

**AN UNDERGRADUATE THESIS**

**IMPROVING THE EXPOSITORY PARAGRAPH IN WRITING  
SKILLS BY USING THINK TALK WRITE (TTW) STRATEGY  
AT THE EIGHTH GRADERS OF SMP NEGERI 3 SEKAMPUNG  
IN ACADEMIC YEAR 2017/2018**

By:

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**The Tarbiyah and Teacher Training Faculty  
The English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF  
METRO  
1439 H / 2018 M**

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Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
in English Education Department

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**ABSTRACT**

**By:**

**RIZKA HARIYATI**

The purposes of this research are to show that using to show that Think Talk Write (TTW) strategy can improve the writing skill in expository paragraph at the eighth grade of SMP Negeri 3 Sekampung East Lampung.

The researcher had outlined the problem in this research that focused on paragraph writing skill. It is related on the problem identification that the students have low motivation to learn English especially in writing, they get difficulties to understand the generic structure of expository paragraph, and they are also not interested about the learning method in the class. They always feel bored in writing subject.

This research was classroom action research that consisted of two cycles. The research was conducted at SMP Negeri 3 Sekampung on VIII.1 class which consisted of 30 students. The research is conducted collaboratively with an English teacher of SMP Negeri 3 Sekampung. The data collecting technique used test, documentation, observation and field note. Regarding to the research process, the researcher gave the pre-test for the students to know their writing skill score. Then, the researcher gave the treatment for the students. In addition, the change of the students' writing skill score could be known through post test that had been given in every cycle.

The result of the research illustrated the average of the students' score in pre-test was 59 and post test 1 was 64 and post test 2 in cycle II was gained the average score was 74. The condition of the class was getting better. The students were more active in English learning process. In summing up it may be stated that using Think Talk Write (TTW) strategy can improve the writing skill in expository paragraph at the eighth grade of SMP Negeri 3 Sekampung in academic year 2017/2018.

**MENINGKATKAN KEMAMPUAN MENULIS PARAGRAF EXPOSITORI  
MENGUNAKAN STRATEGI BERPIKIR, BERBICARA DAN MENULIS  
(TTW) PADA SISWA KELAS VIII DI SMP NEGERI 3 SEKAMPUNG  
TAHUN AJARAN 2017/2018**

**ABSTRAK**

**Oleh:**

**RIZKA HARIYATI**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Think Talk Write (TTW) strategy dapat meningkatkan kemampuan menulis paragraf expositori menggunakan strategi berpikir, berbicara dan menulis (TTW) pada siswa kelas VIII di SMP Negeri 3 sekampung lampung timur.

Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan menulis paragraf. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi menulis, mereka mengalami kesulitan dalam memahami struktur kebahasaan dari ekspository paragraph, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi menulis bahasa Inggris.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari 2 siklus. Penelitian ini dilaksanakan di SMP Negeri 3 Sekampung pada kelas VIII.1 yang terdiri dari 30 siswa. Teknik pengumpulan data pada penelitian ini menggunakan teknik test, dokumentasi, observasi, dan catatan lapangan. Tahapan-tahapan dalam proses penelitian yaitu peneliti memberikan pre-test kepada siswa untuk mengetahui kemampuan pada siswa dalam menulis paragraf. Kemudian, peneliti memberikan tindakan kepada siswa dalam setiap siklusnya. Perubahan nilai dari siswa akan diketahui melalui hasil post test yang dilakukan dalam setiap siklus.

Selanjutnya, berdasarkan penelitian yang telah dilakukan, peneliti mendapatkan hasil penelitian dengan nilai rata-rata pre-test adalah 59, post test 1 adalah 64 dan post test 2 pada siklus II adalah 74. Kondisi kelas menjadi jauh lebih baik. Siswa-siswa menjadi lebih aktif untuk mengikuti proses pembelajaran bahasa Inggris. Kesimpulannya adalah penggunaan Think Talk Write (TTW) strategy dapat meningkatkan kemampuan menulis paragraf dan aktifitas pembelajaran siswa pada kelas VIII.1 di SMP Negeri 3 Sekampung pada tahun pelajaran 2017/2018.



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**NOTIFICATION LETTER**

Number :  
Appendix : 1 (One) Bundle  
Matter : In order to hold the Munaqosah  
of Rizka Hariyati

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to the research which is written by:

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St. Number : 13108257  
Department : English Education  
Faculty : Tarbiyah and Teacher Training  
Title : Improving the Expository Paragraph in Writing Skills by  
Using Think Talk Write (TTW) Strategy at The Eighth  
Grade of Smp Negeri 3 Sekampung in Academic Year  
2017/2018

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

*Wassalmu'alaikum Wr.Wb*

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**NOTA DINAS**

Nomor :  
Lampiran : 1 (Satu) Berkas  
Perihal : Mohon di munaqosahkan Skripsi  
Saudari Rizka Hariyati

*Assalamu'alaikum, Wr. Wb*

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka Skripsi penelitian yang disusun oleh:

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Sudah dapat kami setuju dan dapat diajukan untuk dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr.Wb*

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The Title : IMPROVING THE EXPOSITORY PARAGRAPH IN WRITING SKILLS BY USING THINK TALK WRITE (TTW) STRATEGY AT THE EIGHTH GRADE OF SMP NEGERI 3 SEKAMPUNG IN ACADEMIC YEAR 2017/2018

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**RATIFICATION PAGE**

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An Undergraduate entitled: IMPROVING THE EXSPOSITORY PARAGRAPH IN WRITING SKILL BY USING THINK TALK WRITE (TTW) STRATEGY AT THE EIGHT OF SMP NEGERI 3 SEKAMPUNG IN ACADEMIC YEAR 2017/2018.

