USING THINK TALK WRITE (TTW) STRATEGY TO IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 4 PALOPO

IAIN PALOPO

A THESIS

Submitted to the English Study Program of S1 Tarbiyah and Teachers Training
Faculty of State Institute for Islamic Studies of Palopo in
Partial Fulfillment of Requirement for S.Pd
Degree in English Education

USWATUN HASANAH
14.16.3.0150

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OFTARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2019

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By,

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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OFTARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2019

EXAMINER APPROVAL

Thesis Entitle: **USING THINK, TALK, WRITE (TTW) STRATEGY TO IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT THE ELEVENTH GRADE OF SMAN 4 PALOPO**

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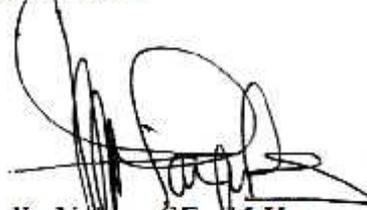Has been corrected and approved to be Munaqasyah examined.

Palopo, 17th February 2019

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

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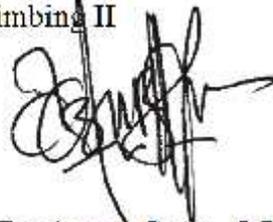Nim   : 14.16.3.0150

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ACKNOWLEDGEMENT

اَلْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِيْنَ، وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى اٰلِهِ وَاَصْحَبِهِ أَجْمَعِيْنَ. (أَمَّا بَعْدُ)

Alhamdulillahi Rabbil 'Alamin, praise and thanks to the almighty God Allah SWT without blessing and mercy from Allah SWT, the writer would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State Institute for Islamic Studies (IAIN) Palopo on the title "*Using Think, Talk, Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at the Eleventh Grade of SMAN 4 Palopo*". Shalawat and tasleem always be given to our beloved prophet, Muhammad SAW. who has guided us from the stupidity era to the cleverness era namely Islam Religion.

The writer realizes that the existence of this thesis was by receiving much advice, guidance, encouragements, and comments from many people. Therefore, the writer would like to express thankful to:

1. Dr. Abdul Pirol, M.Ag. as the Rector of IAIN Palopo.
2. Dr. Kaharuddin, M.Pd.I. as the Dean of Tarbiyah and Teachers Training Faculty.
3. Dr. Taqwa, S.Ag., M.Pd.I. as the Head of Teachers Training Department of IAIN Palopo.
4. Amalia Yahya, S.E., M.Hum as the Chief of English Education Study Program, who always give the best way in write this thesis.

The writer also thanks to the others who cannot be mentioned one by one who have helped and supported the writer to finish this thesis. The writer realized that this would not be created without their participation.

The writer admits that this thesis is far from being perfect. Hence, constructive critics and advices are really expected. The writer hopes that this thesis would be helpful and beneficial to everyone. Aamiin.

Finally, the writer dedicates this thesis may Allah SWT bless us. Aamiin.

Palopo, 21st February 2019

The Writer

Uswatun Hasanah

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ABSTRACT

Uswatun Hasanah, 2019. *"Using of TTW (Think, Talk, Write) Strategy to Improve Students' Writing Skill in Descriptive Text at the Eleventh Grade of SMAN 4 Palopo"*. A thesis of English Education Study Program. Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo.

Key words: Writing Skill, Descriptive Text, TTW Strategy

The objective of the research was to find out whether *Think Talk Write* strategy improves students' writing skill in descriptive text at the eleventh grade students of SMAN 4 Palopo.

The writer applied quasi-experimental method. The number of population was 200 students. The samples were class XI IPS I consisted of 20 students as control group and class XI IPS II consisted of 20 students as experimental group. The sampling technique in this research was purposive sampling. The instrument of the research was writing test. The writer collected data through giving pre-test, treatment, and post-test. The data analyzed quantitatively by using inferential statistics.

The result showed that the mean score of posttest in experimental group was higher than the mean score of pretest (74.70 > 52.50). While the mean score of posttest in control group was 56.50 and the mean score of pretest was 44.90. The result of statistical analysis the experimental group for level of significance 0.05 with degree of freedom (df) = 19; the probskill value was smaller than α 0.00 < 0.05 and the result of statistical analysis the control class which the probskill value was lower than α 0.00 > 0.05. As a result, there was a significant difference in writing achievement between the students who are taught by using think talk write strategy and those who are taught by non-think talk write strategy. Based on the result of this research, the writer concluded that think talk write strategy improves the students' writing skill in descriptive text at the eleventh grade of SMAN 4 Palopo.

CHAPTER I

INTRODUCTION

A. Background

Writing is one of the language skills that plays important roles in human communication. Writing is a form of communication where people can express their idea, feeling and knowledge. Writing is a kind of activity where the students express all their ideas in their mind in the paper from word to sentence, sentence to paragraph, and from paragraph to essay. In other words, writing is an activity in conveying the ideas, thought and feeling into simple paragraph systematically,

Writing is one of the hardest things that people do because it requires thinking. There are several components in writing that should be mastered in writing such as content, organization, vocabulary, grammar, and mechanic.[1] Those components are related to one another in order to produce a good writing. The absence of one those components will produce poor result of writing.

Writing is a progressive activity. This means that when you first write down something, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read it and make a correction of it. Therefore, writing is a never a one-step action.[2]

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[1]Schwegler, *Pattern in Action*, Boston:Little Brown Company. USA:1985, p.120.

[2] Alice Oshima and Anne Hogue, *Introduction to Academic Writing,* Third Edition, New York: Pearson Education Inc. 2007, p.2.

Based on the results of the interview with one of the English teacher in SMA Negeri 4 Palopo named Mr. hafid. He said that most of the students cannot write in English well. The students write only for tasks, not to improve their knowledge. The students not interested in writing because they do not understand what they want to write. When the students were given the task of writing, they write their answers directly without thinking first.

One of strategies that can be used to improve the students' writing skill is *think talk write* strategy. This strategy can encourage students to think, talk, and then write based on the topic. *Think talk write* can help students to develop their knowledge. Students are also able to communicate or discuss with their friends. So, the students can help each other.

Based on the explanation above, the writer will conduct a research on the title *"Using of Think Talk Write Strategy to Improve Students' Writing Skill in Descriptive Text at the Eleventh Grade of SMAN 4 Palopo"*.

B. Problem Statement

Based on the description above, the writer formulates the research question as follow: Does the TTW (*Think Talk Write*) strategy improve the students' writing skill in descriptive text at the eleventh grade of SMAN 4 Palopo?

C. Objective of the Research

The objective of the research is to find out whether *Think Talk Write* strategy improves students' writing skill in descriptive text at the eleventh grade students of SMAN 4 Palopo.

D. Significance of the Research

The significance of this research is expected to be useful information to the students, especially students at the eleventh grade of SMAN 4 Palopo.

1. Theoretically, the result of this research is expected to support the theory about *Think Talk Write* strategy which is said that it can improve students' writing skill.

2. Practically, the result is also expected to be useful information for all teachers and the students in teaching writing skill. In addition, it will be useful to be a feed back for the students about their competence in writing comprehension through *Think Talk Write* strategy.

E. Scope of the Research

This study is under applied language teaching discipline. The writer taught descriptive text by using *Think Talk Write* strategy at the eleventh grade of SMAN 4 Palopo. It was focused on descriptive text and the writer assessed the students' writing by using writing rubric of score: content, organization, vocabulary, grammar and mechanics.

F. Definition of Term

To avoid misunderstanding in this research, it is necessary to explain some terminologies related to this result:

1. Writing

Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not language, but a tool used to make

languages be read. The result of writing is called text, and the recipient of text is called reader.

2. Descriptive Text

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

3. Think talk write strategy

Think Talk Write is one of strategy in teaching writing that used to develop the writing fluently and to exercise the language before writing it. Huinker and Laughlin stated that *Think Talk Write* (TTW) Technique builds in time for thought and reflection and for the organization of ideas and the testing of chose ideas before students are expected to write.[3]

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[3] Huinker, D. dan Laughlin, C, *Talk You Way into Writing. In. P. C. Elliot and M.J. Kenney (Eds) Communication in Mathematics K-12 and Beyond*. USA: NCTM, 1996. p. 82.

CHAPTER II

LITERATURE REVIEW

A. Previous Research Finding

Many writers have reported to expose the identification of student's achievement in learning English to make the teaching and learning process more effective some of the writers' finding bellows:

1. Nur Maila Kusumaningrum (2014)[4] wants to know the improvement of the students taught by *Think Talk Write* technique and to know implementation of *Think Talk Write* technique in teaching writing. The result of this study was the students' skill in writing narrative text could be improved by using *Think Talk Write* strategy. The different between Nur Maila Kusumaningrum's research and this research are: Nur Maila Kusumaningrum taught narrative text, she applied Classroom Action Research (CAR) design and used observation and writing test. While this research used *Think Talk Write* strategy to improve students' writing skill in descriptive text, the writer applied quasi experimental design and used writing test.

2. Puji Lestari (2015)[5] aimed to investigate the effects of using *Think Talk Write* method in comparison to traditional technique in writing learning to find out whether is relationship between students' beliefs about *Think Talk Write*

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[4] Nur Maila Kusumaningrum, *The Implementation of Think Talk Write Strategy to Improve the Students' Motivation in Writing Narrative Texts (A Classroom Action Research of the Tenth Grade Students of SMA N 3 Sragen in the Academic Year of 2014/2015),* Semarang:Semarang State University, 2015.

[5] Puji Lestari, *The Use of Think Talk Write Technique to Improve Students' Creative Writing Skills in Narrative Text (A Classroom Action Research in the Eight Grade Students of MTs Abadiyah Gabus, Pati in the Academic Year 2015/2016),* Semarang: University of Walisongo Semarang, 2015.

method and what strategies they prefer to use. According to the result, *Think Talk Write* method is more effective than the traditional technique in writing. Puji Lestari taught narrative text, she applied Classroom Action Research (CAR) design and she used writing test. While in this research, the writer taught descriptive text, applied quasi experimental design and used writing test.

3. Nui Takania (2014)[6] wants to know the improvement of the students taught by *Think Talk Write* technique and to know implementation of *Think Talk Write* technique in teaching writing. The result of this study was the students' skill in writing recount text could be improved by using *Think Talk Write* strategy. The different between Nui Takania's research and this research are: Nui Takania taught recount text, she applied Classroom Action Research (CAR) design and used observation and interview. While this research used *Think Talk Write* strategy to improve students' writing skill in descriptive text, the writer applied quasi experimental design and used writing test.

