <p>5 Gambar yang relevan</p> <p>Buku teks yang relevan</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	Kosakata - Kata terkait tema dan jenis teks Ungkapan Baku - I'd Love to - No Way - It's ok							
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	3. Kosakata - Kata Terkait tema dan jenis teks 4. Tata bahasa - To Infinitive - What... for? 5. Ungkapan Baku : - Please.....!	<i>to</i> - <i>Don't forget to come to.....</i> 4. Mendengarkan teks fungsional pendek (undangan) 5. menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks fungsional, undangan. 6. Mendengarkan contoh-contoh undangan lainnya dari teman. 7. Mengidentifikasi ciri kebahasaan teks fungsional pendek : undangan - <i>invitee</i> - <i>occasion</i> - <i>time</i> - <i>place</i> - <i>Invitor</i>						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								3.
2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	<p>1. Teks lisan berbentuk</p> <ul style="list-style-type: none"> • <i>descriptive</i> • <i>recount</i> <p>2. Langkah retorika teks :</p> <ul style="list-style-type: none"> • <i>descriptive (identification – descriptions)</i> • <i>recount (orientation events – reorientation)</i> <p>3. Ciri-ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i>.</p> <p>4. Tata Bahasa</p> <ul style="list-style-type: none"> • Past continuous • Conjunctions - when..... - while <p>5. Kosakata terkait tema dg jenis teks</p>	<p>1 <i>Eliciting</i> kosakata terkait tema/topik/ jenis teks</p> <p>2 Membahas tata bahasa terkait jenis teks yang akan dibahas</p> <p>3 Mendengarkan teks monolog <i>descriptive / recount</i> dengan topik tertentu</p> <p>4 Menjawab pertanyaan tentang berbagai informasi terkait teks yang didengar</p> <p>5 Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar</p>	<p>1. Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p> <p>2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks deskriptif dan <i>recount</i>.</p>	<p>Tes lisan</p> <p>Tes tulis</p>	<p>Pertanyaan lisan</p> <p>PG</p>	<p><i>Answer the questions orally based on the text you listen to</i></p> <p><i>Choose the best option based on the text you have listened to</i></p>	8 x 40 menit	<p>1 Buku teks yang relevan</p> <p>2 Gambar terkait tema / topik</p> <p><i>Script</i> teks: <i>descriptive / recount</i></p> <p>4 Rekaman teks</p> <p>5 Tape recorder</p> <p>6 OHP</p> <p>7 Lingkungan sekitar</p>
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>)								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
			Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)					

SILABUS PEMBELAJARAN

Sekolah : MTs Darussalam Subah Batang
Kelas : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : *Berbicara*

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi,	1. Percakapan singkatan memuat ungkapan – ungkapan. Contoh : <ul style="list-style-type: none"> • A: <i>Let me help you.</i> B: <i>Thank you so much.</i> • A: <i>Can I have a bit.</i> B: <i>Sure. Here you are.</i> • A: <i>Did you break the glass?</i> 	1. <i>Review</i> kosakata dan ungkapan-ungkapan terkait materi dan tema 2. Tanya jawab menggunakan ungkapan-ungkapan tersebut 3. Bermain peran melakukan percakapan yang disediakan guru 4. Bermain peran melakukan percakapan berdasarkan situasi /gambar yang disediakan	1. Bertanya dan menjawab tentang meminta, memberi, menolak jasa 2. Bertanya dan menjawab tentang meminta, memberi, menolak barang 3. Bertanya dan menjawab tentang mengakui, mengingkari fakta 4. Bertanya dan menjawab	Unjuk kerja	Uji Petik Berbicara Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Gambar-gambar terkait tema 3. Realia Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	<p><i>B: Yes, I did / No, it wasn't me.</i></p> <p>• <i>A: What do you think of this?</i> <i>B: Not bad.</i></p> <p>2. Tata Bahasa - Yes/No Questions - QW-Questions</p> <p>3. Kosa kata - Kata terkait tema dan jenis teks</p> <p>4. Ungkapan Baku - Sorry - I Think so - I don't think so</p>	5. Menggunakan ungkapan yang telah dipelajari dalam <i>real life situation</i>	memberi pendapat					
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								
3.2 Memahami dan merespon percakapan transaksional (<i>to get things done</i>) dan	1.Percakapan singkatan memuat ungkapan – ungkapan.	1. Review kosakata terkait tema, topik sebelumnya	1. Bertanya dan menjawab tentang mengundang, menerima,	Unjuk kerja	Uji Petik berbicara Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the</i>	4x40 menit	1 Buku teks yang relevan 2 Gambar-