Written by RIZKA HARIYATI, Student Number 13108257 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, June 29<sup>th</sup>, 2018 at 09.00-11.00.

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## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, May 28<sup>th</sup> 2018

The Researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitiannya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam Daftar Pustaka.

Metro, 28 May 2018

The Researcher



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## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

*Who teacheth by pen (i.e. Gods teach humans by write),*

*Teacheth man that which he knew not*

*(QS. Al-Alaq : 4 & 5)*

*“Learn from yesterday, live for today, and hope for tomorrow”*

*-Albert Einstein-*

## DEDICATION PAGE

### **This undergraduate thesis is dedicated to:**

- The first is dedicated of almighty Allah SWT, thanks God all about the precious gift inside to me.
- My beloved parents (Mr. Sudiyono and Mrs. Yunasriah) who have vigorously done everything for their children. Who always pray and support in their endless love. The biggest thanks go to both of you. I highly love you very much.
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- My Sponsor (Dr. Mahrus As'ad, M.Ag.) and Co-sponsor (Trisna Dinillah Harya, M.Pd), who always given the helping and guidance to me for finishing this undergraduate thesis. Thanks for guiding.
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- My beloved friends (Eni Qistia Mubarakah,S.Pd, Dea Oktaviana,S.Pd, Nofa Alfania,S.Pd, Putri Riandari,S.Pd, Ratna Novitasari, Sintya Ayuningtias,S.Pd, Tri Sari, Trya Septiana,S.Pd,Umi Sholekhah,S.Pd) thank you for your support and beautiful friendship and my beloved friends (TBI A Class) and all people whom I love.
- My beloved inspiring (Sheila Whelyanti and Ratna Sari) who have given support and wonderful motivation to finish this paper in everyday.
- My beloved Almamater of State Institute for Islamic Studies of Metro.
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An undergraduate thesis entitles "Improving the Expository Paragraph Writing Skills by Using Think Talk Write (TTW) Strategy at the Eighth Graders of SMP Negeri 3 Sekampung East Lampung". This an undergraduate thesis as fulfillment of requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Departement of IAIN Metro.

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis , so the researcher would like to express her gratitude thanks to :

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2. Mrs. Dr. Akla, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty IAIN Metro.
3. Mr. Ahmad Subhan Roza., M.Pd as the the Head of English Education Department.
4. Mr. Dr. Mahrus As'ad, M.Ag., as the first advisor, thank you so much for your kindness and valuable knowledge and for your support in finishing this undergeaduate thesis.
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6. Lectures and Administration Staff of IAIN Metro.

7. Mr. Trisno Arso Pinuji, S.Pd as the Headmaster of SMP Negeri 3 Sekampung, who gives permission to the writer to conduct the research in this school.
8. Teacher, staff and students of SMP Negeri 3 Sekampung for being so nice and cooperative.
9. Mr. Sudiyono and Mrs. Yunasriah, as my parent and all of family, thank you so much for your best support, financial and your pray in finishing this undergraduate thesis.
10. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

Finally the writer hopes this undergraduate thesis can be useful for whoever who read and use it, especially for teachers who want to use Think Talk Write (TTW) Strategy in learning process.

Metro, May 28<sup>th</sup> 2018

The writer,

**RIZKA HARIYATI**  
**St. ID 13108257**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate with one another. Many languages are used in the world, one of which is English. Nowadays, it has become an international language that is almost used by all country as the first, the second or the foreign language. Moreover, it has been declared as a formal language on international communication for a long time ago.

In Indonesia, English is the second language and it becomes one of the major subjects that should be taught by all students. Nowadays, Indonesian Department of Education also takes this language as one of the must subject of the formal education that must be learned by all learners in Indonesian. There are four skills that should be taught to the student at the school, namely listening, speaking, writing and reading. Listening and reading are receptive skill; speaking and writing are productive skills. All of the students have to learn both receptive and productive skills.

As productive skill, writing is one the important skills which are taught in the school. It takes on a very significant role in teaching English as a foreign or second language. By writing we can remember something and think critically as well. Moreover, it is not only for communicating each

others but also for expressing an idea. Learning to write will take a longer time than learning to speak because writing requires the greater accuracy and variation. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of term is through a paragraph.

Writing is one of the skill that students should mastery because writing is the most difficult skill. It is the most difficult activities among the four basic language skills. Many students feel hard to learn writing, because it does not only need the sufficiency of vocabulary and grammatical function but also needs the good word and sentences arrangement in make a good paragraph.

One of the writing activities is writing an expository paragraph. Expository paragraph is used in giving information, making explanations, and interpreting meanings. Expository paragraph is responsible for providing information on different events excluding subjective opinion. Each paragraph has different social function, generic structure, and language features. Moreover, an expository paragraph is difficult to be written because the students are not led by using media. Some students feel hard to write an expository paragraph, because they think that it is difficult to keep coherence, cohesion and unity in a paragraph. Writing is effective if one sentence to the

others interrelate each other, so that the writing will be easy to read and understand by the readers.