Based on the previous studies above, the writer used *Think Talk Write* method in teaching writing and compare between using *Think Talk Write* method and traditional technique in teaching. In this research the writer using *Think Talk Write* to improve students' writing skill in descriptive text.

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[6]Nui Takania, *The Implementation of Think Talk Write in Teaching Writing (A Classroom Action Research for the Eighth Grade Students of SMPN 2 Kalinyamatan Jepara in Academic Year 2013/2014)*, Kudus:Muria Kudus University, 2014.

B. Some Pertinent Ideas

1. Definition of Writing

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes and it is produced in different pattern.[7] Based on definition above, writing is one productive skill through sets of symbols to represent the sounds of speech for such things as punctuation and numerals. It is important to note that writing is *process,* not a product. The results in a text but the text must be read and comprehended. Writing can be defined as the activity to make letters or number on a surface, especially using pen or pencil.[8] It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purposes. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. Most of people have little time to write. They spend more their time to listen, speak, or read. It is because the writing is a conversation that is written down, it includes a sequence of sound, from letter, vocabulary, grammatical structures, and punctuation.

Writing a composition means we compose meaning of something what we want to tell through a written material. Writing is a major tool for learning. Writing is productive skill. Writing is the process of inscribing characters on a

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[7] Jeremy Harmer, *How to Teach Writing,* Longman:Person Education Limited, 2004, p. 31.
[8] Victoria Bull, *Oxford Learner's Pocket Dictionary,* New York:Oxford University press, 2003, 4th edition, p. 502.

medium.[9] Langan said that writing is a skill that anyone can learn with a practice. When we write, we give full shape to our thought and feelings then put into written form.[10]

In addition, writing is one of language skills in English and it is one activity that students should do most in their study. Through writing assignment, the students can express their ideas, respond the other ideas tell stories and convey information and they are expected to be able to compose well organized pieces of writing. Writing is the skill to express ideas, feeling opinion and other in the written form.[11]

According to Lingdblom, "Writing is a study to focus our mind on important matters, and learning about them.[12] By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language system. When we are writing, there are two problematic areas rarely "what to write and how to write it". It is then understandable that language skills are meant as the skill to manipulate the rules of language usage conventionally, while extra

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[9] Jeremy Harmer, *The Practice of English Language Teaching,* America:1991, p.54

[10] John Langan. *English Skill,* Seventh Edition, New York:Atlantic Cape Community College, 2000, P.2

[11] Abdul Rafab, *Increasing Students'writing Ability Through Free Topic Writing.* Makassar:Universitas Muhammadiyah Makassar, 2008, P.4

[12]Peter Lingdblom, *Writing With Confidence*, New York. Harper Collins Publsher:1983, P.1

linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Writing is not a simple language skill to perform because of it is large areas that must be involved. In producing a piece of writing, linguistic competence and extra linguistic competence are always involved. The fact is that writing is not only a means of expression, but it is also an essential of competence in any field. This means that to write is to seek expression or to have something to say through the application of linguistic system.

Based on definition above, the writer concludes that writing just not writing and speaking but we must think about what you write, the writer must have idea, express about some imagination, and writer have to usually think about what to say and how to say it.

2. The Components of Writing

There are five components of writing: contents, organization, vocabulary, grammar, and mechanic.[13]

a.   Contents

The contents of writing should be clear to readers so that the reader can understand the message convoyed and gain information from it. There are at least think that can be measure in connecting with component, the composition should contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed.

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[13] J. B Heaton, *Writing English Language Test*, New York:1998, p.146

b. Organization

In organization of writing concerns with the way he writes arrange and organized the ideas or the massage in the writing. The purpose of the organizing materials in writing involves coherence, order of importance, general to specific, specific to general, chronological order which happened from the beginning to the end.

c. Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fails to compose what they are going to say, because she/he feels difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understand.

d. Grammar

Language use in writing description and other form of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate items of language for separate function. And also grammar can help students improve the use of formal language.

e. Mechanic

There are at least two parts of mechanic in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English, writing capital letter has to participles. First, they used to distinguish between

particular and things. Second, it used as first word in quotations, a formal statement and proper adjective, act. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

Based on the explanation above, the writer conclude that in composing writing, the writer firstly have to pay attention of five components mentioned above, in order to make our writing be good.

3. The Characteristic of Good Writing

There are some characteristic of good writing,[14] as follows:

a. Good writing reflects the writing skill to organized the material into coherence whole so that it moves logically from a sentence, dominate idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought put plan.

b. Good writing reflects the writing skill to write to interest readers in subject and demonstrate a thought sound understanding of it.

c. Good writing reflects the writer skill to write to criticize the draft and revise it. Revision is the key of effectives writing.

d. Good writing reflects the write skill to use the approach vice suit the purpose and audience of the occasion.

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[14] Adhelstein, Michael E, and Prival, Jean G, *The Writing Commitment*, New York:1980, P. 124

Good writing is the result of much practice and hard work. This fact should encourage you: it means that the skill to write well is not a gift that some people are born with, not a privilege extended to only a few.

C. Descriptive Text

In broad sense, description as described by Kane is defined as in the following sentences and is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. So, to conclude from the above explanation Kane, writing descriptive text is describing the meaning associated with the sensory experience, such as what form, sound and taste. Most text is descriptive of the visual experience, but in fact the experience apart from the sense of sight can be used in the descriptive paragraph.

But specifically, descriptive text is a text which says what a person or a thing is like. Its purpose is to describe, good shape, properties, number and others. Goal of the descriptive paragraph was clear, namely to explain, describe or express a person or an object.[15]

A descriptive text is organized with generic structure of identification in the first paragraph to introduce what is exactly going to be described. After stating the identification may contain parts or physical characteristic, value or quality, usage or function.

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[15] Ahmad Sugeng, *Descriptive Text* http://www.englishindo.com/2013/01/penjelasan-contoh.html. accesses, on 24 July, 2018.

1. **Generic Structure in Descriptive Text**

When writing descriptive paragraph, there are several sets of common generic structure, the structure is:

a. Identification, contains the identification of matter a will be described.

b. Description contains the explanation description of the thing person to mention a few properties.

2. **Characteristic of Descriptive Text**

a. Descriptive paragraph using present tense, for example: *go, eat, fly, etc.*

b. Descriptive paragraph using a variety of adjectives are adjectives describing, numbering, and classifying, for example: *two strong legs, sharp white fangs, etc.*

c. Descriptive paragraph relating verbs used to provide information about the subject for example: *my mum is really cool, it has very thick fur, etc.*

d. Descriptive paragraph using thinking verbs, (believe, think, etc) and feeling verbs to express the authors' personal views about the subject for example: *police believe the suspect is armed, I think it is a clever animal.*

e. Descriptive paragraph adverbs are also used to provide additional information regarding the adjective described for example*: it is extremely high; it runs definitely past, etc.*

D. **Think Talk Write Strategy**

Think Talk Write (TTW) is a strategy that facilitates the practice verbally speaks and writes the language fluently. The first strategy was introduced by Huinker and Laughlin (1996: 82) is based on the understanding that learning is a

social behaviour.[16] *Think Talk Write* is a learning that begins with thinking through reading material (listening, critiquing, and alternative solutions); the results of reading communicated through the presentation, discussion, and then make a report based on the results of presentation. [17] TTW strategies encourage students to think, talk, and write a specific topic. Think means using your mind to form opinions, make decisions etc.; talk means say/speak things to give information's; and write means produce something in written form so that people can read, perform or use it. This strategy is used to develop writing fluently and trains the language before written.

1. **Think**

Students identify the reading texts related to everyday problems or contextual. At this stage the students individually think of an answer, make a note of the ideas contained in reading, and things that are not understood by using their own language. Make notes enhance the knowledge of students and improve thinking and writing skills. One of benefit from this process is to make a note will be an important part of learning.

2. **Talk**

After the students think and document the results, the next aspect that must be done is *talk* it's mean as the stage of discussion. Students are given the opportunity to read the results of the discussion on the first stage. In this stage the students arrange and share ideas in group discussions. The progress students of

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[16] Miftahul Huda, *Model-model pengajaran dan pembelajaran,* Yogyakarta: Pustaka Pelajar, 2014, Cet.4, p. 218.

[17] Jumatan Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter,* Bogor: Ghalia Indonesia, 2014, p. 217.

communication will be seen in the dialogue in the discussion; be obtained from change the ideas with others students or their own reflection are expressed to others.

Based on the above, the phase to communicate (*talk*) on this strategy enables students to perform talk. Communication skills can accelerate the ability of students expressing ideas through writing. Furthermore, communicate or dialogue both among students and the teacher can increase understanding. This can occur because when students are given the opportunity to speak or dialogue, as well as construct a variety of ideas to write through dialogue.

3. Write

In this stage, the students write down their ideas and activities were obtained first and second stages. This paper consists of grounding concepts used, the relation with previous material, its completion strategy, and the obtained solution.

E. The Steps of Think Talk Write Strategy

a. Think. The students are given a topic or problem which is related with their life. In this step, the students think about the topic.

b. Talk or discussion. In this step, the students discuss their idea with their friend. They arrange, reflect, and test the idea by doing discussion with their friend in each group. The improvement of the students can be seen when they communicate with others.

c. Write. Every students then write what they have been discussed with their friend.

F. The Advantages and Disadvantages

There are some advantages and disadvantages from this strategy, as follows:[18]

1) Advantages

    a) The advantages of Think-Talk-Write strategy are to sharpen the entire visual thinking skills.

    b) Develop a meaningful solution in order to understand the teaching materials.

    c) Can develop critical and creative thinking skills of students.

    d) By interact and discuss with the group will engage. Students would learn actively.

    e) Allowing the students to think and communicate with friends, teachers, and even with themselves.

2) Disadvantages

    When students work in group, they are easy to lose the ability and confidence, because dominated by affluent students.

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[18] Martinis Yamin dan Bansu, Ansari, *Taktik Mengembangkan Kemampuan Individual Siswa,* Jakarta: Gaung Persada Press, 2009 Cet.2, p.84.

