



**IMPROVING THE SEVENTH GRADE STUDENTS' DESCRIPTIVE PARAGRAPH  
WRITING ACHIEVEMENT BY USING THINK PAIR SHARE TECHNIQUE AT  
SMPN 1 TEMPEH 2015/2016 ACADEMIC YEAR**

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JEMBER UNIVERSITY**

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**THESIS**

Composed to fulfill one of the requirement to obtain S1 Degree  
at the English Education Program, Language and Arts Education Department  
The Faculty of Teacher Training and Education  
Jember University

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**2016**

## DEDICATION

This thesis is honorably dedicated to :

1. My beloved parents, Moch. Ali S.Sos and Elis Jujuk Meiyani, my beloved uncle and aunt, Khurul Fathony S.H and Eny Kusmaya, my beloved grandfather and grandmother, M. Amin and Siti Sukarsih
2. My dearest second family of Sindang Reret, Neny Januarista S.E, Arum Retnowati S.H, Winda Aprita Mayasari S.Si, Lathifa Millatul Islami S.E, Febrilia Arisanti S.Pd, Isma Yaumil Azizah Amd, Fiqya Kenanga Putri, Agustiningih Ika, Dian Fitri Astuti, Yuyun Wahyuni, Ummaya Khumaira, Indah Yani S.E and Ayu Pragawati.
3. All my lecturers in English Education Program.

**CONSULTANT'S APPROVAL**

**IMPROVING THE SEVENTH GRADE STUDENTS' DESCRIPTIVE  
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**MOTTO**

“Alone we can do so little; together we can do so much”

*-Hellen Keller-*



**STATEMENT OF AUTHENTICITY**

The researcher hereby declares that this thesis is her own writing, and it is true and correct that there is no other's work or statement, except the work or statement that is referred in the references. All cited works were quoted in accordance with the ethical code of academic writing.

Jember, August 2016

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better

Jember, August 2016

The writer

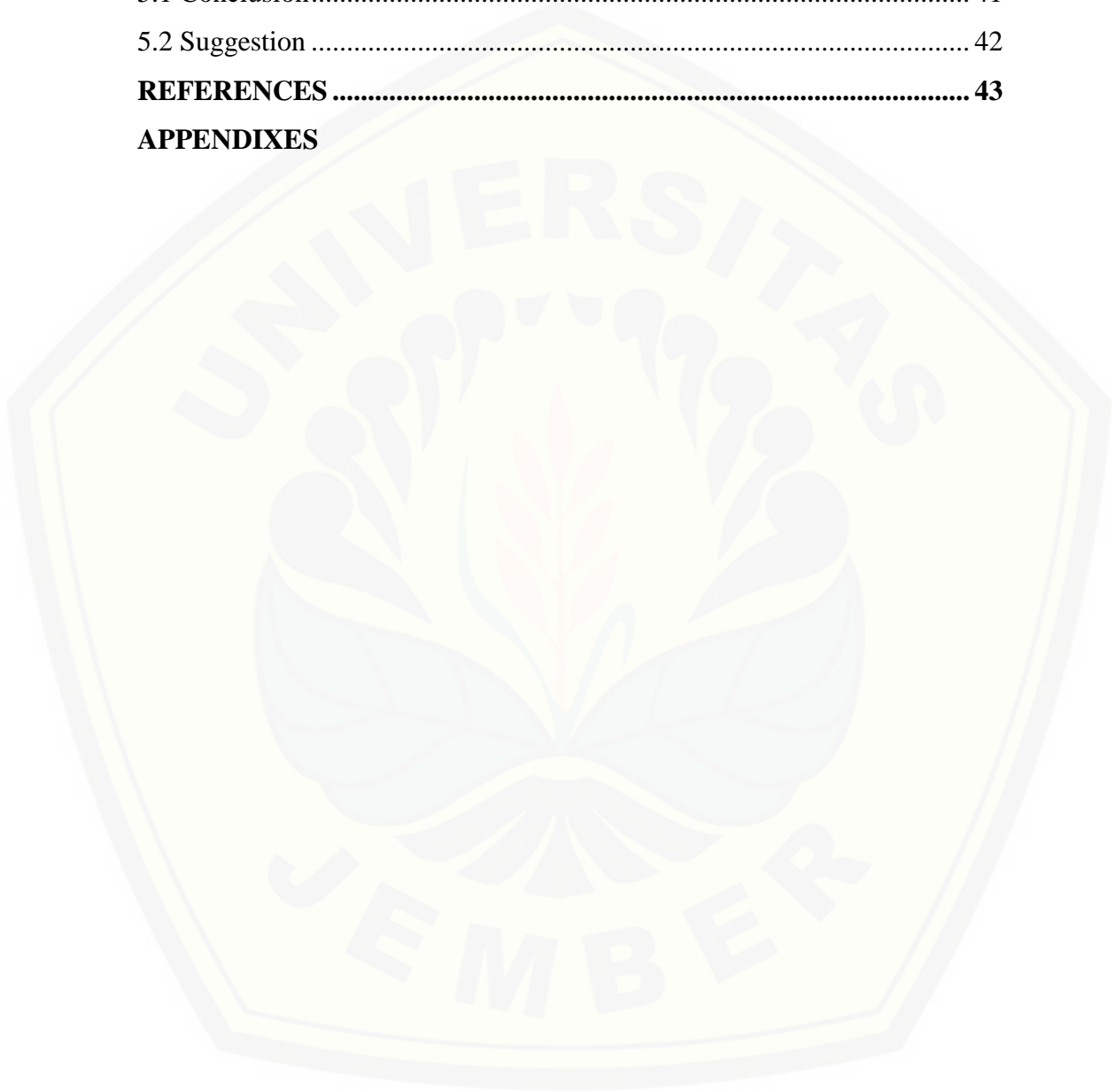


**TABLE OF CONTENTS**

<b>TITLE .....</b>	<b>i</b>
<b>DEDICATION.....</b>	<b>ii</b>
<b>CONSULTANT’S APPROVAL .....</b>	<b>iii</b>
<b>APPROVAL OF THE EXAMINATION COMMITTEE.....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>STATEMENT OF AUTHENTICITY.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENT .....</b>	<b>viii</b>
<b>THE LIST OF APPENDIXES .....</b>	<b>xi</b>
<b>SUMMARY .....</b>	<b>xii</b>
<b>I. INTRODUCTION</b>	
1.1 Background of the research .....	1
1.2 Problems of the research .....	4
1.3 Objective of the research .....	4
1.4 The Significants of the research .....	5
<b>II. REVIEW OF RELATED LITERATURE</b>	
2.1 Writing skill.....	6
2.2 The Aspect of Writing.....	7
2.2.1 Grammar .....	8
2.2.2 Vocabulary.....	8
2.2.3 Mechanics .....	9
2.2.4 Organization .....	9
2.2.4.1 Unity .....	10
2.2.4.2 Coherence .....	11
2.2.5 Content.....	11
2.3 Descriptive Paragraph .....	11

2.4	Cooprative Learning.....	12
2.4.1	The Characteristics of Cooperative Learning .....	13
2.4.2	The Benefits of Cooperative Learning .....	15
2.5	Think Pair Share as the Cooperative Learning Models.....	17
2.5.1	Think Pair Share (TPS).....	17
2.5.2	The Advantages and Disadvantages of TPS.....	18
2.5	Hypothesis .....	19
<b>III. RESEARCH METHODOLOGY</b>		
3.1	Research Design .....	20
3.2	The Operasional Definition .....	22
3.3	Area Determination Method.....	23
3.4.	Subject Determination Method .....	23
3.5	Data Collection Method .....	23
3.5.1	Writing Test.....	23
3.5.2	Observation.....	28
3.6	Research Procedure.....	29
3.6.1	General Plan.....	29
3.6.2	Implementation of the Action.....	29
3.6.3	Monitoring implementation and effect .....	30
3.6.4	Analysis and Reflection of the Action.....	30
3.6.4.1	Analysis.....	30
3.6.4.1	Reflection.....	31
<b>IV. RESEARCH RESULT AND DISCUSSION</b>		
4.1	Action in Cycle 1 .....	32
4.1.1	The Result of Students' Writing Test in Cycle 1 .....	33
4.1.2	Reflection in Cycle 1 .....	34
4.2	Action in Cycle 2 .....	35
4.2.1	The Result of the students' writing test in cycle 2 .....	37
4.2.2	Reflection in cycle 2.....	38

4.3 Discussion .....	38
<b>V. CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion.....	41
5.2 Suggestion .....	42
<b>REFERENCES .....</b>	<b>43</b>
<b>APPENDIXES</b>	



**THE LIST OF APPENDIXES**

1. RESEARCH MATRIX .....	46
2. LESSON PLAN CYCLE 1 MEETING 1 .....	48
3. LESSON PLAN CYCLE 1 MEETING 2 .....	58
4. WRITING TEST CYCLE 1 .....	69
5. LESSON PLAN CYCLE 2 MEETING 1 .....	70
6. LESSON PLAN CYCLE 2 MEETING 2 .....	78
7. WRITING TEST CYCLE 2.....	85
8. THE STUDENT'S NAME LIST .....	86
9. THE PREVIOUS SCORE OF THE STUDENTS .....	87
10. THE RESULT OF WRITING TEST CYCLE 1 .....	88
11. THE RESULT OF WRITING TEST CYCLE 2.....	89
12. THE RESULT OF OBSERVATION CYCLE 1 .....	90
13. THE RESULT OF OBSERVATION CYCLE 2 .....	91
14. THE PERMISSION LETTER FROM THE FACULTY .....	92
15. THE PERMISSION LETTER FROM THE PRINCIPAL.....	93
16. WRITING SCORE BASED ON CRITERIA CYCLE 1 .....	94
17. WRITING SCORE BASED ON CRITERIA CYCLE 2 .....	95
18. THE INTERVIEW GUIDE .....	96

## SUMMARY

**Improving the Seventh Grade Students' Descriptive Paragraph Writing Achievement by Using Think Pair Share Technique at SMPN 1 Tempeh in the 2015/2016 academic year;** Elsa Mita Pradani, 090210401019; 2009; i-x + 96 pages; English Education Program; Language Arts Education Department; The Faculty of Teacher Training and Education; Jember University.

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2. Drs. Sugeng Ariyanto, M.A

Key words : Writing Achievement, Think Pair Share

The classroom action research through think pair share was implemented in this research because this research was intended to improve the seventh grade students' writing achievement in the teaching learning process of writing. In this research the researcher collaborated with the English teacher of the seventh grade of SMPN 1 Tempeh. The observation and the writing test were the methods that were use in collecting data.

The action was conducted in two cycles in order to achieve the objectives of this classroom action research. The first cycle was done in three meetings. The result of the students' writing test was found that the percentage of the students who got score  $\geq 70$  were 19 students or 59.37% and the students who got score under  $\leq 70$  were 13 students or 40.63%. It meant that the test of cycle 1 had not fulfilled the minimum score that was 70%.

Based on the result above, it was necessary to conduct the second cycle to reach the target score. Some revision had been made to solve the problems found in the first cycle. It showed an improvement. The writing test of cycle 2 was followed by 32 students. Based on the table above, it was found that the percentage of the students who got score  $\geq 70$  were 90.62%. It means that the test of the cycle 2 had reached the target score requirement that was 70%. However, the students who got score under 70 were 3 students or 9.38%. In conclusion, the result of cycle 2 was better than the result of cycle 1 because there were improvement percentage score of the students that improved from 59.37% in cycle 1 to 90.62% in cycle 2. This result had reached the target score requirement.

Finally, it can be summarized that the use of Think Pair Share technique could improve the seventh year students' achievement in writing a descriptive paragraph at SMPN 1 Tempeh in 2015/2016 academic year. By considering the result above, it is suggested that the English teacher use Think Pair Share technique to improve the students' writing achievement. Besides, the result of this research can be used as a source of information for the future researchers who want to conduct a further research that deals with a similar topic by using different research design.



## CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the research topic. They are background of the research, problem of the research, objectives of the research, and significance of the research.

### 1.1 Background of the research

Language is the system of sounds and words used by human to express their thoughts and feelings (Oxford: fifth edition, 1995:662). Language cannot be separated from human lives because it takes almost all the part of human life. One of the languages which is often used as a means of a communication is English. English is the most spoken one all around the world.

English is the international language. All of country in this world use English, wether as main language, as second language or as foreign language. In Indonesia, English is used as foreign language (EFL). In Indonesian curriculum, English is taught from elementary school, there are many institution that include English to their curriculum since kindergarten nowadays. EFL Students are taught four skill of English, those are Reading, Listening, Writing, and Speaking. For them, learning a new language which is not their own language is difficult. Moreover, they have to learn those four skills. It is not a simple thing for them.

Writing plays an important role in our personal and professional life. Teaching EFL writing is not an easy stuff because many EFL students still get stuck in their writing class. Most of them get problems almost in all writing process; pre-, during and post writing. In pre-writing process, students get difficulties in finding an idea to write. It also needs to be clear about objective or criterion like the punctuation, grammar, paragraph construction, idea, spelling and so on. Those problems make the students lose their motivation on their EFL writing class. Thus, it somehow creates a big burden for the teachers.

Learning English cannot be separated from four skills that high school learners should master. The four skills that are taught in Junior High School are reading, writing, speaking and listening as stated in KTSP 2006 for teaching English in a high school:

*“Bahasa Inggris merupakan alat untuk berkomunikasi secara lisan dan tulis. Berkomunikasi adalah memahami dan mengungkapkan informasi, pikiran, perasaan dan mengembangkan ilmu pengetahuan, teknologi dan budaya. Kemampuan berkomunikasi dalam pengertian yang utuh adalah kemampuan berwacana, yakni kemampuan memahami dan atau menghasilkan teks lisan dan atau tulisan yang direalisasikan dalam empat keterampilan berbahasa, yaitu mendengarkan, berbicara, membaca dan menulis. [English is a tool to communicate orally and in writing. Communicating means understand and express information, thoughts, feelings and develop knowledges, technologys and culture. The ability to communicate in whole means processing discourse conceptual, that is the ability to understand or produce spoken or written text that is realized in the four language skills, i.e listening , speaking, reading and writing] (BNSP,2006:129)*

In Kurikulum Tingkat Satuan Pendidikan (KTSP) above, writing is one of skills in English that must be mastered by the students. As one of four language skills writing is considered as the most difficult skill. Heaton (1991:135) states that writing is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. So, before doing the writing activity, the students must have the ability or proir knowledge in mastering the components of writing to increase their writing ability. The writing components should be mastered by the students were content, organization, vocabulary, grammar and mechanics. The students should master in writing components before doing the writing process because writing is complex and needs a lot of skills and knowledge. Hopefully, they could give the appropriate solutions in students' writing problem.

Based on the preliminary study that was conducted at SMPN 1 Tempeh on 10<sup>th</sup> up to 14<sup>th</sup> November 2015, most of seventh grade students still experienced difficulties in writing. The information was gained by interviewing one of the seventh



grade English teachers and observing the teaching learning process. The result of interview and observation showed that most of the seventh grade students experienced difficulties in writing a paragraph in terms of developing and organizing their ideas. Besides, the teacher said that lack of vocabulary aggravate the student's problem. For example, they experienced difficulties in expressing their ideas into written form, so that their writing was often incoherent. In terms of vocabulary, the students sometimes could not choose the appropriate word. They sometimes chose inappropriate words which made their sentences meaningless. Dealing with the grammatical problem, the students were often unable to make sentences by using appropriate grammar. In other case, most of the students could not be silent when the teacher gave them exercise. They talked and walked around to another student. So, when the time was over, they had not done their exercise because of their habit.