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>	<ul style="list-style-type: none"> • A: <i>Would you come to party?</i> B: <i>I'd love to / I wan't to, but</i> • A: <i>I do agree.</i> B: <i>Thanks for the Support.</i> • A: <i>No, way, ...</i> B: <i>It's O.K. I understand.</i> • A: <i>You have beautiful hair.</i> B: <i>Thank you.</i> • A: <i>Happy birthday.</i> B: <i>Thank you.</i> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> • <i>Adjective Phrase</i> • <i>Noun Phrase</i> 	<ol style="list-style-type: none"> 2. Memperkenalkan kosakata baru / ungkapan-ungkapan yang akan dibahas 3. Tanya jawab menggunakan ungkapan-ungkapan terkait materi 4. Menirukan percakapan yang diucapkan guru 5. Melakukan percakapan yang diberikan 6. Melakukan tanya jawab menggunakan ungkapan 	<p>menolak ajakan</p> <ol style="list-style-type: none"> 2. Bertanya dan menjawab tentang menyetujui.tidak menyetujui 3. Bertanya dan menjawab tentang memuji 4. Bertanya dan menjawab tentang memberi selamat 			<i>class.</i>		<p>gambar terkait tema</p> <p>3 Realia</p> <p>4 Role cards</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	3. <i>Kosa Kata</i> <ul style="list-style-type: none"> • <i>Kata terkait tema dan jenis teks</i> 4. <i>Intonations</i> <ul style="list-style-type: none"> • <i>Falling</i> • <i>raising</i> 							
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

SILABUS PEMBELAJARAN

Sekolah : MTs Darussalam Subah Batang

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Berbicara

4. Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 .Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	<p>1. Teks fungsional pendek berupa :</p> <ul style="list-style-type: none"> • <i>Undangan</i> Contoh: <i>Dear Rio,</i> <i>I want you to come to my house for lunch on Sunday at 12 a.m.</i> <i>Thanks.</i> <i style="text-align: right;">Mona</i> • <i>Pesan Singkat,</i> Contoh : Intan, Meet me 	<p>1. Mendengarkan teks fungsional pendek: undangan</p> <p>2. Tanya jawab tentang isi teks “undangan”</p> <p>3. Tanya jawab tentang struktur teks</p> <p>4. Membuat kalimat sederhana terkait jenis teks bentuk undangan - <i>I want to come to....</i> - <i>Please come to</i></p>	<p>1. Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan.</p> <p>2. Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk undangan</p>	Unjuk kerja	<i>Uji petik berbicara</i>	<p>1. <i>Invite your friend to come to your bithday party orally!</i></p> <p>2. <i>Ask and answer orally based on the invitation card given.</i></p>	2 x 40 menit	<p>Buku teks yang relevan</p> <p>1. Gambar terkait tema/topik</p> <p>2. Benda-benda sekitar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	<p>after school. Aya.</p> <p>2. Tata Bahasa - I want you to - Don't Forget to</p> <p>3. Kosakata - Kata terkait tema dan jenis teks</p> <p>4. Ungkapan Baku - Ungkapan pembuka - Dear..... - Hi,..... - Ungkapan penutup - Yours - Love</p>	<p>5. Berlatih mengundang seseorang secara lisan menggunakan gambit-gambit tertentu Contoh: A: <i>Hi Guys, I want you all to come to my birthday party.</i> B: <i>We'd love to! When?</i> A: <i>Tomorrow, at 4.00</i></p> <p>6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks/situasi yang diberikan</p> <p>7. Secara mandiri mengungkapkan undangan lisan</p>						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	<ol style="list-style-type: none"> Teks pendek berbentuk <i>descriptive</i> dan <i>recount</i>. – informasi faktual <ul style="list-style-type: none"> informasi rinci gagasan utama gagasan pendukung dalam teks pendek berbentuk <i>recount</i> Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i> Langkah retorika teks <i>descriptive</i> dan <i>recount</i>. Kosa kata terkait tema dan jenis teks Tata Bahasa <ul style="list-style-type: none"> Adverb phrase Conjunctions and 	<ol style="list-style-type: none"> Tanya jawab berbagai hal terkait topik tertentu (peristiwa, kejadian, pengalaman) Mengembangkan kosakata, tata bahasa terkait topik / jenis teks <i>descriptive</i> dan <i>recount</i> Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab Melakukan monolog dalam bentuk <i>descriptive</i> dan <i>recount</i> 	<ol style="list-style-type: none"> Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk : <ul style="list-style-type: none"> <i>descriptive</i> <i>recount</i> Melakukan monolog pendek dalam bentuk <ul style="list-style-type: none"> <i>descriptive</i> <i>recount</i> 	<p>Unjuk kerja</p> <p>Unjuk kerja</p> <p>Tes lisan</p>	<p>Uji petik berbicara, bertanya dan menjawab</p> <p>Uji petik berbicara mendeskripsikan sesuatu</p> <p>Uji petik berbicara, menceritakan kejadian</p>	<p>Ask and answer based on the following situation</p> <p>1. <i>Look at this thing and describe it.</i></p> <p>2. <i>Think of an activity or event that happened to you yesterday and tell us about it.</i></p>	6 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan Koran/majalah Gambar peristiwa Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	- but - or etc							
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>1. Teks fungsional pendek berupa</p> <ul style="list-style-type: none"> - Undangan - pesan singkat <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> - Request <p>3. Kosa kata</p> <ul style="list-style-type: none"> - kata terkait – tema dan jenis teks <p>4. UngkapanBaku</p> <ul style="list-style-type: none"> - Don't be late ! - Don't miss it ! 	<p>Lia, I'm out for shopping your meal is in refrigerator</p> <p style="text-align: right;">Mom</p> <p>2. Teks esei berbentuk descriptif dan recount</p>	<p>tentang isi teks fungsional pendek</p> <p>“undangan” /pesan pendek</p> <p>5. Menyebutkan tujuan komunikatif teks fungsional pendek</p> <p>“undangan” /pesan pendek</p> <p>6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek</p> <p>“undangan” /pesan pendek</p>	<p>teks fungsional pendek</p>					
<p>5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk</p>	<p>1. Teks tulis berbentuk descriptive dan recount</p> <ul style="list-style-type: none"> • Makna gagasan • Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i> 	<p>1. Tanya jawab berbagai hal terkait tema/topik bacaan</p> <p>2. Review kosakata dan tatabahasa terkait jenis teks <i>descriptive/recount</i></p>	<p>1. Menjawab mau tau pertanyaan tentang :</p> <p>3. Makna gagasan</p> <p>4. Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></p> <p>5. Langkah retorika teks <i>descriptive</i></p>	Tes tulis	<p>PG</p> <p>T / F</p>	<p>1. Choose the best option based on the text.</p> <p>2. State whether the statements are TRU or FALSE.</p> <p>3. Answer the</p>	4 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Koran/majalah</p> <p>3. Gambar peristiwa/tempat</p> <p>4. Lingkungan sekitar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<i>descriptive</i> dan <i>recount</i>	2. Langkah retorika teks <i>descriptive</i> dan <i>recount</i> 3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i> 4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i>	3. Membaca teks <i>descriptive/recount</i> 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive / recount</i> 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks <i>descriptive / recount</i>	dan <i>recount</i> 6. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i> 7. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i> 8. Membaca nyaring teks <i>descriptive</i> dan <i>recount</i> .	Tes lisan	Membaca nyaring	<i>questions</i> <i>Read the text aloud.</i>		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

