



**IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY
THROUGH THINK PAIR SHARE (TPS) STRATEGY
AT GRADE VIII MTs N 2 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement
for the Degree of Education (S.Pd) in English*

Written By:

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**ENGLISH EDUCATION DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017**



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ACKNOWLEDGEMENT

LETTER OF AGREEMENT

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a.n. Nur Amalia Adha
Item : 7 (seven) exemplars

Padangsidempuan, November 2017
To :
Dean Tarbiyah and Teacher
Training Faculty
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Assalamu'alaikumWr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to **Nur Amalia Adha**, entitled "**Improving Students' Writing Descriptive Text Ability Through Think Pair Share (TPS) Strategy at Grade VIII MTs N 2 Padangsidempuan**". we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate Education (S.Pd) in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Departement of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikumWr.Wb

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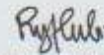
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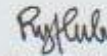


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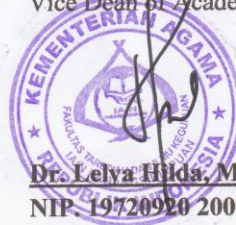
LEGALIZATION

**Thesis : IMPROVING STUDENTS' WRITING DESCRIPTIVE
TEXT ABILITY THROUGH THINK PAIR SHARE
(TPS) STRATEGY AT GRADE VIII MTS N 2
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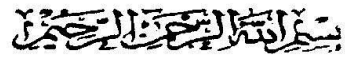
ABSTRACT

This research was talked about improving students' writing descriptive text ability at grade VIII MTs N 2 Padangsidempuan in the Academic Year of 2017/2018 through Think Pair Share (TPS) Strategy. The research is done to solve the students' problems in writing ability. The purposes of this research were: to examine that Think Pair Share (TPS) Strategy can improve students' writing descriptive text at grade VIII MTs N 2 Padangsidempuan.

This research was categorized into action research that consisted of two cycles. This research used model proposed by Kemmis that involved four phases in a cycle of research: planning, action, observation, and reflection. The participants of this research were 30 students in grade VIII-1 of MTs N 2 Padangsidempuan. The techniques of data collection were test, observation and interview.

Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 70.33 (43.33%) and second test in the second cycle was 80.83 (86.66%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Then, he calculation result of $t_0 = 5.58$, t_{table} with $df = 29$, level of signification in ($t_{15\%} = 2.045$). it can be known that the result of t_0 is bigger than t_t . The improvement was significant. Based on observation sheet stated that the students got improvement and the students were more active and interested in learning writing descriptive text ability. Related to the interview result, it could be known that students' writing descriptive text ability had improved. It asserted that by using Think Par Share (TPS) strategy improve students' writing descriptive text ability.

Key words: *students, writing, descriptive text and Think Pair Share (TPS).*



Praised to Allah SWT., the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled **“IMPROVING STUDENTS’ WRITING DESCRIPTIVE TEXT ABILITY THROUGH THINK PAIR SHARE (TPS) STATEGY AT GRADE VIII MTs N 2 PADANGSIDIMPUAN”**. Besides, peace and greeting be upon to the prophet Muhammad SAW. That has brought the human from the darkness era into the lightness era.

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I realize this thesis cannot be considered perfect. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, 20 October 2017

Researcher

NUR AMALIA ADHA

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English is one a subject of matter in the school, because English as foreign language for learners and they are difficult communicate to native speaker. English in Indonesia is needed nowadays, to improve ability and knowledge English has concluded as the lesson in curriculum. In curriculum 2007, there are the special objectives why English as a compulsory subject. They are: 1.) For the students became more familiar with their environment and also their social-cultural background, 2.) For students to have knowledge, ability and skills about their regions that are relevant their needs and interest and also the surrounding community, 3.) For students to demonstrate their attitude and behavior that exhibit the culture value, and preserve and develop these value to support national development.¹

Based on the curriculum KTSP, there are four based competence or skill of the students in learning English, they are writing, speaking, reading and listening. So, in studying English, every student should be mastered some competences or skills to improve their ability in using English.

Harmer, says that, the reason for teaching writing to students of English language include reinforcement, language development, learning style

¹Curriculum at MTs N 2 Padangsidempuan.

and most importantly writing as a skill in its own right.² In this case, writing is a process to share the idea into paragraphs, and to build the language development. Based on syllabus of junior high school curriculum requires students to be able to write some kinds of genre in writing. They are: narrative, recount, descriptive, report explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof, and news items.³ So, the students can write it in English subject. They also should be able to use their analytic and imaginative ability in learning English as foreign language. It means that these expectations are include in the language skills, one of them is writing skill.

Writing is very essential capacity for being mastered by students; writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. Writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing them into a good text so that the others easily know them and they can think critically. Therefore, learning is very significant to improve writing skill in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing. In addition, many people choose writing as a means of effective and efficient

²Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 2004), p. 79.

³Syllabus at MTs N 2 Padangsidimpuan.

communication of information to be conveyed in some ways like posting letters, business letter and important information in a company's product.

Based on statement above, writing is very important, especially for students. However, writing is important but in fact writing is still a problem in school, especially at MTs N 2 Padangsidimpuan. Students from second grade of MTs N 2 Padangsidimpuan do not get passing grade, most of students still get the result average in 60-75 in writing ability. Based on the constitution of National Education System, passing grade of English junior high school was 75 for all subjects and skill included writing ability. It can be concluded that the students' writing ability still low.

Many factors that cause the students are unable to write descriptive text, English teacher says that, at grade VIII MTs N 2 Padangsidimpuan, there are many students have problems, they can't write properly, in fact the students' lack of mastering grammar that make students often to make mistake in the structure of the sentence; students are lack of vocabularies and interest to write; therefore, students find it difficult to express their ideas in form of writing. When students are asked to write their experience or rewrite stories they have read, students might have no idea and lack of motivation; students find it difficult to write because they do not understand in arringing

the word in order to form a good sentence and creating sentence into a good paragraph and lack of confidence in writing.⁴

Based on the researcher's experience when she did the observation on MTs N 2 Padangsidempuan, the process of teaching learning in the classroom is still passive. The students do not understand clearly about descriptive text, how to identify the descriptive text, and how to describe persons, places, and things in English writing. Beside that, the teacher of English language teaching by lecture which makes the students felt bored and difficult to understand the material when teaching learning process conducted. Therefore, the teacher needs to be more creative in teaching, including the use of strategy.⁵ So, teacher needs to improve the students' writing ability by using any kind of strategy and media which can improve students interest in writing.

There are strategy to helped the students' writing descriptive text is Think Pair Share (TPS). As finding by Ratna Sari⁶ who found that, teaching Think Pair Share (TPS) is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations ordiscussions need to be held in whole group setting, and it has built inprocedures for giving students more time to think and to respond and to help each other. Students

⁴ Dewi, Teacher of MTs N 2 Padangsidempuan, *Private Interview*, on November 10th 2016 at 09.00 am).

⁵ Observation at MTs N 2 Padangsidempuan, on November 11th 2016 at 08.00 am).

⁶ Ratna Sari in "The Influence of Cooperative Learning (Think Pair Share Strategy) in Teaching Descriptive Writing", Unpublished Thesis, Syarif Hidayatullah State Islamic University, accessed on <http://repository.uinjkt.ac.id/pdf>, retrieved on August 23rd 2017 at 08.05 pm.

have the opportunity to share their ideas and share their mistakes into their group. For that reasons, the researcher brings Think Pair Share (TPS) strategy to involve students in learning descriptive writing.

Then, Mandal says that, that Think Pair Share (TPS) is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and the asks students to share their ideas with a partner. This taks gives them opportunity to collect and organize their thoughts. “pair” and “share” components encourage learner to compare and contrast their undeerstanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class.⁷ In short words, this strategy is trying to improve the students English writing skill so that they can understand easily how to write with good composition and it is appropriate to grammatical form.

Therefore, the researcher is interested to overcome the problems, by choosing the employ Think Pair Share (TPS) strategy to improve their writing descriptive text. Think Pair Share (TPS) strategy can make the students to contruct the information and verbalize what they have write. Think Pair Sharecan be applied in teaching writing because it is one of potential activities that gives students feeling offreedom to express themselves and share meaning with other. It is also useful toencourage students in interacting with

⁷Mandal, R.R. Cooperative Leraning Strategies to Enhance Writing Skill. Lady Willing Don Institute of Advanced Study in Education, Chennai.In<http://mjal.org/journal/coop.pdf>, retrieved on August 23rd 2017 at 09.00 pm.

each other orally. Think Pair Share (TPS) can make combination between language and fun. Students can practice and do the activities with their friends. The researcher conducted classroom action research of which purpose is to improve students writing descriptive text.

By looking at discussion above, the researcher believed Think Pair Share (TPS) Strategy gives many benefits for students in learning including descriptive writing. The students can interact and share their ideas with their group and work together to solve a problem. Besides, the students can complete a task or accomplish a common goal. The important aspect for this strategy is avoiding the students' boredom and ignoring the lesson or even sleeping.

B. The Identification of the Problems

Based on the background of the problem above, there were some problems of the students in writing descriptive text at grade VIII MTs N 2 Padangsidempuan as following:

1. The students were lack of mastering structure grammar in descriptive text.
2. The students were of vocabularies in descriptive text.
3. The students were of motivation in wiring descriptive text.
4. the students were of expressing ideas in descriptive text.
5. The students were of confidence in writing descriptive text.

6. The students were commonly passive in the class if learning descriptive text.
7. The students were difficult distinguish between identification in descriptive text.
8. The students are easy to get bored of writing descriptive text.

C. Limitation of the Problem

There are many genres of writing learnt in the Junior High School such as recount, narrative, procedure, descriptive, and etc. So, this research is basically limited to writing descriptive text, because the problems of the students' writing descriptive text. In this research, the researcher focused to see the improvement of students' descriptive text ability through Think Pair Share (TPS) Strategy.

D. Formulation of the Problem

Based on limitation of the problem mentioned above, the problem of the research can be formulated as : “How can Think Pair Share (TPS) strategy improve students' writing descriptive text ability at grade VIII MTs N 2 Padangsidempuan” ?

E. Objectives of the Research

The objectives of the research are expected “to examine that Think Pair Share (TPS) strategy can improve students' writing descriptive text ability at grade VIII MTs N 2 Padangsidempuan”.

F. The Significances of the Research

The significances of the research are:

1. For headmaster, the result of this research are expect to be useful to develop the English learning process where the headmaster can guide the English teacher to use the approach in this research.
2. For the English teacher, to give information or their sourche in teaching descriptive text. This research is also to add her method in teaching English text or descriptive text and motivate the teacher to increase her profesionalism in teaching learning process.
3. For the researcher, the result of this research are expect to be the information for the others reserachers to make the further research.

G. Definition of the Key Terminologies

Definition of key terminologies as follow :

1. Improving

Improving is a process of becoming or making students' writing ability better through several cycles which is a change that improves students' writing ability by using a certain strategy.

2. Student

Student is person who need knowledge. It is the person who studied in MTs N 2 Padangsidimpuan.

3. Writing

Writing is a way to produce language which we do naturally when we speak. Writing is communication with others in a verbal way. Writing is also an action and a process of discovering and organizing our ideas, putting them on paper, reshaping and then revising them.

4. Descriptive Text

Descriptive text is a kind of text learned by the students and has a purpose to make the students be able to describe a person, place, or thing. A good descriptive text has a generic structure such as identification, descriptions, and conclusion.

5. Think Pair Share (TPS)

Think Pair Share (TPS) is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their own thinking, and then share their ideas with the group.

H. The Indicator of Action

Action research is a process in which individual or several teachers collect evidence and make decisions about their own knowledge, performances, beliefs, and effects in order to understand and improve them.⁸

⁸ L.R. Gay, Peter Airasian, *Educational Research; Competences for Analysis and Application*, (New Jersey: Prentice-Hall, Inc, 2000), p. 593.

The main reason to do this research is to learn and improve their teaching activities. It means the quality and process of learning result must be improved. The concept this research as the problem was practiced, focused on the process or learning, and did it be suitable by the program of learning.

In action research, the research is as the investor, explorer or one of participant of her personal teaching context. As Anne Burns states that action research is part of board movement that has been going on in education generally for some time. It also involves taking a self-reflective, critical and systematic approach to exploring the teachers' own teaching context.⁹ The main aims of action research is to identify a problematic situation that teachers, students, managers, administrators or event parents that consider worth looking into more deeply and systematically. The term problematic does not mean that the teacher is not competent teacher. The point is that the teacher often sees gaps between what is actually happening in our teaching situation and what we would ideally like to see happening.