In this case, when the writer conducted the Pre survey on May 1<sup>st</sup> 2017, the writer found that some students have low writing skill at the eighth grade of SMP Negeri 3 Sekampung. Especially, in writing expository paragraph. It causes the students have poor vocabulary, confusion the grammar and structure of the expository paragraph, poor of ideas, less of self confidence and less of motivation. When the teacher give a text, the student difficult to understand what kind of the text itself. Furthermore, this fact can be seeing on data score of the students's expository writing result of pre-survey, as follows:

**Table 1**  
The Data of The Students' Expository Writing Skill Result  
At The Eighth Grade of SMP Negeri 3 Sekampung

<b>NO</b>	<b>NAME</b>	<b>SCORE</b>	<b>CATEGORIES</b>
1	AS	75	Passed
2	BA	60	Failed
3	DAL	70	Passed
4	DS	50	Failed
5	DAS	68	Failed
6	EL	50	Failed
7	FPH	70	Failed
8	HO	60	Failed
9	IJJ	50	Failed
10	KA	65	Failed
11	LFH	50	Failed
12	MA	50	Failed
13	MR	65	Failed
14	MA	60	Failed
15	M	65	Failed

16	MC	60	Failed
17	M	60	Failed
18	NP	60	Failed
19	P	68	Failed
20	PL	60	Failed
21	RI	75	Passed
22	RFP	50	Failed
23	RY	60	Failed
24	RWS	73	Passed
25	RAR	75	Passed
26	S	60	Failed
27	SA	60	Failed
28	SR	50	Failed
29	SY	60	Failed
30	Y	60	Failed
<b>TOTAL</b>		1.839	
<b>AVERAGE</b>		61,3	

Source : The Data of Pre Survey in May 1<sup>st</sup> 2017.

**Table 2**

**The Categories of The Students Score**

No	Score	Category	Frequency	Percentage
1.	>70	Passed	6	20%
2.	<70	Failed	24	80%
<b>Total</b>			30	100 %

Source: Pre Survey in the eighth grade of SMP Negeri 3 Sekampung.

Based on the table 2 above, it can be concluded that there are only 6 students who can pass from the Minimum Mastery Criteria (MMC) and 24 students who can not pass. The Minimum Mastery Criteria (MMC) in this school is 70. It means that, 24 student's writing result is poor, especially on writing expository paragraph.



There are so many factors influence the students writing skills. Therefore, the teacher should be able to make an interesting writing teaching. The teacher should be able to invite the students participation in the learning activity and also the student should be able to apply the suitable technique and media to teaching in order the goal of learning can be achieved.

The writer use Think Talk Write (TTW) as strategy to improve the students writing skills. Think Talk Write (TTW) strategy is a strategy which consists of 3 stages. Those are think, talk and write. Think Talk Write (TTW) is a strategy to build precisely to think and reflect and to organize ideas and to test the idea before students asked to write. Think Talk Write (TTW) is a strategy used to develop the writing fluently and exercise the language before written them.

Based on the explanation above, the writer conducted the research entitled: Improving The Expository Paragraph Writing Skills by Using Think Talk Write (TTW) Strategy at the Eighth Graders of SMP Negeri 3 Sekampung East Lampung.

## **B. Problem Identification**

Based on the background explained above, the writer can identify some problems which may be caused by:

1. The students have poor vocabulary and lack of ideas in writing skills.
2. The students have difficulties to understand the generic structure of expository paragraph.
3. The students still confuse the grammar and structure.

4. The students are low motivation to participate in teaching writing.
5. The students need many times to learn more about expository paragraph in writing skill.

### **C. Problem Limitation**

Limitation of the problem is very useful for the writer to determine the problem that will be analyzed. In this case, considering the with of the problems that are involved in this research focus on the student have difficulties to understand the generic structure of expository paragraph. It is impossible of using Think Talk Write (TTW) strategy to increase students in writing skill at the eight graders of SMP Negeri 3 Sekampung East Lampung.

### **D. Problem Formulation**

Based on the background of the study above, there is problem that can be identified in this research. The writer formulated the problem in this research is “Can Think Talk Write (TTW) Strategy Improve The Expository Paragraph Writing Skill at The Eighth Graders of SMP Negeri 3 Sekampung East Lampung?”

### **E. Objectives and Benefit of The Study**

#### **1. Objectives of the study**

Based on the statement of the problem above the writer has a purpose to show that Think Talk Write (TTW) strategy can improve the writing skill in expository paragraph at the eighth graders of SMP Negeri 3 Sekampung East Lampung.

## **2. Benefits of the Study**

The result of the study is expected to be able to give benefits to the students, the teachers, and the other researchers.

### 1) For the students

The result of this research is to motivate students to be more interested in learn and developing their writing skills. The writer hope the studets will be able improving and developing their ability in writing skill especially on the expository paragraph.

### 2) For the teacher

The result of this study is expected to support the teacher in teaching learning process and intended to become an input for them forthe importance of giving more exercises about writing expository paragraph and the method can to be an alternative method in teaching learning. The teacher can make this method to be an interesting method in other the students easy to understand in learning writing.

### 3) For the other researcher

This result can be used as a reference of our experience to teach English especially in writing skill for the future and other consideration to investigate the problem in a writer field and further research.

## **CHAPTER II**

### **THEORITICAL REVIEW**

#### **A. The Concept of Expository Paragraph Writing Skill**

##### **1. The Definition of Expository Paragraph Writing Skill**

As we know that writing activity involves the procedure of thinking process and making decision to produce written text used for communication in daily activity. A skill is the ability to carry out a task with determined results often within a given amount of time, energy or both. Skills can often be divided into domain specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self motivation and others, whereas domain specific skills would be used only for a certain job. Skills usually requires certain environmental situation to assess the level of skill being shown.