SILABUS PEMBELAJARAN

Sekolah : .MTs Darussalam Subah Batang
Kelas : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : Menulis


6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek berupa : <ul style="list-style-type: none"> • Undangan • Pengumuman • Pesan Singkat 2. Tata Bahasa sederhana <ul style="list-style-type: none"> • Kalimat <ul style="list-style-type: none"> - mengundang - mengumumkan - menyampaikan pesan 3. Kosa kata <ul style="list-style-type: none"> - Kata terkait tema 	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Tes tulis	Melengkapi rumpang Menyusun kata acak Essay	1. <i>Complete the following sentence / text using suitable word / words</i> 2. <i>Arrange the word into good sentences.</i> 3. <i>Write simple sentences based on the situation given</i> 4. <i>Write an invitation/ an announcement / message based on the situation given.</i>	4 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	<p>dan jenis teks</p> <p>4. Tanda baca</p> <p>5. Spelling</p> <p>1. Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i></p> <p>2. Tata bahasa Kalimat sederhana - Simpel present tense - Simpel past tense - past cont tense</p> <p>3. Kosakata - kata terkait tema dan jenis teks - kata penghubung and, then, after that, before dsb</p> <p>4. Tanda Baca, Spelling</p>	<p>1. Review ungkapan-ungkapan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i>.</p> <p>2. Menulis kalimat yang berdasarkan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> gambar/realia.</p> <p>3. Melengkapi rumpang dalam teks <i>descriptif</i> dan <i>recount</i> dengan kata yang tepat.</p> <p>4. Menyusun kalimat acak menjadi teks <i>descriptif</i> dan <i>recount</i> yang terpadu.</p> <p>5. Membuat draft teks <i>descriptive</i> dan <i>recount</i></p>	<p>1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i></p> <p>2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptivedan recount</i>.</p> <p>3. Menulis teks esai dalam bentuk a. <i>descriptive dan recount</i> .</p>	<p>Tes tulis</p> <p>Tes tulis</p> <p>Tes tulis</p>	<p>1. <i>Completion</i></p> <p>2. <i>Jumbled sentences</i></p> <p>3. <i>Essay</i></p>	<p>1. <i>Complete the paragraph using the suitable words.</i></p> <p>2. <i>Rearrange the Following sentences correctly.</i></p> <p>3. <i>Write an essay</i> a. <i>describing something or a certain place.</i> b. <i>Telling what you did last Sunday</i></p>	4 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar terkait tema/topik</p> <p>3. Benda-benda sekitar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		secara mandiri. 6. Mengekspos teks descriptive dan recount yang ditulis di kelas.						
❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Subah, 26 November 2016

English Teacher

Nurul Hikmah, S.Pd
 NIP :

Headmaster

Ropiadi, S.Pd.I
 NIP :

Appendix 5

LESSON PLAN FOR CYCLE 1

School	: MTs Darussalam Kemiri Subah
Class	: VIII / 1 st Semester
Aspect	: Writing
Time Allotment	: 2 x 40 minutes

STANDARD OF COMPETENCE

6. Expressing the meaning of short functional written text very simple in descriptive / recount to interact with the closed environment.