Based on the explanation about their behavior above, difficulties in writing a paragraph and the active participation of most students in the classroom very low. Here, the students are unable to perform well in learning writing, and most of the students' writing score was below the minimum requirement standard score. The minimum requirement standard score of the English at SMPN 1 Tempeh is 70. The seventh grade English teacher said that he tried to solve the students' problem in writing paragraph by using media such as pictures. However, it did not work. Therefore, after discussing with the English teacher, the researcher suggested to use the simple technique of learning that is Think-Pair-Share which is one of the models of cooperative learning strategy. Based on <http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>, Think-Pair-Share can help the students organize their ideas, use the words appropriately and correct the grammatical errors, because through Think Pair Share, the students are suggested to work cooperatively with their pair. They can share their work with other friends and can correct their work which is wrong. This condition can be used in teaching descriptive paragraph writing. Therefore, the researcher suggest to apply this technique to solve the problem.\

The findings of previous research are important to support the action and are made as references. First, an action research conducted by Suhartoyo (2007) notes that think-pair-share model of cooperative learning could improve the writing achievement of the second year students of SMAN 1 Arjasa Jember 2006/2007 academic year. Second, an action research conducted by Zulfida (2013) notes that think-pair-share model of cooperative learning could improve the students' writing achievement in writing narrative text of the eight grade students of SMPN 1 Teluk Mengkudu 2012/2013 academic year.

Based on the above description, it can be seen that think-pair-share technique in cooperative learning is a technique that can be applied in teaching writing. After considering the theory and the object of the research, research entitled "Improving the seventh grade students' descriptive paragraph writing achievement by using think pair share technique at SMPN 1 Tempeh has been conducted.

## **1.2 Problems of the research**

Based on the above research background, the research problems are formulated as follow:

1. How can the use of think pair share technique improve the students' descriptive paragraph writing of the seventh grade students of SMPN 1 Tempeh?
2. How can the use of think pair share technique improve the students' participation in the classroom during the teaching learning of writing a descriptive paragraph?

## **1.3 Objective of the research**

The objectives of the research are :

1. To improve the seventh grade students' descriptive paragraph writing at SMPN 1 Tempeh through think pair share technique.

2. To improve the seventh grade students' participation in the classroom during the teaching learning of writing a descriptive paragraph.

#### **1.4 The Significants of the research**

This research is expected to give contribution to the English teachers, to the students and other researchers.

##### **1.4.1 The English Teachers**

Hopefully the research finding can provide feedback to the English teacher who seldom use the teaching technique of cooperative learning in teaching English, especially the Cooperative learning model Think Pair Share (TPS). The English teacher may select this as the most suitable model for that purpose.

##### **1.4.2 The Students**

Students are expected to get used to share their ideas with their fellow students through cooperative learning.

##### **1.4.3 The Other Researchers**

The result of this research can become a reference and information for further researches in conducting further research in the same topic by using difference research design and difference subject.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

The review of related literature in this chapter concern with the theories related to the research. It covers writing skill, descriptive paragraph, cooperative learning, the characteristics of cooperative learning, the benefit of cooperative learning, model of cooperative learning and research hypothesis.

### 2.1 Writing Skill in English Language Teaching (ELT)

As one of the four language skills, writing has always occupied place in most English language course. Writing is the expression of language in the form of letters, symbol and words. Through writing everybody can share his knowledge, conveying idea, feeling and intention to other people. Farbman (1985:252) note as way of uncovering ideas as well as expressing them. In writing, the students should be able to develop their ideas by selecting words and putting them together in a written or printed form (Fairbairn and Winch, 1996:32). In other words, writing requires the ability of expressing ideas into grammatically structured forms of words and sentences in a text that can help the reader understand.

As a means of communication, writing is the writer's effort of interacting and communicating with her or his readers. Dealing with this, Fairbairn and Winch (1996:31) say that writing like speaking is a communication. This means that a writer should think carefully about the language that will be used to transform ideas in order to communicate with his or her reader.

Meanwhile, writing skill is regarded as one of the most difficult skill to master, especially for most students of english as Foreign Language (EFL) because when writing. In addition, Richards (1990:100) states that learning to write either as the first or second language is one of the most difficult tasks a learner encounter and fully master. A writer should consider some aspests of writing in order to make good and readable writing, namely grammar, vocabulary, mechanic, content and

organization. Thus, to be a good writer, one should consider the above aspects of writing because all of them are related to each other. Therefore this research focused on grammar, vocabulary, mechanic, organization and content.

From the explanation above, it can be inferred that writing is not a simple task to do and it indicates that the students need many practices in order to be able to write well in English, particularly for beginners. In writing a paragraph, Hughes (2003:101) states that there are five writing aspects as follow :

1. Grammar refers to a set of rules to help a writer construct sentences that make sense and acceptable in English.
2. Vocabulary refers to the ability to choose and use words and idioms effectively, mastering words/form and using appropriate register.
3. Mechanics is convention in writing that is related to punctuation, spelling and capitalization.
4. Organization refers to the students' ability to arrange the ideas in logical sequence and cohesion, to make unified contribution the whole paragraph.
5. Content is the ability to use knowledge and understandable subject and information, development thesis, relationship of many details relevance of material and topic.

## **2.2 The Aspect of Writing**

Considering those writing aspects, the students should master them in order to be able to produce an understandable paragraph for readers. In this research, the aspect measured are focused on grammar, vocabulary, mechanic, organization, and content in order to increase the students's ability in writing descriptive paragraph and to produce a meaningful writing and easy to be understood by the reader.

### 2.2.1 Grammar

For most students whose native language is not English, grammar might be a problem for them in writing descriptive paragraph because grammar, as Bram (1995:54) notes enables students to become careful, discipline, and responsible writers. In addition, Fairbrain and Winch (1996:108) add that grammar is a set of rules that helps the students construct sentence which make sense and are acceptable in English. In short, grammar is considered to be very important in writing because the lack of grammar knowledge made the writing result difficult for the reader to understand.

### 2.2.2 Vocabulary

Vocabulary is very important in supporting English skills, because ideas and feeling can be expressed through vocabulary or words. Bram (1995:48) states that words are the basic tool for writing, because words carry meaning where the writers conveyed the message. Thus, vocabulary is very important to support the writing skill.

Then, the use of appropriate words in writing made the reader understand what the writer expresses. Wingersky et al (1999:55) classify English vocabularies into eight; noun, verb, adverb, preposition, pronoun, conjunction, article and adjective. Noun is any word that names a person, place, or thing (Wingersky et al, 1999:59). For example: Arum, office and flower. Verb is a word to express an action, such as go, learn, eat and walk. Adverb modifies verb, adjective and other adverbs (Hornby, 1995:18), such as well, happily, today, here etc. Preposition indicates a place, direction or methode (Hornby, 1995:911) such as in, from to on etc. Pronoun is used in placed of noun or noun phrase, for example: he, she, her, them, and so on. Conjunction joins other words, clauses and sentences, such as a, an and the (Hornby, 1995:57). Adjectives describes nouns or pronoun, such as many, clear and your (Wingersky et al, 1999:61)

### 2.2.3 Mechanics

Mechanics is important in writing, because the use of inappropriate application of mechanical skill made the reader misunderstand the message in writing. Heaton (1991:135) states that mechanical skill is the ability to use correctly those conventions peculiar to the written language. However, Heaton (1991:135) uses the term mechanical skill for punctuation, and spelling .

Punctuation helps the reader understand written texts. On this point, Fairbrain and Winch (1996:81) say that punctuation is a variety of device that a writer uses in order to help reader to understand the meaning of piece of writing. Therefore, the appropriate use of punctuation helps the reader to understand what will be communicated by the writer.

There are many kinds of punctuation marks . according to Fairbrain and Winch (1996:81), they are full stop (.), question mark (?), exclamation mark (!), comma (,), semi colon (:), quotation mark (“...”), parentheses (( )), brackets ([ ]), dash (-), apostrophe (‘) and hyphen (-).

The other mechanical skill is spelling. In writing, spelling is important because poor spelling can make meaning ambiguous and non-sense sentences (Fairbrain and Winch, 1996:100). It can make the readers confused with the message expressed by the writer.

Based on the above components mechanical skill described, the components that will be used as writing indicators in this research are punctuation marks consisting of full stop (.), comma (,), apostrophe (‘), and spelling.

### 2.2.4 Organization

Organization is the student’s ability to arrange their ideas into logical coherence and cohesion to make a unified paragraph. According to Bram (2002:21) unity and coherence play a crucial role in making a paragraph read well. Unity means all sentences in a paragraph should focus on one thing expressed in the topic sentences. Each sentence in a paragraph should relate and develop the idea in the

controlling idea. In other words, a paragraph cannot be called as paragraph if the sentences do not relate to the topic sentence. It can be concluded that a piece of writing will have a good organization if all the sentences of the details support the main idea and they relate to each other.

#### 2.2.4.1 Unity

According to Bram (1995:20) a paragraph is said to be unified if it is unified by mutually supported sentences that express one main idea of the topic sentence only. A paragraph is the basic unit of composition. It consists of a group of related sentences that develop one main idea. It has three main parts; an introduction, a body of the paragraph and a conclusion. In other words, it has a topic sentence, a few supporting sentences, and a concluding sentence. Unity in a paragraph means that the entire paragraph should focus on one single idea. The supporting details should explain the main idea. The concluding sentence should end the paragraph with the same idea. Thus, a unified paragraph presents a thought, supports it with adequate details and completes it with a conclusion. For example, in exemplifying important reasons for loving certain place, the writer discuss only the reasons, not discuss anything else. The example is :

*“My house is on Jl. Kartini. It is big and nice. It has two floors. It has a living room, a small kitchen, and a bathroom on the first floor. On the second floor there are three bedrooms and a bathroom. My parent’s bedroom is big. My brother’s room is next to my room. My room is small but I like it. It has light green wall. There is a desk with a computer on it. I do homework there. There is also a nice garden in front of my house and I often play in the garden. We love our house.”(Respianto, 2010)*

This paragraph has fulfilled the need of unity of a paragraph. The supporting sentence explain that “the haouse” is big and nice. Then, all the sentences are relevant with the topic sentence which is stated in the first sentence.



#### **2.2.4.2 Coherence**

Coherence means establishing a relationship between the ideas presented in a paragraph. It brings about a rationale in the arrangement of the ideas which are introduced either in the chronological order or in the order of importance. Besides, transitions that compare, contrast, illustrate, add or show cause and effect build logical bridges. The ideas, thus expressed in the paragraph, flow smoothly from one to the other in a logical sequence. This helps the reader to understand the paragraph. Dealing with this Wong (1998:389) state that coherence means the ideas and sentences flow smoothly in a logical, organized manner.

#### **2.2.5 Content**

Content refers to the substance of writing, the experience of main idea of related statements that a writer presents as unit in developing a subject. Content the paragraph do the work of conveying ideas rather that fulfilling special function of transition, restatement, and emphasis. According to Brown (2001: 357), It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.

### **2.3 Descriptive Paragraph**

Descriptive paragraph is one of the paragraph types that that are taught in Junior High School. Descriptive paragraph is a paragraph that is used to describe a person, place, or an object clearly. This is supported by Wong (1998:373) who notes that a descriptive paragraph is used to describe a person, place or an object. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. In descriptive paragraph, the writer can describe an object, a place, a person, or event to the readers. It is usually written logically and vivid detail, so that the reader as if to see and feel for themselves what is written by the writer.

Savage and Shafiei (2007:34) state that in writing a descriptive paragraph, it should consist of descriptive organization or generic structure such as topic sentence,

supporting sentences and concluding sentence. Topic sentence in a descriptive paragraph introduces the item that the writer will be described. Supporting sentences give some background information about the item and give descriptive details about the item. Concluding sentence is the paragraph ends with a concluding sentence that restates the idea in the topic sentence using different words. The generic structure of descriptive text consists of;

1. Identification : identifies phenomenon to be described.
2. Description : describe parts, qualities and characteristics.

There are also language features of descriptive text. They are (1) focus on specific participants; (2) use of simple present tense; (3) use of attributive and identifying process; and (4) frequent use of classifiers in nominal groups.

Based on the theories above, we can conclude that descriptive text is a text which describes something or someone so that the readers can look, feel, smells, or taste what is told.

#### **2.4 Cooperative Learning**

Cooperative learning refers to methods of instruction that organize classroom instruction so that groups of 2-6 students work together to reach a common goal. Cooperative learning involves all group members who share in process, content, and accountability. Perhaps one way to envision cooperative learning is to look at the three most common types of classroom organization. Orlich (1998:274) states that cooperative learning provides unique learning experiences for students and offers an alternative to competitive models of education. So, that learning is dependent on the socially structured exchange of information between learners in groups and in which each learners is held accountable for his or her own learning and is motivated to increase the learning of others. In addition, Mabrouk (in Felder) there are several reasons why cooperative learning works as well as it does. The idea that students learn more by doing something active than by simply watching and listening has long

been known to both cognitive psychologists and effective teachers and cooperative learning is by its nature an active method.

Based on the definition, it can be concluded that cooperative learning is the learning activity that uses small group interaction, in which each student has responsibility for his or her learning, and in which each student cooperates to maximize their own and each other's learning. Students work together to learn and are responsible for their teammates' learning as well as their own, it can be said that cooperative learning is more than just small group activity.

#### **2.4.1 The Characteristics of Cooperative Learning**

In Arnold (1999:227) mentions five characteristics of cooperative learning activity, such as positive interdependence, face to face (group interaction) individual accountability, development of small group social skills and group processing. The following details of each characteristic.

##### **a) Positive Interdependence**

Positive interdependence can be defined as the success for one student that is always associated with the other's success. Group interdependence is important when team members need to work together in groups to successfully complete the assigned tasks. With group interdependence, it is possible to achieve a minimal level of functioning with weaknesses in teams, group processing, or social skills. It means that when there is no positive interdependence in the learning activity, the learning activity is not cooperative. Thus, in positive interdependence each group member's effort is required and necessary for group success.

##### **b) Face to face (group interaction)**

In cooperative learning, Arnold (1999:227) says that the small group setting allows students to work directly with one another, to share opinions and ideas, to come to common understanding, and to work as a team to ensure each member's success. This indicates eye-to-eye contact in a group. Students will be close enough so

that they share a common material and their conversations could be heard to each member of the group.

**c) Individual Accountability**

Each individual in a team must be able to show mastery of the assigned learning and should be able to document his/ her contribution to the team. In true cooperative learning, every individual contributes equally for team's success. According to Arnold (1999:228) that individual accountability is encouraged through the assignment of specific roles or tasks, and individuals are held accountable for the success of each of other members. In this case, accountability focus the activity of the team members on helping one another learn and making sure that everyone on the team is ready for quiz or any other assesment that students thae without teammate help. It can be conclude that in cooperative learning, each students must be responsible individually for doing his or her own effort for learning.

**d) Development of small group social skills**

In cooperative learning activity, all the group members should have working together effectively. This is in line with Arnold (1999:228) states that for cooperative groups to succeed, individuals need to develop not only linguistics but also social skill which facilitate teamwork, create trust and enhance communication, leadership, problem solving and decision making in group interaction. It can be said that students need to learn or work together as a team and how to help each other. Based on the explanation, it can be said that in cooperative learning activity each students should develop the social skills so taht they can work together with their teammate or another or team as well.

**e) Group processing**

In Group Processing, cooperative team members think and discuss in a group. The learners also need to reflect upon their group experiences, decide how group members interact doing the task, the kind and number of contribution each made, and the difficult that they learn and how well did the cooperative group work. Therefore,

it help them to recognized what activity should or should not be done when they work together as team.

Those characteristics of cooperative learning can be used to create a good environment for the students to participate in writing. Positive interdependence made student feel they learn together, and gave motivation to each other. They are asked to be cooperative, not competitive. They share their opinion with another in group interaction. They think more deeply in order to give contribution for their group in individual accountability. In the social skills they increased their self confidence, because they know they were not alone. Meanwhile, in the last characteristics of cooperative learning, group processing make the students know how to work cooperatively. In short, cooperative learning is a variety of teaching strategy in which students work in small group to help another learn academic content.

#### **2.4.2 The Benefits of Cooperative Learning**

There are so many benefit which are offered of cooperative learning when it is applied in the calssroom. Arnold (1999:233-234) mentions some benefit of cooperative learning as follow :

##### **a) Reducing Anxiety**

In cooperative learnign activity, the students got opportunity to work with one another and to share their opinion with their gropu member. Besides, they also have more time to think so tahat they feel more comfortable in learning. On this point, Arnold (1999:233) confirms that time to think, opportunities to rehearse and receive feednack, and the greater of succes reduce anxiety and can resul increased participation and language laerning. The more time to think increased the possibility for the students to get a correct or acceptable answer. Then they got feedback from others. This condiition increased their pasticipation in learning activity.