As one of four basic skill of language, writing is very important because it constitutes the clarification of someone through and feeling. Through this skill the students can explore their own thinking, various feeling, and also the concept by using word or papers. In writing indeed, the students can express their ideas, thought, and fact in well-formed structure. There are some important matters that need to be outlined in this discussion. They include micro and macro skill of writing, mechanical components of writing, and cohesion and coherence of writing.

The first aspect of writing skill is its micro and macro components. Brown mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro skills of writing mentioned by Brown cover several important aspects. They are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement and etc, expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse.

Meanwhile, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies that include such as accurately in using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. To add Brown's ideas on the micro and macro skills of writing, Spratt et al also state that writing involves several sub skills. They involve spelling correctly,

forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using correct grammar correctly, and using paragraphs correctly. In summary, the skills of writing must be introduced in every stage of writing composition. This will enable the students to get used to writing more effectively by using and obeying those skills of writing.

Then, mechanical components are the second important matter of writing. Like other skills of English, writing has its own mechanical components, such as handwriting, spelling, punctuation, and construction of well-performed sentences, paragraphs and texts (Harmer: 2004). He also states that the previous components are the nuts and bolts of the writing skill. Therefore, those components need to be introduced in the teaching and learning process of writing.

The last aspect will center on the discussion of the cohesion and coherence of writing skill. The two aspects play important role in the process of good paragraph compositions and cannot be separated in the process of writing since they are closely related to one another. Moreover, Harmer states that both cohesion and coherence are needed to make the writing more accessible. The first thing to know is cohesion. Cohesion can be defined as linking relationship of a number of linguistics elements that can be seen in the structure of the text surface. According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and

grammatical cohesion (pronoun, possessive reference, and article reference).

On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understood. Oshima and Hogue state that to be able to have the coherence in writing, a writer needs to focus on the sentence movements. The movement of one sentence to the next sentences must be logically and smoothly delivered. In other words, the sentences must flow smoothly. He then adds four ways that can be done by the writer to achieve coherence in their works. They involve repeating key nouns, using pronouns, using transactional signals and arranging the sentences in logical order.

As summary, the micro and macro skill, the mechanical components and cohesion and coherence are important aspects of writing. Each of them has contributions towards the good paragraph compositions. Therefore, they must be considered in each stage of the process of writing, especially when the teachers want to make their students' writing works more accessible.

Writing is the skill not only to put ideas from mind to paper but also to generate more meaning and make ideas clear. Writing is the system of written symbols which represents sounds, syllables or words of language. Writing skill requires different mechanism as capitalization, spelling and punctuation, word form and function. It helps to convey the meaning

clearly. So, writing is an activity to improve our understanding of any subject.

Sanggam Siahaan assumed that, writing is the written productive language skill.<sup>1</sup> It means that, writing is a psychological activity of the language user to put information in the written text. It should be noted that writing involves physic and mental activities of someone in the form of written about certain topic in a context.

Jeremy Harmer mentions the reasons for teaching writing to students of English as foreign language include reinforcement. Writing is used as a practice tool to help students practice and work with language they have been studying.<sup>2</sup>

According to Douglas Brown, writing is a way to end up thinking something you could not have started out thinking.<sup>3</sup> Writing is in fact a transaction with word where by you free yourself from what you presently think, feel and perceive.

While, according to Andre, Writing is having ideas, organizing ideas, and communicating ideas. In this sense, grammar, spelling, and punctuation are a meansto an end, but are not ends by themselves.<sup>4</sup>

Writing as a skill is defined as a productive written language skill. On the opposite, writing a text is a piece of written information. “Written

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<sup>1</sup>Sanggam Siahaan, *Issue in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.2.

<sup>2</sup>Jeremy Harmer, *How to Teach English*, (Longman.2007) p. 112.

<sup>3</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy 2nd Edition*. (Longman: University Press, 2001), p.336.

<sup>4</sup> Andre P. Johnson, *Teaching Reading and Writing*, (United States of America: British Library Cataloging), 2008. P.203.



products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develop naturally”.<sup>5</sup>

A paragraph is a group of about 6-12 sentence in one topic.<sup>6</sup> Every sentence explains the writer’s main idea (most important idea) about that topic. When, the writer wants to write about a new main idea, he or she begins a new paragraph.

A paragraph gives information, tell an opinion, explain something or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writer wants to say.

It means that, before learning of all other types of academic writing, such as an article, report or research paper, we have to understand how to write a good paragraph.

In academic writing, paragraph is a part of piece of writing that usually consists of introduction, body, and conclusion. The paragraph is the basic unit.<sup>7</sup> In the first sentence introduces the topic and main idea of the paragraph. It is called by topic sentence.

The middle part of the paragraph is called by the body paragraph. It has the purpose to supports, show, explains or proves the min point with support sentences. The last sentence is called by the concluding sentence,

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<sup>5</sup>H.Douglas Brown, *Teaching by Principles*. (San Fransisco: State University,2001),p.335.

<sup>6</sup>Dorothy E Zemachand Carlos Islam, *Paragraph Writing From Sentence to Paragraph*.(Oxford: Mac Milan, 2005), p.9.