BASIC COMPETENCE

- 6.2 Expressing meaning of short functional written language accurately, fluently and acceptably to interact with the closed environment in recount text / descriptive text

1. Indicators

- Identifying the generic structure of descriptive text
- Identifying language feature of descriptive text
- Respond the meaning of descriptive text
- Arrange the word into good sentence

2. Material

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

The generic structure of descriptive text :

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

The language feature of descriptive text :

- ✓ The use of adjectives, example : two strong legs.
- ✓ The use of relating verbs, example : the temple is so magnificent.
- ✓ The use of simple present tense, example : the hotel provides 450 rooms and a large swimming pool.

3. Method of Learning / Learning Technique

Three-phase technique (pre activities, main activities, post activities)

4. Procedure

No	Activity	Time	Method
1	Opening <ul style="list-style-type: none"> • Teacher expresses greeting and opening teaching learning by Basmallah • By question answer, teacher prepare psychologically and physicaly to allow teaching learning process • Teacher checks students` attendance • Teacher explains the aim of learning and 	10 minutes	Question-answer

	basic competence which will be achieved		
2	<p>Core activities</p> <ul style="list-style-type: none"> ❖ Exploration <ul style="list-style-type: none"> • Teacher gives a text to students • Teacher asks to read it ❖ Elaboration <ul style="list-style-type: none"> • Teacher explains the material • Teacher asks students to pay attention • Teacher gives a test to students ❖ Confirmation <ul style="list-style-type: none"> • Teacher gives feedback, motivation and appreciations for students` success • Teacher gives motivation to students who has less active in teaching learning 	60 Mnutes	Explanation Question- answer
3	<p>Closing</p> <ul style="list-style-type: none"> • Teacher and students do reflection for process and the result of the teaching learning • Teacher asks students to give an impression for giving feedback, for example “what is the difficulty that faced and the impression to the 	10 Minutes	Reflection Assesment

	lesson?" <ul style="list-style-type: none"> • Teacher gives homework • Teacher pays attention to hopes and advice that teacher presents 		
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5. Media

Some texts

6. Source

- a. Relevan text book
- b. Relevan pictures
- c. <http://www.englishiana.com/2015/05/descriptive-text.html>

7. Assesment

Indicator	Technique	Form	Instrument
1. Complete this paragraph with the words given in the box 2. Arrange the jumbled words into good sentence	Written test	<ul style="list-style-type: none"> • Completion • Multiple Choice • Essay 	1. Complete the text using suitable word/ words 2. Arrange these words to be a good sentence

a. Instrumen

A. Complete the text below using suitable word/ words!

Way Kambas National Park

Way Kambas National Park (1)..... a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia.

Way Kambas National Park, established in 1985, is the first school for (2)..... in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered (3)..... such as Sumatran Rhinos, Sumatran Elephant, Sumatran Tiger, Mentok Rimba, and Sepit Crocodile. There are also so some (4)..... which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of

(5)....., such as Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

6. What is the text about ?
 - a. Report text
 - b. Narrative text
 - c. Descriptive text
 - d. Procedure text
7. How is the generic structure of the text?
 - a. Identification – description
 - b. Description – identification
 - c. Orientation – resolution – complication
 - d. Orientation – complication – resolution – reorientation
8. What is the Way Kambas first name?
 - a. Elephant training
 - b. Elephant center
 - c. Elephant Conservation Center
 - d. Elephant Training Center
9. There are some animals in Way Kambas, except?
 - a. Sumatran Tiger
 - b. Mentok Rimba
 - c. Sumatran Lion
 - d. Sumatran Rhinos

10. What is the purpose of the text?

- a. To describe Way Kambas
- b. To describe the elephant
- c. To retell about Way Kambas
- d. To entertain the reader about Way Kambas

B. Arrange this words to be a good sentence

1. Is – President – our – Jokowi
2. Prambanan – family – the – go – my – for – picnic –to
3. Write – always – I – for – friend – letter – write – my – best
4. I – friends – on – walk – street – with – the – my
5. Friends – with – go – I – my – morning – to – every – school

e. Assesment


1. Chapter A, score for each number is 5 and for Chapter B is 10
2. Maximum scor $5 \times 10 + 5 \times 10 = 100$
3. Maximum value = 100
4. Result = $\frac{\text{Students' Scores}}{\text{Maximum Scores}} \times 100$

f. Scoring


Rules	Score
Right answer, right grammar	3
Right answer, not appropriate grammar	2
Answer and grammar not appropriate	1
Not answering	0