In conclusion, action research is the one of research or part of board movement where the individual or several teachers collect evidence and make decisions about their own knowledge, performance, belief, and effects in order to understand and also improve students that have been going on in education generally for some time. It is related to the ideas of reflective practice and the

⁹Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (USA: Taylot and Francis, 2010), p.2.

teacher as researchers who identifies the research topic related to his/ her practice, collects information to investigate the topic, interprets and judges the research result in terms of their meaning for his or her practice. In other word, the indicator of action in this research could be seen from table below:

Table. 1
Indicators of Action

Indicators	
Cycle 1	Cycle 2
<ol style="list-style-type: none"> 1. Explained the aim of research. 2. Gave learned material to the students. 3. Used think pair share (TPS) to the students in learning process. 4. Monitored every step that have been planned. 5. Ask students to made descriptive text by using think pair share (TPS) strategy. 6. Monitored time allocation with all activity. 7. Prepared the solution if have problem. 8. Collected the students discussion result. 	<ol style="list-style-type: none"> 1. Gave motivation to the result. 2. Gave more explanation about materials. 3. Researcher gave test about describing people that completed by procedure of think pair share (TPS). 4. Researcher reminded again about lesson at the previous. 5. Ask students to made descriptive text by using think pair share (TPS) strategy. 6. Researcher gave work sheet for all students 7. Monitored students by walk around the class 8. Monitored time allocation with the all activity is done 9. Collected the students result

In this case, this research used action research as the types of research to conduct it as MTs N 2 Padangsidimpuan. The sample is VIII-1 which consist of 30 students. This research would be conduct in 2 cycles. The data of this research are obtain through planning, action, observation, and reflecting. The analyzing of data, the researcher analyze it by using qualitative data and then it would be support by quantitative data either in calculating the score or the average of the students' values.

I. Thesis Outline

Fundamentally, the formation of this research can be divided into five chapters. Moreover, every chapter consist of sub chapters with detail as follow:

Chapter I introduction that consist of background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, purpose and significances of the research, the definition of terminologies, and the last indicator of action.

Chapter II is consisted of theoretical description which explain about writing, descriptive text, think pair share, related finding, conceptual framework and hypothesis of action.

Chapter III is research methodology, and it consist of location and schedule of the research, research design; the participant of the research. The instrument of collecting data; are test, observation and interview uses to

collect the data and procedures of classroom action research, and technique of analyzing data.

Chapter IV is consisted of the result of the research. The result of the research consist of description of the data, comparing the action result and last analyzing the research result.

Chapter V consisted of conclusion, implication, and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Writing

a. Definition of Writing

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Richard and Renandya that stated writing is the most difficult skill for second language learners to master.¹ The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.

There are many different definition about writing given by experts from many resources. Axelrod and Coopers state that writing is a complex process and as such contains element of mystery and surprise.² But we know and believe that writing is a skill that anyone can learn to manage.

From definition above, it can be said that writing can be distinguished from other skills as the most difficult one. There are

¹ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University, 2002), p. 303.

² Rise B. Axelrod and Charles R. Coopers, *the St. Martin's Guide to Writing* (New York: St. Martin's Press, Inc, 1985), p. 3.

many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integred to be paragraph.

b. The Process of Writing

Writing is a personal act; it is an expression of the self. It is a process that is done for a purpose, which result in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose. This product has certain qualities and conditions of from that can be judged in term of the purpose. Because writing is personal, the individual determines the purpose and judges the product. As an expression of self, the process changes as the individual changes. As a student's background of experiences enlarge, the needs for expression change. As a student the ability to give expression grows-providing the skills necessary for such expression.

Oshima and Hogun says that the process of writing has roughly four steps, there are :

1) Prewriting

Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

2) Organizing

The next step in the writing process is to organize the ideas into a simple outline.

3) Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as you can without stopping to think about grammar, spelling, or punctuation.

4) Polishing : revising and editing

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).³

From the explanation researcher concludes that the process of writing must be have a good role, they are planning (pre-writing), drafting, responding, revising, editing, evaluating and in process of writing there are writing, reflecting, and conclusion.

c. The Purpose of Writing

Every activity has a purpose, so do writing, writing also has a purpose. White says that writing means learning.⁴ Because of that writing has several other purposes for students in writing or it also can be called several other purposes for students in writing for students.

They are :

1. Writing can improve a students' academic performance.
2. Writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential and current employers.
3. Writing enhances personal and community relationships.⁵

³ Hogue Ann and Oshima Alice, *Introduction to Academic Writing, Third Edition*, (United States of America: Pearson Longman 2007), p. 16-18.

⁴ Fred D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986), p. 18.

⁵ *Ibid* , p. 18.

Penny Ur states that the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing.⁶ So, the researcher concludes, that purpose of writing is when the writers do their writing, of course they have some purpose. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

d. Evaluation of Writing

Evaluation of writing is task. The task must be specifying the amount of time students will have to complete the writing. According to Arthur Hughes there are some criteria of writing assessment.

1. Grammar

Grammar is the part of the study of language which deals with forms and structure of words, with their customary arrangement in phrase and sentence and often with language sounds and world meaning.

⁶ Penny Ur, *A Course in Language Teaching*, (USA: Cambridge University Press, 1991), p. 163.

2. Vocabulary

There are many sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

3. Mechanic

This criterion is talk about punctuation and spelling of the writing. In a good writing is correct used of English writing conventions: left and right margins, all needed, punctuation and spelling.

4. Fluency

In a fluency on writing must be consistence between choice of structure with vocabulary and also both of them must be appropriate.

5. Form (organization)

In writing activity organization is one of the main assessments in writing ability. This criteria is identify introduction, body, and conclusion of writing task.⁷

⁷ Arthur Hughes, *Testing for Language Teacher*, (New York: Cambridge University Press, 1990), p. 91-93

Tabel. 2**Indicators of Writing Score**

Aspects	Indicators	Score
Grammar	Few if any noticeable errors of grammar or word order	20
	Some errors of grammar or word which do not however, interfere with comprehension	15
	Error of grammar or word order fairly frequent occasional re-reading necessary for full comprehension	10
	Error of grammar of word order frequent; efforts of interpretation sometimes required an reader's part	5
Vocabulary	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer	20
	Occasional uses in appropriate terms or relies in circumlocution; expression or ideas hardly impaired	15
	Uses writing or inappropriate word fairly frequently expression of ideas may be limited because of inadequate vocabulary	10
	Limited vocabulary and frequent errors clearly hinder expression of ideas	5
Mechanic	Few if any noticeable lapses in punctuation or spelling	20
	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	15
	Errors in punctuation or spelling fairly frequent occasional re-reading necessary for full comprehension	10
	Frequent error in spelling or punctuation sometime to obscurity	5
Fluency	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	20
	Occasional lack of consistency in choice of structures and vocabulary which does not	15
	Patchy with some structures or vocabulary	10

	items noticeable inappropriate to general style	
	Structure of vocabulary items sometimes not only in appropriate but also misuses little sense of ease of communication	5
Form	Highly organized clear progression of ideas well linked: like educated native writer	20
	Material well organized linked could occasionally be clearly but communication not impaired	15
	Some lack of organization re-reading required for clarification of ideas	10
	Little or no attempt at connectivity through reader can deduce some organization ⁸	5

So, evaluation in writing activity was so important to know whether our task have good result or not.

2. Descriptive Text

a. Definition of Descriptive Text.

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.⁹ Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or

⁸ *Ibid*, p. 91- 93.

⁹ Artono Wardiman, et al. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 122.

someone looked or to persuade an audience to see something from the writer's point of view.¹⁰

Descriptive text is also a text which describes something that appeal directly to the sense like John E. Warriner said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjective. It depends on details, not action, to hold the readers interest.¹¹

Carrol says that descriptive writing as :

- 1) Sensory language that share what the writer sees, hears, tastes, smells, and touches.
- 2) Precies language, including vivid verb and precise noun.
- 3) Figurative language such as personification, exaggeneration, simile and methapor.
- 4) A logical organization such as chronological or spatial order.¹²

Wishon, says that descriptive text have three important qualities, they are :

1) Dominant impression

The first sentence or even the first words a descriptive may establish the dominant impression. The sentence which establish the dominant impression usually serves as the topic sentence of the paragraph.

¹⁰ Linda Woodson, *From Cases to Composition*, (University of Texas: Scoot, Foresman and Company, 2000), p.7.

¹¹ John E. Warriner, *English Grammar and Composition*, (New York: Harcourt, Brace Jovanovich, Publishers, 1982), p. 327.

¹² Carrol, Joice Amstrong, et all, *Writing and Grammar : Communication in Action*, (Prentice Hall, New Jersey, 2000), p. 7.

2) Mood

A mood is feeling that goes beyond measurable physical appearances. Feeling and emotions such as joy, happiness, fear, and anxiety evoke or create moods. Mention of good or bad qualities may contribute to establishing the general mood.

3) Logical development

A good piece of descriptive has some logical plan of development and give a picture or impression of a person, place, or thing. Descriptive can also be oriented from the general to the specific or from the specific to the general.¹³

So, the researcher concludes, that descriptive text is a kind of text in genre that give description about things, living thing or non living thing. Descriptive text describes much information about an object, where the information is about the parts, qualities, or characteristics of the object that is described.

b. The Generic Structure of Descriptive Text

Sanggam Siahaan says that, they are parts, qualities, and characteristics of the part of descriptive text, such as :

- 1) The function of descriptive text is to describe a particular person, place or thing.
- 2) Text structure
 - a) Identification : identifies phenomenon to be describe.
 - b) Description : describe parts, qualities, characteristics.
- 3) Dominant grammatical aspects
 - a) Focus on specific participants.
 - b) Use of attributive and identifying process.
 - c) Frequent use of epithets and classifiers in nominal groups.
 - d) Use of simple present tense.¹⁴

¹³ George E. Wishon, *Let's Write English, Revised edition* (New York: Litton Educational Publishing, 1980), p. 128-130.

¹⁴ Sanggam Siahaan, *Generic Text Structure*, (Pematang Siantar, Graham Ilmu, 2008), p. 89.

Mark Anderson and Kathy Anderson says that, the generic features of description are :

- 1) Verb in the presents tense
- 2) Adjective to describe the features of the subject
- 3) Topic sentences to begin paragraph and organize the various aspect of the description.¹⁵

So, based on definition above, the researcher can conclude the generic structure of descriptive text is the students should master the generic structure of descriptive text before they write a descriptive text. Genre is a tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and professional contexts.

c. Example of Descriptive Text

The example of descriptive text is below.

Maciwoda robot

Maciwoda robot is the latest innovation of Japan technology. It is a kind of robot, which can replace the works of house servant in daily lives. It is 5.5 feet height and weight 100 pound. It is not very heavy so that every user can take it anywhere. This model is designed to do everything for us. The most advantageous think we can reach is that doesn't need salary. This innovation is equipped with a sound sensor name "Braino", which is located within its head. This apparatus is very small and is designed to be the most essential thing because it functions as the brain of the robot. Whenever we utter an order, this apparatus will respond our order and do what we want. "Hando" is the part which is like human's hands. It is designed as a unique model, resembles to our hands. It is 100 cm

¹⁵ Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p. 26.

length and standardized to resemble to humans. This part is equipped with “iron fingers” to hold something and the most prominent is its wrist can be changed into the various types as broom to sweep and mop to mop the floor. It is also equipped with air freshener. When we think of it, we refer to the foot, which is called “Foota” as the part to prompt up its body. It is a flexible part and it is designed to be 200 cm length. The materials to form “Foota” are iron and aluminum. “Foota” is flexible for outreached places. It can be lengthened to reach ceiling and shortened to reach the places under. It is also equipped with wheels and is able to step up or step down ladder.¹⁶

From text above, it can be known that texts structure or the genre structure descriptive text contains of identification and description, further, texts structure it can be conclude that text structure is a way to identifying and understanding the organization of the structure.

3. Think Pair Share (TPS)

a. Definition of Think Pair Share (TPS)

Think pair share (TPS) is a structure first developed by Frank Lyman at the university of Maryland.¹⁷ It introduces the peer interaction element of cooperative learning in the idea of ‘wit to think’ time, which has been demonstrated to be a powerful factor in improving student responses to questions. Think-Pair-Share strategy can be defined as a multi-mode discussion cycle in which students listen to question or

¹⁶ *Op,cit*, p. 90.

¹⁷ F.McTighe & F.T. Lyman, 1988, Cueing Thinking in the Classroom: The Promise of Theory Embedded Tools, *Educational Leadership Journal*, 45(7), P. 18-24, Retrieved from <http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/Cueing-Thinking-In-The-Classroom.pdf> accessed on May, 16th 2017.

presentation, have to think individually, talk with each other in pairs, and finally share responses with the larger group.

Furthermore, Himmele¹⁸ says that, think pair share (TPS) is a powerful tool, it is only as powerful as the prompt on which students are asked to reflect. Use prompts that require students to analyze the various point of view or the components that are inherent in your standard target. Ask questions that require students to explain how these component fit together or affect on another.

This is a simple and quick technique; the instructor develops and poses question, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task them opportunity to collaborate and organize their thoughts. “pair” and “share” components encourage learners to compare and contrast their understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class.¹⁹

The Think Pair Share (TPS) strategy is a cooperative learning technique that encourages individual participation and was applicable across all grade levels and class sizes. Students think through question using three distinct steps :

¹⁸ Himmele, Persida and Himmele, William, *Total Participants Technique ASDC*, (United States of America, 2011), p. 22.

¹⁹ Mandal, "Cooperative Learning Strategy", *The Modern Journal of Applied Linguistics*, Vol 1-2 94-102, March 2019, p. 98-99 <http://mj.al.org/journal/coop.pdf>, retrieved on August 23rd 2017 at 09.10 pm.

- 1) Think : students think independently about the question that has been posed, forming ideas of their own.
- 2) Pair : students are grouped in pairs to discuss their thought. This step allows students to articulate their ideas and to consider those of others.
- 3) Share : students pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.²⁰

In additional, Azlina says that, in *Supporting Collaborative Activities among Students and Teachers Through the Use of Think-Pair-Share Technique* states that, "Think Pair Share (TPS) also called as multi-mode discussion. It is a learning strategy that provides processing time and builds in wait-time which enhances the depth and breadth of thinking".²¹

So, based on definitions above, the researcher can conclude Think Pair Share (TPS) is a strategy designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed by Lyman and associates to encourage student classroom participation.