F. Theoretical Framework

```
┌─────────────────────────────┐
│           INPUT             │
│  Teaching writing: Descriptive │
│            Text             │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│          PROCESS            │
│    Think Talk Write Strategy │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│           OUTPUT            │
│  Students' Writing Development │
└─────────────────────────────┘
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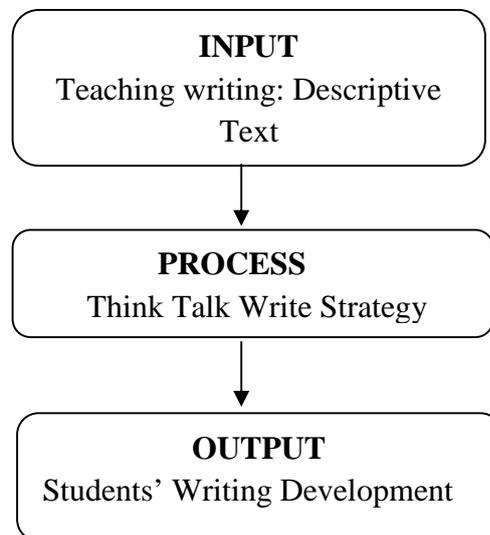
Figure 1. Theoretical Framework

Writing is one of skills to transfer information or ideas to a written text. Learning writing can be applied in the classroom using many teaching strategies. One of the teaching strategies is by using *think talk write* in teaching process. In this research, it is expected that the students can solve their problems of writing of descriptive text. There are many kinds of cooperative learning for the teacher, but the writer uses *think talk write* as the strategy in teaching writing in the classroom. This strategy can be used to improve students' writing skill in descriptive text.

There are three steps that should be done in this strategy. First, think. The students are given a topic or problem which is related with their life. In this step, the students think about the topic. They think, how to give solution about the problem, and how to solve it. Second, talk. In this step, the students discuss their idea with their friend. They arrange, reflect, and test the idea by doing discussion with their friend in each group. And third, write. Every students then write what

they have been discussed with their friend. They write about the strategy and solution of the problem each student make the conclusion.

The purpose of choosing descriptive text is to develop students' writing skill, and the students are able to write a text with full of attention to the content, organization, vocabulary, grammar, and mechanic.

D. Hypothesis

Based on the previous related literature and the problem statement above, the writer tries to put some forward by hypothesis as follows:

1. H_0 : The *Think Talk Write* strategy does not improve students' writing skill in descriptive text at the eleventh grade of SMAN 4 Palopo.

2. H_1 : The *Think Talk Write* strategy improves students' writing skill in descriptive text at the eleventh grade of SMAN 4 Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research employs a quasi experimental design. The writer used experimental class and control class. The experimental class was treated by using *Think Talk Write* strategy and control class was treated using non *Think Talk Write* strategy. The design is below:

$$O_1 \quad X \quad O_2$$
$$O_3 \quad - \quad O_4$$

Where: O_1 : Pre-test experimental class

O_2 : Post-test experimental class

O_3 : Pre-test control class

O_4 : Post-test control class

X   : Treatment

-    : Non-*Think talk write* strategy

B. Population and Sample

1. Population

The population of this research was the eleventh grade students of SMAN 4 Palopo in the 2017/2018 academic year. There were 200 students.

2. Sampling

The writer took 20 students from XI IPS II as experimental class and 20 students from XI IPS I as control class. In this research, the writer used purposive

sampling technique. Purposive sampling is a technique to choose the member from the population based on certain purpose. The students of class XI IPS I and XI IPS II were chosen as the sample because some of the students have low skill in writing. So the writer want to improve student's writing skill.

C. Variable of the Operational

Variable represents the measurable traits that can change over the course of a scientific experiment.

1. Dependent Variable

In this research, students' writing skill of SMAN 4 Palopo as dependent variable. Students' writing skill was a part of language that students must have in the form of writing in order to convey / express ideas to readers.

2. Independent Variable

In this research, *think talk write* strategy as independent variable. *Think talk write* strategy was learning where students are given the opportunity to learners to start learning by understanding the problem first, then actively engaging in group discussions, and finally writing in their own language the learning outcomes.[19]

D. Instrument of the Research

The instrument of this research is writing test. The writer apply two tests, there were pre-test and post-test. There were three items. The pretest was

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[19] Porter, *Pengertian Think Talk Write*, http://study.com. Accessed on June 2nd, 2018.

administered before applying think, talk, and write strategy. On the other hand, the posttest was administered after the application think, talk, and write strategy.

E. Procedure of Collecting Data

The data is collected by using some procedures, they were:

1. Pre-test

Before doing the treatment, the writer gave the pre-test, the writer asked the students to write a descriptive text based on the topic given. They had to write a descriptive text unless 50 words. The pretest ran for 30 minutes.

2. Post-test

After doing the treatment, the posttest was given to the students both experimental and control group which was supplied the same test in the pretest in order to find out the students' writing improvement. The posttest ran in 90 minutes.

F. Treatment

The treatment was done for four meetings. The steps of the treatment in experimental class were described as follows:

1. **First meeting**
) The writer explained about descriptive text to the students.
) The writer introduced about *think talk write* strategy to the students.
) The writer explained the descriptive text with the topic Labombo beach through *think talk write* strategy.
) The writer asked the students to make a group in pair.

⟩ The writer asked the students to analyze the topic about Labombo beach (Think)

⟩ The writer asked the students to discuss their idea in pair. (Talk)

⟩ The writer asked the students to write what they had been discussed with their friend at least 50 words. They did it by individually and used their own words. (Write)

2. **Second meeting**

⟩ The writer explained the descriptive text with the topic Latuppa through *think talk write* strategy.

⟩ The writer asked the students to make a group in pair.

⟩ The writer asked the students to analyze the topic about Latuppa. (Think)

⟩ The writer asked the students to discuss their idea in pair. (Talk)

⟩ The writer asked the students to write what they had been discussed with their friend at least 50 words. They did it by individually and used their own words. (Write)

3. **Third meeting**

Ñ The writer explained the descriptive text with the topic Afgansyah Reza through *think talk write* strategy.

Ñ The writer asked the students to make a group in pair.

Ñ The writer asked the students to analyze the topic about Afgansyah Reza. (Think)

Ñ The writer asked the students to discuss their idea in pair. (Talk)

Ñ The writer asked the students to write what they had been discussed with their friend at least 50 words. They did it by individually and used their own words. (Write)

4. **Fourth meeting**

Ñ The writer explained the descriptive text with the topic Vidi Aldiano through *think talk write* strategy.

Ñ The writer asked the students to make a group in pair.

Ñ The writer asked the students to analyze the topic about Vidi Aldiano. (Think)

Ñ The writer asked the students to discuss their idea in pair. (Talk)

Ñ The writer asked the students to write what they had been discussed with their friend at least 50 words. They did it by individually and used their own words. (Write)

While in control class, the writer taught the descriptive text by using non *think talk write* strategy. The steps were described as follows:

丿 The writer gives an explanation about the material.

丿 The writer asked the students to make one example of descriptive text.

丿 The writer gave feedback to the students' assignment.

丿 The writer reviewed what the students have understood about descriptive.

G. Technique of Analysis Data

1. Scoring students writing by using rubric for evaluating writing. All items were adapted from J.B. Heaton.

   a. Content is substance of writing the ideal express.

   b. Organization is the purpose of material in writing which happen from beginning the end.

   c. Vocabulary is the all the word that use.

   d. Language use is the correct use of the syntatic patterns and structural words.

   e. Mechanic it use of graphic convention of the language.[20]

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[20]J.B. Heaton, *Writing English Language Test,* New York: Longman 1998, p. 135-146.

Table 1. An analytical rating scale for evaluating written language

a. Content

No.	Score	Classification	Criteria
1.	27-30	Very good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out secondary ideas do not usurp too much attention.
2.	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubtanstantial. too general.
3.	12-22	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking purpose or not.
4.	9-11	Poor	Not fluent, does not communicated information is very limited, boring.
5.	5-8	Very poor	Not organization, not enough to evaluate because not meaningfull

b. Organization

No.	Score	Classification	Criteria
1.	18-20	Very good	Fluent expression, ideas clearly state. Support logical sequencing, well organize means the order, structure, of presentation is compelling and moves the reader trough the lext. Good introduction, good placement of detail, and strong conclusion.
2.	14-17	Good	The reader can readily follow what is being said, but the overall organization may sometimes be inffective poor to obvious or main idea stand out logical but incomplete sequencing.
3.	10-13	Fair	Lack of logical sequencing and development not fluent. The writing lacks direction, with ideas detail.
4.	7-9	Poor	Not communicate; transitions are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.
5.	5-6	Very poor	Not organization, confusing the sender, not enough to evaluate.

c. Vocabulary

No.	Score	Classification	Criteria
1.	18-20	Very good	Effective word, choice, and usage specific and accurate.
2.	15-17	Good	Adequate range occasonal error of word/idiom, choice and usage. The language commenucated but rarely captures the reader imagination, while the overal meaning is quite clear, some words may lack precision.
3.	12-14	Fair	The writer struggle with a limited vocabulary, grouping for words.
4.	9-11	Poor	Many errors word/idiom, choice and usage. Language is so vague and abstract. So redundant, deviod of detail that only the broadest, many repititions, often word simply do not feat the test, verb are weak and view in number; is, are, were, dominated.
5.	5-8	Very poor	Almost the words used are wrong, colorless not enough to evaluate, and many wrong spelling.

d.   Grammar

No.	Score	Classification	Criteria
1.	23-25	Very good	Effective complex constraction few error of agreement, tenses, number, word order/function, pronoun proposition.
2.	20-22	Good	Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3.	16-19	Fair	Major problem in simple construction, freequen error of negative, agreement, tense, word order/function. Pronoun, preposition, and or fragment does not communicating.