Acknowledged by :

English Teacher


Nurul Hikmah, S.Pd
NIP :

Researcher


'Ainul Yaqin
NIM : 113411048

Headmaster

Rendi, S.Pd.I
NIP :

YAYASAN WAKAF DARUSSALAM
MADRASATUL SANAYIYAH
DARUSSALAM
SUDAH - BATANG

Appendix 6

LESSON PLAN FOR CYCLE 2

School	: MTs Darussalam Kemiri Subah
Class	: VIII / 1 st Semester
Aspect	: Writing
Time Allotment	: 2 x 40 minutes

STANDARD OF COMPETENCE

6. Expressing the meaning of short functional written text very simple in descriptive / recount to interact with the closed environment.

BASIC COMPETENCE

- 6.2 Expressing meaning of short functional written language accurately, fluently and acceptably to interact with the closed environment in recount text / descriptive text

1. Indicator

- Making a paragraph of descriptive text.

2. Objectives

By the end of the lesson students will have been able to write a simple descriptive text well

3. Material

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

The generic structure of descriptive text :

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

The language feature of descriptive text :

- ✓ The use of adjectives, example : two strong legs.
- ✓ The use of relating verbs, example : the temple is so magnificent.
- ✓ The use of simple present tense, example : the hotel provides 450 rooms and a large swimming pool.

4. Method of Learning / Learning Technique

- a. Three-phase technique (pre activities, main activities, post activities)

b. Think Pair Share technique

5. Procedure

No	Activity	Time	Method
1	<p>Opening</p> <ul style="list-style-type: none"> • Teacher expresses greeting and opening teaching learning by Basmallah • By question answer, teacher prepare psychologically and physicaly to allow teaching learning process • Teacher checks students` attendance • Teacher explains the aim of learning and basic competence which will be achieved 	10 minutes	Question-answer
2	<p>Core activities</p> <ul style="list-style-type: none"> ❖ Exploration <ul style="list-style-type: none"> • Teacher gives a text to students • Teacher asks to read it ❖ Elaboration <ul style="list-style-type: none"> • Teacher explains the material • Teacher asks students to pay attention • Teacher gives a test to students ❖ Confirmation <ul style="list-style-type: none"> • Teacher gives feedback, motivation and appreciations for students` success 	60 Minutes	Think Pair Share

	<ul style="list-style-type: none"> • Teacher gives motivation to students who has less active in teaching learning 		
3	<p>Closing</p> <ul style="list-style-type: none"> • Teacher and students do reflection for process and the result of the teaching learning • Teacher asks students to give an impression for giving feedback, for example “what is the difficulty that faced and the impression to the lesson?” • Teacher gives homework • Teacher pays attention to hopes and advice that teacher presents 	10 Minutes	Reflection Assesment

6. Media

Some texts

7. Source

- Relevan text book
- Relevan pictures
- <http://www.englishiana.com/2015/05/descriptive-text.html>

8. Assesment

- Technique : The students are assigned to write a descriptive text
- Form : Written Test
- Aspects to be assessed :

I. Content : 30 Points

Score	Level	Criteria
30-27	Excellent To Very Good	Knowledgeable, relevant to assigned topic
26-22	Good To Average	Some knowledgeable of subject, mostly relevant to topic but lacks detail
21-17	Fair To Poor	Limited knowledgeable of subject, little substance
16-13	Very Poor	Does not show knowledgeable of subject, not substance, not enough to evaluate

II. Organization : 20 points

Score	Level	Criteria
20-18	Excellent To Very Good	Well-organized, ideas clearly stated/ supported, logical sequencing
17-14	Good To Average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
13-10	Fair To Poor	Ideas confused or disconnected, lacks logical sequencing and development
9-7	Very Poor	Does not communicate, no organization, not enough to evaluate

III. Vocabulary : 20 Points

Score	Level	Criteria
20-18	Excellent To Very Good	Sophisticated range, effective word, appropriate register
17-14	Good To Average	Adequate range, occasional errors of word but meaning not obscured
13-10	Fair To Poor	Limited range, frequent errors

		of word, meaning obscured
9-7	Very Poor	Little knowledge of English vocabulary, not enough to evaluate

IV. Language Use : 25 Points

Score	Level	Criteria
25-22	Excellent To Very Good	- Effective complex construction - Few errors of agreement, tense, number, word order, pronouns, prepositions
21-18	Good To Average	- Effective but simple construction - several errors of agreement, tense, number, word order, pronouns, preposition but meaning seldom obscured
17-11	Fair To Poor	- Major problems in simple/complex instruction - frequent errors of negation, agreement, tense, number, word order, pronouns, preposition, meaning confused or obscured
10-5	Very Poor	- dominated by errors - does not communicate