##### **b) Promoting Interaction**

In coopeartive learnign activity, students interacted to each other. In this case each students help other students to develop or increase of their group. So, the

students should work together as team to gain their group success. Arnold (1999:233) states that in cooperative classroom, students learn to rely on each other and also have security of knowing that they had several opportunities to rehearse contribution before they are asked to share it with the larger class. In this way, to make the learning group effective, students should care to one another's differences, support one another, and communicate effectively with one another. In short, students who are involved in cooperative learning must interact to each other as a team for gaining their learning success.

#### **c) Increasing Self-Confidence and Self Esteem**

In cooperative learning, positive interdependence is enhanced. This condition made each students have positive interdependence to other member of the team in learn and finish their work which is become their responsibility, which effort each member to work together. In this case, Slavin (in Arnold, 1999:234) says that by encouraging group interdependence, cooperative activities build greater learner's confidence and self-esteem. Thus, through the enhancement of its positive interdependence, cooperative learning activity increased self confidence and self-esteem

#### **d) Increasing Motivation**

The students' motivation increased in cooperative learning activity. It happens because in cooperative learning activity the students work in a group. So, they feel more comfortable in doing the task. They know that everything can be easier if they work together, because they can ask for help to other. Long and Porter (in Arnold, 1999:235) state that group work increased students motivation. When students are permitted to work together, they know that they can get feedback and assistance in making contribution as clear, relevant and appropriate as possible. This situation motivates students to continue to try participating in their team. In short, cooperative learning increased the students' motivation by encouraging them to work in group so they have more enjoyable activity.

Thus, it can be seen that cooperative learning environment is appropriate practice writing ability for the students. Through group work interaction, students feel more comfortable because they share opinion or idea with others. The, when they know they are not alone, their self-confidence increased. They also motivated to write what they want to write. In this case, students enjoy their writing activities.

## **2.5 Think Pair Share as the Cooperative Learning Models**

There are so many cooperative activities that have been developed. Crandall (in Arnold, 1999:229) says that a number of books have appeared in the few years which provide hundreds of cooperative activities either designed for the language classroom or easily adapted for language learning. Then the model that used in this research is Think Pair Share, for the reason that this model is possible to be easily adapted for teaching writing. There are only three steps in doing Think Pair Share, that are: 1) the teacher pose a question, and the learners are given some time to reflect, take a notes or engage in free writing; 2) the students make a group of two then they share what they have just thought and written; and 3) after sharing pairs, the members of the pair share their ideas with the larger group (Crandall in Arnold, 1999:229).

### **2.5.1 Think Pair Share (TPS)**

Think Pair Share is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland. It gets its name from the three stages of student action, with emphasis on what students are to be doing at each of those stages (Jones, 1998). This activity provide the students time to think and formulated those ideas and share those ideas with their friends. While they are thinking, they write their responses in a free writing. Thus, TPS appropriate for teaching writing. In doing TPS all students are involved in this research. There are three steps of using TPS model in cooperative learning in teaching writing. Based on Arends (2007:354) the following steps of TPS :

### **1. Thinking**

The teacher begins to spark student thinking with a question, prompt or observation. The students then pause to THINK about the question. The “think” step may require students merely to be quiet for a few moments and ponder their thoughts about the question. They may write some thoughts in response to the question. (Lyman, 1981).

### **2. Pairing**

Students PAIR up to talk about the answer each came up with. They compare notes and identify the answers they think are the most interesting or best fit the task at hand, (Lyman, 1981).

### **3. Sharing**

Students share with one another first and then the teacher calls for pairs to SHARE their thinking with the others in the class. Go around the groups calling on each pair. In the “share” step of the strategy, students can share their ideas in several ways.

Based on the steps in using TPS above, it can be seen that this technique is very simple. Teacher can easily use this technique for teaching writing. Then, TPS also provide an opportunity for all students to share their thinking with their partner. This condition increase their sense of involvement in classroom learning, especially in writing class.

## **2.5.2 The Advantages and Disadvantages of Using Think Pair Share Technique.**

2.5.2.1 There are some advantages of using Think Pair Share technique.

- a) Opportunities of students to act as resources for each, thus, assuming a more active role in their learning.
- b) Students can practice in peer teaching, which requires that they understand the material at deeper level than students typically do when simply ask to produce an exam.



- c) Each students has practice in self-teaching, which is the most valuable of the entire skill teacher can help them to learn.
- d) Freedom for the teachers to master new professional skill, particularly those emphasizing communication.

#### 2.5.2.2 This is the disadvantage of using Think Pair Share Technique

Beside this technique gives some advantages for learning process, it also has its weakness. As each students should think individually at first, express their ideas in pairs later, and discuss what they make to other teams need a lot of time, this technique may be time-consuming. By using this technique for class activity, automatically the students should discuss and discuss step by step (first discuss with themselves, then discuss with their partner in pair, next they should discuss to the neighbour pairs or the whole class, and the teacher should give feedback for the students' work). The students need time for thinking and the process of discussion need a long time. In conclusion, by the reason described above, it can said that think-pair-share is a time-consumed technique. However, if the teacher can pose a good topic or question to think about, and the teacher can manage or monitor the class by planning the time limitation and the steps for the activities, surely this technique can be applied successfully.

## 2.6 Hypothesis

The action hypothesis of the research can formulated as follow:

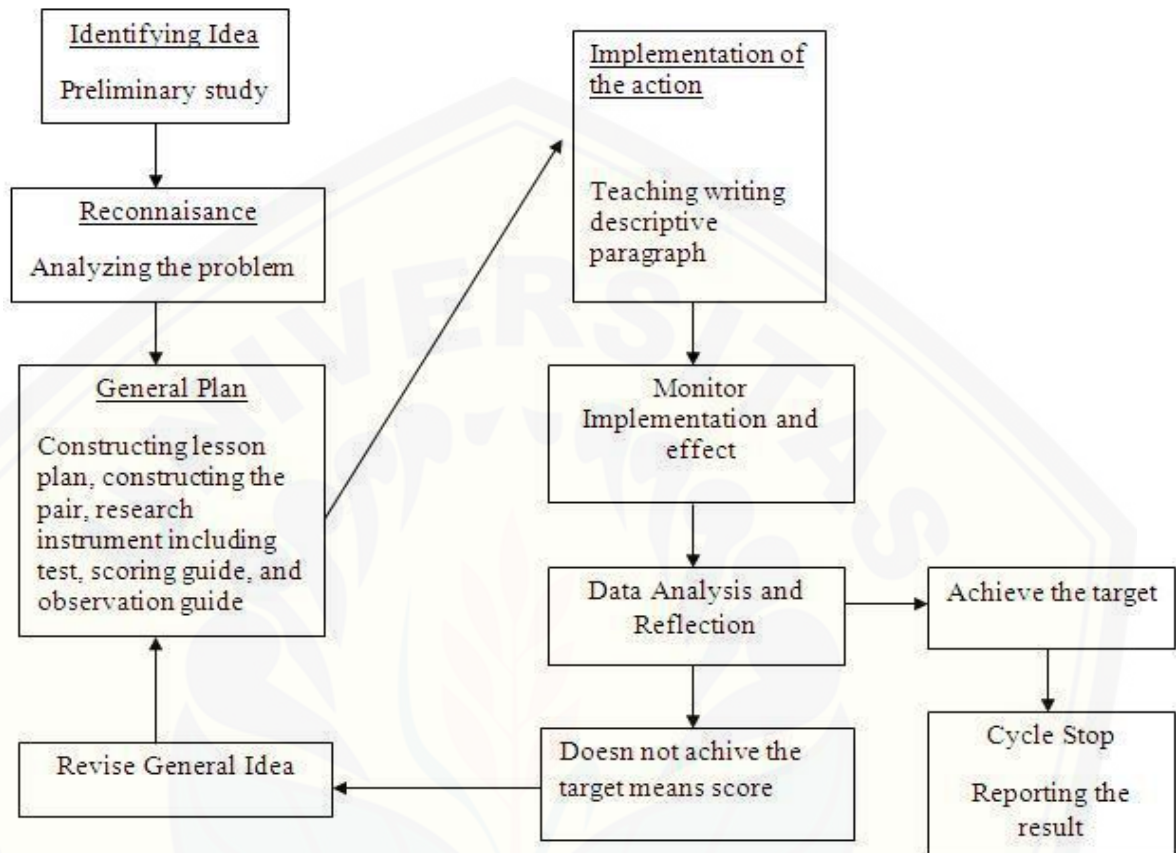
1. TPS technique can improve the seventh grade students' descriptive writing paragraph at SMPN 1 Tempeh.
2. TPS technique technique can improve the seventh grade students' participation in the classroom during teaching learning of writing a descriptive paragraph.

## CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the discussion about the research methodology applied in this research. It consists of research design, research area, research subject, and data collection method and research procedure as can be seen in the following section.

### 3.1 Research Design

Classroom action research (CAR) was used because it is designed to improve the students' descriptive paragraph writing ability. In this case, Elliot (1991:69) states the appropriate use of CAR as the study of social situation that is suitable in the educational field with a view to improve the quality of the action. McMillan (1992:12) adds that an action research is a type of applying research which the purpose of solving a specific problem or decision making at single local site. In short, a classroom action research is an action which is intended to improve the quality of teaching and learning in order to increase the students' ability. This research will be done collaboratively with the English teacher. The collaboration is focused on finding and defining the research problem, observing, evaluating, and reflecting the action. In conducting an action research, the researchers uses Lewin's cycle model that has been revised by Elliot (1991:70), that is: (1) identifying idea, (2) reconnaissance, (3) general plan, and (4) implementation of the action, (5) monitor implementation and effect, (6) data analysis and reflection. These steps will be conducted in each cycle. If the student's writing test score cannot achieve the standard score requirement that is 70, the action continues to the next cycle until the target can be achieved. The design of this classroom action research is illustrated in the following diagram.



(Take from Lewin, 1980; in Elliot, 1991:70)

This research had begun with analyzing the problem find after interviewing one of the grade VII English teacher at SMPN 1 Tempeh in preliminary study. According to the teacher, the students of class VIIF still experienced difficulties in writing a descriptive paragraph. Besides, this class was less motivated to write in an English text. Therefore, the above group of the students of class VIIF was used as the research subjects. Thus, the procedure of the research are as follow :

1. Interviewing the English teacher of grade VIIF for finding out information related to the current condition in the teaching writing process consists of

students' problem, the strategy which is applied in teaching writing, the students' writing score.

2. Finding out some documents to gain the supporting data about the mean score of students' previous writing ability.
3. Determining the research subject.
4. Planning the action. (Constructing the lesson plan for the first cycle. Meeting I and II in the collaboration with the English teacher)
5. Implementing the action (teaching writing through TPS)
6. Observing the classroom while implementing the action.
7. Giving a test the form of writing a descriptive paragraph.
8. Analyzing the result of writing test quantitatively.
9. Reflecting the result of the classroom observation and the writing achievement test (if the result of writing test is not yet achieve the target, the lesson plans of the first cycle revised and it will be continued to the second cycle)
10. Drawing a conclusion to answer the research problem.

### **3.2 The Operational Definition**

An operational definition became a guide to understand the concept of the study. The terms, think pair share, student's writing and descriptive paragraph.

#### **3.2.1 Think Pair Share**

Think Pair Share is defined operationally as a strategy used by the researcher in teaching writing in which writing skills are engaged in intensive phases of learning from individual, pair and the group discussion activities

#### **3.2.2 Writing Achievement**

Writing achievement in this research deals with the result of the students' writing test after being taught by using think-pair-share. The students' writing achievement in this research focused on writing a descriptive paragraph.

### **3.2.3 Descriptive Paragraph**

Descriptive paragraph is used in this research, whereas descriptive paragraph is a paragraph that describes a person, a place and an object clearly.

### **3.2.4 Students' Active Participation**

Participation is making reaction with others related to thinking, feeling, and certain activity. In other words, it can be said that participation is an act to take a part and to share feeling or opinion.

## **3.3 Area Determination Method**

This research conducted at SMPN 1 Tempeh because of two reasons. First, the seventh grade students experienced difficulties in writing especially in term of developing and organizing the ideas, lack of vocabulary and mastering tenses. Second, the researcher has known the situation of the school and the condition of the teaching learning process.

## **3.4 Subject Determination Method**

The subjects of the research was the seventh grade VIIF students of SMPN 1 Tempeh because this class have experience problem with their writing ability. There are 32 students in this class.

## **3.5 Data Collection Method**

The data was collected from the writing test and from the observation. The data collection method is explained in detail in the following parts.

### **3.5.1 Writing Test**

In this research, writing test was used to get primary data of seventh grade student's writing ability. This test is used to measure the student's writing ability. According to Hughes (2003:11) there are four types of test namely proficiency test, achievement test, diagnostic test and placement test. In this research, achievement test

is used because it needs to measure the seventh grade student's writing ability after teaching writing descriptive paragraph through TPS. As Hughes (2003:13) states, achievement test is directly related to language course, the purpose is to establish how successful individual or group students, or the courses themselves is achieving the teaching objectives.

A good test must fulfill some requirements. Heaton (1991:164) states that test validity and reliability constitute the two chief criterion for evaluating any test. According to Heaton (1991:159) a valid test should measure accurately what is supposed to measure. The validity can be classified into content validity, criterion related validity, construct validity and face validity. Then, besides its validity, a good test must be reliable. This is supported by Heaton (1991:162) who says that test to be valid at all, a test must first be reliable as a measuring instrument. In this research, content validity is used because the test is constructed based on the KTSP curriculum for SMP and it is used to measure the research indicators. The following table showed the characteristics of the KTSP curriculum and the test item.

**Table 3.1 The Scoring Rubrics of students' Descriptive Paragraph Writing**

<b>Composition Profile</b>		
<b>Aspect of Writing</b>	<b>Score</b>	<b>Criteria</b>
<b>Grammar</b>	<b>25-22</b>	<b>EXCELLENT TO VERY GOOD</b> : effective complex construction – few errors of agreement tense, number, word order/function, articles, pronouns and prepositions.
	<b>21-18</b>	<b>GOOD TO AVERAGE</b> : effective but simple construction – minor problem in complex construction – several errors agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	<b>17-11</b>	<b>FAIR TO POOR</b> :major problem in simple/complex construction – frequent errors of negation, agreement, tense, pronouns, preposition and/or fragments – meaning confused

		or obscured
	<b>10-6</b>	<b>VERY POOR</b> : virtually no mastery of sentences construction rules – dominated by errors – does not communicate – or not enough to evaluate
<b>Vocabulary</b>	<b>25-22</b>	<b>EXCELLENT TO VERY GOOD</b> : sophisticated range – effective word/idiom, choice and usage – word form mastery – appropriate register
	<b>21-18</b>	<b>GOOD TO AVERAGE</b> : adequate range – occasional errors or word/idiom, choice and usage but meaning not obscured
	<b>15-11</b>	<b>FAIR TO POOR</b> : limited range – frequent errors or word/idiom, choice and usage – meaning confused or obscured
	<b>10-6</b>	<b>VERY POOR</b> : essentialt translation – little knowledge of English vocabulary, idioms, word form – or not enough evaluate
<b>Mechanics</b>	<b>20-18</b>	<b>EXCELLENT TO VERY GOOD</b> : demonstrate mastery of conventions – few errors of spelling, punctuation and capitalization
	<b>17-14</b>	<b>GOOD TO AVERAGE</b> : occasional errors of spelling, punctuation, capitalization but meaning not obscured
	<b>13-11</b>	<b>FAIR TO POOR</b> : frequent errors of spelliing, punctuation, capitalization – poor hand writing – meaning confused or obscured
	<b>10-7</b>	<b>VERY POOR</b> : no mastery conventions – dominated by errors of spelling, punctuation, capitalization – handwriting illegible
<b>Organization</b>	<b>15-13</b>	<b>EXCELLENT TO VERY GOOD</b> : fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive

	<b>12-9</b>	<b>GOOD TO AVERAGE</b> : loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	<b>8-7</b>	<b>FAIR TO POOR</b> : non-fluent – ideas confused or disconnected – lacks of logical sequencing and development
	<b>6-5</b>	<b>VERY POOR</b> : does not communicate – no organization – or not enough to evaluate
<b>Contents</b>	<b>15-13</b>	<b>EXCELLENT TO VERY GOOD</b> : knowledgeable – substantive – through development of thesis – relevant to assigned topic
	<b>12-9</b>	<b>GOOD TO AVERAGE</b> : some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail
	<b>8-7</b>	<b>FAIR TO POOR</b> : limited knowledge of subject – little substance – inadequate development of topic
	<b>6-5</b>	<b>VERY POOR</b> : does not show knowledge of subject – non substantive – non pertinent – or not enough to evaluate

*(Adapted from Jacobs et al in Hughes 2003:104)*



**Table 3.2 The Relevance between the Test Item and the KTSP Curriculum**

KTSP Curriculum	Test Item
<ul style="list-style-type: none"> <li>• Expressing meaning in short functional written text and simple essay on descriptive and narrative form to interact with social environment</li> <li>• Expressing meaning and rethorical ways in simple essay on descriptive form using written language accurately and smoothly to communicate with the social environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a short paragraph</li> <li>• Study the generic structure of descriptive paragraph.</li> <li>• Complete the sentences based on the informarion given by the teacher.</li> <li>• Rearrange the jumbled sentences given.</li> <li>• Rewrite a wrong paragraph into the correc t one.</li> <li>• Write a descriptive paragraph based on the picture.</li> </ul>

In this research, writing test was given once in each cycle. It was given after the implementation of the action. The test form used in this research is descriptive paragraph that consist of at least 100 words. Dealing with this method, analytical method had been applied in this research. According to Hughes (2003:100) analytical method refers to a method of scoring with requires a separate score for each number of task aspect it can be said that each indicators of the research is scored separately based on the criteria. In this case, there are five indicators scored analytically: grammar, vocabulary, organization, content and mechanic.