<sup>7</sup> Cynthia A. Boardman, and Jia Frydenberg, *Writing to Communicate Paragraphs and Eassy 3<sup>rd</sup> Ed*. (New York: Pearson Education, 2008), p.3

which end the paragraph by reminding the readers of the main point and often makes an observation of the paragraph.

An expository is an informative type of writing that aims to describe or explain a subject to the reader, and the skills required to write it facilitate clarity and organization. When writing an expository essay one must not assume that reader has any prior knowledge of the topic, so it is important to focus on efficiency in addition to being interesting and profound. Since clarity requires strong organization, one of the most important mechanisms to improve skills in expository is to improve the organization of the text. Expository writing can take a variety of forms. It may tell how to do or make something, instruct by giving information, report on an experience, clarify a process, define a concept, or explore an idea.

Based on the explanations above, it can be concluded that expository paragraph writing skill is an important skill because it will be applied in many aspects of life. It is one of the productive skills that should be mastered in using a language, because it has significances in improving a communicative competence of learning the language.

## **2. The Characteristics of Expository Paragraph**

In academic writing, many types of paragraph. Each paragraph has the characteristics. Expository is the paragraph that explains or analyzes a

topic and usually include of information, explanation, fact and illustration.<sup>8</sup>

The specific function of expository is to give information, explain something, give direction, or show how something happens.

Example of expository paragraph:

<b>Three Types of Planets</b>	
Topic Sentence	People often think all planets are a like, but there are actually three types of planets in the solar system
Body	The terrestrial planets are made of rock and metal and are closest to the sun. These include the midsize planets Mercury, Venus, Earth, and Mars. They rotate slowly and don't have many moons. Farther from the sun are the planets called gas giants, Jupiter, Saturn, Uranus, and Neptune. They are called gas giants because they are formed from gases such as hydrogen and helium. Gas giants rotate fast and have many moons. Finally, planetoids are objects made up of rock and ice and are too small to be true "planets." Planetoids sometimes even get pulled into a planet's gravitational field and become moons themselves.
Closing Sentence	Whether they are terrestrials, gas giants, or planetoids, the planets in the solar system are fascinating.

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<sup>8</sup>Thomas, S Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books, 1987), p.89

From the example of expository paragraph, it can see the organization of the text consist of three parts, namely: topic sentence, body, and closing sentence. The classification paragraph is a simple way to present the parts of a topic. It begins with a topic sentence that tells what the paragraph will be about. The body sentences that follow present the categories along with specific details about each. Finally, the closing sentence wraps up the paragraph.

Expository writing is what you use to give directions, explain a new term or idea, compare one thing to another, or explain how to do something.<sup>9</sup>

To create a good expository paragraph, there are some basic things to be learn, such as: (1) Focuses on explaining a process, (2) Presents steps in a clear, easy to follow order, (3) Use terms and concepts related to the process in an appropriate way, (4) Use a light, engaging style of writing, (5) Follows correct grammar, usage, mechanics, and spelling.

Expository paragraph has several characteristics. The characteristics can be seen from the generic structure and language feature of paragraph.

a. Generic structures of expository paragraph

Every text or paragraph has it is own structure. There are the generic structures of expository paragraph.

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<sup>9</sup>Glencoe, *Writer's Choice: Grammar and Composition*, (New York: The McGraw Hill, 2005), p.220

## 1) Topic sentence

Allows the reader to understand what you are writing about.

For example : People often think all planets are a like, but there are actually three types of planets in the solar system.

## 2) Body

The middle part of paragraph contains supporting sentences that follow one another in a logical sequence of steps. For example: The terrestrial planets are made of rock and metal and are closest to the sun. These include the midsize planets Mercury, Venus, Earth, and Mars.

## 3) Closing sentence

Closes your subject with an emphasis on the final product process desired by the topic. Example : Whether they are terrestrials, gas giants, or planetoids, the planets in the solar system are fascinating.

## b. Language Features of Expository Paragraph

Expository paragraph has some characteristics, there are:

- a) In expository paragraph only focus on one topic or subject.
- b) Use simple present tense.
- c) Using indefinite transactions.
- d) Using process verb, such as begin, start, continue, become finish, etc.
- e) Using question word , such as how and what.

From the definitions above, the writer conclude that expository paragraph is types of paragraph that explains something or provides instruction. It could also describe a process and move the reader step by step though a method. This type of paragraph often requires research, but it is possible that the writer is able to rely on his or her own knowledge and experience.

### **3. The Type of Expository Paragraph Writing**

Well-written expository writings have a clear, central presentation of ideas, definitions, or examples that enhance the focus developed through a carefully crafted reader's understanding. There are six types of expository writing.

#### **a. Process Writing**

The writers use process essays to explain the steps or stages in processes or procedures. A process essay is organized chronologically, that is in order of time.

#### **b. Comparison/Contrast Writing**

The writers use comparison/contrast essays when they want to either compare or contrast or to both compare and contrast two (or more) things. Writers can emphasize the similarities, the differences, or both the similarities and differences of the things they are comparing and contrasting.

c. Cause/Effect Writing

In cause/effect essays, writers focus on what causes something (why it happens) and what the effects are (the consequences or results). For example, a writing about what causes students low achievement and its consequences, or about the causes of school drop outs and their consequence.

d. Classification Writing

Classification is common in professional and academic writing. Writers use classification essays to group items according to their similarities and differences. Classification involves more than just making a list of items.

e. Definition Writing

In this type of writing, writers explain a commonly used term or concept that is not easy to define. It may be that the term is complicated (Emotional Intelligence, Social Adjustment, etc.,) or that it means different things to different people (attitude, perception, etc.,).

f. Problem/Solution Writing

The writers provide readers with a detailed analysis of a subject-from a clear statement of the problem to a full discussion of possible solutions. It is important to examine the subject from a number of different angles before proposing any solutions.