V. Mechanics : 5 Points

Score	Level	Criteria
5	Excellent To Very Good	Few errors of spelling, punctuation, capitalization
4	Good To Average	Occasional errors of spelling, punctuation, capitalization but meaning not obscured
3	Fair To Poor	Frequent errors of spelling, punctuation, capitalization, meaning obscured or confused.
2	Very Poor	Dominated by errors of spelling,

		punctuation, capitalization. Not enough to evaluate.
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9. Instrument

Write descriptive text about your school

Acknowledged by:

<p>English Teacher</p>  <p><u>Nurul Hikmah, S.Pd</u> NIP :</p>	<p>Researcher</p>  <p><u>Ainal Yaqin</u> NIM : 113411048</p>
 <p>Headmaster</p>  <p><u>Retnoh, S.Pd</u> NIP :</p>	

Appendix 7


 Nama: Rizki Mawati Pokras
 Class: ...M.A...I.S.A.I...

A. Complete the text below using suitable word/ words!

Way Kambas National Park
 Way Kambas National Park (1) is, a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. (2) is in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered (3) animals such as Sumatran Rhinos, Sumatran Elephant, Sumatran Tiger, Mentok Rimba, and Segit Crocodile. There are also some (4) birds which are mostly found there such as Apl-apl, Pihata, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of (5) fish as Leper Adjutan, Pheasant Blue, Kuant Raja, Pemandang Timur, and some other birds. (6) Birds

6. What is the text about?
 a. Report text
 b. Narrative text
 c. Descriptive text
 d. Procedure text

7. How is the generic structure of the text?
 a. Identification - description
 b. Description - identification
 c. Orientation - resolution - complication
 d. Orientation - complication - resolution - reorientation

8. What is the Way Kambas first name?
 a. Elephant training
 b. Elephant center
 c. Elephant Conservation Center
 d. Elephant Training Center

9. There are some animals in Way Kambas, except
 a. Sumatran Tiger
 b. Mentok Rimba
 c. Sumatran Lion
 d. Sumatran Rhinos

10. What is the purpose of the text?
 a. To describe the elephant
 b. To describe the Way Kambas
 c. To recall about Way Kambas
 d. To entertain the reader about Way Kambas

B. Arrange this words to be a good sentence

- is - President - our - Jokowi
- Friends - family - the - go - my - for - friends - to
- Write - always - I - for - friend - letter - write - my - best
- I - friends - on - walk - street - with - the - my
- Friends - with - go - I - my - morning - to - every - school

B. Arrange this words to be a good sentence

1. President is Our Jokowi

2. I always write letter for my best friend

3. I walk on the street with my friends

4. I go to school with my friends every morning

A. Complete the text below using suitable word/ words!

Way Kambas National Park

Way Kambas National Park (1) is a national park for elephant sanctuary located in Lampung precisely in the Lahutan Rata sub-district, East Lampung, Indonesia.

Way Kambas National Park, established in 1985, is the first school for (2) elephants in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered (3) species such as Sumatran Rhinos, Sumatran Elephant, Sumatran Tiger, Manok Rimba, and Sepit Crocodile. There are also some (4) birds, which are mostly found there such as Api-api, Pihahi, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park in often found various species of (5) fish, such as Lele, Mujair, Puanan, Bilih, Kum Raja, Pelandang Tamar, and some other birds.

- ✓ 6. What is the text about ?
 - a. Report text
 - b. Narrative text
 - ✓ c. Descriptive text
 - d. Procedure text
- ✓ 7. How is the generic structure of the text?
 - ✓ a. Identification - description
 - b. Description - identification
 - c. Orientation - identification - complication
 - d. Orientation - complication - resolution - reorientation
- ✗ 8. What is the Way Kambas first name?
 - a. Elephant training
 - b. Elephant center
 - ✓ c. Elephant Conservation Center
 - d. Elephant Training Center

9. There are some animals in Way Kambas, except?

- a. Sumatran Tiger
- ✓ b. Manok Rimba
- c. Sumatran Lion
- d. Sumatran Rhinos

10. What is the purpose of the text?

- ✓ a. To describe Way Kambas
- b. To describe the elephant
- c. To retell about Way Kambas
- d. To entertain the reader about Way Kambas

B. Arrange this words to be a good sentence

- 1. I - President - our - Jokowi
- 2. Prambanan - family - the - go - my - for - place - in - visit - to
- 3. We - always - I - for - friend - letter - my - best
- 4. I - friends - on - walk - street - with - the - my
- 5. Friends - with - go - I - my - morning - to - every - school
- ✓ 1. Our President is Jokowi
- ✓ 2. My family go to the Prambanan for visit to the place in Yogyakarta
- ✓ 3. I always letter write for my best friend
- ✓ 4. I with my friend walk on the street
- ✓ 5. I with my friend go to school every morning

A. Complete the text below using suitable word/ words!

Way Kambas National Park (1) is, a national park for elephant sanctuary housed in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia.