### 3.5.2 Observation

The observation was used to observe the learning activities of students when they are working in group. Therefore, a checklist was used for observing the students active participation during the teaching learning process. The indicators of active students were seen from the teaching occurrences: (1) the student participation in discussing the material in pairs, (2) the students' participation in asking some question related to the topic, (3) the students' participation in taking notes, (4) the students' participation in doing the exercise given and (5) the students in sharing the topic in class. The students would be categorized active if at least 3 indicators are fulfilled.

**Table 3.3 Observation Checklist**

No	Name	Participation					Score	Active	Passive
		1	2	3	4	5			
1									
2									
3									
4									
5									
...									

Note :

1 = The students' participation in discussing the material in pairs.

2 = The students' participation in asking some question related to the topic.

3 = The students' participation in taking notes.

4 = The students' participation in doing the exercise given.

5 = The students' participation in sharing the topic in class.

The students would be considered active if at least three of five indicators are fulfilled.

### **3.6 Research Procedure**

This research was used classroom action research that was carried out by following the research procedure based on the principle of Lewin including the identifying idea, reconnaissance, general plan, implemetation of the action, monitoring implementation and effect, and data analysis and reflection. In this study, the researcher and subjects under study conducted some process which expected to improve descriptive paragraph writing by using Think Pair Share in seventh grade students at SMPN 1 Tempeh 2015/2016 academic year.

#### **3.6.1 General Plan**

The general plan of the action means some activities that should be prepared before implementing the action of the research.

They are as follow :

- a. Choosing the theme and sub-theme based on the basic course of KTSP curriculum for the seventh grade of Junior High School.
- b. Constructing the lesson plan for the first cycle (meeting I and meeting II)
- c. Preparing the students' worksheet.
- d. Constructing the guide of observation in the form of checklist containing the students' participation.
- e. Constructing the writing achievement test for the first cycle.
- f. Constructing the writing achievement test for the second cycle.

#### **3.6.2 Implementation of the Action**

This research would be conducted during the school hours. The activities is teaching writing through TPS. On this point, the implementation of cycle 1 based on the lesson plan 1 for the first meeting and lesson plan 2 for the second meeting. The observation was done during the teaching learning process in cycle. If the result of the first cycle had not achieved the standart mean score requirement, the cycle two was done by revising some aspects of the actions in the first cycle.

### 3.6.3 Monitoring implementation and effect

Observation is an important step in this research. It was used to observe the activities and the application of the actions in teaching writing. The observation guide in the form of checklist containing some indicators was used in this research to observe the student's activities in the teaching learning process.

Evaluation was conducted to know whether the use of TPS can improve the student's writing ability covering five aspects of writing: grammar, vocabulary, mechanics, content, and organization. The process of evaluation was done by conducting observation, whereas the product evaluation is carried out at the end of each cycle in the form of a writing test. The criterion used to evaluate the success of the action is that at least 70% of the students achieved the minimum requirement standard, which is 70, and at least 70% of the students involve in the teaching learning process of writing by using the TPS technique.

### 3.6.4 Analysis and Reflection of the Action

#### 3.6.4.1 Analysis

The data collection was analyzed based on the form of the data. The data in the form of sentences from observation in each cycle was analyzed by using a descriptive qualitative method. They were described based on the fact of the student's condition when the teaching learning process is going on. The supporting data was presented descriptively to support the main data. The researcher used the following formula.

#### 1. Product Evaluation Analysis

$$E = \frac{n}{N} \times 100\%$$

Note :

E = the percentage of students who achieve  $\geq 70$  as standard score

n = the total number of the students who achieve  $\geq 70$  as standard score

N = the total number of the students

(Adopted from Ali, 1993:39)

## 2. Process Evaluation Analysis

$$E = \frac{n}{N} \times 100\%$$

Note :

E = the percentage of the students who are active

n = the total number of the students who are categorized as active students

N = the total number of the students

(Adopted from Ali. 1993:39)

### 3.6.4.2 Reflection

Reflection was conducted to reflect the result of the action of the first meeting and the second meeting in each cycle. It was gained from class observation and structure test in each cycle. The function of this reflection is to know the action that is doing in cycle one and wheter there is a problem. The researcher and the English teacher discussed to find another solution to solve the problem appearing. Then, the result of reflection in from of the weakness of the action in the first cycle is used as a guide to plan the second cycle.

## CHAPTER 5. CONCLUSION AND SUGGESTION

The discussion of the present study in all above chapters which dealt with improving descriptive paragraph writing by using Think Pair Share technique to the seventh grade students of SMPN 1 Tempeh especially VIIF class could finally be concluded in this chapter. In addition, some practical suggestions in reference to the significance of the established findings are also recommended.

### 5.1 Conclusion

Based on the clear discussion in chapter IV, the researcher concluded that think pair share technique could improve descriptive paragraph writing at the seventh grade students of SMPN 1 Tempeh in academic year 2015/2016. This was revealed by the significant improvement of the mean scores the students got, both in cycle I and cycle 2, compared to the mean score of writing test. It meant that think pair share was effective to be used as a writing technique to improve students' descriptive paragraph writing.

It was found that the percentage of the students who got score  $\geq 70$  were 19 students or 59.37% and the students who got score under  $\leq 70$  were 13 students or 40.63%. At the first meeting in cycle 1, the researcher only found 50% active students during teaching learning. At the second meeting, they increased only 53.12%. The writing test of cycle 2, it was found that the percentage of the students who got score  $\geq 70$  were 90.62%. However, the students who got score under 70 were 3 students or 9.38%. In cycle 2, students participation got increase up to 78.12% in first meeting and 87.5% in meeting two. The students gave positive response by showing their interest, enthusiasm and motivation during the action. It was known from observation during the research. The second, the improvement of the students's writing could be seen from the percentage of the students who got score  $\geq 70$  or more increase from

59.37% in the first cycle to 90.62% in the second cycle. So, the result of writing test had achieved the standard score requirement that was targeted in this research.

## 5.2 Suggestion

In this part, the researcher would like to give some suggestion for the teacher as follow:

### 1. The English Teacher

First, it was suggested that the teacher should deliver material clearly and also should pay attention to the students' activity while teaching and learning processes, in this case the teacher should focus on teaching and learning strategy not only focus on transferring information. Second, the teacher should be more creative providing the topic which can motivate students to write.

### 2. The Students

Through think pair share technique the students were suggested to be more active in students' self-esteem that occur when they listen to one another and respect others' ideas and can gain their confidence when reporting ideas to the whole class

### 3. Future Researcher

The result of this research were suggested to give some information to future researcher who has the same problem with the teaching of writing. It was suggested to conduct a classroom action research through think pair share in the process of writing to improve the students' descriptive paragraph writing achievement at different school or different text type.

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**Reserach Matrik**

Appendix 1

Title	Problems	Variables	Indicator	Data Resources	Research Method	Hypothesis
<p>Improving the seventh grade students' descriptive paragraph writing achievement by using Think Pair Share technique at SMPN 1 Tempeh</p>	<p>1. How can think pair share technique improve the writing descriptive paragraph achievement of the eight grade students of SMPN 1 Tempeh?</p> <p>2. How can the use of think pair share technique improve the students's participation in the classroom during the</p>	<p>1. Independent Variable : The use of Think Pair Share technique</p> <p>2. Dependent Variable : The students writing descriptive paragraph</p>	<p>1. The application of TPS :</p> <ul style="list-style-type: none"> <li>- Thinking</li> <li>- Pairing</li> <li>- Sharing</li> </ul> <p>(Richard, 2007:354)</p> <p>2. The score of the students' writing test include :</p> <ul style="list-style-type: none"> <li>- Grammar</li> <li>- Mechanics</li> <li>- Vocabulary</li> <li>- Organization</li> <li>- Content</li> </ul>	<p>1. Subject : The seventh grade students of SMPN 1 Tempeh</p> <p>2. Informant : The seventh grade English teacher of SMPN 1 Tempeh</p> <p>3. Documents : The previous score of writing the seventh grade students of SMPN 1 Tempeh</p>	<p>1. Research Design : Classroom Action Research with cycle model. The stage of each cycle are</p> <ul style="list-style-type: none"> <li>- Planning the action</li> <li>- Implementing the action</li> <li>- Observing and evaluating in the classroom</li> <li>- Analysing and Reflecting the action</li> </ul> <p>(Elliot, 1999:70)</p> <p>2. Area determination method : Purposive Method</p> <p>3. Subject determination method : Purposive Method</p> <p>4. Data collection method :</p> <ul style="list-style-type: none"> <li>a. Primary data                             <ul style="list-style-type: none"> <li>- Writing test</li> <li>- Observation</li> </ul> </li> <li>b. Supporting data                             <ul style="list-style-type: none"> <li>- Interview</li> <li>- documentation</li> </ul> </li> </ul> <p>5. Data analysis :</p> <ul style="list-style-type: none"> <li>a. The primary data obtained from writing test in a cycle are analyzed quantitatively to find</li> </ul>	<p>1. Think Pair Share technique can improve the seventh grade students' descriptive paragraph at SMPN 1 Tempeh</p> <p>2. Think Pair Share technique can improve the seventh grade students's participation in the classroom during the teaching learning of writing a descriptive</p>

	teaching learning?				<p>the percentage of the students who achieve <math>\geq 75</math> as standard score by the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>E = the percentage of the students who achieve <math>\geq 75</math> as standard score  n = the total number of the students who achieve <math>\geq 75</math> as standard score  N = the total number of students  (Adopted from Ali, 1998:189)</p> <p>To find the percentage of the students who are active, the researcher use the following formula :</p> $E = \frac{n}{N} \times 100\%$ <p>E = the percentage of the students who are active  n = the total number of the students who are categorized as active students  N = the total number of students  (Adopted from Ali, 1998:189)</p> <p>b. The result of class observation in each cycle will be analyzed qualitatively</p>	paragraph.
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## LESSON PLAN 1

(Cycle 1 Meeting 1)

Subject	: English
Level/Semester	: VII/2
Genre	: Descriptive Paragraph
Skill	: Writing
Time	: 2 x 40 minutes

**I. Standart Competence**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat .

**II. Basic Competence**

Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.

**III. Indicators**

- a. Completing a short descriptive paragraph by writing the words given appropriately.
- b. Writing properly a short descriptive paragraph based on the text given.

**IV. Teaching Learning Objectives**

- a. Students are able to complete a short descriptive paragraph by writing the words given appropriately.
- b. Students are able to write properly a short descriptive paragraph based on the text given.

**V. Material : Enclosed****VI. Teaching Learning Process****Approach : Cooperative Learning****Method : Think-Pair-Share****VII. Teaching Learning Activities**

No	Teacher's activities	Students' activities	Method	Time
1	Introduction			9'
	Greeting to the students	Answering the greeting	Question-Answer	1
	Checking the attendance and the students' readiness			1
	Apperception			3
	• Asking the leading question	Answering the question	Question-Answer	
	Motivation	Responding to the teacher	Demonstration	
	• Giving the riddle			2
	Stating Objective	Listening to the teacher, making notes	Tutorial	2
2	Main Activities			65'
	Explaining the descriptive text to the students.	Taking notes	Tutorial	5
	Asking the students to read the text silently and giving the time to them to think about the text.	Read the text and think about it.	Practice	5
	Dividing the students into pairs	Making pairs	-	2
	Asking the students to work in pairs to discuss and answer the task 1.	Working in pairs and answering the answer the task given	Practice	10
	Asking each pairs to share their discussion result of task 1 to the whole class.	Sharing the result to the class	Practice	10
	Discussing the answer	Discussing with	Question-answer	5
	Distributing the task 2.	Receiving the text		3
	Asking the students to read the text silently and giving the time to them to think about the text.	Doing the exercise	-	5
	Asking the students to work in pairs to discuss and answer the	Working in pairs and answering the answer the	Practice	10

	task 2.	task given		
	Asking each pairs to share their discussion result of task 2 to the whole class.	Sharing the result to the class	Practice	10
	Discussing the answer.	Discussing the answer	Question-Answer	5
3	Closure			6'
	Drawing Conclusion			
	Asking the students about the topic that has been discussed	Answering the question	Question-Answer	3
	Asking the students to draw conclusion related to the topic	Drawing conclusion about the topic	Question-Answer	2
	Parting	Parting	Responding	1

**VIII. Media and Sources**

**Media :** Picture, worksheet

**Source :** <http://freeenglishcourse.info/what-is-descriptive-text/>

**IX. Evaluation**

Cognitive

- a. Instrument: writing exercises
- b. Observation sheet of students' characters

No	Name	Participation					Score	Active	Passive
		1	2	3	4	5			
1									
2									
3									
4									
5									
...									

Note :

- 1 = The students' participation in discussing the material in pairs.
  - 2 = The students' participation in asking some question related to the topic.
  - 3 = The students' participation in taking notes.
  - 4 = The students' participation in doing the exercise given.
  - 5 = The students' participation in sharing the topic in class.
- The students will be considered active if at least three of five indicators are fulfilled.

**TEACHER'S NOTE****THE MATERIALS****I. The definition of descriptive paragraph**

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

**II. The generic structure**

## a. Identification:

Identifying the phenomenon to be described.

## b. Description:

Describing the phenomenon in parts, qualities, or/and characteristics.

**III. Language Features**

## a. The use of adjectives and compound adjectives.

example:

- a five hundred seated football stadium.
- a beautiful ancient Roman opera house.

## b. The use of Linking Verbs/ relating verbs.

example :

- The temple is so magnificent.
- The temple consists of five terraces.

## c. The use of Simple Present Tense

example :

- The museum houses hundreds of Greek Statues.
- The hotel provides 450 rooms and a large swimming pool.