²⁰ Tiur Asih Siburian, "Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share" *International Journal of Language Learning and Applied Linguistics World (IJLLALW)* Volume 3(3), EISSN: 2289---2737 & ISSN: 2289---3245 www.ijllalw.org, July 2013, p. 35.

²¹ Azlina, N. A. Nik. "Supporting Collaborative Activities among Students and Teachers Through the Use of Think-Pair-Share Technique", *IJCSI International Journal of Computer Science Issue Vol 7*, ISSN (Online): 1694-0814 www.IJCSI.org, September 2010, p. 23.

b. The Application of Think Pair Share (TPS) In The Classroom

The application of Think Pair Share (TPS) in the classroom is important because the success of this strategy depends on the application of the teacher. There are :

1. Teacher conveys core of the lesson and competence will be reached
2. Ask the students to THINK about the lesson or problem that the teacher has conveyed.
3. Ask the students PAIR with her friend (2 person in a group)
4. Teacher manages the result of discuss, each group presented the result of discuss.
5. Teacher adds the lesson and explains the core topic.
6. Teacher gives the conclusion
7. Closing.²²

In a simple term, TPS strategy is described as follows :

- a) Think – time for thinking individually
- b) Pair time – for sharing with a partner
- c) Share – time for each pair to share back to a larger group.

So, application of Think Pair Share (TPS) Strategy can make students more response about the lesson, and the other hand students become actively, critical information from the text, more willing to participate and easy to writing.

c. The Steps of Think Pair Share (TPS) Strategy

There are three steps of student action in the Think Pair Share (TPS) strategy stated by Richard Arends. The actions are focused on

²² Istarani, 58 *Model Pembelajaran Inovatif*, (Medan: Media Persada, 2011). p. 67.

what students are going to do at each step. The steps of Think Pair

Share (TPS) strategy, they are :

- a. Step 1 – thinking : The teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time
- b. Step 2 – pairing : Next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than four or five minutes for pairing.
- c. Step 3 – sharing : In the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.²³

So, the researcher concludes teachers may also ask students to write their responses while doing the Think Pair Share (TPS) activity. Think, pair, share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusion, and develop the ability to consider other points of view.

d. The Advantages of a Think Pair Share (TPS) Strategy

There are some advantages of using the Think Pair Share (TPS) Strategy. The advantages for students such as :

1. Students' confidence improves and all students are given a way to participate in class rather than the few who usually volunteer.

²³ Arends, Richard I, *Learning to Teach*, (New York: Mc. Grow Hill Companies, 2009), p. 370-371.

2. Students are actively engaged in the thinking.
3. More of the critical thinking is retained after a lesson if students have an opportunity to discuss and reflect on the topic.
4. Many students find it safer or easier to enter a discussion with another classmate rather than with a large group.
5. Students and teacher alike gain much clearer understanding of the expected for attention and participation in classroom discussion.²⁴

Think Pair Share (TPS) used whether the teacher want the student understand about the core lesson, the advantages this strategy are:

1. The aim of the lesson clearly because in the first time teacher explain the lesson will be studied.
2. Make the condition happier because student make group by group with heterogeneous. So, the student not bored get friend in the lesson.
3. Lesson has the aim because teacher at the first time convey the lesson before began task group.
4. Can improve cooperative students between student, because in lesson give discuss in a group.
5. Quiz technique will improve the student spirit for answer the question.

²⁴ Lubis, Dinda Fatariq Andika & Sinaga, Lidiman S. M, in “Improving Students’ Speaking Achievement Through Think Pair Share Technique” Universitas Medan, accessed on <http://eprints.unimed.ac.id/pdf>, retrieved on August 23rd 2017. p. 4-6.

6. To know the student's ability in understand the lesson, because teacher give the question to all student, and before teacher take conclusion the teacher do the evaluation.

So, Think Pair Share (TPS) Strategy also advantages students in the areas of peer acceptance, peer support, academic achievement, self esteem, and increased interest in other students and school.

e. The Disadvantages of a Think Pair Share (TPS) Strategy

There are 3 (three) disadvantages of a Think Pair Share (TPS) Strategy in the learning process. They are :

1. The class can be noisy because it's a group discussion.
2. Time consuming. This strategy may be time consuming if the class is big and the teacher cannot create an amusing classroom atmosphere.
3. There is no equal participation, although each students within the group has an equal opportunity to share. It is possible that one students may try to dominate.²⁵

Istarani says that, the disadvantage Think Pair Share (TPS)

Strategy are:

1. Teacher is not easy to determine heterogeneous group.
2. Because group heterogeneous, there are mismatching between student in a group
3. In discussion only a part students do it and the other not to it.
4. In evaluation the students are teaching.²⁶

So, the researchers concludes, that disadvantages of a Think Pair Share (TPS) Strategy is time consuming, hard to assist all trainers

²⁵ *Ibid*, p. 4-6.

²⁶ *Op.,cit*, p. 69.

during the discussion since have so many groups, can be very noisy, and puts time pressure on some.

B. Review of Related Findings

There are some related findings in this research. The first, a script of Muhamad Alfian²⁷ concluded that there was the significant effect, because the posttest mean results showed that experimental group was higher than control group. The posttest score mean of the experimental group was 78.50, while control group was 71.82. The result implied that there was improvement for both experimental and control group, but there was a significant improvement on variance for experimental group.

Secondly, a script of Ratna Sari²⁸ concluded that there was the significant effect, of the results of this study showed that there was a significant difference between teaching using Cooperative Learning and Conventional Method. (To) value was 3.6 and (Tt) value was 2.00. It showed that (To) was higher than (Tt) in degree of significance 5%. Because 3.6 was higher than 2.00, the use of Cooperative Learning in teaching descriptive writing gave significant influence to the students.

²⁷ Muhamad Alfian in “Teaching Writing of Descriptive Text By Using Think Pair Share Strategy (TPSS)”, Diponegoro University, accessed on http://eprints.undip.ac.id/42640/1/Cover%2C_abstract%2C_table_of_content.pdf, retrieved on August 23rd 2017 at 08.00 pm.

²⁸ Ratna Sari in “The Influence Of Cooperative Learning (Think Pair Share Strategy) in Teaching Descriptive Writing”, Syarif Hidayatullah State Islamic University, accessed on <http://repository.uinjkt.ac.id/.pdf>, retrieved on August 23rd 2017 at 08.05 pm.

Finally, a script of Lusiana²⁹ concluded that there was the significant effect, of in Cycle 1, the students' mean score was 62.6. and cycle 2, the mean score was 77.4. Based on the minimum standard of pass (KKM), 65, the second cycle has been successful.

In conclusion from the descriptive above, the researcher hopes that Think Pair Share (TPS) strategy can improve the students' writing descriptive text and this research will complete and contribute a previous finding, and the research want to improve what have been found.

C. Conceptual Framework

Conceptual framework was necessary used to show a certain assumption about research topic in order to arrange or organize the research problems, resolution and its evidence criteria. Writing problems that have been focus on this research come from intrinsic and extrinsic factors which have influence on students' writing. Intrinsic factors belongs students' desire to write, while extrinsic factors were classroom design and un-intensive course of writing in English language learning. Actually writing problem in classroom could be handling by focusing on writing ability.

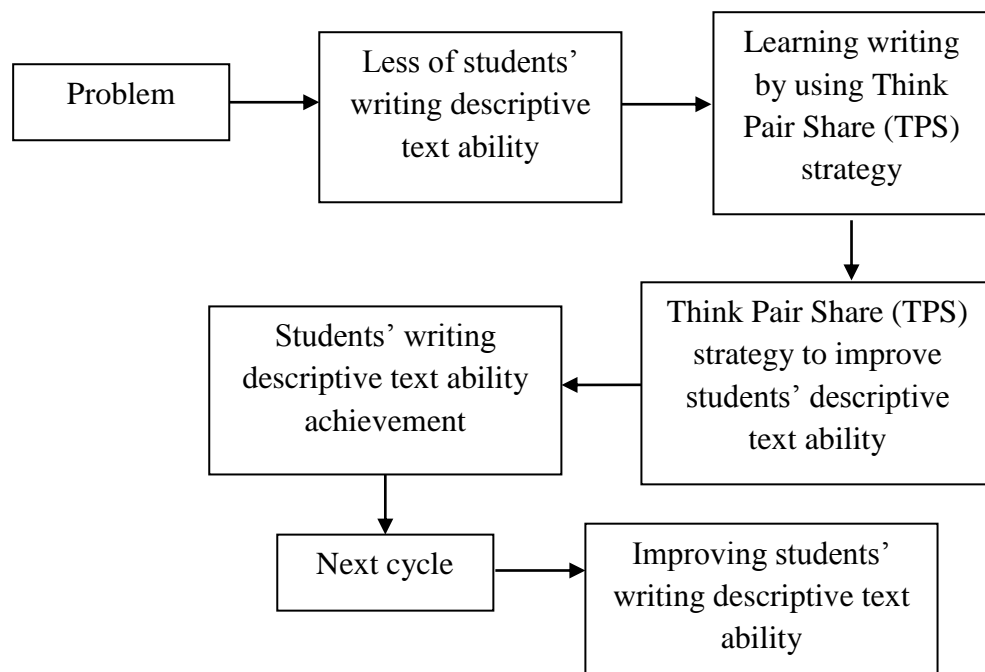
Because of that, researcher wanted to accomplish Think Pair Share (TPS) to writing descriptive text during English learning to improve Students'

²⁹ Lusiana in "Improving Students' Reading Comprehension Recount Text Through Think Pair Share Strategy (TPS)", Pontianak University, accessed on <http://docshare01.docshare.tips/files/29547/295474915.pdf>, retrieved on August 23rd 2017 at 08.10 pm.

writing ability. After conducting, writer would do reflection to analyze what will have been happened in the classroom whether text improves or does not. If there will be a students' writing ability staying in low, researcher re-conducts the second and the next text by considering the influential factors to be eliminated so that writing ability will be achieve comprehensively.

Figure. 1

Framework of Classroom Action Research



D. Hypothesis

The hypothesis is needed to show the writer's thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: "Using Think Pair Share (TPS) Strategy can improve students' writing descriptive text ability at grade VIII MTs N Padangsidempuan".

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Research Design

This researcher is designed by classroom action research (CAR). This research is conducted to improve the teacher's practice in the classroom for writing ability, teaching applies (TPS) to descriptive text or changing student's prior writing ability at low competence to the better competence by its criteria.

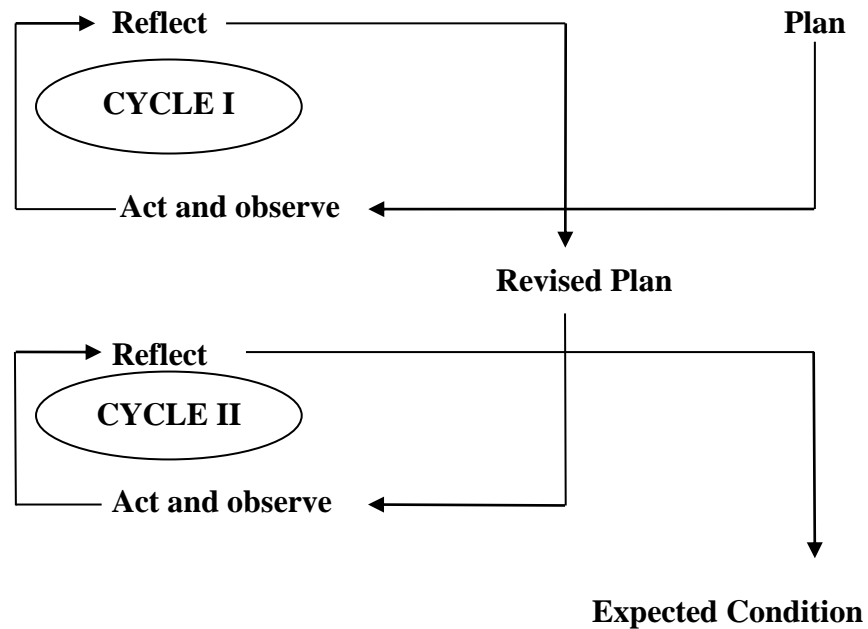
Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done.

This action research is following the model of Kemmis and Mc Taggart. Cyclical action research model based on the Kemmis and Mc Taggart concerns to four steps namely are planning, acting, observing, and reflecting.¹ The model is described in the following figure:

¹ Anne Burns, *Doing Action Research in English Language Teaching*, (New York, Routledge, 2010), p. 9.

Figure. 2

Action Research Spiral by Kemmis



So, in this research, the researcher joined with the teacher to become a teamwork who work together to solve the students' problems in increasing writing descriptive text ability through the Think Pair Share (TPS) strategy.

2. The Places and Time of the Research

a. The location of the research

Researcher did the research in MTs N 2 Padangsidimpuaan. It is located in Jalan T. Rizal Nuridin Km, 4.5 Palopat.

b. Time of the Research

This research is starting from 25th November 2016 up to 2nd November 2017

3. The Participants

The participants are 30 students. It conducted at grade VIII on the VIII-1 in the first semester of the academic year 2017-2018 MTs N Padangsidempuan. Researcher would be done collaborating with the teacher, at grade VIII MTs N Padangsidempuan.