4.	9-15	Poor	Dominated by error of grammar, can not be understand and evaluated.
5.	5-8	Very poor	Virtually no mastery of sentences contraction rules.

e. Mechanic

No.	Score	Classification	Criteria
1.	5	Very good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2.	4	Good	Few errors of spelling, capitalization, paragraphing but not observed.
3.	3	Fair	Some error spelling, punctution, capitalization
4.	2	Poor	Many errors of spelling, punctuation, capitalization.
5.	1	Very poor	Illegible writing.

2. The measure the quality of the students' writing score on the five components observed, the result of the calculation was classified into classification as follows[21]:

No	Qualification	Score
1	Very Good	90-100
2	Good	76-90
3	Fair	61-75
4	Poor	0-50
5	Very poor	0-59

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[21] H.Douglas Brown, *Language Assessment: Principle and Classroom Practices.* New York: Longman, 2011, p. 246.

3. Calculating the mean score, finding out the standard deviation of the pretest and posttest computing the frequency and the rate percentage of the students' scores by using SPSS 15.0.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

As the writer explained in the previous chapter that to collect the data in this research, the writer used pre-test and post-test in which these tests aimed at collecting data of the students' skill to write descriptive text of two groups, the experimental group and the control group. To analyze the data obtained from the test, the writer used the t-test (test of difference) formula for independent sample and the basic statistical formula was used to analyze the percentage data.

1. The students' skill to write descriptive

This section deals with the presentation of the result of the students' skill to write descriptive text in pretest and posttest of experimental group comparing with the control group by using *think talk write* strategy.

a. Scoring classification of the students' pretest in experimental and control group

Students' scores of posttest were classified also into five classifications namely very excellent, good, fair, poor, and very poor. The frequency and the rate percentage of the students' score of pretest in experimental and control group are presented in the following:

Table 2 the rate percentage and frequency of students' scores of pretest in experimental and control group

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Excellent	90-100	0	0	0	0
Good	80-89	0	0	0	0
Fair	70-79	5	25%	3	15%
Poor	60-69	3	15%	1	5%
Very poor	0-59	12	60%	16	80%
TOTAL		**20**	**100**	**20**	**100**

Based on the data shown in table 2 above, the result of pretest of both groups is none or 0% of students got "excellent" and "good score" score, while there were 5 or253% of students in experimental group and 3 or 15 % of students got "fair", 3 or 15 % of students in experimental group and 1 or 5% of students in control group got "poor", and 12 or 60% of them were categorized as "very poor" in experimental group, while in control group 16 or 80% of them were categorized as "very poor".

The comparison between pretest and posttest result showed that there was no any significant different in students writing skill of both groups. It was proved by the result of pretest in both groups which showed that most of students were categorized as "fair" and "very poor".

The following table shows the specific result of the students' pretest in each component of writing in experimental and control group. The table shows the difference of mean score in the five components of writing.

Table 3. The difference of mean score between pretest of experimental and control group

Components	Mean Score		Difference	P Value
of writing	Experimental	Control		
Content	14.55	12.40	2.15	0.293
Organization	11.40	8.90	2.5	0.781
Vocabulary	13.65	10.35	3.3	0.034
Grammar	11.05	11.30	-0.25	0.888
Mechanic	1.85	1.95	-0.1	0.781
Total	**52.50**	**44.90**	**7.6**	

Based on the data in Table 3 above, the mean score of content in experimental was 14.55, while in control was 12.40. The difference between experimental and control was 2.15. The mean score of organization in experimental was 11.44, while in control was 8.90. The difference between experimental and control was 2.5. The mean score of vocabulary in experimental was 13.65, while in control was 10.35. The difference between experimental and control was 3.3. The mean score of grammar in experimental was 11.05, while in control was 11.30. The difference between experimental and control was -0.25. The mean score of mechanic in experimental was 1.85, while in control was 1.95. The difference between experimental and control were -0.1.

Based on the data in Table 3 above, the mean score of all components namely content, organization, vocabulary, language use, and mechanics in experimental and control group were different although not significant. Among the all components of writing, only vocabulary aspect has significant different which is proved by the P-value (0.034) lower than (0.05), while the other four

components namely organization, vocabulary, language use, and mechanics also difference but not significant which are proved by the p-values of them that greater than (0.05). The mean score of overall components of writing shown the negative difference on 7.6 points which meant the five components of writing in control group were higher than experimental group although they were not really significant.

b. **Scoring classification of the students' posttest in experimental and control group**

Students' score of posttest were classified also into five classifications. The frequency and the rate percentage of the students' score of pretest and posttest in experimental group are presented in the following:

Table 4. The rate percentage and frequency of students' scores of posttest in experimental and control group

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Excellent	90-100	0	0	0	0
Good	80-89	8	40	0	0
Fair	70-79	6	30	8	40
Poor	60-69	6	30	1	5
Very poor	0-59	0	0	11	55
TOTAL		**20**	**100**	**20**	**100**

Based on the data shown in table 4, the result of posttest of experimental group is none or 0% students got "very poor", 6 or 30% students got "poor" score, 6 or 30% students got "fair" score, 8 or 40% students got "good" score, and none or 0% students got "excellent" score.

In line with the posttest percentage and frequency in experimental group, the result of posttest in control group shown in Table 4.3 above, 11 or 55% students got "very poor", 1 or 5% students got "poor" score, 8 or 40% students got "fair" score, none or 0% students got "good" score, and none or 0% of them got "excellent" score.

The comparison of posttest score in experimental and control group shows that there was significant difference in posttest result of both groups. It was proved by the result of posttest in both groups in which most of students in experimental group were categorized as "fair" and some of them were in "good" category. While in control group, most of students were categorized as "very poor" and none of them was categorized as "excellent" even some of them were still categorized as "poor". It meant that overall it indicated that there was significant difference on the students' test result in posttest of both groups.

The following table shows the specific result of the students' posttest in each component of writing in experimental and control group. The table shows the difference of mean score in the five components of writing.

Table 5 the difference of mean score of posttest between experimental and control group in the five components of writing

Components	Mean Score		Difference	P Value
of writing	Experimental	Control		
Content	20.25	16.85	3.4	0.018
Organization	16.85	10.45	6.4	0.000
Vocabulary	17.05	12.65	4.4	0.000
Language Use	17.80	14.35	3.45	0.039
Mechanics	2.80	2.25	0.55	0.172
Total	**74.75**	**56.55**	**18.2**	

Based on the data in Table 4.4 above, the mean score of content in experimental group was 20.25, while in control were 16.85. The difference between experimental and control was 3.4. The mean score of organization in experimental was 16.85, while in control was 10.45. The difference between experimental and control was 6.4. The mean score of vocabulary in experimental was 17.05, while in control was 12.65. The difference between experimental and control was 4.4. The mean score of grammar in experimental was 17.80, while in control was 14.35. The difference between experimental and control was 3.45. The mean score of mechanic in experimental was 2.80, while in control was 2.25. The difference between experimental and control were -0.1.

The data in Table 5 above showed that the mean score of experimental group was 74.75 while the mean score of control group was only 56.55. It meant that the mean score of post test in experimental was higher than the control group. The data also showed that the probability skill value of all components namely content, organization, vocabulary, language use, and mechanics were lower than

(0.05) which meant that the five components in both groups were different significantly.

c. **The comparison between the students' scores of pretest and posttest in experimental and control group.**

The following tables are the result of the students' score of pretest and posttest in control and experimental group. The tables show the difference score on mean score and standard deviation of both groups.

Table 6. The mean score and standard deviation of the students' pretest score

Group	Sample	Mean Score	Standard Deviation
Experimental	20	52.50	18.405
Control	20	44.90	18.172

Based on Table 6 above, the mean score of pretest in control group was 44.90 and experimental group was 52.50. From the table above, it can be concluded that the mean score of experimental group was the same as the control group because both groups was in the same category. In line with this, we can conclude that both experimental and control group have the same or relatively the same baseline knowledge in writing skill.

Furthermore, the writer presents the difference of the students' writing skill after giving treatment to both experimental and control group. The experimental group was taught by using *think talk write* strategy while the control group was not. Further explanation for students' achievement on the posttest score after the treatment was done in order to find the significant difference, the writer applied t-test formula to analyze whether or not it is significant. In this case, the

posttest score was analyzed at the significant level 0.05 or equals to 0.05 by using inferential statistic through SPSS. The result of posttest as follows.

Table 7 the mean score and standard deviation of the students' posttest score

Group	Sample	Mean Score	Standard Deviation
Experimental	20	74.75	8.355
Control	20	56.55	15.753