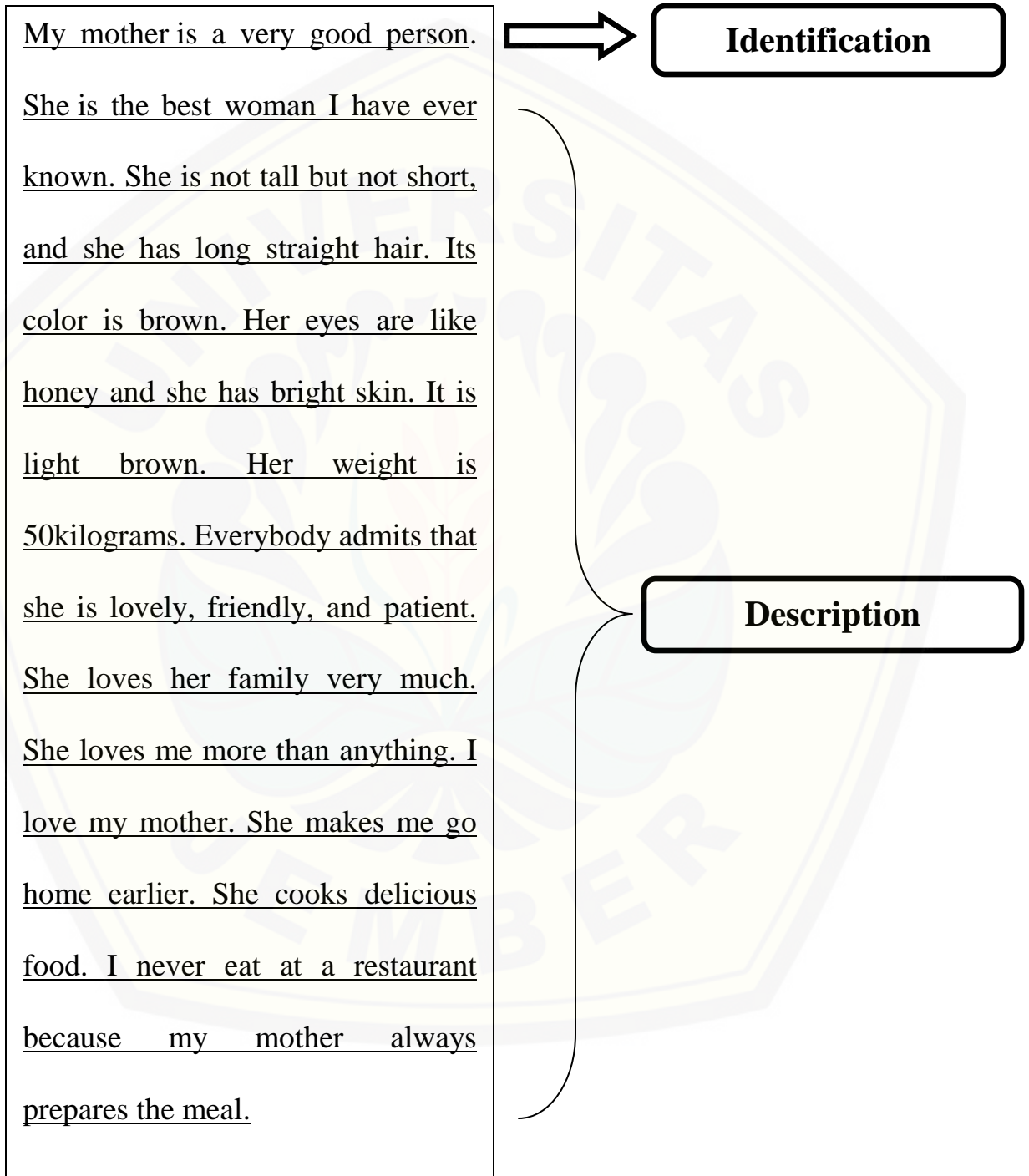
## d. The use of degree of comparison

example :

- The weather in Jakarta is hotter than Bandung.
- Bogor has the same weather as Ungaran.



The example of the descriptive paragraph



### Leading Question

Answer the following questions orally!

1. Do you like watching movie?
2. Who likes Indonesian/western movie?
3. What is your favorite movie?
4. Can you mention some Indonesian/western actor or actress?
5. Who is your favorite actor/actress?

### Motivation

Riddle

- Who am I?
- I am a man.
- I am handsome.
- I am an actor.
- My popular movie "Twilight"



## Task 1

## THINK

Look at the picture carefully and identify the characteristics of the people in this picture.



## PAIR

In pair, complete the paragraph below by writing the correct words in the box based on the picture above.

Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only (1)\_\_\_\_\_ of Alan Radcliffe and Marcia Gresham. Dan has white(2)\_\_\_\_\_, dark brown hair, (3)\_\_\_\_\_ eyes and(4)\_\_\_\_\_ nose. His(5)\_\_\_\_\_ is about 168cm. He is a (6)\_\_\_\_\_, shy, down to earth and (7)\_\_\_\_\_ person. He is also intelligent and somewhat (8)\_\_\_\_\_. He loves football, formula one racing and gymnastic. He is one of the most(9)\_\_\_\_\_ the youngest actor in the world. He also made appearances in stage productions and a number of TV shows and films. He is (10)\_\_\_\_\_ roughly 20 million poundsterling, mainly earned from the Harry Potter franchise.

*(<http://www.belajarbahasainggrisku.com/2014/09/contoh-descriptive-text-about-artist-dan-artinya.html>)*

1. kids, child
2. skin, leather
3. blue, green
4. flat, pionted
5. height, tall

6. bad, loyal
7. arrogant, humorous
8. misterious, ugly
9. succesful, unlucky
10. unworthy, worth

**SHARE**

Discuss with the class and the teacher will correct the answer

**Task 2****THINK**

The text below is not written properly. Help the the writer to edit the text so that it makes sense.

Read and observe the following text individually.

Robert Pattison



one of my favorite actors is Robert Tomas Pattinson. he was born on may 13, 1986, in London, England. he performance in Twilight mofie is amazing. he skin is pale in this mofie, because he acts as one of Cullens' vampire, he still awesom in every movement. robert Pattinson in real life was blonde hair, blu eyes, and he is good look. like most of western guys, he is tall. he becomes one of the most handsom men in the world. sometimes he likes to let his beard on his beautiful face, and it really makes him looks cool and handsom. he is one of a good artist, he is not only play in such mofie, he is also talented in making songs. he writes himself and composes it . that is why I love Robert Pattinson the most. He is awesom and multi talented guy in their ages.

*(<http://www.belajarbahasainggrisku.com/2014/09/contoh-descriptive-text-about-artist-dan-artinya.html>)*

Write your editing here

**PAIR**

Work in pair to help the writer

**SHARE**

Discuss with the class and the teacher will correct the task

## Answer Key

## Task 1

1. Child
2. Skin
3. Blue
4. Pointed
5. Height
6. Loyal
7. Humorous
8. Misterious
9. Succesful
10. Worth

## Task 2

One of my favorite actors is Robert Tomas Pattinson. He was born on may 13, 1986, in London, England. He performance in Twilight movie is amazing. his skin is pale in this movie, because his acts as one of Cullens' vampire, he still awesome in every movement. Robert Pattinson in real life was blonde hair, blue eyes, and he is good looking. Like most of western guys, he is tall. He becomes one of the most handsome men in the world. Sometimes he likes to let his beard on his beautiful face, and it really makes him looks cool and handsome. He is one of a good artist, he is not only play in such movie, he is also talented in making songs. He writes himself and composes it . That is why I love Robert Pattinson the most. He is awesome and multi talented guy in their ages.

## LESSON PLAN

(Cycle 1 Meeting 2)

Subject	: English
Level/Semester	: VII/2
Genre	: Descriptive Paragraph
Skill	: Writing
Time	: 2 x 40 minutes

**I. Standart Competence**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

**II. Basic Competence**

Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.

**III. Indicators**

- Completing a short descriptive paragraph by writing the words given appropriately.
- Rearranging jumbled sentences in to a good form of descriptive paragraph.
- Composing a short descriptive paragraph based on the picture and some information given.

**IV. Teaching Learning Objectives**

- Students are able to complete a short descriptive paragraph by writing the words given appropriately.

- b. Students are able to rearrange jumbled sentences in to a good form of descriptive paragraph.
- c. Students are able to compose a short descriptive paragraph based on the picture and some information given.\

**V. Material : Enclosed**

**VI. Teaching learning process**

**Approach : Cooperative Learning**

**Method : Think-Pair-Share**

**VII. Teaching Learning Activities**

No	Teacher's activities	Students' activites	Method	Time
1	Introduction			9'
	Greeting to the students	Answering the greeting	Question-Answer	1
	Checking the students' attendance			1
	Apperception			3
	• Asking the leading question	Answering the question	Question-Answer	
	Motivation	Paying attention	Demonstration	
	• Showing picture			2
	Stating Objective	Listening to the teacher, making notes	Tutorial	2
2	Main Activities			65'
	Asking the students about descriptive text.	Answering the question	Question-Answer	2
	Explaining the descriptive text to the students.	Responding the teacher	Tutorial	5
	Distributing the text about "Rabbit" to the students	Receiving the text	-	2
	Asking the students to read the text silently and giving the time to them to think about the text.	Read the text and think about it.	Practice	5
	Dividing the students into pairs	Making pairs	-	2
	Distributing the task 1	Receiving the text	-	1
	Asking the students to work in	Working in pairs and	Practice	5



	pairs to discuss and answer the task 1.	answering the answer the task given		
	Asking each pairs to share their discussion result of task 1 to the whole class.	Sharing the result to the class	Practice	10
	Distributing the task 2.	Receiving the text		1
	Asking the students to work in pairs to discuss and answer the task 2.	Working in pairs and answering the answer the task given	Practice	5
	Asking each pairs to share their discussion result of task 2 to the whole class.	Sharing the result to the class	Practice	10
	Distributing the task 3	Receiving the text		1
	Asking the students to work in pairs to discuss and answer the task 3.	Working in pairs and answering the answer the task given	Practice	5
	Asking each pairs to share their discussion result of task 3 to the whole class.	Sharing the result to the class	Practice	10
	Discussing the answer.	Discussing with the teacher	Question-Answer	5
3	Closure			6'
	Drawing Conclusion			
	Asking the students about the topic that has been discussed	Answering the question	Question-Answer	3
	Asking the students to draw conclusion related to the topic	Drawing conclusion about the topic	Question-Answer	2
	Parting to the students	Parting the teacher	Responding	1

### VIII. Media and Sources

**Media :** Worksheet, picture

**Source :** (<http://www.belajarbahasainggrisku.com/2014/09/contoh-descriptive-text-about-komodo-dan-artinya.html>)

### IX. Evaluation

Cognitive

- a. Instrument: writing exercises
- b. Observation sheet of students' characters

No	Name	Participation					Score	Active	Passive
		1	2	3	4	5			
1									
2									
3									
4									
5									
...									

Note :

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2 = The students' participation in asking some question related to the topic.

3 = The students' participation in taking notes.

4 = The students' participation in doing the exercise given.

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Identifying the phenomenon to be described.

**b. Description:**

Describing the phenomenon in parts, qualities, or/and characteristics.

**III. Language Feature****a. The use of adjectives and compound adjectives.**

example:

- a five hundred seated football stadium.
- a beautiful ancient Roman opera house.

**b. The use of Linking Verbs/ relating verbs.**

example :

- The temple is so magnificent.
- The temple consists of five terraces.

**c. The use of Simple Present Tense**

example :

- The museum houses hundreds of Greek Statues.
- The hotel provides 450 rooms and a large swimming pool.

**d. The use of degree of comparison**

example :

- The weather in Jakarta is hotter than Bandung.
- Bogor has the same weather as Ungaran.

### Leading Questions

1. Do you have a pet?
2. What kinds of animal do you like?
3. Are they tame or wild?
4. Why do you like them?



### The example of descriptive paragraph

#### Rabbit

I have a cute rabbit. I call it Gure. I get that name from my uncle. The meaning is gray. It is two years old now. It has long ears, red eyes and gray fur. Gure loves to eat carrots so much. It also like fruit and other vegetables. I always like the way it walks. It looks like so funny and adorable. I spend a lot of my time to play with Gure. That rabbit is my best friend and I really love it.

## Task 1

## THINK

Look at the picture carefully and identify the characteristics of this animal in this picture.



## PAIR

In pair, complete the paragraph below by writing the correct words in below based on the picture above.

## Komodo

Do you know what the largest lizard is? The largest lizard is called komodo. It lives in the scrub and (1)  of a few Indonesian islands. Komodo is the world's heaviest lizard, weighing 150 pounds or more. The largest komodo ever measured is more than (2)  (3 meters) long and (3)  366 pounds (166 kg) but the average size of komodo in the wild is about 8 feet (2.5 meters) long and 200 pounds (91 kg). Komodo has gray scaly (4) , a (5)  snout, powerful (6)  and a muscular tail. It uses its keen sense of (7)  to locate decaying animal remains from several miles away. It also hunt other lizards as well as large mammals and are sometimes cannibalistic. The komodo's teeth are almost completely covered by its gums. When it feeds, the gums bleed, creating an ideal culture for virulent bacteria. The bacteria which live in the komodo's saliva causes septicemia, or blood poisoning, in its (8) . Komodo will (9)  its prey, then follow it until the animal is too weak to carry on. This lizard species is threatened by (10) , loss of prey species and habitat loss.

(<http://www.belajarbahasainggrisku.com/2014/09/contoh-descriptive-text-about-komodo-dan-artinya.html>)

1. (woodland, field)
2. (10 feet, 10 inch)
3. (heavy. Weighed)
4. (leather, skin)
5. (Flat, pointed)
6. (body, limbs)
7. (breath, smell)
8. (victims, sacrifice)
9. (eat, bite)
10. (killing, hunting)

**SHARE**

Discuss with the class and the teacher will correct the answer

Task 2

Read the text carefully. Work with your partner to rearrange jumbled sentences in to a good form based on the text given.

<p>So, it is very easy to climb for them.</p> <p>Monkey can climb on a one tree to another tree.</p> <p>Monkeys are known to learn and use tools to help in getting food.</p> <p>In addition to climbing, it also likes to scratch body.</p> <p>Monkey is lively and clever animal.</p> <p>It has a long tail and four legs.</p> <p>It also has long legs for climbing.</p> <p>Monkey has fur that is very thick.</p> <p>Banana is a daily food of monkey.</p>	
--	--

## Task 3

Write a paragraph about elephant based on the picture below individually. Begin your paragraph by writing **Elephant is one of the biggest animals in the world.** You can include the following information in your paragraph.



## The information

Color : grey  
Size : very big  
Legs : four  
Ears : two wide ears  
Eyes : small  
Tail : short  
Type animals : herbivore  
It has tusk and trunk



## Answer key

## Task

- |               |               |
|---------------|---------------|
| 1. (woodland) | 6. (limbs)    |
| 2. (10 feet)  | 7. (smell)    |
| 3. (Weighed)  | 8. (victims)  |
| 4. (leather)  | 9. (bite)     |
| 5. (pointed)  | 10. (hunting) |

## Task 2

Monkey is lively and clever animal. Monkeys are known to learn and use tools to help in getting food. Monkey can climb on a one tree to another tree. So, it is very easy to climb for them. In addition to climbing, it also likes to scratch body. It also has long legs for climbing. It has a long tail and four legs. Monkey has fur that is very thick. Banana is a daily food of monkey.

## Task 3

Elephant is one of the biggest animals in the world. Its color is grey. It is very big. It has four legs. Its legs are very big and very strong. Its eyes is so small. It has two wide ears. It has a trunk, and the trunk is long. And this tusk, trunk and legs can be a weapon to defense itself from the other animals. Elephant has a short tail. Elephant is a herbivore. It likes to eat some plants such as grass, small trees, leaves, etc.

## Writing Test of cycle 1

Subject	: English
Level/semester	: VII/2
Topic	: My favorit person
Genre	: Descriptive Paragraph
Language Skill	: Writing
Time allocation	: 40'

## Instruction :

Write a short descriptive paragraph about your favorite person following the generic structure of descriptive approximately consisting of 100 words.

## LESSON PLAN

(Meeting 1 Cycle 2)

Subject	: English
Level/Semester	: VII/2
Genre	: Descriptive Paragraph
Skill	: Writing
Time	: 2 x 40 minutes

**I. Standart Competence**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

**II. Basic Competence**

Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.

**III. Indicators**

- a. Writing properly a short descriptive paragraph based on the text given.
- b. Rewriting a descriptive paragraph given into a new version by own words the text about library.

**IV. Teaching Learning Objectives**

- a. Students are able to write properly a short descriptive paragraph based on the text given.
- b. Students are able to rewrite a descriptive paragraph given into a new version by own words the text about library.