4. Instrument Collecting The Data**1. Test**

The test is used by the researcher to find out any problem weakness regarding the students writing ability. Researcher takes the writing evaluation criteria rupric as reference in the process of learning to get students score. The test in this research is writing descriptive text through Think Pair Share (TPS) strategy. The students would be testing based on the topic. The criteria of the qualification score is presented in the following table :

Table. 3**The Criteria of the Qualification Score**

No	Criteria	High score
1	Grammar	20
2	Vocabulary	20
3	Mechanic	20
4	Fluency	20
5	Form	20
Total score		100

2. Observation

The researcher observed all the condition that happen during the teaching and learning process, the researcher observed the students' activities during the learning teaching process in writing by using Think Pair Share Strategy. In this observation researcher doing collaboration with an English teacher at grade VIII-1 in first semester of the academic year 2017-2018 MTs N 2 Padangsidimpuan.

3. Interview

Interview is applied to the English teacher before the classroom action research and after classroom action research. It is apply before classroom action research to know the students difficulties in writing skill, the students' participation in writing class, and the teaching strategy in teaching writing. Meanwhile, it is conducted after classroom action research to know the teacher's response about the learning strategy focus on Think Pair Share (TPS) strategy.

5. Procedures of the Research

In this Classroom Action Research (CAR), the researcher used the CAR principle to collect the data. This research consisted of two cycle. First cycle is two meetings; second cycle is two meetings, so there are four meetings in the action research. Each meeting include four stages, namely, planning, acting, observation and reflection.

a. Action Research Cycle 1

1) Planning

- a) Made the lesson plan.
- b) Determining the lesson material about the descriptive text.
- c) Designing the procedure teaching writing through Think Pair Share (TPS) Strategy.
- d) Preparing the test each cycle.
- e) Preparing the instrument was used by students.
- f) Preparing instruments for teacher and researcher's observation

2) Action

- a) Explaining the aim of research.
- b) Gave learning material to the students.

(1) Researcher gave text descriptive text about artist favorite for example is Sule .

- (2) Researcher asked students about text. Did you know about Sule, had you ever listen about it, what the characteristic that you know about that?
 - (3) Researcher help students to got meaning the text by giving the difficult word.
 - (4) Researcher explained about the generic structure and the purpose of descriptive text.
- c) Used think pair share (TPS) strategy to the students in learning process.
- (1) Researcher introduce think pair share by write every procedure in the whiteboard one by one.
 - (2) Researcher tell would do in every steps of think pair share procedure.
- d) Monitored every steps that has been planned.
- e) Ask students to made descriptive text by using think pair share (TPS) strategy.
- (1) Researcher gave work sheet for all students.
 - (2) Monitored students by walk around the class.
- f) Monitored time allocation with all activity.
- g) Prepared the solution if have problem.
- h) Collected the students discussion result.

3) Observation

- a) The teacher monitoring the researcher' activity in teaching learning process.
- b) The Researcher monitored students' activity in teaching learning process.

4) Reflection

- a) Analyzed the finding during the observation is done
- b) Analyzed the weakness and the student progress that using think pair share (TPS) strategy to determine the follow up of activity.
- c) Reflected think pair share (TPS) strategy.
- d) Reflected the students learning activity.
- e) evaluated or interpreted the data gotten from the class and make decision for the next meeting.

b. Action Research Cycle 2

In the cycle 2 the researcher would evaluate all the activities in the cycle 1 and repairing the problem. The researcher would conduct two meetings and every meeting will do 90 minutes.

1) Planning

- a) Analyzed the reflection result in the first cycle.

- b) Prepared all materials, such as lesson plan, instrument, and observation of students' activity that would be needed in teaching learning process for third and fourth meetings.
- c) Encoded the problem and progress in the learning process.

2) Action

- a) Gave motivation to the result.
- b) Gave more explanation about materials.
- c) Researcher gave test about describing people that completed by procedure of think pair share (TPS).
- d) Researcher reminded again about lesson at the previous.
- e) Ask students to made descriptive text by using think pair share (TPS) strategy.
- f) Researcher gave work sheet for all students
- g) Monitored students by walk around the class
- h) Monitored time allocation with the all activity is done
- i) Collected the students result

3) Observation

- a) The teacher monitored the researcher's activity in teaching learning process.
- b) The researcher monitored students' activity in teaching learning process.

4) Reflection

- a) Analyzed the weakness and progress when think pair share (TPS) strategy is done to determine the next activity planning.
- b) Reflected of think pair share (TPS) strategy that using in learning process.
- c) Reflection of teaching activity and students learning result in using think pair share (TPS) strategy.
- d) Evaluating and interpreting the data has gotten from class and made any decision for next meeting.

6. The Data Analysis

In analyzing the data, the researcher uses quantitative data and qualitative data. Qualitative data is used to describe the situation during the teaching process. The qualitative data are analyze from the observation sheet. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of students' ability by using writing test.

To know the means of students' score for each cycle, the researcher will apply the following formula:

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

Explanation :

\bar{X} = the mean of the students

$\sum x$ = the total score

N = the number of the students²

The percentages of students' writing descriptive text ability through Think Pair Share strategy is calculated by applying the following formula:

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

Explanation :

P = the percentage of student

R = the number of students

T = the total number of students³

To test the significances of data, the researcher used t-test for two small samples. The formulation of t-test as follow:

$$t = \frac{M_D}{SE_{MD}}$$

Explanation :

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$\sum D$ = number of difference score between Second Test and First Test

²Sudjana, *Metode Statistika Ed 6*, (Bandung: Tarsito, 2000), p. 67.

³Zainal Aqib, *PTK untuk Guru SMP, SMA, SMK*, (Bandung: CV. Irama Widya, 2008), p.205.

$$D = X - Y$$

N = Number of Students

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

SE_{MD} = Standard error from mean of difference

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

SD_D = standard deviation from the difference score between first test and second test.

After calculating and scoring students' answer sheets, their score were consulted based on the classification quality as the table below:

Table. 4

The Classification Quality of Students Score⁴

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very good

The criteria of students' value in writing descriptive text test are the following sentence. After the researcher found the mean scores of all students, it was consulted to the criteria as follows:

⁴A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition*, (New York: Oxford University Press, 2005), p. 788.

- a. if the of mean score 81 – 100%, it can be categorized into very high
- b. if the of mean score 61 – 80%, it can be categorized into high
- c. if the of mean score 41 – 60%, it can be categorized into enough
- d. if the of mean score 21 – 40%, it can be categorized into low
- e. if the of mean score 0 – 20%, it can be categorized into very low⁵

Finally, researcher summarizes qualitative data by five steps as suggested by Gay and Airasian as in the following:

- a. Data managing

In this step involves creating and organizing the data collected during the research in a form that facilitate analysis. The purpose of data managing is to organize the data and to check for completeness, and to start analyzing the data.

- b. Reading

In this step concerns with reading data recorded in the field notes, transcription of the interview data and observation sheets in order to get an explanation of the data.

- c. Description

In this step is devoted to address the issue on what happen in the field based on the collected data.

- d. Classifying

The classifying step concern in grouping every small pieces of data into larges categories, in order to make explanation or meaning and to find the connection among the data.

⁵ Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan & Penelitian Pemula*, (Bandung: Alfabeta, 2005), p. 89.

e. Interpreting

In this steps, data is interpreted based on the connections, common aspects, and relationship among the data pieces, categories and patents.⁶

In short, these steps are very useful for analyzing data accurately. The researcher will be easier to get the interpreting the data after doing these steps one by one. The relationship among the data pieces, categories and pattern give the researcher pictures to show the result of the research.

⁶ L.R. Gay and Peter Airasian, *Educational Research; Competences for Analysis and Application*, (New jersey: prentice - Hall, Inc, 2000), p. 240-249.

CHAPTER IV

RESEARCH RESULT

A. Data Description of Improving Students' Writing Descriptive Text Ability Through Think Pair Share (TPS) Strategy

1. First cycle

The first cycle conducted for two meetings. The meeting had done for 90 minutes. Every meetings had done for 2 x 45 minutes. So, two meetings had done for 4 x 45 minutes or 180 minutes.

a. First meeting

1) Planning

The first meeting was conducted on Wednesday, October 18th 2017. It had done in VIII-1 grade of MTs N 2 Padangsidimpuan, consisted 30 students. As in planning stage, the class would be instructed by the researcher for each meeting during the research done in the classroom. The researcher made lesson plan based on the think pair share (TPS) strategy procedure and determine by material about descriptive text. Then, prepare instruments for students.

2) Action

The first meeting of the first cycle held on Wednesday, October 18th, 2017. The researcher came into the class with English teacher of VIII, was Rafni Dewi Yanti. Then, the

researcher explained that purpose of this research is to complete data for thesis.

First step, the researcher gave greeting to open the class and then checking the students' attendance list. There were no students who was absent on that day. The research gave motivation and giving the learning material to the students.

Before begin learning material, the researcher asked the students to review about what is a descriptive text. Some of the students answered it doubtfully. None of they said in full sentences with clear voice. Then, the researcher gave some explanation about descriptive text. The researcher emphasized on some points, such as what is descriptive text and purpose, the language features, the generic structure, the grammar and the tenses that used in descriptive text.

Then, the researcher was going to materials. Firstly, the researcher gave students some pictures of artist favorite to think individually about describing people that students want to develop become paragraph descriptive. Students choose some pictures as the topic that would be developed. Then, the researcher wrote the name of their artist favorite in whiteboard the artist favorite is Sule. Secondly, the researcher asked students to think about ideas that

appropriate with their artist favorite, students said “face, body and hair”.

Thirdly, the researcher asked students to take one from the ideas, students choose they artist favorite. Then, the researcher ask students again to made think about idea had chosen. Fourthly, the researcher asked students again to choose one from the idea and make some paragraph. Students choose they artist favorite.

Finally, the last sentences will develop together by researcher and students become some paragraph. Every paragraph will be have been indicators such as; grammar, vocabulary, mechanic, fluency, and form. After, the researcher and students had done to wrote step by step of the procedures, the researcher asked to students “Do you understand? Some of the students said yes miss. At the end of the lesson, the researcher asked to the students to tell what they have learned in the class that day briefly. The researcher gave conclusion of the lesson and then made closing to end the class.

3) Observation

In this research, the researcher observed the students’ activity when teaching and learning process. In class still

had some problems such as most of the students were difficulty in building word when learning writing descriptive text, students didn't have full vocabularies when learning writing descriptive text, students didn't confidence when share their ideas when learning writing descriptive text, students didn't doing all the task, students didn't collect the task on time and students doing their task were not appropriate with instruction. So, in the next meeting, researcher must give more motivation to students.

4) Reflection

The conclusion of applying the action in this meeting was:

- a) There were some students confuse to writetext appropriate with learning material. It may be caused by they didn't understand yet about the procedure of think pair share (TPS)strategy
- b) Students had not finished yet task while collecting time.

It caused by they were lack interest in doing their task.

For this condition, the researcher realized that the first cycle was less, or the result of the first cycle was less success for improved the students writing ability. It can

be concluded that, the action should be repaired and changed for improve students writing ability.

b. Second Meeting

1) Planning

The second meeting on first cycle conducted on Thursday, October 19th 2017. In this meeting the researcher would give evaluation and the first test in first cycle about learning material as learn previous to the students.

2) Action

The second meeting was conducted on Thursday, October 19th, 2017. The researcher greeted the students cheerfully. The researcher then checked their attendance list. They looked noisy at that time. After the researcher asked them what actually happened, they answered that they felt bored because of the tired day. Then researcher did not start be class directly. The researcher decided to talk with students about things that can build their interest in learning today. After that, the researcher led them to start focusing on the lesson.

In the second meeting, the researcher asked the students to do the first test. But before that the researcher remembered students again about learning material that learn in previous

meeting. The researcher asked them to write a descriptive text. Firstly, researcher gave them a worksheet to do the first test. The researcher explained what they should do. The students were asked to write a descriptive text about describing people. After all students understood what they had to do, they started to write.

They were doing their task, the researcher walked around the class to make sure that they work pair. When the task finish, the students share they have been wrote about with the whole class. When the bell tinkled, a student helped the researcher to collect their works. Then, the researcher said good bye, thanks and left the classroom. The researcher corrected their work and gave a mark as first test of first cycle

3) Observation

The students on this meeting look more interest and enthusiastic to write. They had gotten the improvement that previous meeting. The students more calmly and asked to the researcher if they were confuse. More than half of students finished the test on time.

4) Reflection

In this meeting, most of students were still confuse to answer the test. Based on the observation most of the students still low vocabularies. The first test in the first cycle was about describing people. In this test the students still fewer to got score above the minimum mastery criterion or KKM.