Table 7 shows that the mean scores of both experimental and control group were different after treatments. The mean score of posttest for experimental group is higher than control group (74.70 > 56.55) and the standard deviation for experimental group was 8.355 and control group was 815.753. The mean score of post test in both groups also shows that both groups were in different category based on the scoring system by Depdiknas (2006) in which the experimental group was in "good" and the control group was still in "average" category. It means that after giving the treatment, the result of experimental group on the mean score was higher than the control group. It proved that the treatment by using *think talk write* strategy gave improvement to students' writing skill.

d. **Test of significance (t-test)**

The hypotheses were tested by using inferential analysis. In this case, the writer used t-test (test of significance) for independent sample test, that is, a test to know the significant difference between the result of students' scores in pretest and posttest in control group and experimental group. The level of significance

(0.05) with degrees of freedom (df) = n1+n2-2, where n = number of subject (20).

The following table shows the result of the calculation.

Table 8 the value of t-test of pretest in experimental and control group

Variable	Probability skill Value	( )
Pretest of control and experimental group	0.325	0.05

Based on the result of data analysis as summarized in Table 8 above in pretest of control and experimental group, the writer found that the Probability skill Value is higher than alpha ( ) (0.325 > 0.05) which means that there is no significant difference in pretest of both groups, while the P-value of posttest can be seen in Table 4.8.

Table 9 the value of t-test of posttest in experimental and control group

Variable	Probability skill Value	( )
Posttest of control and experimental group	0.001	0.05

Based on the result of data analysis as summarized in Table 4.8 the writer found that the Probability skill Value is lower than alpha ( ) (0.001 < 0.05) and the degree of freedom 38 which means that there is significant difference in posttest. It indicated that the null hypothesis (**H₁**) was accepted and, of course, the

alternative hypothesis (**H$_0$**) was rejected. It showed that the use of *think talk write* strategy significantly improve the students' writing skill. Then, it is concluded that the use of *think talk write* strategy is able to give significantly greater contribution to the students' writing skill.

e.   Discussion

The discussion deals with argument and further interpretation of the research findings in students` score both pretest and posttest results of experimental and control group.

In this section, the discussion deals with *think talk write* strategy and non *think talk write* strategy in teaching writing. Although both strategies *think talk write* and non think talk write strategy could be applied in teaching writing, the application of think talk write strategy in teaching writing significantly. It was proven by the result of students' score of pretest and posttest of each group, the mean score and standard deviation were analyzed in this case. In experimental group, the mean score of posttest was higher than the mean score of pretest (74.70>52.50) and the difference was statistically significant because of the t-test of posttest where probability value was lower than alpha (0.000 < 0.05). While in control group, the mean score of posttest was also higher than the mean score of pretest (56.55>44.90) but the difference was not statistically significant because probability value was higher than alpha (0.0325 > 0.05). It was also strengthen by comparing the mean score of posttest of both groups and then by calculating t-test of posttest. The mean score of students' posttest in experimental was 74.70. While the mean score of students' posttest in control group was 56.55. The t-test of the

posttest shown that there was a significant difference where probability value was lower than alpha (0.001 < 0.05). Thus, if both strategies were compared in the implementation of teaching writing skill, the think talk write strategy was better than non think talk write strategy. This statement is in line with the statement of Huinker, "which they understanding about the learning as a social behaviour".[22]

The pretest and posttest was conducted in experimental class and control class. In pretest and posttest of writing test, the writer used five components of writing in assessing students' writing skill such as content, organization, vocabulary, grammar, and mechanic. These components of writing in line with J.B Heaton. He said, that there are five components of writing, consisted of content, organization, vocabulary, grammar, and mechanic. The writer would show the five components of writing that represented pre-test and post-test experimental class when the students write as follows: First, content. The mean score of content in posttest was higher than pretest. In pretest, the students' writing content was 14.55. The content of students' writing mostly was not fluent. The students lack in developing their idea. But after giving treatment, the students' writing was 20.25. The content in students' writing was good, clearer and interesting detail. Second, organization. The mean score of organization in posttest was higher than pretest. In pretest, the students' writing organization was 11.40, while in post test was 16.85. In pretest, the organization mostly not organized the ideas well. While, in posttest the students' writing organization was

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[22] Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, Yogyakarta: Pustaka Pelajar, 2014, p.218.

was clearly and logical sequencing. The mean score of vocabulary in posttest was higher than pretest. In pretest, the students' writing vocabulary was 13.65, while in post test was 17.05. In pretest, the students' writing vocabulary was limited . While, in posttest the students' writing vocabulary is effective. The mean score of grammar in posttest was higher than pretest. In pretest, the students' grammar was 11.05, while in post test was 17.80. In pretest, the grammar use was meaning confused. While, in posttest the students' grammar was simple and complex. The mean score of mechanic in posttest was higher than pretest. In pretest, the students' mechanic was 1.85, while in post test was 2.80. In pretest, the students' mechanic was error in spelling. While, in posttest the students mechanic was fair. While, based on the result of students' writing test in control class the writer found there was not significant improvement between pretest and posttest. Based on the result of data analysis, writer concluded that think talk write strategy is strongly recommended as one strategy in improving students` writing skill because in teaching writing, think talk write strategy has great benefits that may serve a variety of learning purposes.

The writer would show some respondents' write that represented pre-test and post-test experimental class and control class when the students write as follows:

1. Experimental class
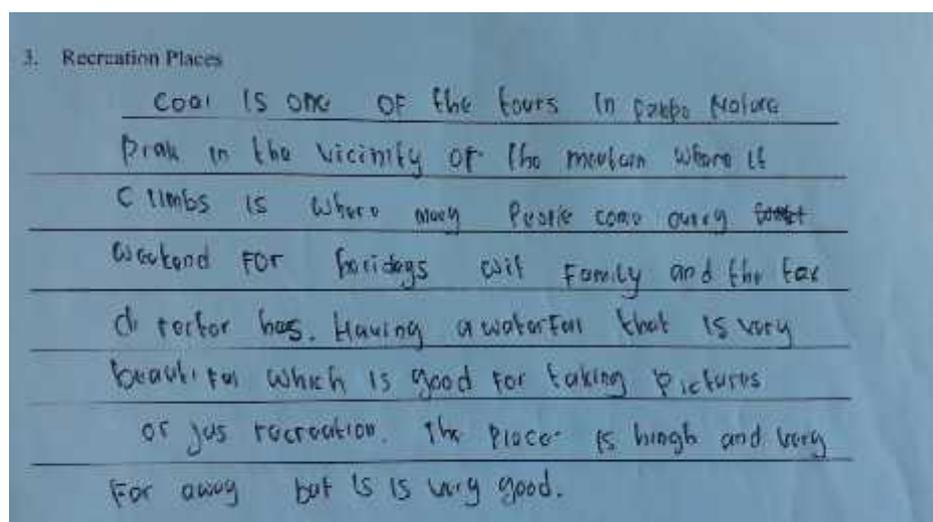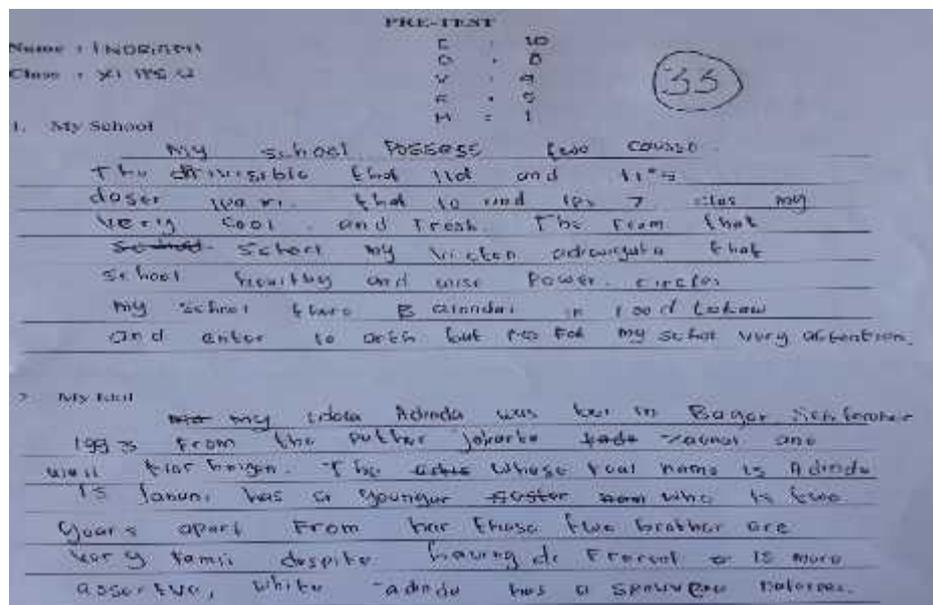
   ⟩ Pre-test

From this students in pre-test, she had write the all of the content of sentence was not fluent, not enough to evaluate because not meaningful, she got 10 score and classified as poor. In her organization, she was poor, the ideas confused, and not clearly, so the score was 8. Almost the vocabulary used was poor because many errors word/idiom, so the score was 9. The grammar was very

poor because the meaning was confused, so the score was 5. And the mechanic was very poor because error of spelling, so the score was 1. The Total score was 33.

） Post-test

In post-test, the content was good, because there was significant improvement. She can write complete, clear and focus, even though the overall result may not be especially captivating, so the score was 24, the organization was

clearly and logical sequencing, the reader can readily follow what is being said, she was good and the score was 15. In the vocabulary, she was good, the overal meaning is quite clear so she got score 16. The grammar is effective but simple, she got score 20. And the mechanic was good because there were some error spelling, punctuation, and capitalization. So she got 4 score. The total score was 80.

2. Control class

) Pre-test

From this students in pre-test, she was classified as fair because lack of logical sequencing and development ideas confusing or disconnected so he got score 15. In herr organization, the ideas confused, and not clearly, so the score was 10 and classified as fair. In addition, almost the vocabularies used are wrong, colorless not enough to evaluate, and many wrong spelling, so the score was 12 and classified as fair. The grammar was meaning confused, so the score was 9 and classified as poor. And the mechanic was some error of spelling, the score was 3 and classified as fair. So the total score was 49.

) Post-test

In post-test, the student improve significantly because the content was clear and focus, even though the overall result may not be especially captivating, so the score was 23 and classified as good. The organization was good because the reader can readily follow what is being said, so the score was 14. In the vocabulary the word wass effective, choice and usage specific and accurate so she got score 15 and classified as good. The grammar was good because effective but simple and got score 20. The mechanic was good because there were some error of spelling, capitalization and paragraphing but not observed. So she got 4 score. And the total score was 76.

This research was in line with previous researches by Nui Tanana (2014), Nur Maila Kusumaningrum (2014), and Puji Lestari (2015), who found that the think talk write strategy can improve the students` writing skill. Think talk write strategy is more effective than the traditional technique in teaching writing.

The writer found that think talk write strategy was very helpful in teaching writing and it can improve students' writing skill. It can be concluded that think talk write strategy help the students more encourage to study and make it cooperatively, so they can increase their information, knowledge, and interested in learning process because they put enjoyable situations. But, the writer also had the weakness, it is not easy to encourage the students who do not like English to involve in this activity, the discussion in group makes noisy, monitoring the students will be difficult if they activity is done outside the classroom, it need time and patience including a good approach to lead and support their study because they are sometimes too shy.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings, data analysis and the discussion in the previous chapter, the writer came to the research conclusion and suggestion as follows:

A. Conclusion

Having analyzed the data findings, analysis and the discussion in the previous chapter, the writer had come to the following conclusions:

1. Based on the data which have been analyzed the use of think talk write strategy improve the writing skill on students' descriptive text. Procedure shows that there is significant difference between before and after giving treatment by think talk write strategy.