**V. Material : Enclosed****VI. Teaching Learning process****Approach : Cooperative Learning****Method : Think-Pair-Share****VII. Teaching Learning Activities**

No	Teacher's activities	Students' activities	Method	Time
1	Introduction			9'
	Greeting to the students	Answering the greeting	Question-Answer	1
	Checking the students' attendance			1
	Apperception			3
	• Asking the leading question	Answering the question	Question-Answer	
	Motivation	Paying attention	Demonstration	
	• Showing picture			2
	Stating Objective	Paying attention	Tutorial	2
2	Main Activities			65'
	Asking the students about descriptive text.	Paying Attention	Question-Answer	2
	Explaining the descriptive text to the students.	Paying Attention	Tutorial	5
	Distributing the text about "My House" to the students	Receiving the text	-	2
	Asking the students to read the text silently and giving the time to them to think about the text.	Read the text and think about it.	Practice	5
	Dividing the students into pairs	Making pairs	-	2
	Distributing the task 1	Receiving the text	-	1
	Asking the students to work in pairs to discuss and answer the task 1.	Working in pairs and answering the answer the task given	Practice	5
	Asking each pairs to share their discussion result of task 1 to the whole class.	Sharing the result to the class	Practice	10
	Distributing the task 2.	Receiving the text		1
	Asking the students to work in pairs to discuss and answer the task 2.	Working in pairs and answering the answer the task given	Practice	5

	Asking each pairs to share their discussion result of task 2 to the whole class.	Sharing the result to the class	Practice	10
3	Closure			
	Drawing Conclusion			
	Asking the students about the topic that has been discussed	Answering the question	Question-Answer	3
	Asking the students to draw conclusion related to the topic	Drawing conclusion about the topic	Question-Answer	2
	Parting to the students	Parting the teacher	Responding	1

### VIII. Media and Sources

**Media :** students' worksheet, picture

**Source :** (<http://venussry.blogspot.com/2014/04/contoh-descriptive-text.html>)

### IX. Evaluation

Cognitive

- a. Instrument: writing exercises
- b. Observation sheet of students' characters

No	Name	Participation					Score	Active	Passive
		1	2	3	4	5			
1									
2									
3									
4									
5									
...									

Note :

1 = The students' participation in discussing the material in pairs.

2 = The students' participation in asking some question related to the topic.

3 = The students' participation in taking notes.

4 = The students' participation in doing the exercise given.

5 = The students' participation in sharing the topic in class.

The students will be considered active if at least three of five indicators are fulfilled.

**TEACHER'S NOTE****THE MATERIALS****I. The definition of descriptive paragraph**

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

**II. The generic structure**

- a. Identification:  
Identifying the phenomenon to be described.
- b. Description:  
Describing the phenomenon in parts, qualities, or/and characteristics.

**III. Language Feature**

- a. The use of adjectives and compound adjectives.  
example:
  - a five hundred seated football stadium.
  - a beautiful ancient Roman opera house.
- b. The use of Linking Verbs/ relating verbs.  
example :
  - The temple is so magnificent.
  - The temple consists of five terraces.
- c. The use of Simple Present Tense  
example :
  - The museum houses hundreds of Greek Statues.
  - The hotel provides 450 rooms and a large swimming pool.
- d. The use of degree of comparison  
example :
  - The weather in Jakarta is hotter than Bandung.
  - Bogor has the same weather as Ungaran.

Leading question

1. Do you like reading book, magazine or newspaper?
2. What kind of books do you like?
3. Where do you usually get those book?
4. Do you buy/borrow them?
5. Where can you find this place?



## Task 1

## Think

The text below is not written properly. Help the writer to edit the text so that it makes sense. Read and observe the following text individually.

## Library

a library is the plice which collects many kind of books. a library has many sections such as a reading rum, a catalogue section, a nuwspaper and megazine section, books section, kids section, and a librarian desk. the books arranges in the bookshelf and classified based on the subject. there are many subjects in the library such as fiction, science, law and politics, religion, language, economic, education and psychology. the section fiction is the most favorite section becose many poeple like to read novel and short stories. some library has many facilities. they are free to access the internet, meeting rooms, and other community services. then, if yu want tu borrow the books you have to make ID card or library card. you will get fine for lateness in borrowing books.

*(taken from <http://venussry.blogspot.com/2014/04/contoh-descriptive-text.html>)*

Write you editing here :

## PAIR

Work in pair to help the writer

## SHARE

Discuss with the class and your teacher will correct your work



Task 2

Please rewrite a paragraph by your own words the text with the title *Library*.



### Answer key

#### Task 1

A library is the place which collects many kind of books. A library has many sections such as a reading room, a catalogue section, a newspaper and megazine section, books section, kids section, and a librarian desk. The books are arranged in the bookshelves and classified based on the subject. There are many subjects in the library such as fiction, science, law and politics, religion, language, economic, education and psychology. The section fiction is the most favorite section because many people like to read novel and short stories. Some library has many facilities. They are free to access the internet, meeting rooms, and other community services. Then, if you want to borrow the books you have to make ID card or library card. You will get fine for lateness in borrowing books.

## LESSON PLAN

(Meeting 2 Cycle 2)

Subject	: English
Level/Semester	: VII/2
Genre	: Descriptive Paragraph
Skill	: Writing
Time	: 2 x 40 minutes

**I. Standard Competence**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

**II. Basic Competence**

Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.

**III. Indicators**

- a. Rearranging jumbled sentences in to a good form of descriptive paragraph.
- b. Writing a short descriptive paragraph by the own words

**IV. Teaching Learning Objectives**

- a. Students are able to rearrange jumbled sentences into a good form of descriptive paragraph.
- b. Students are able to write a short descriptive paragraph by the own words.

**V. Material : Enclosed****VI. Teaching Learning Process****Approach : Cooperative Learning****Method : Think-Pair-Share****VII. Teaching Learning Activities**

No	Teacher's activities	Students' activities	Method	Time
1	Introduction			9'
	Greeting to the students	Answering the greeting	Question-Answer	1
	Checking the students' attendance			1
	Apperception			3
	• Asking the leading question	Answering the question	Question-Answer	
	Motivation	Paying attention	Demonstration	
	• Showing picture			2
	Stating Objective	Paying attention	Tutorial	2
2	Main Activities			65'
	Asking the students about descriptive text.	Paying Attention	Question-Answer	2
	Explaining the descriptive text to the students.	Paying Attention	Tutorial	5
	Distributing the text about "My House" to the students	Receiving the text	-	2
	Asking the students to read the text silently and giving the time to them to think about the text.	Read the text and think about it.	Practice	5
	Dividing the students into pairs	Making pairs	-	2
	Distributing the task 1	Receiving the text	-	1
	Asking the students to work in pairs to discuss and answer the task 1.	Working in pairs and answering the answer the task given	Practice	5
	Asking each pairs to share their discussion result of task 1 to the whole class.	Sharing the result to the class	Practice	10
	Distributing the task 2.	Receiving the text		1
	Asking the students to work in	Working in pairs and	Practice	5



**TEACHER'S NOTE****THE MATERIALS****I. The definition of descriptive text**

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

**II. The generic structure****a. Identification:**

Identifying the phenomenon to be described.

**b. Description:**

Describing the phenomenon in parts, qualities, or/and characteristics.

**III. Language Feature****a. The use of adjectives and compound adjectives.**

example:

- a five hundred seated football stadium.
- a beautiful ancient Roman opera house.

**b. The use of Linking Verbs/ relating verbs.**

example :

- The temple is so magnificent.
- The temple consists of five terraces.

**c. The use of Simple Present Tense**

example :

- The museum houses hundreds of Greek Statues.
- The hotel provides 450 rooms and a large swimming pool.

**d. The use of degree of comparison**

example :

- The weather in Jakarta is hotter than Bandung.
- Bogor has the same weather as Ungaran.

Leading question

1. Do you have best friend?
2. Who are they? Do you know her/his so well?
3. What does she/he look like?
4. What is his/her hobby?



## Task 1

Rearrange these sentences below and then write them into a good paragraph.

- A. I'm very happy they become my new friends because I can learn to sing and to play piano from them.
- B. She is her cousin.
- C. I get a new friend, her name is Aulia.
- D. Aulia is twelve years old.
- E. Actually I want to be a singer, too.
- F. She has a popular studio in this town.
- G. She has a twin sister.
- H. So, I must take a music course in her studio.
- I. Her name is Ananda.
- J. Both of them are smart and beautiful.
- K. I meet her in my classmate's house, Metha.
- L. They can sing very beautifully.
- M. She is the best music teacher.
- N. I also talk to her mother.
- O. They are also good at playing music instrument, especially piano.

Keywords :

I get a new friend. Her name is Aulia. I meet her in my classmate's house, Metha. She is her cousin. Aulia is twelve years old. She has a twin sister. Her name is Ananda. Both of them are smart and beautiful. They can sing very beautifully. They are also good at playing music instrument, especially piano. I'm very happy they become my new friends because I can learn to sing and to play piano from them. I also talk to her mother. She is the best music teacher. She has a popular studio in this town. Actually I want to be a singer, too. So, I must take a music course in her studio.



Task 2

Write a description about one of your classmate, then describe her age, physical appearance, hobbies and so on.



## Writing Test of cycle 2

Subject : English  
Level/semester : VII/2  
Genre : Descriptive Paragraph  
Language Skill : Writing  
Time allocation : 40'

## Instruction :

Choose one of this topics and write a short descriptive paragraph consisting of 100 words.

- a. Animal
- b. Place
- c. Person

## Appendix 8

DAFTAR NAMA SISWA KELAS VII F  
SMP NEGERI 1 TEMPEH  
TAHUN PELAJARAN 2015-1016

No	No. Induk	Nama	L/P
1	12673	Amelia Wahyu Rahmadani	P
2	12675	Ananda Linghua Hafiz Almuizza	P
3	12688	Anggun Bella Wulandari	P
4	12706	Brian Ahmad Rafi	L
5	12708	Carisa Euryolita	P
6	12711	Citra Tri Harsono	P
7	12728	Dinah Kamiliah Maulidiah	P
8	12735	Dwi Vita Hariaty	P
9	12749	Faidatul Maghfiroh	P
10	12757	Fifin Aprilia	P
11	12761	Friska Nur Laili	P
12	12768	Hilza Almaiza Firza	P
13	12772	Intan Nur Aini	P
14	12779	Karunia Divanda Laksana	P
15	12788	Laila Qodriyah Rahma R	P
16	12793	Lia Ainur Rosida	P
17	12807	Melly Ayu Wulandari	P
18	12812	Min Dzuriati Hasanah	P
19	12823	Mohamad Iko Edison	L
20	12828	Muhammad Arif Firmansyah	L
21	12840	Muhammad Taufik Wahidi	L
22	12848	Nafilatul Ain	P
23	12852	Nasya Ayu Nafisa	P
24	12859	Nuris Satul Jannah	P
25	12864	Putri Ayu Agustin	P
26	12870	Qurotul A'yunin	P
27	12887	Sabila Arentina	P
28	12901	Siti Nur Halisa	P
29	12909	Sukma Asta Malinda	P
30	12923	Wahyu Ningtyas Nur Fiana	P
31	12033	Yuliana Devi Angelina	P
32	12936	Zahwa Annisa Cholifianti	P

## Appendix 9

## Previous score

No	The students' name in initial	Previous Score
1	AWR	68
2	ALHA	80
3	ABW	85
4	BAR	84
5	CE	74
6	CTH	60
7	DKM	80
8	DVH	62
9	FM	68
10	FA	60
11	FNL	64
12	HAF	71
13	INA	56
14	KDL	58
15	LQRR	84
16	LAR	52
17	MAW	74
18	MDH	70
19	MIE	58
20	MAF	58
21	MTW	82
22	NA	66
23	NAN	74
24	NSJ	84
25	PAA	70
26	QA	84
27	SA	84
28	SNH	80
29	SAM	79
30	WNNF	82
31	YDA	60
32	ZAC	64
	Total	2184
	Average	<b>68.25</b>

## Appendix 10

The Result of the Students' Writing Achievements Test in Cycle 1

No	The students' name in initial	Rater 1	Rater 2	Average
1	AWR	81	87	84
2	ALHA	80	87	83,5
3	ABW	77	70	73,5
4	BAR	53	56	54,5
5	CE	87	91	89
6	CTH	61	52	56,5
7	DKM	80	76	78
8	DVH	69	66	67,5
9	FM	77	68	72,5
10	FA	83	91	87
11	FNL	75	85	80
12	HAF	61	66	63,5
13	INA	61	66	63,5
14	KDL	77	73	75
15	LQRR	80	76	78
16	LAR	76	73	74,5
17	MAW	77	83	80
18	MDH	63	66	64,5
19	MIE	63	69	66
20	MAF	51	43	47
21	MTW	90	93	93
22	NA	70	62	66
23	NAN	76	76	76
24	NSJ	76	77	76,5
25	PAA	64	64	64
26	QA	77	82	79,5
27	SA	73	66	69,5
28	SNH	74	61	67,5
29	SAM	81	76	78,5
30	WNNF	81	82	81,5
31	YDA	62	68	65
32	ZAC	77	80	78,5
	Total	2325	2336	2330,5
	Average	<b>72.65</b>	<b>73</b>	<b>72.82</b>

## Appendix 11

The Result of the Students' Writing Achievement Test in Cycle 2

No	The students' name in initial	Rater 1	Rater 2	Average
1	AWR	82	84	83
2	ALHA	75	77	76
3	ABW	89	92	90,5
4	BAR	73	78	75,5
5	CE	86	82	84
6	CTH	73	73	73
7	DKM	87	89	88
8	DVH	59	60	59,5
9	FM	74	73	73,5
10	FA	89	90	89,5
11	FNL	87	85	86
12	HAF	73	73	73
13	INA	77	80	78,5
14	KDL	90	86	88
15	LQRR	85	84	84,5
16	LAR	61	65	63
17	MAW	73	73	73
18	MDH	83	83	83
19	MIE	73	76	74,5
20	MAF	72	73	72,5
21	MTW	96	95	95,5
22	NA	59	62	60,5
23	NAN	86	85	85,5
24	NSJ	87	86	86,5
25	PAA	72	72	72
26	QA	87	88	87,5
27	SA	84	85	84,5
28	SNH	82	83	82,5
29	SAM	86	90	88
30	WNNF	87	87	87
31	YDA	72	72	72
32	ZAC	86	85	85,5
	Total	2549	2566	2557,5
	Average	<b>79,65</b>	<b>80,18</b>	<b>79,92</b>

Appendix 12

Table the Result of the observation in Cycle 1

No	Students' name in initial	meeting 1								meeting 2							
		indicators								indicators							
		1	2	3	4	5	Score	A	P	1	2	3	4	5	score	A	P
1	AWR			√	√		3		√	√		√		3		√	
2	ALHA	√		√	√	√	4	√		√	√	√	√	√	5	√	
3	ABW	√	√	√	√	√	5	√				√	√		3		√
4	BAR				√		1		√			√			1		√
5	CE	√	√	√	√	√	5	√		√		√	√	√	4	√	
6	CTH			√	√		3		√	√		√			3		√
7	DKM		√	√	√	√	4	√			√	√	√	√	4	√	
8	DVH	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
9	FM	√		√	√	√	4	√				√		√	3		√
10	FA	√			√		3		√	√		√	√		3		√
11	FNL	√		√	√	√	4	√		√		√	√	√	4	√	
12	HAF	√		√	√	√	4	√				√		√	3		√
13	INA		√	√	√		3	√				√	√		2		√
14	KDL		√	√	√	√	4	√			√	√	√	√	4	√	
15	LQRR	√	√	√	√	√	5	√		√	√	√	√		4	√	
16	LAR	√			√		3		√	√		√	√	√	4	√	
17	MAW	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
18	MDH			√	√		3		√			√	√		3		√
19	MIE				√		1		√			√			1		√
20	MAF				√		1		√			√			1		√
21	MTW	√		√	√	√	4	√			√	√	√	√	4	√	
22	NA	√			√		3		√	√	√	√	√		4	√	
23	NAN	√	√	√	√	√	5	√		√	√	√	√		4	√	
24	NSJ	√			√		3		√	√	√	√	√	√	5	√	
25	PAA	√			√		3		√	√	√	√	√	√	5	√	
26	QA	√	√	√	√	√	5	√		√		√	√	√	4	√	
27	SA	√			√		3		√	√	√	√	√	√	5	√	
28	SNH	√			√		3		√			√	√		3		√
29	SAM	√		√	√	√	4	√		√	√	√	√	√	5	√	
30	WNNF	√			√		3		√			√	√		3		√
31	YDA	√			√		3		√	√		√			3		√
32	ZAC	√		√	√		3		√	√	√	√	√	√	5	√	
	Total								16	16						17	15
	Percentage								50	50						53	47







KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
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11 JAN 2016

Nomor : 0173/UN25.1.5/LT/2016  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 1 Tempeh

Tempeh

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Elsa Mita pradani  
NIM : 090210401019  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Improving the Seventh Grade Students' Descriptive Paragraph Writing Achievement by Using Think-Pair-Share Technique at SMPN 1 Tempeh in the 2015/ 2016 Academic Year"

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenaan dan kerjasama yang baik kami sampaikan terima kasih.