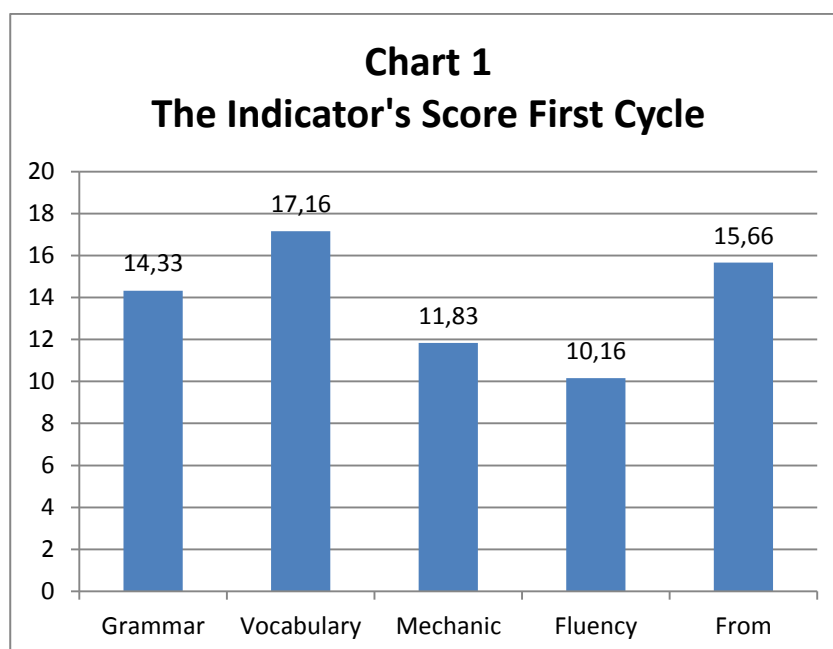
The researcher calculated the students' score in writing descriptive text. In first cycle, reseracher gave first test. The test was about the indicators. They are grammar, vocabulary, mechanic, fluency and form. After researcher collected the test, researcher would evaluate it. In fact, the result unsatisfied. It was proofed from the data. It said that the students' writing descriptive text was still low. Then, they were less in ability students' decsriptive text ability as well as posible. The result of the test in first cycle would be showed as below:

Table. 5

Students' Writing Ability Scores in First Cycle

Criteria of writing	Score	Mean
Grammar	430	14.33
Vocabulary	520	17.16

Mechanic	355	11.83
Fluency	305	10.16
Form	470	15.66



From the chart of students' score above can be seen the student ability for each indicator of writing ability and the lower ability that the students have achieve is in fluency criteria, the man score is 10.16 from maximal score 20.

2. Second Cycle

a. Third Meeting

1) Planning

The first meeting in second cycle conducted on Wednesday, 25th 2017. The condition on the second cycle was different with the first cycle. Based on the problem on first cycle, the most of the students still low motivation, so that the researcher could give high motivation to make the students more interest.

2) Action

The first meeting of second cycle held on Wednesday October 25th, 2017. The class started at 08.00 a.m. The researcher started the class by greeting the students and checking the attendance list. The researcher began the lesson by telling the students about the topic they were going to learn that day. Before giving the example, the researcher gave text about pet animals like cat completed by the generic structure of pets animalsi Text. So, there were draft of procedure generic structure and rdescriptive text in the printed picture.

The class members looked surprised and excited. They said that the new printed picture more clear and easy to understand cause completed by the draft of procedure generic

structure. So they more understand about the lesson. The researcher asked the students for paying attention for the text. The researcher gave some questions to the students that leading them to get idea from the text. The researcher asked students to answer the question quickly. Who was the faster to answer would give the plus score and applause. So the class looked more enthusiastic than first cycle. The researcher continued to the next activity.

Firstly, the researcher led the students to try together made descriptive text by ask students to think about idea that appropriate with theme describing pets animals. Then, some students rise their hand and said “rabbit”.

Secondly, the researcher asked students to make list that appropriate with theme. Students said “bird and dog”. Thirdly, the researcher asked students to choose one from idea and make paragraph again about the theme had chosen. All of students were silent. Fourthly, the researcher asked students again to make paragraph of theme and students give respon “cat, bird, rabbit”.

Finally, researcher asked students again to choose one and made paragraph what they want to develop about the theme. The teacher asks students to pair off about descriptive

text with Theme describing pet animals and discussed what they have been thinking about instruction in the test. Next, teacher asked the pair to share what they have been wrote about with the whole class. Then, the researcher asked students to made text descriptive text based on the theme in five sentences. The students became more motivate and active participant in the activity. The students also didn't hesitate to write their idea in their written. The students also faster and better in wrote their test than wrote test in cycle 1.

3) Observation

In this meeting, the class condition in learning process was better than the previous cycle. It could be seen from the result of observation sheet that the students who were able to focus and followed the writing lesson, they enjoyed doing task. The students also more enthusiastic to learn about the material and students had collected their task on time.

4) Reflection

The reflection was carried out after do observation students. The researcher felt satisfied for the effort to improve the students writing ability of descriptive text had been realized. The students could understand how to made descriptive text, and could explore their ideas easily.

b. Fourth Meeting**1) Planning**

The second meeting on second cycle conducted on Thursday, October 26th 2017. In this meeting the researcher would give the first test in first cycle about learning material as learn previous to the students.

2) Action

The second meeting was held on October 26th, 2017. The researcher entered the classroom. The researcher greeted the students warmly. It aimed to relax them before they did the test. Besides, it aimed to remind them about descriptive text briefly. The researcher then checked their attendance list. There were no students was missing at that day. In this meeting, the students had to write a descriptive text. It was to write about their family. Their writing was scored as the test of second cycle.

The researcher gave evaluation about learning material that had learned before to remembering the students. After it the researcher provided the answer sheets to the students after knowing that they were ready. The researcher explained what they had to do. In doing this test, the students had to apply

what they had learned about the descriptive text in the previous meetings.

After they were ready, the researcher instructed them to start writing the descriptive text. The researcher walked around to control them. Sometimes the researcher asked some of them to be quiet. When the researcher informed to students that there were ten minutes left, they seemed panic. Finally time was up, the researcher gave thanks to the students and close the class, then went outside the classroom.

3) Observation

The students improvement in writing descriptive text by using think pair share (TPS) strategy could be seen through in students' writing descriptive text ability in second cycle following table in table 6 Students' writing ability scores in second cycle that contented about the indicator achievement of class VIII MTs N 2 Padangsidimpuan.

4) Reflection

As the reflection from the second test, after calculating the result of students writing ability test that had done in the second cycle showed that: Second test in second cycle, the score of the students improve. Many students got score above minimum mastery criterion or KKM with score was 75. In

other word, there were third students who still got score below the KKM as it 70.

Table. 6

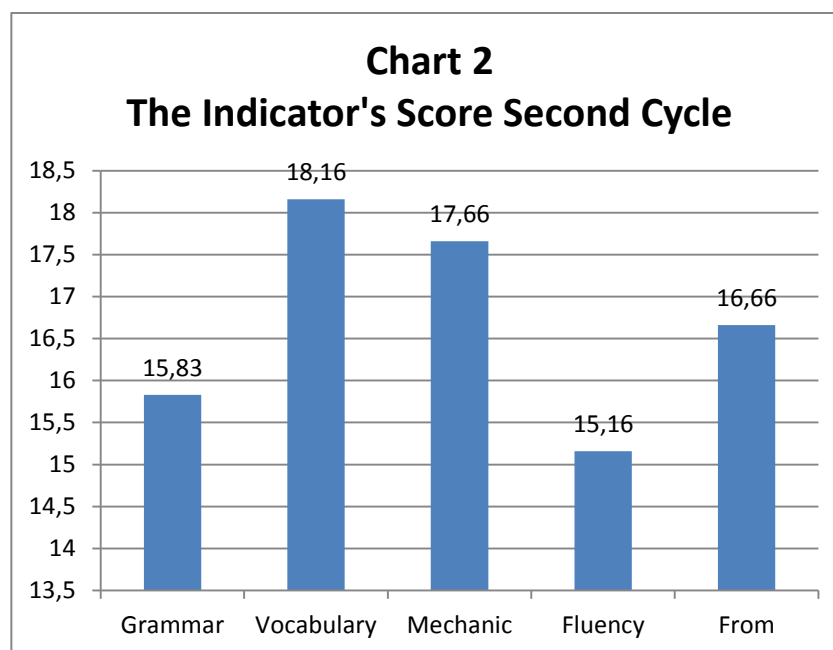
Students' Writing Ability Scores in Second Cycle

Criteria of writing	Score	Mean
Grammar	475	15.83
Vocabulary	545	18.16
Mechanic	530	17.66
Fluency	455	15.16
Form	500	16.66

From the table of students' achievement in writing ability above, it could be seen the students writing scores for each indicator through Think Pair Share (TPS) strategy. The researcher made the conclusion that Think Pair Share (TPS) strategy in teaching writing descriptive text improved the students of writing ability in class VIII-1 MTs N 2 Padangsidimpuan. Most of the students showed the good improvement in the writing ability indicators; grammar, vocabulary, mechanic, fluency and form.

From the total number of students that there were 30 students in class VIII-1, and there were 4 students who didn't pass Minimum

Mastery Criterion (KKM). The mean score of the second cycle was 80.33 and the percentage was 86.66%. The students' improvement in writing descriptive text by using Think Pair Share (TPS) strategy could be seen through following chart:



From the chart above, can be seen that every indicators' score in second cycle improved than first cycle.

c. The comparative result of the action

Based on the observations of students writing ability, it can be concluded that students' writing ability had improved by using Think Pair Share (TPS) Strategy.

In the first cycle, most of students were less in identifying grammar, vocabulary, mechanic, fluency and form in the context based

on the descriptive text. It could be seen from their score. The value above has shown the result of students' writing descriptive text. There are 30 students in the class. There were some levels score of them. The mean score in the class was 70.33 score. 1 students got 40 score, 1 students got 50 score, 3 students got 55 score, 3 students got 60 score, 4 students got 65 score, 5 students got 70 score, 5 students got 75 score, 3 students got 80 score, 2 students got 85 score, 2 students got 85 score, 1 students got 90 score and 2 students got 95 score. Actually, the all students are 30 in the VIII-1, but it just 13 students passed the Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile the others did not pass the KKM. There are 17 students who got score before 75 score. There was the formula to calculate mean score:

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

$$X = \frac{2110}{30}$$

$$X = 70.33$$

It could be concluded that the mean score of students in the first cycle was 70.33. based on the standard of the value in MTs N 2 Padangsidempuan, it could be categorized as average.

Next, researcher need to calculate the percentage of students' score who passed the Minimum Mastery Criterion (KKM). To know

the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the first cycle, researcher used formula below:

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

$$P = \frac{13}{30} \times 100\%$$

$$P = 43.33\%$$

Based on the classification quality of students score in the chapter III are 43.33%. It means categorized into enough.

Secondly, in the second cycle, it could be concluded that there were 1 students got 65 score, 3 students got 70 score, 5 students got 75 score, 8 students got 80 score, 10 students got 85 score, 1 students got 95 score and 2 students got 100 score. There were 1 students that got 65 score and the other were 70 score. It means that there were 26 students passed the test well. According to researcher and Co-teacher, the students' descriptive text ability achievement by using think pair share (TPS) strategy in class VIII-1 improved significantly. The researcher calculated the means score by using the formula below:

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

$$X = \frac{2425}{30}$$

$$X = 80.83$$

Based on the standard of value in MTs N 2 Padangsidempuan, it could be concluded the mean score was included into group category.

Next, researcher need to calculate the percentage of students' score who passed the Minimum Mastery Criterion (KKM). To know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the second cycle, researcher used formula below:

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

$$P = \frac{26}{30} \times 100\%$$

$$P = 86.66\%$$

Based on explanation above, it can be concluded that the mean score and the percentage of the second cycle the improvement from the first cycle; in the first cycle the mean score was 70.33(43.33%), it was included very low category. The improvement of mean score in second cycle was 80.33 (86.66%), it was included into high category. The comparison of students' writing ability in each cycle based on their gotten score is shown in the table below:

Table.7

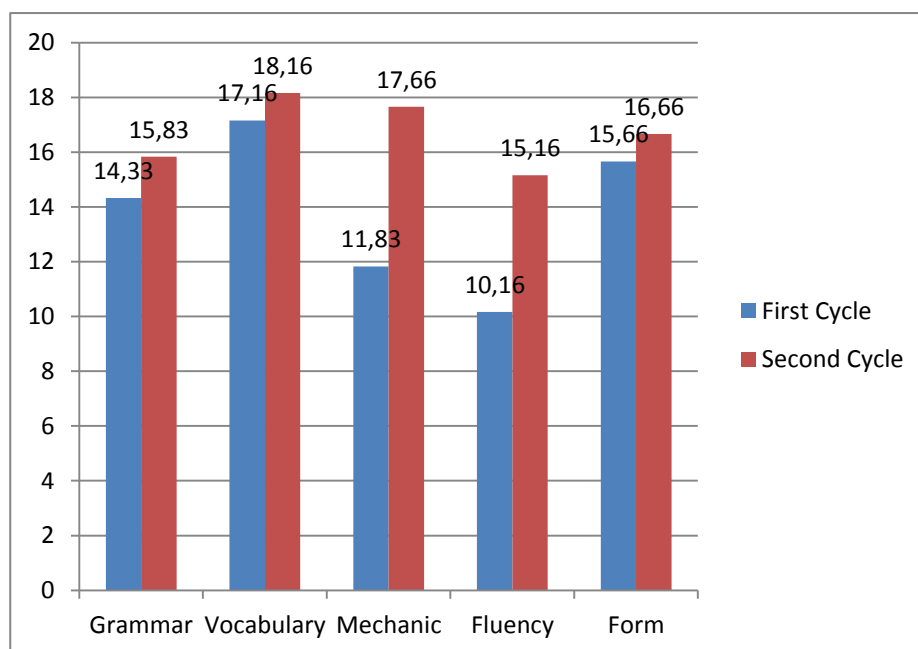
Comparison of Students' Achievement In Cycle 1 and Cycle 2