2. Based on data analyses in experimental class, the mean score of posttest was higher than the mean score of pretest (74.75 > 52.50) and there was statistically significant because of the t-test of posttest where probability skill value was lower than alpha (0.001 > 0.05). While in control class, the mean score of posttest was also higher than mean score of pretest (56.50 > 44.90). The t-test of the pretest shown that there was no significant difference, where T-TEST value was higher than alpha (0.325 > 0.05). Thus, if both of technique were compared in the implementation of improve writing the think, talk, and write strategy was better than non- think talk write strategy.

B. Suggestion

Based on the result of data analysis and conclusion, the writer proposes some suggestions as follow:

1. For the teacher

Teacher should use the Think Talk Write as an alternative strategy in writing descriptive texts. This study shows that the students have high score of writing in the test after they got the Think Talk Write. Teacher should give reward to the students who get good score, so that the students are motivated to be better in the next meeting especially for students who are poor in understanding the material. Considering that the implementations of Think Talk Write Technique can improve the students writing skills, the writer hopes the teacher can use the similar technique of teaching writing.

2. For the students

The students have great imagination on their mind. But sometimes they confused to express it. The writer hopes they can learn about the way how to express their idea through Think Talk Write strategy before, to always imagine and write a new idea. To improve writing skill, the students have to develop their knowledge and do many exercises in order to get a better achievement in producing written text.

3. For the next writers

The writer hopes that the next writers can explore more about the students need to learn about writing with enjoy and fun. The next writers has to know that the students need a good environment of learning process and an interesting media

that can explore their imagination of writing. They are also expected to be able to cover the limitation about this research; they can conduct a research with the same strategy but in different genres. The writer also hopes that the next writers can prepare everything as good as possible in doing research and can follow up this research.

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APPENDIX I

Instrument of the Research

      1. Pre-test Experimental Class & Control Class

Name :

Class   :

Write down a descriptive text based on the topic below! At least 50 words for each topic.

1. My School

_____

_____

_____

_____

2. My Idol

_____

_____

_____

_____

3. Tanjung Ringgit Port

_____

_____

_____

_____

2. Post-test Experimental Class & Control Class

Name :

Class :

Write down a descriptive text based on the topic below! At least 50 words for each topic.

1. My School

_____

_____

_____

_____

2. My Classmate

_____

_____

_____

_____

3. Tanjung Ringgit Port

_____

_____

_____

_____

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Name Satan Pendelikon   : SMA Negeri 4 Paolo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/I

Materi Pokok   : Teks deskriptif tentang Labombo Beach

Alokasi wakt   : 1 x 45 menit

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

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

C. Indikator

1. Mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Menyusun teks deskriptif tentang Labombo beach.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Siswa dapat menyusun teks deskriptif tentang Labombo beach.

E. Materi Pembelajaran

Labombo Beach

One of place that suitable to take down the tired in a weekend and holiday in Palopo is The Labombo Beach tourism area. In this area, the tourist is able to swim and enjoy the scenery of Labombo with the white sand.

The tourist can enjoy the freshness andcoolness of trees in Labombo's area. In this area, there are many statues of animal such as elephant's statue, camel's statue and anoa's statue. In addition, the tourist can take a picture with the clowns that wear Donal Duck's costume, Mickey Mouse's costume, Spongebob's costume and other costume.

In every holiday and Sunday, the tourist can enjoy the music's sound on the entertainment stage of The Labombo Beach. In addition, there are many games that can plays by the tourist, such as flying fox.

The price of ticket is very cheap, because in usual days the ticket price only Rp. 10.000,- per person and in holiday and weekend the ticket price is Rp. 15.000,- per person. (Source: http://www.seputarmakassar.com)

F. Langkah-langkah Pembelajaran

1. Pendahuluan / Kegiatan Awal

- Salam pembuka
- Guru membuka pelajaran dengan do'a
- Guru mengecek kehadiran siswa

2. Kegiatan Inti

- Guru membentuk kelompok yang terdiri dari 2 orang berdasarkan teman sebangkunya.
- Guru memberikan teks deskriptif tentang Labombo beach.
- Siswa mengidentifikasi dan menyampaikan idea atau gagasannya tentang teks deskriptif Labombo beach bersama teman kelompoknya (berdiskusi) melalui kegiatan berfikir. (Think)
- Siswa mempersentasikan hasil diskusinya, kemudian kelompok lain menanggapi. (Talk)
- Guru memberi penjelasan dan penguatan kepada siswa tentang Labombo beach.
- Siswa menulis hasil diskusi teks deskriptif tentang Labombo beach dengan menggunakan bahasa masing-masing. (Write)
- Guru memberi penilain dari hasil kerja siswa.

3. Kegiatan Akhir

- Menanyakan kesulitan siswa selama proses belajar mengajar.
- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman atau simpulan pelajaran.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Metode Pembelajaran:

⟩ Diskusi, Tanya-jawab.

⟩ TTW (Think, Talk, Write) Strategy.

H. Sumber Belajar :

1. Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan

2. Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013

http://www.kursusmudahbahasainggris.com/2013/09/penge rtian-tujuan-struktur-ciri dan.html diakses pada 25 November 2018.

I. Penilaian

Aspek yang dinilai :

1. Content
2. Organization
3. Vocabulary
4. Grammar
5. Mechanic

Palopo, 5 Oktober 2018

Guru Mata Pelajaran

Uswatun Hasanah

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Satuan Pendidikan   : SMA Negeri 4 Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/I

Materi Pokok   : Teks deskriptif tentang Latuppa

Alokasi wakt   : 1 x 45 menit

A.   Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

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

C. Indikator

1. Mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Menyusun teks deskriptif tentang Latuppa.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Siswa dapat menyusun teks deskriptif tentang Latuppa.

E. Materi Pembelajaran

Latuppa

One of the destination in Palopo is the natural Latuppa. There you can enjoy the panorama of nature and swim in the river. There is Latuppa waterfall. Latuppa, extending along the rivers with clear water, which is a shame if enjoyed. In addition, you can also enjoy a typical durian in action which is famous for the delicious, if timed to coincide with the season.

To get into the are of Latuppa river, no need to pay too expensive. Only Rp 1.000,- per head if the holiday. If a typical day, there are no charges for admission to tourist areas. (https:/tekape.com)

F. Langkah-langkah Pembelajaran

1. Pendahuluan / Kegiatan Awal

⟩ Salam pembuka
⟩ Guru membuka pelajaran dengan do'a
⟩ Guru mengecek kehadiran siswa

2. Kegiatan Inti

⟩ Guru membentuk kelompok yang terdiri dari 2 orang berdasarkan teman sebangkunya.

⟩ Guru memberikan teks deskriptif tentang Latuppa.

⟩ Siswa mengidentifikasi dan menyampaikan idea atau gagasannya tentang teks deskriptif Latuppa bersama teman kelompoknya (berdiskusi) melalui kegiatan berfikir. (Think)

⟩ Siswa mempersentasikan hasil diskusinya, kemudian kelompok lain menanggapi. (Talk)

⟩ Guru memberi penjelasan dan penguatan kepada siswa tentang Latuppa.

) Siswa menulis hasil diskusi teks deskriptif tentang Latuppa dengan menggunakan bahasa masing-masing. (Write)

) Guru memberi penilain dari hasil kerja siswa.

3. Kegiatan Akhir

) Menanyakan kesulitan siswa selama proses belajar mengajar.

) Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman atau simpulan pelajaran.

) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Metode Pembelajaran:

) Diskusi, Tanya-jawab.

) TTW (Think, Talk, Write) Strategy.

H. Sumber Belajar :

1. Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan

2. *Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013*
http://www.kursusmudahbahasainggris.com/2013/09/penge rtian-tujuan-struktur-ciri dan.html diakses pada 25 November 2018.

I.   Penilaian

Aspek yang dinilai :

1. Content	3. Vocabulary	5. Mechanic
2. Organization	4. Grammar	

Palopo, 9 Oktober 2018

Guru Mata Pelajaran

Uswatun Hasanah

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Satuan Pendidikan   : SMA Negeri 4 Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/I

Materi Pokok   : Teks deskriptif tentang Afgansyah Reza

Alokasi wakt   : 1 x 45 menit

A.   Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B.   Kompetensi Dasar (KD)

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

C. Indikator

1. Mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Menyusun teks deskriptif tentang Afgansyah Reza.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Siswa dapat menyusun teks deskriptif tentang Labombo Afgansyah Reza.

E. Materi Pembelajaran

Afgansyah Reza

His full name is Afgansyah Reza. He was born on 27 May 1989 in Jakarta. He is well known as a talented young sister.

Afgan is quiet tall. His height is 170 cm. He has an oval face, short hair. He is easily known because there are dimples on his cheek when he is smiling and always wears glasses.

Afgan's favourite music is pop, R & B, Soul and Jazz. That music influence his way to sing.

Afgan likes eating. His favourite food is Balado Potato. He loves it because it's delicious.

F. Langkah-langkah Pembelajaran

1. Pendahuluan / Kegiatan Awal

- Salam pembuka
- Guru membuka pelajaran dengan do'a
- Guru mengecek kehadiran siswa

2. Kegiatan Inti

- Guru membentuk kelompok yang terdiri dari 2 orang berdasarkan teman sebangkunya.
- Guru memberikan teks deskriptif tentang Afgansyah Reza.
- Siswa mengidentifikasi dan menyampaikan idea atau gagasannya tentang teks deskriptif Afgansyah Reza bersama teman kelompoknya (berdiskusi) melalui kegiatan berfikir. (Think)
- Siswa mempersentasikan hasil diskusinya, kemudian kelompok lain menanggapi. (Talk)

) Guru memberi penjelasan dan penguatan kepada siswa tentang Afgansyah Reza.

) Siswa menulis hasil diskusi teks deskriptif tentang Afgansyah Reza dengan menggunakan bahasa masing-masing. (Write)

) Guru memberi penilain dari hasil kerja siswa.

3. Kegiatan Akhir

) Menanyakan kesulitan siswa selama proses belajar mengajar.

) Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman atau simpulan pelajaran.

) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Metode Pembelajaran:

) Diskusi, Tanya-jawab.

) TTW (Think, Talk, Write) Strategy.

H. Sumber Belajar :

1. Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan

2. Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013

http://www.kursusmudahbahasainggris.com/2013/09/penge rtian-tujuan-struktur-ciri dan.html* diakses pada 25 November 2018.

I.   Penilaian

Aspek yang dinilai :

1. Content
2. Organization
3. Vocabulary
4. Grammar
5. Mechanic

Palopo, 12 Oktober 2018

Guru Mata Pelajaran

Uswatun Hasanah

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Satuan Pendidikan : SMA Negeri 4 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/I

Materi Pokok : Teks deskriptif tentang Vidi Aldiano

Alokasi wakt : 1 x 45 menit

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

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

C. Indikator

1. Mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Menyusun teks deskriptif tentang Vidi Aldiano.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Siswa dapat menyusun teks deskriptif tentang Vidi Aldiano.

E. Materi Pembelajaran

Vidi Aldiano

His full name is Vidi Aldiano. His birth name was Oxavia Aldiano. He was born 29 March 1990 in Jakarta. He is a musician, a songwriter, and a singer.

This is his physical appearance. Vidi Aldiano is tall enough around 170 cm. His body is average. His face is oval and his hair is black. He has thick eyebrows.

The following is his quality. Vidi is very good at singing. He has a nice voice. He has many famous songs such as Status Palsu, Cemburu Menguras Hati, and Nuansa Bening. He also sings a song created by Susilo Bambang Yudhoyono, the president of Indonesia entitled Jiwaku Terang di Malam Hari.

F. Langkah-langkah Pembelajaran

1. Pendahuluan / Kegiatan Awal

♩ Salam pembuka

♩ Guru membuka pelajaran dengan do'a

♩ Guru mengecek kehadiran siswa

2. Kegiatan Inti

♩ Guru membentuk kelompok yang terdiri dari 2 orang berdasarkan teman sebangkunya.

♩ Guru memberikan teks deskriptif tentang Vidi Aldiano.

♩ Siswa mengidentifikasi dan menyampaikan idea atau gagasannya tentang teks deskriptif Vidi Aldiano bersama teman kelompoknya (berdiskusi) melalui kegiatan berfikir. (Think)

♩ Siswa mempersentasikan hasil diskusinya, kemudian kelompok lain menanggapi. (Talk)

♩ Guru memberi penjelasan dan penguatan kepada siswa tentang Vidi Aldiano.

⟩ Siswa menulis hasil diskusi teks deskriptif tentang Vidi Aldiano dengan menggunakan bahasa masing-masing. (Write)

⟩ Guru memberi penilain dari hasil kerja siswa.

3. Kegiatan Akhir

⟩ Menanyakan kesulitan siswa selama proses belajar mengajar.

⟩ Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman atau simpulan pelajaran.

⟩ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Metode Pembelajaran:

⟩ Diskusi, Tanya-jawab.

⟩ TTW (Think, Talk, Write) Strategy.

H. Sumber Belajar :

1. Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan

2. Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013

http://www.kursusmudahbahasainggris.com/2013/09/penge rtian-tujuan-struktur-ciri dan.html diakses pada 25 November 2018.

I. Penilaian

Aspek yang dinilai :

1. Content
2. Organization
3. Vocabulary
4. Grammar
5. Mechanic

Palopo, 19 Oktober 2018

Guru Mata Pelajaran

Uswatun Hasanah

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Satuan Pendidikan   : SMA Negeri 4 Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/I

Materi Pokok   : Teks deskriptif tentang Labombo Beach

Alokasi wakt   : 1 x 45 menit

C.   Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

D.   Kompetensi Dasar (KD)

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

C. Indikator

1. Mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Menyusun teks deskriptif tentang Labombo beach.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Siswa dapat menyusun teks deskriptif tentang Labombo beach.

E. Materi Pembelajaran

Labombo Beach

One of place that suitable to take down the tired in a weekend and holiday in Palopo is The Labombo Beach tourism area. In this area, the tourist is able to swim and enjoy the scenery of Labombo with the white sand.

The tourist can enjoy the freshness and coolness of trees in Labombo's area. In this area, there are many statues of animal such as elephant's statue, camel's statue and anoa's statue. In addition, the tourist can take a picture with the clowns that wear Donal Duck's costume, Mickey Mouse's costume, SpongeBob's costume and other costume.

In every holiday and Sunday, the tourist can enjoy the music's sound on the entertainment stage of The Labombo Beach. In addition, there are many games that can plays by the tourist, such as flying fox.

The price of ticket is very cheap, because in usual days the ticket price only Rp. 10.000,- per person and in holiday and weekend the ticket price is Rp. 15.000,- per person. (Source: http://www.seputarmakassar.com)

F. Langkah-langkah Pembelajaran

1. Pendahuluan / Kegiatan Awal

- Salam pembuka
- Guru membuka pelajaran dengan do'a
- Guru mengecek kehadiran siswa

2. **Kegiatan Inti**
- ⟩ Guru menyampaikan dan menjelaskan materi tentang teks deskriptif.
- ⟩ Guru memberikan contoh teks deskriptif.
- ⟩ Guru meminta siswa untuk membuat teks deskriptif tentang Labombo beach.

3. Kegiatan Akhir
- ⟩ Menanyakan kesulitan siswa selama proses belajar mengajar.
- ⟩ Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman atau simpulan pelajaran.
- ⟩ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Metode Pembelajaran:
- ⟩ Ceramah, tanya jawab.

H. Sumber Belajar :

1. Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan

2. Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013 http://www.kursusmudahbahasainggris.com/2013/09/penge rtian-tujuan-struktur-ciri dan.html diakses pada 25 November 2018.

II. Penilaian

Aspek yang dinilai :

6. Content
7. Organization
8. Vocabulary
9. Grammar
10. Mechanic

Palopo, 9 Oktober 2018

Guru Mata Pelajaran

Uswatun Hasanah

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Satuan Pendidikan : SMA Negeri 4 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/I

Materi Pokok : Teks deskriptif tentang Latuppa

Alokasi wakt : 1 x 45 menit

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

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

C. Indikator

1. Mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Menyusun teks deskriptif tentang Latuppa.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Siswa dapat menyusun teks deskriptif tentang Latuppa.

E. Materi Pembelajaran

<div align="center">

Latuppa

</div>

One of the destination in Palopo is the natural Latuppa. There you can enjoy the panorama of nature and swim in the river. There is Latuppa waterfall. Latuppa, extending along the rivers with clear water, which is a shame if enjoyed. In addition, you can also enjoy a typical durian in action which is famous for the delicious, if timed to coincide with the season.

To get into the are of Latuppa river, no need to pay too expensive. Only Rp 1.000,- per head if the holiday. If a typical day, there are no charges for admission to tourist areas. (https:/tekape.com)

F. Langkah-langkah Pembelajaran

1. Pendahuluan / Kegiatan Awal

- Salam pembuka
- Guru membuka pelajaran dengan do'a
- Guru mengecek kehadiran siswa

2. Kegiatan Inti

- Guru menyampaikan dan menjelaskan materi tentang teks deskriptif.
- Guru memberikan contoh teks deskriptif.
- Guru meminta siswa untuk membuat teks deskriptif tentang Latuppa.

3. Kegiatan Akhir

- Menanyakan kesulitan siswa selama proses belajar mengajar.
- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman atau simpulan pelajaran.

⟩ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Metode Pembelajaran:

⟩ Ceramah, tanya jawab.

H. Sumber Belajar :

1. Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan

2. Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013
http://www.kursusmudahbahasainggris.com/2013/09/penge rtian-tujuan-struktur-ciri dan.html diakses pada 25 November 2018.

I.   Penilaian

Aspek yang dinilai :

1. Content
2. Organization
3. Vocabulary
4. Grammar
5. Mechanic

Palopo, 7 Oktober 2018

Guru Mata Pelajaran

Uswatun Hasanah

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Satuan Pendidikan : SMA Negeri 4 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/I

Materi Pokok : Teks deskriptif tentang Afgansyah Reza

Alokasi wakt : 1 x 45 menit

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

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

C. Indikator

1. Mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Menyusun teks deskriptif tentang Afgansyah Reza.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Siswa dapat menyusun teks deskriptif tentang Afgansyah Reza.

E. Materi Pembelajaran

Afgansyah Reza

His full name is Afgansyah Reza. He was born on 27 May 1989 in Jakarta. He is well known as a talented young sister.

Afgan is quiet tall. His height is 170 cm. He has an oval face, short hair. He is easily known because there are dimples on his cheek when he is smiling and always wears glasses.

Afgan's favourite music is pop, R & B, Soul and Jazz. That music influence his way to sing.

Afgan likes eating. His favourite food is Balado Potato. He loves it because it's delicious.

F. Langkah-langkah Pembelajaran

1. Pendahuluan / Kegiatan Awal

- Salam pembuka
- Guru membuka pelajaran dengan do'a
- Guru mengecek kehadiran siswa

2. Kegiatan Inti

- Guru menyampaikan dan menjelaskan materi tentang teks deskriptif.
- Guru memberikan contoh teks deskriptif.
- Guru meminta siswa untuk membuat teks deskriptif tentang Afgansyah Reza.

3. Kegiatan Akhir

- Menanyakan kesulitan siswa selama proses belajar mengajar.
- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman atau simpulan pelajaran.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Metode Pembelajaran:

) Ceramah, tanya jawab.

H. Sumber Belajar :

1. Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan

2. Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013

http://www.kursusmudahbahasainggris.com/2013/09/penge rtian-tujuan-struktur-ciri dan.html diakses pada 25 November 2018.

I.   Penilaian

Aspek yang dinilai :

1. Content
2. Organization
3. Vocabulary
4. Grammar
5. Mechanic

Palopo, 11 Oktober 2018

Guru Mata Pelajaran

Uswatun Hasanah

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Satuan Pendidikan   : SMA Negeri 4 Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/I

Materi Pokok   : Teks deskriptif tentang Vidi Aldiano

Alokasi wakt   : 1 x 45 menit

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

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

C. Indikator

1. Mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Menyusun teks deskriptif tentang Vidi Aldiano.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi teks deskriptif tulis, pendek dan sederhana, tentang orang dan tempat wisata.

2. Siswa dapat menyusun teks deskriptif tentang Afgansyah Reza.

E. Materi Pembelajaran

Vidi Aldiano

His full name is Vidi Aldiano. His birth name was Oxavia Aldiano. He was born 29 March 1990 in Jakarta. He is a musician, a songwriter, and a singer.

This is his physical appearance. Vidi Aldiano is tall enough around 170 cm. His body is average. His face is oval and his hair is black. He has thick eyebrows.

The following is his quality. Vidi is very good at singing. He has a nice voice. He has many famous songs such as Status Palsu, Cemburu Menguras Hati, and Nuansa Bening. He also sings a song created by Susilo Bambang Yudhoyono, the president of Indonesia entitled Jiwaku Terang di Malam Hari.