Dekan  
Pembantu Dekan I,  
Dr. Sukatman, M.Pd.  
NIP. 19640123 199512 1 001



PEMERINTAH KABUPATEN LUMAJANG  
DINAS PENDIDIKAN  
**SMP NEGERI 1 TEMPEH**  
Jalan Raya No. 62 Tempeh, Kec. Tempeh, Kab. Lumajang,  
Telepon : (0334) 520 387, Kode Pos 67371

**SURAT PERNYATAAN MELAKSANAKAN PENELITIAN**

Nomor : 800/052/427.34.587/2016

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Tempeh :

Nama : **Drs. KUSTRIYANTO**  
NIP : 19670119 198903 1 003  
Pangkat/Gol : Pembina Utama Tk.I, IV/b  
Unit Kerja : SMP Negeri 1 Tempeh

Dengan ini menyatakan bahwa mahasiswi di bawah ini :

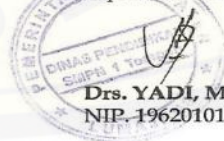
Nama : **ELSA MITA PRADANI**  
NIM : 090210401019  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris  
Univ. : Universitas Negeri Jember

Telah melaksanakan penelitian skripsi di SMP Negeri 1 Tempeh di kelas VII.F dengan Judul : *Improving the Seventh Grade Students' Descriptive Paragraph Writing Achievement by Using Think-Pair-Share Technique at SMP Negeri 1 Tempeh - Lumajang in the 2015 / 2016 Academic Year*, mulai tanggal 03 Pebruari 2016 sampai dengan 17 Maret 2016.

Surat pernyataan ini di buat dengan sebenarnya untuk di pergunakan sebagaimana mestinya.

Tempeh 17 Maret 2016

an. Kepala Sekolah, (Wakasek)



**Drs. YADI, M.Pd**  
NIP. 19620101 200012 1 002

## Appendix 16

## Cycle 1

No	Name	Scorer 1						Scorer 2					
		G	V	M	O	C	Total	G	V	M	O	C	Total
1	AWR	19	23	17	9	13	81	21	25	13	15	13	87
2	ALHA	20	17	17	13	13	80	22	22	18	12	13	87
3	ABW	20	17	13	15	12	77	17	15	11	15	12	70
4	BAR	15	12	10	8	8	53	17	11	13	17	8	56
5	CE	20	21	18	13	15	87	22	23	19	14	13	91
6	CTH	15	11	13	10	12	61	10	10	17	8	7	52
7	DKM	20	19	19	10	12	80	17	15	20	12	12	76
8	DVH	15	15	17	12	10	69	17	15	10	12	12	66
9	FM	10	18	15	12	13	77	10	15	18	13	12	68
10	FA	20	19	18	13	13	83	21	22	18	15	15	91
11	FNL	19	20	15	11	10	75	17	22	18	13	15	85
12	HAF	17	15	13	8	8	61	17	15	13	8	13	66
13	INA	17	15	13	8	8	61	17	15	13	8	13	66
14	KDL	18	19	17	12	11	77	15	15	18	12	13	73
15	LQRR	17	20	17	12	14	80	18	21	13	12	12	76
16	LAR	19	19	16	10	12	76	17	15	17	12	12	73
17	MAW	18	20	17	13	9	77	21	18	18	13	13	83
18	MDH	18	15	13	9	8	63	17	15	14	12	8	66
19	MIE	15	12	10	8	8	63	18	15	10	13	13	69
20	MAF	15	10	8	8	10	51	11	10	11	6	5	43
21	MTW	22	21	19	14	14	90	24	24	20	12	13	93
22	NA	18	15	17	10	10	70	17	15	13	8	9	62
23	NAN	18	20	15	13	10	76	17	15	18	13	13	76
24	NSJ	20	21	15	10	10	76	22	11	18	13	13	77
25	PAA	11	19	12	12	10	64	17	18	13	7	9	64
26	QA	20	17	15	13	12	77	21	20	17	12	12	82
27	SA	18	18	17	10	10	73	17	15	13	12	9	66
28	SNH	17	19	17	11	10	74	17	15	13	8	8	61
29	SAM	21	21	17	10	12	81	21	11	18	13	13	76
30	WNNF	20	20	17	12	12	81	22	15	18	14	13	82
31	YDA	11	10	15	9	10	62	15	12	13	14	14	68
32	ZAC	19	18	17	12	11	77	20	15	18	14	13	80
							2325						2330

## Appendix 17

## Cycle 2

No	Name	Scorer 1						Scorer 2					
		G	V	M	O	C	Total	G	V	M	O	C	Total
1	AWR	20	21	19	10	12	82	22	20	20	12	10	84
2	ALHA	18	18	15	12	12	75	20	20	15	10	12	77
3	ABW	22	22	19	13	13	89	22	23	20	15	12	92
4	BAR	18	19	16	10	10	73	18	18	17	13	12	78
5	CE	21	22	18	12	13	86	20	22	20	10	10	82
6	CTH	20	17	16	10	10	73	20	20	15	9	9	73
7	DKM	19	23	19	13	13	87	24	21	20	12	12	89
8	DVH	15	13	13	10	8	59	15	14	15	8	8	60
9	FM	18	19	17	10	10	74	19	20	15	10	9	73
10	FA	23	22	17	13	14	89	22	22	18	15	13	90
11	FNL	21	22	19	12	13	87	22	22	18	10	13	85
12	HAF	18	18	17	10	10	73	20	20	15	9	9	73
13	INA	18	18	17	12	12	77	19	20	15	13	13	80
14	KDL	21	22	21	13	13	90	23	20	17	13	13	86
15	LQRR	21	22	17	13	12	85	20	21	18	15	10	84
16	LAR	18	15	15	9	8	65	15	15	15	10	10	65
17	MAW	19	19	15	10	10	73	20	20	13	10	10	73
18	MDH	21	22	15	13	12	83	21	20	17	15	10	83
19	MIE	17	18	14	12	12	73	18	18	14	13	13	76
20	MAF	19	18	15	10	10	72	20	18	15	10	10	73
21	MTW	25	23	20	15	13	96	25	25	20	15	10	95
22	NA	15	15	13	8	8	59	14	15	15	9	9	62
23	NAN	21	21	18	13	13	86	20	20	20	15	10	85
24	NSJ	21	22	18	14	12	87	20	21	20	13	12	86
25	PAA	18	15	17	10	12	72	20	15	17	10	10	72
26	QA	22	22	18	13	12	87	20	20	20	15	13	88
27	SA	22	21	17	12	12	84	22	20	18	12	13	85
28	SNH	21	21	18	14	8	82	20	20	18	15	10	83
29	SAM	22	21	17	13	13	86	23	22	17	13	15	90
30	WNNF	21	22	18	13	13	87	21	20	19	13	14	87
31	YDA	18	17	15	10	12	72	18	19	15	10	10	72
32	ZAC	22	22	18	12	12	86	20	22	17	13	13	85
							2549						2566

## Appendix 18

## The Interview Guide

No	Question	Teacher's Response
1	How often do you teach English in a week?	Two times in a week
2	What Curriculum is applied in teaching English?	KTSP 2006 for SMP and MTS
3	How do you teach writing?	I asked the students to write based on the example in LKS
4	What techniques or media used to help students learn writing?	Sometimes , I used pictures
5	Is there any class that has problems in the process of teaching learning writing?	Yes, there is VIIF class.
6	What kind of difficulties are there in teaching writing?	Most of the students have problem in using appropriate words and they lack of vocabulary and grammar.
7	How do you overcome the students difficulties in learning writing?	I give them some exercise about tenses before they write.
8	Have you ever used think pair share technique in teaching writing?	No, I haven't
9	What is the minimum score requirement?	70

Name : Orion Ahmad Rafi  
Absent number : 04  
Class : VII F

Score 1

Writing Test of cycle 1

Subject : English  
Level/semester : VII 2  
Topic : My favorite person  
Genre : Descriptive Paragraph  
Language Skill : Writing  
Time allocation : 40'

Instruction :

Write a short descriptive paragraph about your favorite person following the generic structure of descriptive approximately consisting of 100 words.

Answer : Meanwhile Winston Churchill entered to military service, when Winston Churchill got illness and suffered infection, he was treated using Penicillin until he recovered from his illness, and Alexander Fleming became a scientific who invented Penicillin, when Winston Churchill was young, he had been saved by Alexander Fleming's father from an endangered quicksand. After that they knew each other and they made friends here and there. They became themselves. They made friends in the difference, now they have records Winston Churchill as a politician and a writer who won a Noble, meanwhile Alexander Fleming has known as a scientist who had invented Penicillin.

B : 15  
V : 12  
M : 10  
D : 8  
C : 8

57

Name : Brian Ahmad Hafid  
 Absent number : 04  
 Class : VIII

**Score 2**

Writing Test of cycle 1  
 Subject : English  
 Level/semester : VII 2  
 Topic : My favorite person  
 Genre : Descriptive Paragraph  
 Language Skill : Writing  
 Time allocation : 40'

Instruction :

Write a short descriptive paragraph about your favorite person following the generic structure of descriptive approximately consisting of 100 words.

Answer : While was an Churchill entered to his service when wins for Churchill got illness and suffered infection he was created using a scientific the he entered from his illness and Alzheimer of learning been had been used by the doctor Edward was brings from an enlarged quickly after that they knew each other and the made friend with the has become of himself is they made friends in the disc race the has been winning the chore bill of participation and a write with in the the while Alzheimer of learning was illness and scare who had three had part of the

Composition Profile		Criteria
Aspect of Writing	Grammar	<p>25-22 EXCELLENT TO VERY GOOD : effective complex construction – few errors of agreement (tense, number, word order/function, articles, pronoun and prepositions).</p> <p>21-18 GOOD TO AVERAGE : effective but simple construction – minor problem in complex construction – equal errors agreement, tense, number, word order/function, article, pronoun, agreement, tense, preposition and/or fragments – meaning modified or obscured</p> <p>17-11 FAIR TO POOR : mixed problem in simple/complex construction – frequent errors of agreement, tense, preposition and/or fragments – meaning modified or obscured</p> <p>10-4 VERY POOR : virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate</p>
	Vocabulary	<p>25-22 EXCELLENT TO VERY GOOD : sophisticated range – effective word/idea, choice and usage – wide form mastery – appropriate register</p> <p>21-18 GOOD TO AVERAGE : adequate range – occasional errors or word/idea, choice and usage but meaning not obscured</p> <p>15-11 FAIR TO POOR : limited range – frequent errors or word/idea, choice and usage – meaning obscured – some errors of spelling, punctuation, capitalization</p> <p>10-4 VERY POOR : minimal knowledge of English vocabulary, ideas, word forms – or not enough to evaluate</p>
Mechanics		<p>20-18 EXCELLENT TO VERY GOOD : demonstrate mastery of conventions – few errors of spelling, punctuation and capitalization</p> <p>17-14 GOOD TO AVERAGE : occasional errors of spelling, punctuation, capitalization but meaning not obscured</p> <p>13-11 FAIR TO POOR : frequent errors of spelling, punctuation, capitalization – poor hand writing – meaning confused or obscured</p> <p>10-7 VERY POOR : no mastery conventions – dominated by errors of spelling, punctuation, capitalization – handwriting illegible</p>
	Organization	<p>15-13 EXCELLENT TO VERY GOOD : clear exposition – ideas clearly stated/supported – focused – well-organized – logical sequencing – cohesive</p> <p>12-9 GOOD TO AVERAGE : loosely organized but main lines stand out – limited support – logical but incomplete sequencing</p> <p>8-7 FAIR TO POOR : incoherent – little cohesion or disorganized – lack of logical sequencing and/or lack of focus</p> <p>6-5 VERY POOR : does not communicate – no organization – or not enough to evaluate</p>
Content		<p>15-13 EXCELLENT TO VERY GOOD : knowledgeable – substantive – thorough development of thesis – relevant in assigned topic</p> <p>12-9 GOOD TO AVERAGE : some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail</p> <p>8-7 FAIR TO POOR : limited knowledge of subject – little substance – inadequate development of thesis</p> <p>6-5 VERY POOR : does not show knowledge of subject – not substantive – non pertinent – or not enough to evaluate</p>

57

Name : M. Taufik Wahidi  
Absent number : 21  
Class : VII F

Scorer 1

Writing Test of cycle 1

Subject : English  
Level semester : VII 2  
Topic : My favorite person  
Genre : Descriptive Paragraph  
Language Skill : Writing  
Time allocation : 40'

Instruction :

Write a short descriptive paragraph about your favorite person following the generic structure of descriptive approximately consisting of 100 words.

Answer :

My Favorite person

1. Mr. Eko Purnomo was born in Lumajang, 7 July 1987. His nickname is Mr. Eko. Mr. Eko has brown skin, dark black hair, black eyes, and pointed nose. His height is about 160 cm. His weight is about 70 kg.

Mr. Eko is a teach. He teaches English lesson in SMPN 1 TEMPEH. He lives in Lumir city. He goes to school SMPN 1 TEMPEH with motorcycle.

B : 22

✓ : ~~20~~ 21

M : 19

O : 14

C : 14

90



10/1/14

Name : M. Tapiks Ubaidi  
 Absent number : 21  
 Class : VII

Score 2

Writing Test of cycle I

Subject : English  
 Level semester : VII.2  
 Topic : My favorite person  
 Genre : Descriptive Paragraph  
 Language Skill : Writing  
 Time allocation : 40'

Instruction :

Write a short descriptive paragraph about your favorite person following the generic structure of descriptive approximately consisting of 100 words.

Answer :

My Favorite person  
 Mr. Eko Purmomo was born in Lumajang, 7 July 1987. He has black hair, black eyes, and pointed nose. His height is about 160 cm. His weight is about 70 kg.  
 Mr. Eko is a teacher. He teaches English lesson in SMPN 1 TEMPEH. He lives in Tempeh. He goes to school every week with motorcycle.