No	Students' Initial	Grade		State
		Cycle 1	Cycle 2	
1	A1	75	85	Improved
2	A2	60	80	Improved
3	A3	75	85	Improved
4	A4	60	80	Improved
5	A5	55	70	Improved
6	A6	75	80	Improved
7	A7	50	75	Improved
8	A8	85	95	Improved

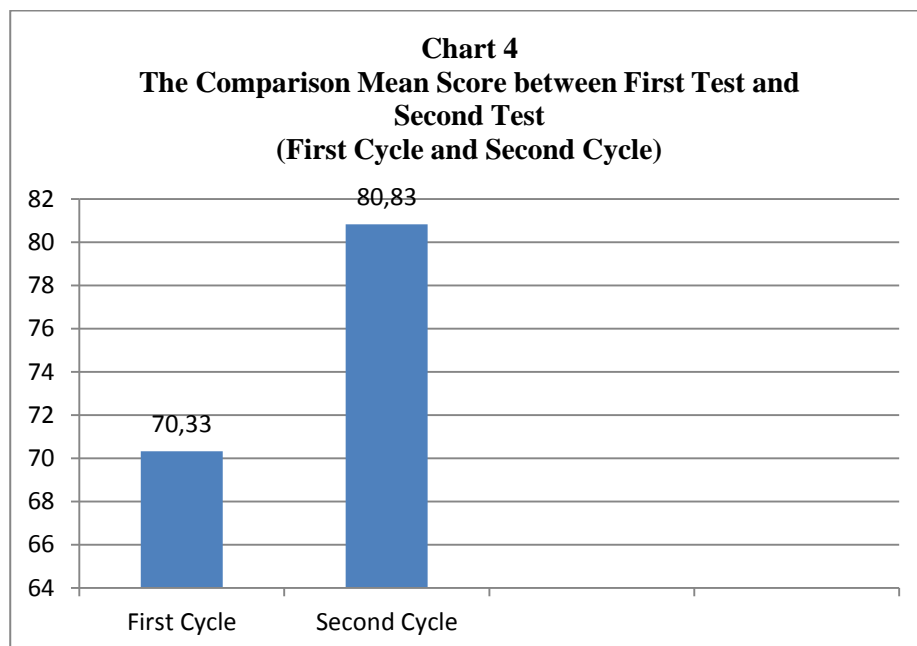
9	A9	95	100	Improved
10	A10	55	85	Improved
11	A11	65	80	Improved
12	A12	70	85	Improved
13	A13	65	80	Improved
14	A14	80	80	Improved
15	A15	90	100	Improved
16	A16	70	85	Improved
17	A17	75	75	Constant
18	A18	75	85	Improved
19	A19	40	70	Improved
20	A20	95	80	Improved
21	A21	55	80	Improved
22	A22	70	85	Improved
23	A23	60	75	Improved
24	A24	85	85	Constant
25	A25	80	75	Declined
26	A26	70	65	Declined
27	A27	65	75	Improved
28	A28	80	85	Improved
29	A29	70	85	Improved
30	A30	65	70	Improved
	Mean: $X = \frac{\sum fx}{N}$	70.33	43.33%	
	Percentage: $P = \frac{R}{T} \times 100\%$	80.83	86.66%	

The researcher also provided the chart that showed comparative of students; achievement between first cycle and second cycle that could be seen below:

Chart 3

The Comparison of Indicators Score in First Cycle and second Cycle

From the chart above can be seen that every indicators score improved. Grammar in first cycle 14.33 become 15.83 in second cycle, vocabulary in first cycle 17.16 become 18.16 in second cycle, mechanic in first cycle 11.83 become 17.66 in second cycle, fluency in first cycle 10.16 become 15.16 in second cycle, and form in first cycle 15.66 become 16.66 in second cycle. So, all of indicators were improve.



From the chart above, can be seen that students' mean score improved from 70.33 in first cycle become 80.83 in second cycle.

To test the significances, the researcher used t-test for small samples less than 30 students. The table of interpreting the data could be looked from the table below:

Table. 8
The Difference Between Cycle 1 and Cycle 2

No	Students' Initial	Cycle 1	Cycle 2	D=X-Y	$\sum D=D-MD$	$\sum D^2$
1	A1	75	85	10	-0.5	0.25
2	A2	60	80	20	9.5	90.25
3	A3	75	85	10	-0.5	0.25
4	A4	60	80	20	9.5	90.25
5	A5	55	70	15	4.5	20.25
6	A6	75	80	5	-5.5	30.25
7	A7	50	75	25	14.5	210.25
8	A8	85	95	10	-0.5	0.25

9	A9	95	100	5	-5.5	30.25
10	A10	55	85	30	19.5	380.25
11	A11	65	80	15	4.5	20.25
12	A12	70	85	5	-5.5	30.25
13	A13	65	80	15	4.5	20.25
14	A14	80	80	0	-10.5	110.25
15	A15	90	100	10	-0.5	0.25
16	A16	70	85	15	4.5	20.25
17	A17	75	75	0	-10.5	110.25
18	A18	75	85	10	-0.5	0.25
19	A19	40	70	30	19.5	380.25
20	A20	95	80	-15	-25.25	637.56
21	A21	55	80	25	14.5	203.25
22	A22	70	85	15	4.5	20.25
23	A23	60	75	15	4.5	20.25
24	A24	85	85	0	-10.5	110.25
25	A25	80	75	-5	-15.5	240.25
26	A26	70	65	-5	-15.5	240.25
27	A27	65	75	10	-0.5	0.25
28	A28	80	85	5	-5.5	30.25
29	A29	70	85	15	4.5	20.25
30	A30	65	70	5	-5.5	30.25
Total		2110	2425	315/30 =	11.25/30	3077.56/3
Mean:		70.33	80.33	10.5	= 0.37	0 = 102.
$X = \frac{\sum fx}{N}$				$M_D = 10.5$		58
Percentage:		43.33	86.66			
$P = \frac{R}{T} \times 100\%$		%	%			

Steps of calculating the data:

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$= \frac{315}{30}$$

$$= 10.5$$

Σ_D = Number of difference Score Between Second Cycle and First Cycle.

$$D = X - Y$$

N = 30 Students

SD_D = Standard Deviation from the Difference Score Between First Test and Second Test.

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{3077.56}{30} - \left(\frac{11.25^2}{30}\right)}$$

$$SD_D = \sqrt{102.58 - 0.13}$$

$$SD_D = \sqrt{102.45}$$

$$SD_D = 10.12$$

SE_{MD} = Standard error from mean of difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{10.12}{\sqrt{30-1}}$$

$$SE_{MD} = \frac{10.12}{\sqrt{29}}$$

$$SE_{MD} = \frac{10.12}{5.38}$$

$$SE_{MD} = 1.88$$

$$t_0 = \frac{M_D}{SE_{MD}}$$

$$t_0 = \frac{10.5}{1.88}$$

$$t_0 = 5.58$$

$$\text{Degrees of freedom (df)} = N - 1 = 30 - 1 = 29$$

The calculation result of $t_0 = 5.58$, with $df = 29$, level of signification in “Table Nilai t” ($t_{5\%} = 2.045$). It can be known that the result of t_0 is bigger than t_t . Based on the result, it means that there is a significant improvement between students’ writing learning process result in the first cycle and second cycle.

Finally, The calculation result of $t_0 = 5.58$, with $df = 29$, level of signification in “Table Nilai t” ($t_{5\%} = 2.045$). It can be known that the result of t_0 is bigger than t_t ($5.58 > 2.045$). Based on the result, it means that there is a significant improvement between students’ writing learning process result in the first cycle and second cycle. So, the hypothesis is accepted, it means that using Think Pair Share (TPS) strategy can improve students’ writing descriptive text ability at grade VIII MTs N 2 Padangsidempuan.

B. Data Discussion

Based on the related finding, the researcher discussed that the researcher findings had shown students’ writing ability improved well. It could be proved by students’ mean score and percentage. It also discussed with the theory that relate to the TPS. In this case, the theory which has

been discussed by the researcher was from the founder of TPS, according to Mandal¹ that Think Pair Share (TPS) is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. “pair” and “share” components encourage learner to compare and contrast their understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class. In short words, this strategy is trying to improve the students English writing skill so that they can easily understand how to write with good composition and it is appropriate to grammatical form.

It is also related to Ratna Sari² who found that Think Pair Share (TPS) Strategy could improve students’ writing ability in this study, it had found that the improvement of students’ achievement by using Think Pair Share (TPS) Strategy. (To) value was 3.6 (Tt) value was 2.00. it showed that (To) was higher than (Tt) in degree of significance 5%. because 3.6 was higher than 2.00, the use of cooperative learning in teaching descriptive writing gave significant influence to the students.

¹ Mandal, R.R. Cooperative Learning Strategies to Enhance Writing Skill. Lady Willing Don Institute of Advanced Study in Education, Chennai. In <http://mjal.org/journal/coop.pdf>, retrieved on August 23rd 2017 at 09.00 pm.

²Ratna Sari in “The Influence of Cooperative Learning (Think Pair Share Strategy) in Teaching Descriptive Writing”, Syarif Hidayatullah State Islamic University, p.51 accessed on <http://repository.uinjkt.ac.id/pdf>, retrieved on August 23rd 2017 at 08.05 pm.

Based on the explanation above, the researcher found the similarity with the others researcher and the theory which is related to think pair share (TPS). It was based on the data in the first cycle was 70.33 (43.33%) and in the second cycle was 80.83 (86.66%). It means that there had (43.33%) improvements for percentage of students who passed the KKM in writing ability. It can be concluded that the researcher has proved for what has been stated theoretically and also has proved for what have been done by other researchers.

C. The Threats of the Research

This research used human instrument in English learning. Observation of researcher and students' writing ability were done by researcher herself and Co-teacher. So this think pair share (TPS) strategy created a good environment in teaching learning writing in which students became active in the process of writing, focus to their mind to the teachers' explanation and it made they were involved in writing ability process. Think pair share (TPS) also created an interactive process where the students interacted not only with the text write and also their teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the result of the classroom action research, it could be concluded that Think Pair Share (TPS) strategy improved students' writing descriptive text ability at grade VIII MTs N 2 Padangsidimpuan. It based on the students' writing descriptive text ability, the mean score in which was in first cycle was 70.33 (43.33) and in second cycle was 80.83 (86.66). Finally, the hypothesis in the research could be accepted. The learning, the value and the condition in writing descriptive text by using Think Pair Share (TPS) strategy has shown the good improvement in class VIII-1 MTs N 2 Padangsidimpuan.

B. SUGGESTION

Based on the conclusion above, the researcher has some suggestion as below:

1. It is suggested to the teacher to apply this strategy in teaching writing ability by looking at the students' problem in writing and give solutions to the students' problem. To the other researcher, the researcher suggests to improve students' writing ability through think pair share (TPS) strategy until 100%.

2. The other researcher can use the other creative solutions in solving students' writing ability and can do research in two or three cycles so that the improvement can achieve until 100%.
3. The last is Think Pair Share (TPS) strategy can be applied in English learning process as one of the innovation in teaching and learning process, particularly to improve students' ability in writing descriptive text.

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CURRICULUM VITAE

A. Identity

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B. Parents

Father's Name : Asbar Marbun
Mother's Name : Juriani Lubis

C. Education background

1. Elementary School : SD Negeri Pangauban 1 Bandung (2006)
2. Junior high School : MTs Diniyah Putri Pekan Baru (2009)
3. Senior high School : MAN Sorkam Tapanuli Tengah (2012)
4. Institute : IAIN Padangsidempuan (201)

APPENDIX I

THE TEST FOR FIRST CYCLE

Name :

Class :

Instruction : Write a descriptive paragraph consist of 5 sentences with theme describing people !

A large rounded rectangular box with a thin black border, containing seven horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving small margins on the left and right sides.

APPENDIX II

THE TEST FOR SECOND CYCLE

Name :

Class :

Instruction : Write a descriptive paragraph consist of 5 sentences with theme describing pet animals !

A large rounded rectangular box containing seven horizontal lines for writing a paragraph.

APPENDIX III

**Observation Sheet
Students Activity in Teaching Learning Process
Classroom Action Research**

Subject Matter : English
Class/Semester : VIII-1
Cycle : Cycle 1

No	Students' Initial	Activities				
		First meeting		Second meeting		
		Student asking in the classroom	Students giving idea in the classroom	Student asking in the classroom	Students giving idea in the classroom	Student finishing the test on time
1	A1					
2	A2					
3	A3					
4	A4					
5	A5					
6	A6					
7	A7					
8	A8					
9	A9					
10	A10					
11	A11					
12	A12					
13	A13					
14	A14					
15	A15					
16	A16					
17	A17					
18	A18					
19	A19					
20	A20					
21	A21					
22	A22					
23	A23					
24	A24					
25	A25					
26	A26					
27	A27					

28	A28					
29	A29					
30	A30					
Total						
Condition of the classroom						

Mengetahui,

Padangsidimpun, 2017

Teacher

Observer

Rafni Dewi Yanti
NIP.