F. Langkah-langkah Pembelajaran

1. Pendahuluan / Kegiatan Awal

- Salam pembuka
- Guru membuka pelajaran dengan do'a
- Guru mengecek kehadiran siswa

2. Kegiatan Inti

- Guru menyampaikan dan menjelaskan materi tentang teks deskriptif.
- Guru memberikan contoh teks deskriptif.
- Guru meminta siswa untuk membuat teks deskriptif tentang Vidi Aldiano.

3. Kegiatan Akhir

- Menanyakan kesulitan siswa selama proses belajar mengajar.
- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman atau simpulan pelajaran.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Metode Pembelajaran:

ꓕ Ceramah, tanya jawab.

H. Sumber Belajar :

1. Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan

2. Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013

http://www.kursusmudahbahasainggris.com/2013/09/penge rtian-tujuan-struktur-ciri dan.html diakses pada 25 November 2018.

I. Penilaian

Aspek yang dinilai :

1. Content
2. Organization
3. Vocabulary
4. Grammar
5. Mechanic

Palopo, 15 Oktober 2018

Guru Mata Pelajaran

Uswatun Hasanah

APPENDIX IV

DOCUMENTATION

1. Experimental Class

〗 **Giving Pre-test**

∫ Giving Treatment

Ʃ Giving Post-test

2. Control Class

丿 Giving Pretest

丿 Giving material (non TTW strategy)

ﺝ **Giving Post-test**

APPENDIX V

1. **Students answer sheet pretest in experimental class**
   a. **S12 (Low Score)**

b. S11 (High Score)

PRE-TEST

Name : Chery Febriany

Class : XI IPS 2

1. My School

I attended School at SMANIO Palopo, and in this school there were UKS, Lab, administration + Room, BK, Punah, mosque, library, and there were two department namely Social sciences and Science, seven IPS classes and 10 IPA classes at location jln Bakau kec Bara. my school is comfortable and cool because it was many trees, And this high school has reached Adiwiyata School.

2. My Idol

Syahrini was born in Bogor, August, 1982 From the father Reding Zaelani and Wati Nurhayati. The oldest whose first name is Rani Fatimah. Syahrini has a younger sister named Aisyahrani who is Halo years apart from her these two brothers are very familiar despite having different characteristic, Aisyahrani is more assertive, while Syahrini has a spoirved nature, She often shows on a television screen.

3. Recreation Places

One day I went to makassar to my family and friends. When I arrived there, I went to a mega mall in makassar with my friend, and at that time we walked together and laughed together and laughed together to enjoy the view at the new mall and self-defense, and after that we continued our journey to where we could gather at when I was in middle school, and after that we returned to our respective homes

2. Students Answer Sheet Posttest in Experimental Class

a. S3 (Low Score)

POST-TEST

Name : Evita Mala

Class : XI IPS 2

1. My School

I attended high school in 4 Palopo. My school has a very beautiful view and very great trees my school is one of the adiwiyata schools

2. My Classmate

I sat in class XI IPs 2 I sat with my friend named Elizabeth. In my class there were 7 men and 24 women of our homeroom teacher named pak Padil

3. Tanjung Ringgit Port

tanjung Ringgit Harbor is a Port located in the city of Palopo. This harbor has a beautiful view

b. S15 (High Score)

POST-TEST

Name : Fitriani

Class : XI-IPS 3

1. My School

I school at Senior High School 4 Palopo Located in Bulow Street. I love my school my school is big and large There are many rooms in my school There are some room including 24 classrooms. 18 classes are used, 4 classes are not used and 2 classes are used as aula. Has three more spaces including Physics, chemistry, and biology. And has one office space, TU room, student room, office room, and computer room. and have a mosque. has several organizations including Scouts, PMR, PICr, and rohis

2. My Classmate

Everyone certainly have a classmate and I have one classmate who go to school together. my classmate's name is Indriani. he is a good person who likes to joke and likes sharing but often does silly things he is lazy to do homework and always sneaks at other friends. Funny person and can't keep quiet he always does things that make him happy but doesn't think that it's not liked by other friends and always makes me annoyed

3. Tanjung Ringgit Port

Tanjung ringgit is the name of a Port in Palopo city. This place is places that have to visit in Palopo because tanjung ringgit palopo is one of the places for people to unwind after a day of work and one of the tourist attractions for people who come from outside the city of Palopo and the people of the city of Palopo themselves. Tanjung ringgit is very cool because of the strong wind gusts and has such a beautiful view because of the waves of the sea and the ships that are leaning on the edge while looking at the scenery by enjoying delicious food.

1. **Students Answer Sheet Pretest in Control Class**
   a. **S15 (Low Score)**

PRE TEST

Name : Rahayu T. Korrukan

Class : XI IPS 1

1. My School

SMAN 4 Palopo is a divisial O school in addition high school 4 also has a lot of trees in addition sma 4 Palopo it very clean and beatiful high school 4 also has a lot of student. layout of the sma 4 is barandai in addition high school 4 also has a very beatiful garden d high school 4 also features a.

2. My Idol

my idol is mama because my mama is very good and cares for me besides my mama always scold me when i make mistakes and I know she scold me because it's a for the good of my mama noma my mama is haliana he was the first child of 6 brothers.

3. Recreation Places

i've been to the beach lamo or when i go to the beach lamo with my family we plan to take the family there and al the materialize in addition to that when we were there the scenery was very cool, in addition the water is very clean and does not smell at the time we entered the beach lamo we don't need to pay her at the time we want to go to the beach lamo our supply of rice and fish for us to eat d there.

b. S2 (High Score)

Name : Nurfahira

Class : XI IPS 1

1. My School

SMA 4 is located on the road Jl. Bakau. SMA 4 is an Adiwiyata school because it is very close to the environment, meaning Adiwiyata itself is a school that cares and is nurtured in this environment. We are taught to look after the environment, and has 4 canteens, 1 student counsel room, and 1 student administration room. Inside that there are also 3 fields for sports namely basketball, badminton and volleyball courts. there are also several laboratory rooms such as biology and physics.

2. My Idol

Do Kyungsoo (born January 12, 1993). better known by his stage name D.O. is a south korean singer and actor. He is best known as a member and one of the main vocalists of the south korean chinese boy group Exo. Apart from his group activities. D.O. has also starred in various television dramas and movies such as Pure Love (2016) and My Annoying Brother (2016). Exo made their official debut after as teasers on April 8, 2012.

3. Recreation Places

Ide Beach is a unique beach because the beach is usually related to the sea but this beach is related to Lake Matano with a cluster of Verbeek mountains. This beach is clear and clean water is not Polluted like other beaches. Lake Matano likely is the deepest lake in Indonesia. Tourists can indulge in activities such as swimming and water-sports. there are boundaries that are not deep for swimming. Panorama is very beatiful with cool air. Travelers can enjoy sunset or Sunrise to see the beauty of this beach.

2. **Students Answer Sheet Posttest in Control Class**
   a. **S9 (Low Score)**

POST-TEST

Name : Nisa

Class : XI IPs 3

1. My School

   I Went to school at SMA 4 Palopo and has teacher room with a large garden abrazing and student office, Bk and has a badminton canteen and fleid. basket bau Volly and has musollah and wc and more physiscs and biology avauble such as wifi and parking

2. My Classmate

   Fani has skin that has a yellow nose, which is thick or has long hair he hijab and smart he's my friend

3. Tanjung Ringgit Port

   on Tanjung Ringgit Port is wane place that is often visited by many people, especially on Saturday evenighe and in Tanjung Ringgit. bhore are various kinde of food, for example one my favorite food Juice, roasted corn and much more. The view of Tanjung Ringgit has a very beaotifut view at night and is very crowded.

b. S3 (High Score)

POST TEST

Name : Nurfahila

Class : XI IPS 1

1. My School

I went to school at SMA 4 Palopo. SMA 4 Palopo is located on the mangrove road. SMA 4 is quite large and there are many green trees. In SMA 4 has one library room and have facilities like wifi, there are 4 fields namely Volleyball, basketball and badminton. SMA 4 has 4 canteens and SMA 4 Palopo was dubbed the adiwiyata school.

2. My Classmate

I have a classmate named Yosi, Yosi is my beautiful and sweet best friend and she is also smart stle has participated in several competition stle is friendly and not arrogant. Yosi has the same idol as me. I often do assignments with Yosi and go home from school together.

3. Tanjung Ringgit Port

On Tanjung Ringgit port is one place that is often visited by many people, especially on Saturday evenight and in Tanjung Ringgit. there are various kinds of food, for example one my favorite food juice, roasted corn and much more. The view of Tanjung Ringgit has a very beautiful view at night and is very crowded.

APPENDIX VI

Frequencies result for students' writing in pre-test and post-test for experimental class

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21	1	5,0	5,0	5,0
	28	1	5,0	5,0	10,0
	30	1	5,0	5,0	15,0
	33	1	5,0	5,0	20,0
	36	1	5,0	5,0	25,0
	40	1	5,0	5,0	30,0
	41	1	5,0	5,0	35,0
	46	1	5,0	5,0	40,0
	47	2	10,0	10,0	50,0
	50	1	5,0	5,0	55,0
	51	1	5,0	5,0	60,0
	66	2	10,0	10,0	70,0
	68	1	5,0	5,0	75,0
	72	1	5,0	5,0	80,0
	73	1	5,0	5,0	85,0
	74	1	5,0	5,0	90,0
	77	2	10,0	10,0	100,0
	Total	20	100,0	100,0	

Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61	2	10,0	10,0	10,0
	62	1	5,0	5,0	15,0
	65	1	5,0	5,0	20,0
	66	1	5,0	5,0	25,0
	68	1	5,0	5,0	30,0
	70	1	5,0	5,0	35,0

	Frequency	Percent	Valid Percent	Cumulative Percent
72	1	5,0	5,0	40,0
76	1	5,0	5,0	45,0
77	1	5,0	5,0	50,0
78	2	10,0	10,0	60,0
80	1	5,0	5,0	65,0
81	1	5,0	5,0	70,0
82	1	5,0	5,0	75,0
83	2	10,0	10,0	85,0
84	2	10,0	10,0	95,0
85	1	5,0	5,0	100,0
Total	20	100,0	100,0	

Frequencies result for students' writing in pre-test and post-test for control class

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21	3	15,0	15,0	15,0
	28	1	5,0	5,0	20,0
	30	2	10,0	10,0	30,0
	32	1	5,0	5,0	35,0
	39	1	5,0	5,0	40,0
	44	1	5,0	5,0	45,0
	47	1	5,0	5,0	50,0
	48	1	5,0	5,0	55,0
	49	1	5,0	5,0	60,0
	52	1	5,0	5,0	65,0
	53	2	10,0	10,0	75,0
	56	1	5,0	5,0	80,0
	62	1	5,0	5,0	85,0
	76	1	5,0	5,0	90,0
	77	2	10,0	10,0	100,0
	Total	20	100,0	100,0	

Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31	1	5,0	5,0	5,0
	35	1	5,0	5,0	10,0
	40	1	5,0	5,0	15,0
	41	2	10,0	10,0	25,0
	44	1	5,0	5,0	30,0
	45	2	10,0	10,0	40,0
	49	1	5,0	5,0	45,0
	52	1	5,0	5,0	50,0
	56	1	5,0	5,0	55,0
	64	1	5,0	5,0	60,0
	71	1	5,0	5,0	65,0
	72	1	5,0	5,0	70,0
	73	3	15,0	15,0	85,0
	74	1	5,0	5,0	90,0
	75	1	5,0	5,0	95,0
	76	1	5,0	5,0	100,0
	Total	20	100,0	100,0	