#### 4. The Skills to Write Expository Paragraph

In order to write well, there are several aspects which should be considered by students. According to Harris, he proposes five skills to write expository paragraph, namely grammar, form, vocabulary, mechanic, and style. The following skills can be explained as follows:

a. Grammar

Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

b. Form (organization)

Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

c. Vocabulary

Vocabulary is the important aspect in teaching a language. Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective.

d. Mechanic

Mechanic refers to the use of conventional graphic of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. We



have to pay attention to the use of the punctuation and applying of the word of sentences.

e. Style

Style means the choice of structure and lexical items to give a particular tone to the writing. It should be noted that the choice of lexical item to be used in writing must be accordance with the readers.

According to Byrne in Roza, there are five components that should be considered in writing:

a. Organizing idea

Ideas are the most important factor in writing, because nobody can write meaningfully, if he/she has not anything in mind yet.

b. Grammar

The grammar of language is a description of way that the language behaves. Without having knowledge of grammar the writer cannot make his/her language communicative to a great variety of reader from different situation.

c. Vocabulary

Vocabulary is important in writing because by having many vocabularies, a writer can make readers explore more deeply what he/she is telling about.

d. Mechanic

1) Punctuation

Punctuation plays as an important role in helping reader to establish intonation. In other word, it is a command for the reader to raise his/her voice or drop his/her speech when he/she is going to stop. It can also help readers to understand the state of mind of the writer.

2) Capitalization

Example:

- a) Capitalize the first word of sentence.

For example *She plays basketball.*

- b) Capitalize the pronoun "I"

For example *If you go I will go too.*

- c) Capitalize the titles of composition.

In the title, the first and the more important words are capitalized except short preposition and short coordinating conjunction. For example *Name of specific organization (business, clubs, and schools).*

- d) Capitalize all of proper noun.

➤ Name of detail: *God, Allah, Vishnu, etc.*

➤ Name of people and their title: *Dr. Bob, Hengki, etc.*

➤ Name of specific places: *River Amazon, Mount Bromo, etc.*

➤ Name of day, month, and special day: *Sunday, October, Idul Fitri, etc.*

- Name of specific group of people (nationality, races, ethnic groups), language, and religion: *Moslem, Indonesian, etc.*
- Name of geographic areas: *the South East, the North, etc.*
- Name of specific structure such as buildings and bridges: *White House, the Great Wall, Golden Gate Bridge, etc.*

e) Spelling

Spelling in the English language is very difficult because the English spelling system is based primarily on meaning rather than on sound. To make matters worse, the spelling rules used in English are complicated.

e. Content

Content is how the writer develop the idea related with the topic.

Another expert, Heaton states that writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also the conceptual and judgment element. The following analysis attempt to group the many and varied skill necessary for writing good process into four main ideas:

a. Grammatical Skill

Grammatical Skill is the ability to write correct sentences.

b. Stylistic skill

Stylistic skill is the ability to manipulate sentences and use language effectively.

c. Mechanical skill

It is the ability to correct those conventions peculiar to the written language e.g. punctuation spelling.

d. Judgment skill

It is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

The last is according to Jacob et al there are five aspects of writing.

They are:

a. Content.

Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

b. Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

c. Vocabulary

It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

d. Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

e. Mechanic

It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention in writing. I prefer to Jacob et al's opinion that aspect of writing are content, organization, vocabulary, language use, and mechanic. By considering those aspects, students can compose a perfect writing and understandable by the reader.

## **B. The Concept of Think Talk Write Strategy**

### **1. The Definition of Think Talk Write Strategy**

Think-Talk-Write strategy is a group work for discussion in the classroom. Think-Talk-Write is a strategy introduced by Huinker and Laughlin, these strategies basically built through thinking, speaking, and writing. The flow advances Think-Talk-Write strategy starting from involvement of students in thinking or dialogue with itself after the reading process. Then talk and share ideas (sharing) with friend before writing. This atmosphere is more effective if done in group with 4-6 students. In this group of students requested making notes, explaining, listening and sharing ideas with friends and express them through writing. A strategy learning that is expected to develop the ability problem solving is a Think-Talk-Write (TTW).

According to Huinker and Laughlin in Zulkarnaini, “The Think-Talk-Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another to writing”. Activity think (think) can be seen from read something clue containing picture and make small note what has been thinking. In making or write a note after reading a clue the students differentiate and unify the ideas presented. Besides learning a routine to make or write a note after reading stimulates the activity of

thinking before, during, and after reading notes to enhance students knowledge even enhance thinking and writing skills. One benefit of this process is to make the record will be an integral part inthe learning setting. After the stage of "think" is completed followed by a phase of "talk" that communicate using language and words they understand. Talk is important because students use their own language to present his idea to build a theory together. Sharing strategy allows students to skilled talk. Process communication is done through the students lives. As individuals who interact with the environment and easy to social. In scientific communication process can be constructed and utilized before writing class. The next phase of the "write" is writing the discussion or dialogue. Activity means constructing the idea of writing, because after a discussion or dialogue between friends, and later expressed through writing.