Nur Amalia Adha
NIM. 13 340 0096

Observation Sheet
Students Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class/Semester : VIII-1
Cycle : Cycle 2

No	Students' Initial	Activities				
		Third meeting		Four meeting		
		Student asking in the classroom	Students giving idea in the classroom	Student asking in the classroom	Students giving idea in the classroom	Student finishing the test on time
1	A1					
2	A2					
3	A3					
4	A4					
5	A5					
6	A6					
7	A7					
8	A8					
9	A9					
10	A10					
11	A11					
12	A12					
13	A13					
14	A14					
15	A15					
16	A16					
17	A17					
18	A18					
19	A19					
20	A20					
21	A21					
22	A22					
23	A23					
24	A24					
25	A25					
26	A26					
27	A27					
28	A28					

29	A29					
30	A30					
Total						
Condition of the classroom						

Mengetahui,

Padangsidimpuan, 2017

Teacher

Observer

Rafni Dewi Yanti
NIP.

Nur Amalia Adha
NIM. 13 340 0096

**PEDOMAN WAWANCARA DENGAN GURU BAHASA INGGRIS TERKAIT
MASALAH PENGAJARAN DI KELAS**

1. Bagaimana cara anda dalam mengajarkan pembelajaran menulis pada siswa ?

Jawab :.....
.....

2. Masalah apa yang anda hadapi selama ini ketika mengajarkan pembelajaran writing descriptive text pada siswa ?

Jawab :.....
.....

3. Menurut anda permasalahan yang paling besarnya itu apa ya ?

Jawab :.....
.....

4. Apakah siswa sering mengalami kesulitan pada saat proses pembelajaran writing descriptive text ?

Jawab :.....
.....

5. Bagaimana partisipasi siswa ketika pengajaran writing berlangsung ?

Jawab :.....
.....

6. Strategy apa yang anda gunakan dalam pembelajaran menulis, khususnya pembelajaran writing descriptive text ?

Jawab :.....
.....

7. Apakah anda pernah mendengar Think Pair Share Strategy dalam pembelajaran writing ?

Jawab :.....
.....

8. Apakah strategy pembelajaran writing menggunakan Think Pair Share Strategy efektif diterapkan pada pengajaran writing ability ?

Jawab :.....
.....

9. Menurut anda, apakah Think Pair Share Strategy dapat meningkatkan kemampuan menulis siswa dalam bahasa inggris?

Jawab :.....
.....

APPENDIX VI

**WAWANCARA DENGAN SISWA TERKAIT MASALAH PEMBELAJARAN
DI KELAS**

1. Apakah anda menyukai kegiatan menulis ?

Jawab :.....

.....

2. Menurut anda selama disekolah pembelajaran menulis yang disampaikan guru seperti apa?

Jawab :.....

.....

3. Apa anda mengetahui writing descriptive text?

Jawab :.....

.....

4. Apakah anda tahu struktur umum dalam descriptive text ?

Jawab :.....

.....

5. Apa anda bisa menyebutkan contoh descriptive text ?

Jawab :.....

.....

6. Apa masalah anda dalam pembelajaran descriptive text ?

Jawab :.....

.....

7. Apakah ada kesulitan selama kegiatan writing descriptive text ?

Jawab :.....

.....

8. Apa masalah anda dalam pembelajaran descriptive text ?

Jawab :.....

.....

9. Apakah yang membuat anda merasa sulit dalam belajar descriptive text ?

Jawab :.....
.....

10. Apa solusi anda dalam masalah itu ?

Jawab :.....
.....

APPENDIX VII

PEDOMAN WAWANCARA DENGAN GURU BAHASA INGGRIS TERKAIT RESPON PENGGUNAAN THINK PAIR SHARE STRATEGY

1. Bagaimana kesan anda terhadap pembelajaran writing descriptive text dengan penerapan Think Pair Share Strategy ?

Jawab :.....
.....

2. Menurut anda, apakah Think Pair Share Strategy ini dapat meningkatkan kemampuan siswa dalam writing descriptive text?

Jawab :.....
.....

3. Bagaimana partisipasi siswa ketika pembelajaran writing menggunakan Think Pair Share Strategy berlangsung ?

Jawab :.....
.....

4. Menurut anda, perubahan apa yang jelas terlihat saat pembelajaran writing descriptive text melalui penerapan Think Pair Share Strategy ini berlangsung ?

Jawab :.....
.....

5. Apa kesulitan anda dalam penerapan Think Pair Share Strategy ?

Jawab :.....
.....

6. Kendala apa yang terlihat ketika belajar writing menggunakan Think Pair Share Strategy ?

Jawab :.....
.....

7. Menurut anda, bagaimana cara mengatasi kendala itu ?

Jawab :.....
.....

8. Apa pendapat anda, setelah melihat pembelajaran writing menggunakan Think Pair Share Strategy ?

Jawab :.....
.....

9. Apakah untuk kedepannya Think Pair Share Strategy ini perlu digunakan dalam pembelajaran writing descriptive text?

Jawab :.....
.....

APPENDIX VIII

**PEDOMAN WAWANCARA DENGAN SISWA TERKAIT RESPON
PENGUNAAN THINK PAIR SHARE STRATEGY**

1. Bagaimana kesan anda terhadap pembelajaran writing descriptive text dengan penggunaan Think Pair Share Strategy ?

Jawab :.....
.....

2. Apakah dengan menggunakan Think Pair Share Strategy, dapat mempermudah anda dalam writing descriptive text?

Jawab :.....
.....

3. Menurut anda, Think Pair Share Strategy yang saya ajarkan bisa untuk memahami descriptive text tidak ?

Jawab :.....
.....

4. Ada perbedaan tidak dengan apa yang guru anda ajarkan di kelas ?

Jawab :.....
.....

5. Menurut anda, untuk kedepannya apakah Think Pair Share Strategy ini perlu digunakan dalam pembelajaran writing descriptive text ?

Jawab :.....
.....

APPENDIX IX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS 1

Sekolah	: MTs. N 2 Padangsidempuan
Mata pelajaran	: Bahasa Inggris
Kelas	: VIII (Delapan)
Semester	: Ganjil (Satu)
Pertemuan	: I & II
Alokasi Waktu	: 2 x 45 menit
Aspek/Skill	: Writing (Menulis)
Tema	: Describing People
Jenis Teks	: Descriptive Text
Tahun Pelajaran	: 2017-2018

Standar Kompetensi : (menulis) mengungkapkan dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : (menulis) mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indicator :

Pertemuan I

Siswa dapat :

1. Mengidentifikasi makna teks *descriptive*
2. Mengidentifikasi langkah retorika dan ciri kebahasaan teks deskriptif
3. Menemukan ide melalui strategi *think pair share*
4. Memilih dan menyusun ide untuk menyusun *paragraph* deskriptif

Pertemuan II

Siswa dapat

1. Menulis draft pertama dari *paragraph* deskriptif sesuai dengan *design think pair share*
2. Merevisi isi dan organisasi dari draft *paragraph* deskriptif
3. Mengedit draft pertama dalam hal *grammar*
4. *Proofread* tulisan siswa

5. Menulis draft terakhir
6. Mempresentasikan tulisan descriptive mereka

I. Tujuan Pembelajaran

Setelah menyelesaikan kegiatan pembelajaran, siswa dapat :

1. Mengetahui makna teks deskriptif
2. Mengetahui langkah retorika dan cirri kebahasaan teks deskriptif
3. Menemukan ide melalui strategi think pair share
4. Memilih dan menyusun ide untuk menyusun paragraph deskriptif
5. Menulis draft pertama dengan isi dan organisasi yang benar
6. Merevisi isi dan organisasi dari draft paragraph deskriptif
7. Menemukan kesalahan dalam tulisan mereka
8. Menulis draft terakhir dengan benar

II. Materi Pembelajaran

1. Cirri kebahasaan teks deskriptif
2. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big
short	Thin	Old	Short	Oval	Brown
	Fat	Teenager	Bald	Square	Round
	Muscular		Straight	Wrinkles	Blue
			Curly	Pale	Green
			Wavy	Bearded	Hazel
			Black	Shaved	Bright
			Blond		Slanting

3. Memberikan contoh teks deskriptif menggunakan strategi think pair share
Contoh :

My Favorite Artist

I have favorite artist. His name is Sule. His true name is Entis Sutisna. Sule has long blond hair. He looks so funny with a flat nose. He is very popular in one of television program “OVJ” as a funny comedian. Besides, He also has a good voice. I like Him very much.

4. Draft paragraph descriptive siswa

5. Setelah terbentuk group, guru memberikan contoh-contoh teks descriptive (dalam bentuk paper) kepada masing-masing group dan setiap siswa diminta untuk mengidentifikasi pengertian, tujuan, generic structure dari teks descriptive yang telah disediakan agar siswa mampu memahami maksud dari teks descriptive. (THINK)
6. Setelah siswa mengidentifikasi teks descriptive, guru meminta setiap group untuk membuat teks descriptive sesuai dengan artis favorit pada point 3.
7. Masing-masing group membuat judul teks yang akan dibuat dan disepakati oleh setiap anggota sesuai dengan tema artis favorit pada point 3.
8. Dalam satu group yang terdiri dari 6 orang, dibagi lagi menjadi 3 sehingga akan ada tiga pasang siswa.
9. Siswa diminta membuat teks descriptive yang telah ditentukan pada point 6 dengan berpasangan. (PAIR)
10. Guru meminta siswa mempresentasikan hasil kerja pasangannya kepada kelompoknya dan mendiskusikannya sekaligus menentukan hasil kerjaan yang akan dipresentasikan kepada kelompok lain. (SHARE)
11. Guru meminta setiap kelompok untuk mempresentasikan hasil diskusinya di depan kelas dan kelompok lain harus mencatat point dari kelompok yang presentasi. (setiap kelompok)
12. Guru memberikan 5 pertanyaan secara lisan kepada siswa mengenai descriptive text dan presentasi dari masing-masing

5 menit

<p>kelompok. Setiap kelompok saling berkompetisi untuk menjawab pertanyaan dari guru dengan benar.</p> <p>13. Kelompok dengan nilai tertinggi akan mendapatkan bintang untuk kelompoknya dan menjadi juara.</p> <p>14. Guru melakukan wrap up activity dengan memberi feedback dan penjelasan mengenai descriptive text menggunakan strategy think, pair, share.</p> <p>15. Guru memberikan kesempatan bagi siswa untuk bertanya mengenai materi yang sedang/telah diajarkan sehingga siswa paham.</p> <p>C. Penutup</p> <ol style="list-style-type: none"> 1. Guru membuat kesimpulan pelajaran. 2. Guru meminta siswa mengakhiri kelas dengan berdoa 3. Salam 	
---	--

V. Sumber dan Media Belajar

- a) Sumber belajar
 - Buku English in Focus for Grade VIII Junior High School (SMP/MTs)
 - Kurikulum KTSP bahasa inggris
 - Silabus SMP/MTs kelas VIII
- b) Media belajar
 - Gambar orang
 - Kertas latihan
 - White board

VI. Penilaian

- Untuk mengukur KBM penilaian diambil dengan menggunakan observation
- Untuk hasil tulisan diambil dengan cara scoring rubric dibawah ini

No	Criteria	High score
1	Grammar	20
2	Vocabulary	20
3	Mechanic	20
4	Fluency	20
5	Form	20
Total score		100

$$\frac{\text{High score} \times \text{criteria} \times 100}{\text{Total score}} = 100$$

$$\frac{20 \times 5 \times 100}{100} = 100$$

Mengetahui,

Padangsidempuan, 2017

Guru Bahasa Inggris VIII-1

Researcher

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NIM. 13 340 0096

APPENDIX X

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS 2

Sekolah	: MTs. N 2 Padangsidempuan
Mata pelajaran	: Bahasa Inggris
Kelas	: VIII (Delapan)
Semester	: Ganjil (Satu)
Pertemuan	: III & IV
Alokasi Waktu	: 2 x 45 menit
Aspek/Skill	: Writing (Menulis)
Tema	: Describing Pet Animals
Jenis Teks	: Descriptive Text
Tahun Pelajaran	: 2017-2018

Standar Kompetensi : (menulis) mengungkapkan dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : (menulis) mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indicator :

Pertemuan I

Siswa dapat :

1. Siswa dapat menulis paragraph singkat mengenai descriptive text

2. Mengidentifikasi langkah paragraph deskriptif
3. Menemukan ide melalui strategi think pair share
4. Memilih dan menyusun ide untuk menyusun paragraph deskriptif

Pertemuan II

Siswa dapat

1. Menulis draft pertama dari paragraph deskriptif sesuai dengan ide melalui think pair share
2. Merevisi isi dan organisasi dari draft paragraph deskriptif
3. Mengedit draft pertama dalam hal grammar
4. Proofread tulisan siswa
5. Menulis draft terakhir
6. Mempresentasikan tulisan descriptive mereka

I. Tujuan Pembelajaran

Setelah menyelesaikan kegiatan pembelajaran, siswa dapat :

1. Mengidentifikasi paragraph deskriptif mengenai describing pet animals
2. Menemukan ide melalui strategi think pair share
3. Memilih dan menyusun ide untuk menyusun paragraph deskriptif
4. Menulis draft pertama dengan isi dan organisasi yang benar
5. Menemukan kesalahan dalam tulisan mereka
6. Menulis draft terakhir dengan benar

II. Materi Pembelajaran

1. Teks descriptive tentang binatang peliharaan
2. Kosa kata terkait tema
3. Contoh teks descriptive tentang binatang peliharaan

Contoh :

My dog, Brownie

I have a pet. It is a dog and I call it Brownie.

Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get a long well, and never fight maybe because

Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

III. Strategy Pembelajaran

1. Think Pair Share Strategy
2. Problem Solving

IV. Langkah Pembelajaran Pertemuan I

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ol style="list-style-type: none"> 1. Greeting (memberi salam dan saling tegur sapa) 2. Ice breaking (pengkondisian kelas) 3. Apersepsi (menyambungkan pelajaran yang sudah dipelajari sebelumnya) 	10 menit
<p>B. Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Guru mengulas sedikit materi pertemuan sebelumnya sebagai bahan evaluasi. 2. Guru bertanya kepada siswa mengenai binatang peliharaan contoh, seperti kucing, kelinci, burung, anjing, hamster, marmot dll. 3. Guru bertanya bagaimana karakteristik dari binatang - binatang tersebut (berhubungan dengan binatang peliharaan pada point 2) sebagai stimulus. 4. Pertanyaan yang disampaikan oleh guru (point 3) dijadikan sebagai teknik grouping. 5. Setelah terbentuk group, guru memberikan contoh-contoh teks descriptive (dalam bentuk paper) kepada masing-masing group dan setiap siswa diminta untuk mengidentifikasi pengertian, tujuan, generic structure dari teks descriptive yang telah disediakan agar siswa mampu memahami maksud dari teks descriptive. (THINK) 	65 menit

<ol style="list-style-type: none"> 6. Setelah siswa mengidentifikasi teks descriptive, guru meminta setiap group untuk membuat teks descriptive sesuai dengan binatang peliharaan pada point 3. 7. Masing-masing group membuat judul teks yang akan dibuat dan disepakati oleh setiap anggota sesuai dengan tema binatang peliharaan pada point 3. 8. Dalam satu group yang terdiri dari 6 orang, dibagi lagi menjadi 3 sehingga akan ada tiga pasang siswa. 9. Siswa diminta membuat teks descriptive yang telah ditentukan pada point 6 dengan berpasangan. (PAIR) 10. Guru meminta siswa mempresentasikan hasil kerja pasangannya kepada kelompoknya dan mendiskusikannya sekaligus menentukan hasil kerjaan yang akan dipresentasikan kepada kelompok lain. (SHARE) 11. Guru meminta setiap kelompok untuk mempresentasikan hasil diskusinya di depan kelas dan kelompok lain harus mencatat point dari kelompok yang presentasi. (setiap kelompok) 12. Guru memberikan 5 pertanyaan secara lisan kepada siswa mengenai descriptive text dan presentasi dari masing-masing kelompok. Setiap kelompok saling berkompetisi untuk menjawab pertanyaan dari guru dengan benar. 13. Kelompok dengan nilai tertinggi akan mendapatkan bintang untuk kelompoknya dan menjadi juara. 14. Guru melakukan wrap up activity dengan memberi feedback dan penjelasan mengenai descriptive text menggunakan strategy think, pair, share. 	<p>5 menit</p>
---	----------------

<p>15. Guru memberikan kesempatan bagi siswa untuk bertanya mengenai materi yang sedang/telah diajarkan sehingga siswa paham.</p> <p>C. Penutup</p> <ol style="list-style-type: none"> 1. Guru membuat kesimpulan pelajaran. 2. Guru meminta siswa mengakhiri kelas dengan berdoa 3. Salam 	
--	--

V. Sumber dan Media Belajar

c) Sumber belajar

- Buku English in Focus for Grade VIII Junior High School (SMP/MTs)
- Kurikulum KTSP bahasa inggris
- Silabus SMP/MTs kelas VIII

d) Media belajar

- Gambar binatang
- Kertas latihan
- White board

VI. Penilaian

- Untuk mengukur KBM penilaian diambil dengan menggunakan observation
- Untuk hasil tulisan diambil dengan cara scoring rubic dibawah ini

No	Criteria	High score
1	Grammar	20
2	Vocabulary	20
3	Mechanic	20
4	Fluency	20
5	Form	20
Total score		100

$$\frac{\text{High score x criteria x 100}}{\text{Total score}} = 100$$

$$\frac{20 \times 5 \times 100}{100} = 100$$

100

Mengetahui,

Guru Bahasa Inggris VIII-1

Rafni Dewi Yanti
NIP.

Padangsidempuan, 2017

Researcher

Nur Amalia Adha
NIM. 13 340 0096

APPENDIX XI

Table. 10
Students' Writing Ability Scores in First Cycle

No	Students' Initial	Indicators					Test Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	A1	15	20	5	15	20	75*
2	A2	10	20	15	5	10	60
3	A3	15	20	10	10	20	75*
4	A4	10	20	5	5	20	60
5	A5	10	10	20	10	5	55
6	A6	10	20	15	15	15	75*
7	A7	10	20	10	0	10	50
8	A8	15	20	15	15	20	85*
9	A9	20	20	20	15	20	95*
10	A10	10	20	10	5	10	55
11	A11	20	15	10	5	15	65
12	A12	15	20	10	10	15	70
13	A13	15	20	15	10	5	65
14	A14	20	20	5	15	20	80*
15	A15	20	20	15	15	20	90*
16	A16	15	20	5	10	20	70
17	A17	20	20	10	5	20	75*
18	A18	20	20	5	5	15	75*
19	A19	10	10	0	5	15	40
20	A20	20	20	15	20	20	95*

21	A21	5	20	10	10	10	55
22	A22	20	10	10	10	20	70
23	A23	10	10	15	15	10	60
24	A24	20	20	20	10	15	85*
25	A25	20	20	20	15	10	80*
26	A26	10	20	10	15	15	70
27	A27	10	20	10	5	20	65
28	A28	15	20	20	10	15	80*
29	A29	10	20	10	10	20	70
30	A30	10	10	15	10	20	65
SUM							2110
MEAN SCORE							70.33
PERCENTAGE							43.33
							%

**The students who passed the KKM (75) in first cycle*

APPENDIX XII

Table. 11
Students' Ability Scores in Second Cycle

No	Students' Initial	Indicators					Test Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	A1	10	15	20	20	20	85
2	A2	20	15	20	10	15	80
3	A3	15	20	20	25	15	85
4	A4	20	15	10	15	20	80
5	A5	15	20	15	15	10	70
6	A6	20	20	15	10	20	80
7	A7	10	20	15	15	15	75
8	A8	20	20	20	15	20	95
9	A9	20	20	20	20	20	100
10	A10	20	20	20	20	20	85
11	A11	20	15	20	10	15	80
12	A12	15	20	20	15	15	85
13	A13	15	15	20	15	15	80
14	A14	15	15	20	20	20	80
15	A15	20	20	20	20	20	100
16	A16	10	20	20	15	20	85
17	A17	15	20	15	10	15	75
18	A18	15	15	20	15	20	85
19	A19	10	15	15	15	15	70

20	A20	15	15	20	15	15	80
21	A21	15	15	15	10	10	65
22	A22	20	10	20	15	20	85
23	A23	15	20	15	15	10	75
24	A24	15	10	20	20	20	85
25	A25	15	20	15	10	15	75
26	A26	15	15	15	10	10	65
27	A27	20	20	15	10	20	75
28	A28	20	15	20	15	15	85
29	A29	10	20	20	15	20	85
30	A30	10	15	10	20	15	70
SUM							2425
MEAN SCORE							80.83
PERCENTAGE							86.66 %

bold name that did not pass the KKM (75) in Second cycle

APPENDIX XIII

Table. 12
The Difference Between Cycle 1 and Cycle 2

No	Students' Initial	Cycle 1	Cycle 2	D=X-Y	$\sum D=D-MD$	$\sum D^2$
1	A1	75	85	10	-0.5	0.25
2	A2	60	80	20	9.5	90.25
3	A3	75	85	10	-0.5	0.25
4	A4	60	80	20	9.5	90.25
5	A5	55	70	15	4.5	20.25
6	A6	75	80	5	-5.5	30.25
7	A7	50	75	25	14.5	210.25
8	A8	85	95	10	-0.5	0.25
9	A9	95	100	5	-5.5	30.25
10	A10	55	85	30	19.5	380.25
11	A11	65	80	15	4.5	20.25
12	A12	70	85	5	-5.5	30.25
13	A13	65	80	15	4.5	20.25
14	A14	80	80	0	-10.5	110.25
15	A15	90	100	10	-0.5	0.25
16	A16	70	85	15	4.5	20.25
17	A17	75	75	0	-10.5	110.25
18	A18	75	85	10	-0.5	0.25

19	A19	40	70	30	19.5	380.25
20	A20	95	80	-15	-25.25	637.56
21	A21	55	80	25	14.5	203.25
22	A22	70	85	15	4.5	20.25
23	A23	60	75	15	4.5	20.25
24	A24	85	85	0	-10.5	110.25
25	A25	80	75	-5	-15.5	240.25
26	A26	70	65	-5	-15.5	240.25
27	A27	65	75	10	-0.5	0.25
28	A28	80	85	5	-5.5	30.25
29	A29	70	85	15	4.5	20.25
30	A30	65	70	5	-5.5	30.25
Total		2110	2425	315/30 =	11.25/30	3077.56/3
Mean:		70.33	80.33	10.5	= 0.37	0 = 102.
$X = \frac{\sum fx}{N}$				$M_D = 10.5$		58
Percentage:		43.33	86.66			
$P = \frac{R}{T} \times 100\%$		%	%			

Steps of calculating the data:

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$= \frac{315}{30}$$

$$= 10.5$$

$\sum D$ = Number of difference Score Between Second Cycle and First Cycle.

$$D = X - Y$$

N = 30 Students

SD_D = Standard Deviation from the Difference Score Between First Test and Second Test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{3077.56}{30} - \left(\frac{11.25^2}{30}\right)}$$

$$SD_D = \sqrt{102.58 - 0.13}$$

$$SD_D = \sqrt{102.45}$$

$$SD_D = 10.12$$

SE_{MD} = Standard error from mean of difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{10.12}{\sqrt{30-1}}$$

$$SE_{MD} = \frac{10.12}{\sqrt{29}}$$

$$SE_{MD} = \frac{10.25}{5.38}$$

$$SE_{MD} = 1.88$$

$$t_0 = \frac{M_D}{SE_{MD}}$$

$$t_0 = \frac{10.5}{1.88}$$

$$t_0 = 5.58$$

Degrees of freedom (df) = N-1 = 30-1 = 29

The calculation result of $t_0 = 5.58$, with $df = 29$, level of signification in "Table Nilai t" ($t_{5\%} = 2.045$). it can be known that the result of t_0 is bigger than t_t . Based on the result, it means that there is

a significant improvement between students' writing learning process result in the first cycle and second cycle.

APPENDIX XIV

PICTURE OF THE RESEARCH





PICTURE OF THE RESEARCH







KEMENTERIAN AGAMA
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Telephon 0634- 22080 Faximile 0634-24022

Nomor : 53 /In.19/E.6a/PP.00.9/ 09 /2016 Padangsidimpuan, 28 September 2016
Sifat : Biasa
Lampiran : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;
1. Eka Sustrī Harīda, M.Pd. (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum. (Pembimbing II)

Di-
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : NUR AMALIA ADHA
Nim : 13 340 0096
Fak/ Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-3
Judul Skripsi : **IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY THROUGH THINK PAIR SHARE (TPS) STRATEGY AT GRADE VIII MTs N 2 PADANGSIDIMPUAN**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

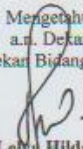
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Pernyataan Kesediaan Sebagai Pembimbing

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Nomor : B - IAI /n.14/E.4c/TL.00/10/2017
Hal : Izin Penelitian
Penyelesaian Skripsi.

13 Oktober 2017

Yth. Kepala MTs N 2 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Nur Amalia Adha
NIM : 13 340 0096
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Kompleks Kost IAIN Padangsidimpuan

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Writing Descriptive Text Ability Through Think Pair Share (TPS) Strategy at Grade VIII MTs N 2 Padangsidimpuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

13 Oktober 2017
Dekan
Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PADANGSIDIMPUAN
MADRASAH TSANAWIYAH NEGERI 2
Jalan H.T Rizal Nurdin Km. 6,5 Gg. Pendidikan Padangsidimpuan

Nomor : B-343/Mts.02.28/TL.00/10/2017
Hal : Pelaksanaan Riset

Padangsidimpuan, Oktober 2017

Kepada Yth :

Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Padangsidimpuan
di -
Padangsidimpuan

Dengan Hormat,

Sehubungan dengan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Padangsidimpuan Nomor : B-1741/In.14/E.4c/TL.00/10/2017 tanggal 13 Oktober 2017 hal dipokok surat, maka bersama ini kami beritabukan kepada Bapak bahwa :

Nama : Nur Amalia Adha
N I M : 13 340 0096
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Kompleks Kost IAIN Padangsidimpuan

Telah melaksanakan riset pada MTsN 2 Padangsidimpuan dengan judul :

" Improving Students' Writing Descriptive Text Ability Through Think Pair Share (TPS) Strategy at Grade VIII MTsN 2 Padangsidimpuan".

Demikian disampaikan atas kerjasama yang baik diucapkan terimakasih.

Kepala,



Basro Effendy, S.Ag
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