Way Kambas National Park, established in 1983, is the first school for (2) elephants in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PCG), which is expected to become a center for elephants conservation in taming, training, breeding and conserving elephants. Until now, this PCG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered (3) animals, such as Sumatran Rhinos, Sumatran Elephant, Sumatran Tiger, Merbok Rimba, and Sigit Crocodiles. There are also some (4) plants which are mostly found there such as Api-api, Pidaia, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of (5) birds, such as Lesser Adjutant, Phasian Blue, Kanan Raja, Papendang Timor, and some other birds.

6. What is the text about?
- Report text
 - Narrative text
 - Descriptive text
 - Procedure text
7. How is the generic structure of the text?
- Identification - description
 - Description - identification
 - Orientation - resolution - complication
 - Orientation - complication - resolution - reorientation
8. What is the Way Kambas first name?
- Elephant taming
 - Elephant center
 - Elephant Conservation Center
 - Elephant Training Center

9. There are some animals in Way Kambas, except?

- Sumatran Tiger
 - Sumatran Rhinos
 - Sumatran Lion
 - Sumatran Rhinos
10. What is the purpose of the text?
- To describe the Way Kambas
 - To describe the elephant
 - To recall about Way Kambas
 - To entertain the reader about Way Kambas

B. Arrange the words to be a good sentence.

- In - President - our - Jokowi
- Friendship - family - the - go - my - for - picnic - to
- Wife - always - I - fit - friend - have - water - my - hand
- I - friends - an - walk - street - with - the - my
- Friends - with - go - to - my - morning - to - every - school

11. Jokowi is the President.
12. My family go to the picnic for picnic.
13. I always visit the water for my friend.
14. I and my friends like walk on street.
15. I use my friends to go to school every morning.

Appendix 8

No. _____
Date: _____

Juliana Alfita Sari
VIII a

85

MTS Darussalam

I Study at MTs Darussalam kemiri Barat Subah . My school have many students . My school have many teachers . My school have many rooms .

My school is big . Because There are 2 campus . My colour school is Green . Behind my school is a field . My School is part of yayasan darussalam .

90

MTs Darussalam

MTs darussalam is located my school. It has two campus building. first campus is bigger than second campus. Because first campus is older than second campus.

There ^{are} 16 class rooms. And many rooms. Other rooms are also available. Such as office room, library, headmaster room, etc.

In MTs Darussalam, there are + 450 students and more than 10 employ. - EMPLOYEES

Nama : Mustaufiyah

VIII A

Pelajaran : B. Inggris

Date: _____
TUGAS MENDESKRIPSIKAN

MTs. Darussalam

NAMA : SITI AISYAH

KELAS : 8 A

95

MTs. Darussalam

Location of MTs. Darussalam is on Kemiri Barat, Kecamatan Subah, Batang. MTs. Darussalam is part of Yayasan Darussalam. MTs. Darussalam has many rooms.

MTs. Darussalam has two campus. My headmaster is Mr. Romadi, S.Pd. He is my new headmaster. In my school there is 20 more teachers. I love MTs. Darussalam.

— || —

Thanks ... to Pak YAKIN



Appendix 9

(Pre-cycle)



(Cycle 1)



Cycle 2



Closing





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

Semarang, 20 Oktober 2015

Nomor : In.06.3/J4/PP.00.9/4571/2015
Lamp : -
Hal : **Penunjukan Pembimbing Skripsi**

Kepada Yth.
Nadia Makmun, M.Pd
Di Semarang

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Ainal Yaqin

NIM : 113411048

Judul : Using Think-Pair-Share Technique to Improve Students' Understanding of Descriptive Text Writing (A Classroom Action Research at 8th Grade Students of MTs Darussalam Kemiri Subah in The Academic Year 2015/ 2016)

dan menunjuk Ibu Nadia Makmun, M.Pd sebagai pembimbing.

Demikian atas kerja sama yang diberikan, kami ucapkan terima kasih.



A. r. Dekan,
Sekretaris Jurusan PBI

Sayididul Fadlilah, M.Pd
NIP: 19810908 200710 2 001

Tembusan:

1. Dekan FITK UIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamba Kampus II Ngaliyam Semarang (824) 7601295 Fax. 7615387 Semarang 50185

Nomor : B-5572/Un.10.3/D.1/TL.00/11/2016

Semarang, 11 November 2016

Lamp. :-

Hal : Mohon Izin Riset
a.n. : *Ainul Yaqin
NIM : 113411048

Kepada Yth.
Kepala MTs Darussalam Kemiri
di Batang

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan Mahasiswa:

Nama : *Ainul Yaqin
NIM : 113411048
Alamat : Bulu Kemiri Timur RT 01 RW 03 Subah Batang
Judul skripsi : Using Think-Pair-Share Technique to Improve Students'
Understanding of Descriptive Text Writing
Pembimbing : Nadiyah Ma'mun, M.Pd