According to Silver and Smith, the role and duties of teachers in an effort to make effective use of strategic think-talk-write is filed and provides tasks that allow students to engage actively thinking, encourage and listen carefully presented ideas that students orally and in writing, to consider and provide information on what students explored in the discussion, and to monitor, assess, and encourage students to actively participate. Tasks that prepared students are expected to be the trigger to work actively.

Based on Zulkarnaeni, Think-Talk-Write strategy is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to another member in a group. Huinker and Laughlin state that the think-talk-write strategy develops the organization of ideas and for the testing those ideas before the students are expected to write.<sup>10</sup> Think means using your mind to form opinions, make decisions etc.; talk means say or speak things to give informations; and write means produce something in written form so that people can read, perform or use it. Martinis states that Think-Talk-Write strategy is grouping 3 up to 5 students in one group involving student to think and discuss by themselves after read, then talk and share their ideas with their friend before they write it.

Yamin and Ansari state, there are steps of Think Talk Write (TTW). First, Students reading a text and make notes about what they have read (Think), then discuss with their group. Second, the students do interaction and collaboration with their group to discuss the notes (Talk). The students are using their own words to explain ideas in their group. Third, the students express the result of discussion in form written text (Write). Writing can help the students realize one of learning purpose and measure students understanding the material have learned. Fourth, the last learning activity is make a reflection and conclusion about what they

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<sup>10</sup>Huinker, D. dan Laughlin, C. 1996. Talk You Way into Writing. In. P. C. Elliot and M.J. Kenney (Eds). Years Book 1996. *Communication in Mathematics K-12 and Beyond*. USA:NCTM, p. 82



have learned. One of the students from each group presentation their answers, while other group give an idea.<sup>11</sup>

Think Talk Write is the teaching strategy to develop, organize and create ideas by thinking, talking, and writing. Think Talk Write is a strategy to build precisely to think and reflect and to organize ideas and to test the idea before students asked to write.

## **2. The Principles of Think Talk Write (TTW) Strategy**

Think Talk Write (TTW) is a strategy to build precisely to think and reflect and to organize ideas and to test the idea before students asked to write. Think, Talk, Write (TTW) is a strategy used to develop the writing fluently and exercise the language before written them.

Think Talk Write (TTW) is for the first time was introduced by Huinker and Laughlin which they understanding about the learning as a social behavior. Think means using your mind to form opinions, make decisions etc.; talk means say or speak things to give information and write means produce something in written form so that people can read, perform or use it. Huinker said that Think Talk Write was basically built through thinking, speaking, and writing. The flow advances of TTW strategy starts from the involvement of students in thinking or in having dialogue with themselves after the process of reading. Then, they talk and share ideas with their friend before writing.

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<sup>11</sup>Martinis Yamin dan Bansu. I. Antasari, "*Taktik Pengembangan Kemampuan Individual Siswa*", (Jakarta : Gaung Persada Press, 2008) p.84.

In applied Think, Talk, Write (TTW) strategy. Firstly, teacher gives text or picture to the students and informs the procedures of teaching that are going to do. After that, students analyze the text or picture and make some notes based on teacher instruction individually that will be discussed in “think” activity. Then, students make interaction and collaboration with their friends in a group to discuss the notes they made in “talk” activity. And the last, students construct their knowledge by themselves in creating descriptive text as the result of collaboration in “write” activity. The use of think talk write strategy can minimize the student difficulties in writing, especially in creating descriptive text and can help the teacher in teaching writing. By using this strategy to teach writing, the students got opportunities to build their thinking ability and learn to discover the information from many sources.

This strategy is expected to increase the student ability in writing skill. In this case the students involve with themselves to think or make dialogue after reading process, then talk with their friends by sharing ideas before writing. This strategy seems more effective when the students work in heterogeneous groups of three to six students.

### **3. Teaching Writing using Think Talk Write (TTW) Strategy**

#### **a. The Procedure of Think Talk Write (TTW) Strategy**

There are three procedures of Think Talk Write (TTW) strategy, as follows:

1) Think

In this step, students are engaged in thought are effective dialogue with themselves. The students write down the ideas and anything they are thinking about something in their own language on a piece of paper.

2) Talk

The next steps is talk activity which is the student begin talking. In talking step, the students are divided into groups of four or five academically. This step allows students to discussion about what they have done in the first step. In this step, the students reflect, arrange, and share ideas in group discussion form.

3) Write

In this step, the students write the result of discussion they get from the previous steps.

**b. The Steps to Teaching using Think Talk Write (TTW) Strategy**

There are three steps to teach writing use Think Talk Write (TTW), as follow:

1) Pre-teaching activities

- a) The writer greets the students.
- b) The writer guided the students to pray together before start the teaching learning process.
- c) The writer checks the attendance list of the students.

## 2) While Teaching Activities

### a) Think

The teacher give the students are the topics related with the basic competence in the lesson plan. Students are asked to think their ideas about the topics given.

### b) Talk

In the Talk, students are divided into groups. After they join in group, they share their ideas based on what they think before. Another students listen and respond the ideas. After finished, students conclude the result of the discussion in group.

### c) Write

After the students get the conclusion, they come back in their own seats. They continue to the last step is write. In the write, the students are asked to write by using their own words. The ideas and the conclusion from the previous steps just help them to complete sentences into text.