Composition Profile	
Aspect of Writing	Criteria
Grammar	<p>25-22 EXCELLENT TO VERY GOOD : effective complex construction – few errors of agreement in tense, number, word order, function, articles, pronouns and prepositions.</p> <p>21-18 GOOD TO AVERAGE : effective but simple construction – minor problem in complex construction – several errors agreement, tense, number, word order, function, articles, pronouns, prepositions but meaning seldom obscured</p> <p>15-11 FAIR TO POOR : simple but not effective construction – frequent errors of agreement, prepositions, tense, number, word order, function, articles, pronouns – meaning confused or obscured</p> <p>10-6 VERY POOR : virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate</p>
Vocabulary	<p>25-22 EXCELLENT TO VERY GOOD : sophisticated usage – effective word/idea, choice and word usage – word form mastery – appropriate register</p> <p>21-18 GOOD TO AVERAGE : adequate range – occasional errors or word/idea, choice and word usage but meaning not obscured</p> <p>15-11 FAIR TO POOR : limited range – frequent errors or word/idea, choice and usage – meaning confused or obscured</p> <p>10-6 VERY POOR : essential translation – little knowledge of English vocabulary, idiom, word form – or not enough to evaluate</p>
Mechanics	<p>25-22 EXCELLENT TO VERY GOOD : demonstrate mastery of conventions – few errors of spelling, punctuation and capitalization</p> <p>21-18 GOOD TO AVERAGE : frequent errors of spelling, punctuation, capitalization but meaning not obscured</p> <p>15-11 FAIR TO POOR : no mastery conventions – dominated by errors of spelling, punctuation, capitalization – handwriting illegible</p> <p>10-6 VERY POOR : no mastery conventions – ideas clearly unsupported – frequent errors of spelling, punctuation, capitalization – handwriting illegible</p>
Organization	<p>25-22 EXCELLENT TO VERY GOOD : focused expression – ideas clearly supported – logical and well-organized – logical sequencing – coherent</p> <p>21-18 GOOD TO AVERAGE : barely organized but main ideas stand out – limited support – logical but incomplete sequencing</p> <p>15-11 FAIR TO POOR : non-focused – ideas confused or disconnected – lacks of logical sequencing and development</p> <p>10-6 VERY POOR : does not communicate – no organization – or not enough to evaluate</p>
Content	<p>25-22 EXCELLENT TO VERY GOOD : knowledgeable – substantive – thorough development of topic – relevant to assigned topic</p> <p>21-18 GOOD TO AVERAGE : some knowledge of subject – adequate range – limited development of ideas – relevant to topic, but lacks details</p> <p>15-11 FAIR TO POOR : limited knowledge of subject – little substance – inadequate development of topic</p> <p>10-6 VERY POOR : does not show knowledge of subject – non substantive – not pertinent – or not enough to evaluate</p>

Name : Fella Ardriyah Rahma R.D  
Absent number : 15  
Class : VII F

Scorer 1

Writing Test of cycle 1

Subject : English  
Level/semester : VII 2  
Topic : My favorit person  
Genre : Descriptive Paragraph  
Language Skill : Writing  
Time allocation : 40'

Instruction :

Write a short descriptive paragraph about your favorite person following the generic structure of descriptive approximately consisting of 100 words.

Answer: My Favorite friends is Nasya and Bella. they have different characteristics. ok First, I will tell about nasya. Nasya is a beautiful girls. she has a pointed nose, brown eyes and long hair. She likes singing. then about Bella. Bella is short and slim. she wears glasses. she has big eyes and long hair and she face is cute. they are always play with me, they are very good.

B : 17  
V : 20  
M : 17  
O : 12  
C : 14

80

Rahman

Composition Profile		Criteria
Aspect of Writing	Score	
Grammar	25-32	EXCELLENT TO VERY GOOD : effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronouns and prepositions.
	21-18	GOOD TO AVERAGE : effective but simple construction – minor problem in complex construction – several errors agreement, tense, number, word order/function, articles, pronouns, preposition – meaning seldom obscured.
	17-11	FAIR TO POOR : major problem in complex construction – frequent errors of agreement, tense, number, word order/function and prepositions – meaning confused or obscured.
	10-6	VERY POOR : virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate.
Vocabulary	25-32	EXCELLENT TO VERY GOOD : sophisticated range – effective word/idea, choice and usage – word form mastery – appropriate register.
	21-18	GOOD TO AVERAGE : adequate range – occasional errors or word/idea, choice and usage but meaning not obscured.
	15-11	FAIR TO POOR : limited range – frequent errors or word/idea, choice and usage – meaning confused or obscured.
	10-6	VERY POOR : essential translation – little knowledge of English vocabulary, idiom, word spelling, punctuation and capitalization.
Mechanics	20-18	EXCELLENT TO VERY GOOD : demonstrate mastery of conventions – few errors of spelling, punctuation and capitalization.
	17-14	GOOD TO AVERAGE : occasional errors of spelling, punctuation, capitalization but meaning not obscured.
	13-11	FAIR TO POOR : frequent errors of spelling, punctuation, capitalization – poor hand writing – meaning confused or obscured.
	10-7	VERY POOR : no mastery conventions – dominated by errors of spelling, punctuation, capitalization – handwriting illegible.
Organization	15-13	EXCELLENT TO VERY GOOD : clear organization – ideas clearly articulated/sequential – succinct – well-organized – logical sequencing – cohesive.
	12-9	GOOD TO AVERAGE : loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	8-7	FAIR TO POOR : main-idea – ideas confused or disconnected – lack of logical sequencing.
	6-5	VERY POOR : does not communicate – no organization – or not enough to evaluate.
Contents	15-13	EXCELLENT TO VERY GOOD : knowledgeable – substantive – through development of thesis – relevant to assigned topic.
	12-9	GOOD TO AVERAGE : some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail.
	8-7	FAIR TO POOR : limited knowledge of subject – little substance – inadequate development of thesis.
	6-5	VERY POOR : does not show knowledge of subject – non substantive – non pertinent – or not enough to evaluate.

76

Name : Putri Azzahyrah Rahma A.L  
 Absent number : 15  
 Class : V/IF

**Score 2**  
 Writing Test of cycle 1  
 Subject : English  
 Level/semester : VII/2  
 Topic : My favorite person  
 Genre : Descriptive Paragraph  
 Language Skill : Writing  
 Time allocation : 40'

Instruction :  
 Write a short descriptive paragraph about your favorite person following the generic structure of descriptive approximately consisting of 100 words.

Answer : My favorite friend is Nasya and Bella they have different characteristics. First, I will tell about nasya a beautiful girls. she has a pointed nose, brown eyes and long hair. she likes singing. Then about Bella. Bella is short and she wears glasses. she has big eyes and long hair and she is cute. They are always play with me, they are is very good.

Rahma

NAME : Lia Nur Rosida  
ABS NUMBER : 16  
CLASS : VII F

Score :

Writing Test of cycle 2

Subject : English  
Level/semester : XII 2  
Genre : Descriptive Paragraph  
Language Skill : Writing  
Time allocation : 40'

Instruction :

Choose one of this topics and write a short descriptive paragraph consisting of 100 words.

- a. Animal
- b. Place
- c. Person

Rabbit

my favorite animal is rabbit. It is very funny and cute. It likes eating carrot and grass. every Sunday I bething a rabbit. after in bething and body dry. My comb hair and puts on Rabbit. after that I to animate. It is to play in the park. time it Rabbit sleep, I am clean dirty Rabbit. It is very like eat and sleep when it is eat.

E : 17

V : 15

M : 13

O : 8

C : 8

61

NAME : Lisa giria ROSIDA  
 ABS NUMBER : 16  
 CLASS : VII F

**Score 2**

Writing Test of cycle 2

Subject : English  
 Level/semester : VII/2  
 Genre : Descriptive Paragraph  
 Language Skill : Writing  
 Time allocation : 40'

Instruction :  
 Choose one of this topics and write a short descriptive paragraph consisting of 100 words.

- Animal
- Place
- Person

Rabbit

My favorite animal is rabbit. It is very funny animal. It like eating carrot and grass. every sunday I bathing rabbit after in bathing and body dry. My comb hair and put nail rabbit. After that I to animate it is to play in the park. time it rabbit sleep, I am clean dirty rabbit. It is very like eat and sleep. when it is not ... ?

L14

Aspect of Writing	Score	Criteria
Grammar	25-22	EXCELLENT TO VERY GOOD : effective complex construction - few errors of agreement tense, number, word order/function, articles, pronouns and prepositions.
	21-18	GOOD TO AVERAGE : effective but simple construction - minor problem in complex construction - several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but not making addition obscured
	17-11	FAIR TO POOR : major problem in simple/complex construction - frequent errors of register, agreement, tense, pronouns, preposition and/or fragments - meaning confused or obscured
	10-6	VERY POOR : virtually no mastery of sentence construction rules - dominated by errors - does not communicate - or not enough to evaluate
	25-22	EXCELLENT TO VERY GOOD : sophisticated range - effective words/idiom, choice and usage - wide form mastery - appropriate register
Vocabulary	21-18	GOOD TO AVERAGE : adequate range - occasional errors or word/idiom, choice and usage but meaning not obscured
	15-11	FAIR TO POOR : limited range - frequent errors or word/idiom, choice and usage - meaning confused or obscured
	10-6	VERY POOR : essential/transition - little knowledge of English vocabulary, idioms, word form - or not enough to evaluate
	20-18	EXCELLENT TO VERY GOOD : demonstrate mastery of convention - few errors of spelling, punctuation and capitalization
	17-14	GOOD TO AVERAGE : occasional errors of spelling, punctuation, capitalization but meaning not obscured
Mechanics	13-11	FAIR TO POOR : frequent errors of spelling, punctuation, capitalization - poor hand writing - meaning confused or obscured
	10-7	VERY POOR : no mastery conventions - dominated by errors of spelling, punctuation, capitalization - handwritten illegible
	15-13	EXCELLENT TO VERY GOOD : fluent expression - ideas clearly stated/supported - succinct - well-organized - logical sequencing - cohesive
	12-9	GOOD TO AVERAGE : loosely organized but main ideas stand out - limited support - logical but incomplete sequencing
	8-7	FAIR TO POOR : non-fluent - ideas confused or disconnected - lacks of logical sequencing and development
Organization	6-5	VERY POOR : does not communicate - no organization - or not enough to evaluate
	15-13	EXCELLENT TO VERY GOOD : knowledgeable - substantive - through development of thesis - relevant to assigned topic
	12-9	GOOD TO AVERAGE : some knowledge of subject - adequate range - limited development of thesis - mostly relevant to topic, but lacks detail
	8-7	FAIR TO POOR : limited knowledge of subject - little substance - inadequate development of topic
	6-5	VERY POOR : does not show knowledge of subject - non substantive - non pertinent - or not enough to evaluate
Contents	10	
	65	

NAME : M Taufiq Wahidi  
ABS NUMBER : 21  
CLASS : VII F

Scorer I

Writing Test of cycle 2

Subject : English  
Level/semester : VII/2  
Genre : Descriptive Paragraph  
Language Skill : Writing  
Time allocation : 40'

Instruction :

Choose one of this topics and write a short descriptive paragraph consisting of 100 words.

- a. Animal
- b. Place
- c. Person

c. Person

My Favorite actors

One of my favorite actors is Robert Tomas Pattinson. He was born on 13, 1986, in London, England. His performance in Twilight movie is amazing. He is pale in this movie, because he acts as one of collens-vampire. He still awesom every movement. Robert Pattinson in real life was blonde hair, blue eyes, and a good look. Like most of western guys, he is tall. He become one of the handsome men in the world. Sometimes he likes to let his beard on his beautiful face and it really makes his look cool and handsome. He is one of a good artist, he is not only play in such movie, he is also talented in making music. He writes himself and composes it. That is why I love Robert Pattinson the most. He is awesome and multi talented guy in their ages.

G : 25  
V : 23  
M : 20  
O : 15  
C : 13

96



NAME : Ananda Inghua H  
ABS NUMBER : 02  
CLASS : VII F

Scorer :

Writing Test of cycle 2

Subject : English  
Level semester : VII 2  
Genre : Descriptive Paragraph  
Language Skill : Writing  
Time allocation : 40'

Instruction :

Choose one of this topics and write a short descriptive paragraph consisting of 100 words.

- a. Animal
- b. Place
- c. Person

MY FAVORIT PERSON

Favorit person is my Parents. They is very love me. They is work he me. They everyday get up in the morning. My father always giving ice for me. My mother always leard me cooking. They keep me and me everyday. They are favorite food is meatball, noodles, meat soup, a ater. Favorit drink is ice tea, coffee, juice, and milk. My father n is Lumajang, 27 July 1980. My mother born is Ngawi, 18<sup>th</sup> may 198 my father he is old 35. My mother she is old 30. They can divide time between work time and in the home. My mother ideal is doctor, and my father ideal is soldier. ~~my~~ yet, they ideal unreachable.

W : 18  
V : 12  
M : 15  
O : 12  
C : 12

75



NAME : Amanda Ingridia H  
 ABS NUMBER : 02  
 CLASS : VII F

Score 2

Writing Test of cycle 2

Subject : English  
 Level/semester : VII/2  
 Genre : Descriptive Paragraph  
 Language Skill : Writing  
 Time allocation : 40'

Instruction :  
 Choose one of this topics and write a short descriptive paragraph consisting of 100 words.

a. Animal  
 b. Place  
 c. Person

MY FAVORITE PERSON

My favorite person is my parents. They is very love me. They is work hard for me. They everyday get up in the morning. My father always giving advice for me. My mother always lead me cooking. They keep me and love me everyday. They are favorite food is meatball, noodles, meat soup and pasta. My favorite drink is tea, coffee, juice, and milk. My father was born in Lumajang, 25 July 1980. My mother born in Ngablak, 15 May 1975. My father is old 35. My mother she is old 20. They can always give help and my father is soldier. Myet, They is a very unresachive.

Composition Profile	
Aspect of Writing	Criteria
Grammar	<p>25-22 EXCELLENT TO VERY GOOD : effective complex construction – few errors of agreement (tense, number, word order/function, articles, pronouns and prepositions).</p> <p>21-18 GOOD TO AVERAGE : effective but simple construction – minor problem in complex construction – several errors agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured</p> <p>17-11 FAIR TO POOR : major problem in simple/complex construction – frequent errors of negation, agreement, tense, pronouns, preposition and/or fragments – meaning confused or obscured</p> <p>10-6 VERY POOR : virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate</p> <p>25-22 EXCELLENT TO VERY GOOD : sophisticated range – effective word/idiom, choice and usage – word form mastery – appropriate register</p> <p>21-18 GOOD TO AVERAGE : adequate range – occasional errors or word/idiom, choice and usage but meaning not obscured</p> <p>15-11 FAIR TO POOR : limited range – frequent errors or word/idiom, choice and usage – meaning confused or obscured</p> <p>10-6 VERY POOR : essential translation – little knowledge of English vocabulary, idiom, word form – or not enough to evaluate</p> <p>20-18 EXCELLENT TO VERY GOOD : demonstrate mastery of conventions – few errors of spelling, punctuation and capitalization</p> <p>17-14 GOOD TO AVERAGE : occasional errors of spelling, punctuation, capitalization but meaning not obscured</p> <p>13-11 FAIR TO POOR : frequent errors of spelling, punctuation, capitalization – poor hand writing – meaning confused or obscured</p> <p>10-7 VERY POOR : no mastery conventions – dominated by errors of spelling, punctuation, capitalization – handwriting illegible</p> <p>15-13 EXCELLENT TO VERY GOOD : fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive</p> <p>12-9 GOOD TO AVERAGE : loosely organized but main ideas stand out – limited support – logical but incomplete sequencing</p> <p>8-7 FAIR TO POOR : non-fluent – ideas confused or disconnected – lacks of logical sequencing and development</p> <p>6-5 VERY POOR : does not communicate – no organization – or not enough to evaluate</p>
Vocabulary	<p>25-22 EXCELLENT TO VERY GOOD : sophisticated range – effective word/idiom, choice and usage – word form mastery – appropriate register</p> <p>21-18 GOOD TO AVERAGE : adequate range – occasional errors or word/idiom, choice and usage but meaning not obscured</p> <p>15-11 FAIR TO POOR : limited range – frequent errors or word/idiom, choice and usage – meaning confused or obscured</p> <p>10-6 VERY POOR : essential translation – little knowledge of English vocabulary, idiom, word form – or not enough to evaluate</p> <p>20-18 EXCELLENT TO VERY GOOD : demonstrate mastery of conventions – few errors of spelling, punctuation and capitalization</p> <p>17-14 GOOD TO AVERAGE : occasional errors of spelling, punctuation, capitalization but meaning not obscured</p> <p>13-11 FAIR TO POOR : frequent errors of spelling, punctuation, capitalization – poor hand writing – meaning confused or obscured</p> <p>10-7 VERY POOR : no mastery conventions – dominated by errors of spelling, punctuation, capitalization – handwriting illegible</p> <p>15-13 EXCELLENT TO VERY GOOD : fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive</p> <p>12-9 GOOD TO AVERAGE : loosely organized but main ideas stand out – limited support – logical but incomplete sequencing</p> <p>8-7 FAIR TO POOR : non-fluent – ideas confused or disconnected – lacks of logical sequencing and development</p> <p>6-5 VERY POOR : does not communicate – no organization – or not enough to evaluate</p>
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77