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diizinkan melaksanakan riset selama 14 hari, mulai tanggal 14 November 2016 sampai dengan tanggal 26 Desember 2016.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



**YAYASAN WAKAF DARUSSALAM
MADRASAH TSANAWIYAH DARUSSALAM SUBAH**

Jalan Ponpes Darussalam Kemiri Barat, Subah, Batang 51282

Telp. 902850 6681833, 081326388301

e-mail: mtsDarussalamSubah@gmail.com, Website: www.mtsdarussalamSubah.sch.id

SURAT KETERANGAN

Nomor: Ts.22/YWD/115/XI/2016

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Darussalam Subah menerangkan:

Nama : Ainul Yaqin
NIM : 113411048
Jenis Kelamin : Laki-laki
Pekerjaan : Mahasiswa UIN Walisongo Semarang
Alamat : Dk. Bulu Rt 01 Rw 03, Ds. Kemiri Timur, Kec Subah, Kab. Batang.
Keterangan : Benar-benar telah melakukan Riset di MTs Darussalam Subah terhitung mulai tanggal 14 November 2016 sampai dengan 26 November 2016 dengan judul skripsi "Using Think-Pair-Share Technique to Improve Students' Understanding of Descriptive Text Writing (A Classroom Action Research at VIII A Grade Students' of MTs Darussalam Kemiri Subah Batang in the Academic Year 2016/2017)".

Demikian surat keterangan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Subah, 26 November 2017





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

Certificate

Nomor : Un.10.0/ES/PP.00.9/0043/2016

Certificate Number : 12016028

This is to certify that

AINUL YAQIN

Student Register Number: 20160142028

the TOEFL Preparation Test

conducted by

*the Language Development Center of State Islamic University (UIN) "Walisongo"
Semarang*

On November 18th, 2015

and achieved the following result:

<i>Listening Comprehension</i>	<i>Structure and Written Expression</i>	<i>Vocabulary and Reading</i>	<i>Score</i>
44	48	48	467

Give in Semarang,

January 14th, 2016

Director,



Dr. H. Muhammad Saifullah, M.Ag./
NIP. 19700321 199603 1 003

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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
WALISONGO

Jl. Waliwongo No. 3 - 5 Telp. (024) 7624334, 7604534 Fax. 7601293 Semarang 50185

SERTIFIKAT

Nomor : In.06.0/R.3/PP.03.1/3177A/2011

Diberikan kepada :

Nama : **AINUL YAQIN**

NIM : **11341104B**

Fak./Jur./Prodi : **Teoriyyah / Bahasa Inggris**

telah mengikuti Pengambilan Akademik (OPAK) Tahun Akademik 2011/2012 dengan tema
" MENEGUHKAN KOMITMEN MAHASISWA DALAM MENGEMBAN AMANAT RAKYAT "

yang diselenggarakan oleh

LAIN Walisongo Semarang pada tanggal 08 - 12 Agustus 2011 sebagai "PESERTA" dan dinyatakan :

LULUS

Demikian sertifikat ini dibuat, untuk dapat dipertakan sebagaimana mestinya.

Semarang, 12 Agustus 2011

An. Rektor
Pembantu Rektor III

Prof. Dr. H. Moch. Erfan Soebahar, M.A
NIP. 19560624 198703 1002

Ketug Panitia



PAWIDHARUPA MAHASISWA DARU
INSTITUT AGAMA ISLAM NEGERI
H. Hasyim Muhaimin, M.A.S
NIP. 19720315 199703 1002



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**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
LEMBAGA PENELITIAN DAN PENGABDIAN
KEPADA MASYARAKAT (LP2M)**

Jl. Walisongo No. 3-5 Semarang 50183 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

PIAGAM

Nomor : In.06.0/L.1/PP.06/480/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : **AINUL YAQIN**
NIM : **113411048**
Fakultas : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai :

..... **84** (..... **4,0 / A**)

Semarang, 12 Juni 2015



[Signature]
Dr. H. Sholihan, M. Ag.
NIP. 19600604 199403 1 004

CURRICULUM VITAE

Personal Details:

Name : Ainul Yaqin
Place and date of birth : Batang, 18 Mei 1994
Address : Dk. Bulu Ds. Kemiri Timur RT 01
RW 03 Kec. Subah Kab. Batang.
Phone : 082325136089
Whatsapp : 085647552497
E-mail : ainyaqin234@gmail.com

Educational Backgrounds:

1. TK Tunas Siswa.
2. SD Negeri Kemiri 06 graduated in 2005.
3. SMP Islam Subhanah Subah graduated in 2008.
4. Madrasah Aliyah Subhanah Subah graduated in 2011.
5. Students of Education and Teacher Training Faculty Walisongo State University for Islamic Studies 2011.

Semarang, November 30th 2017



'Ainul Yaqin

113411048