## 3) Post-teaching Activity

a) The writer collected students work.

b) The writer checks and gives evaluation to the student works.

c) The writer gives feedback and conclusion.

d) The writer closed the lesson with greeting.

**c. Action Hypothesis**

Based on the frame of theories and assumption above, the writer formulates the action hypothesis as follow “ By Using Think Talk Write (TTW) strategy, can improve their writing skill in expository paragraph at the eight graders of SMP Negeri 3 Sekampung East Lampung”.

**CHAPTER III**  
**RESEARCH METHOD**

**A. Setting of the Research**

The writer conducted the research at The Eighth Grade of SMP Negeri 3 Sekampung. The location is in Jenderal Sudirman Street No. 6, Karyamukti, Sekampung, East Lampung. It consists of 13 classes. It has 37 teachers. The totals of teachers are 25 and 397 students.

**B. Subject of the Research**

The subjects of this research are the students of class VIII.1 of SMP Negeri 3 Sekampung, because based on the teacher experience during teaching and learning process and the students result test in writing, especially in writing expository paragraph. This class has the lowest score among the other class.

**Table 3**  
**Subject of the Research**

Class	Sex		Total
	Male	Female	
VIII.1	6	24	30

**C. Procedure of The Research**

This kind of the research is classroom action research (CAR). Classroom action research (CAR) is a method for improving and modifying

the working system of a classroom in school.<sup>12</sup> It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

According to Schmuck defined Action research as an attempt to “study a real school situation with a view to improve the quality of actions and results within it”. Its purpose is also to improve one’s own professional judgment and to give insight into better, more effective means of achieving desirable educational outcomes. While Mc Milan describes action research or being focused on solving a specific classroom or school problem, improving practice, or helping make a decision at a single local site. Action research offers a process by which current practice can be changed toward better practice. The overarching goal of action research is to improve practice immediately within one or a few classrooms or schools. Besides that McLean stated that Action research is largely about examining one’s own practice.<sup>13</sup> While Richard Sagor action research is a disciplined process of inquiry conducted by, and for those taking the action. The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions.<sup>14</sup> Meanwhile Craig Mertler said that action research is defined as any systematic inquiry conducted by teachers, administrators, and counselors or others with vested interest in the teaching and learning process or

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<sup>12</sup> Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.261.

<sup>13</sup> Craig A. Mertler, *Action Research*, Third Edition, (U.S.A : Sage Publications Ltd, 2012), P. 40

<sup>14</sup> Richard Sagor, *The Action Research Guidebook*, Second Edition , ( U.S.A : SAGE Ltd, 2011), P. 1

environment for purpose of gathering information about how their students learn.<sup>15</sup>

Furthermore, classroom action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.<sup>16</sup> It means that, classroom action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work in the class. This research is a collaborative study.

According to Donald Ary, Action Research is an activity to take an action based on research and analyze the action taken.<sup>17</sup>

Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.<sup>18</sup> It means that action research is given by teacher with directive from teacher that is done by students.

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.<sup>19</sup>

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<sup>15</sup> Craig A. Mertler, *Action Research*, Second Edition, ( USA : Sage Publications Ltd, 2002), P. 15

<sup>16</sup>ValsaKoshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), p.8

<sup>17</sup> Donald, Ary, et.al, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), p.512.

<sup>18</sup>Anne ,Burns, *Doing Action Research in English Language Teaching*, (Roudledge: New York and London, 2001),p.2.

<sup>19</sup> Eileen, Ferrance, *Action Research*, (New York: Brown University, 2000), p.1

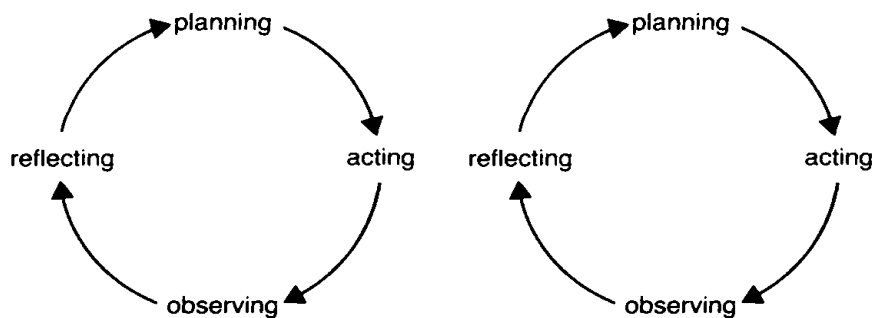


From some opinion above, it can be concluded that classroom action research (CAR) is an obvious research that is used to investigate and evaluate their work in teaching and learning process in the classroom.

In this research, the researcher would like to hold the research in two cycles. The cycle consists of planning, action, observing, reflecting. The researcher used cycle of Classroom Action Research (CAR) by Jean McNiff and Jean Whitehead like the figure below:<sup>20</sup>

**Figure 1**

**The Cycle of the Classroom Action Research (CAR)**



**CAR Model Jean McNiff**

From the cycle above, the explanations about four steps of action research procedure are conducted in each cycle:

**1. Cycle 1**

**a. Planning**

Planning is the first steps in every activity. Without planning, the writers activity will not focus. The planning will be reference in doing action. In this phase, the researcher prepared lesson plan, instructional

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<sup>20</sup> Jean McNiff & Jean Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002), Second Edition, p.40.

material and teaching media. In planning stages, the researcher prepared the teaching learning instrument as the follows :

- 1) The writer identified the problem and found the problem solving.
- 2) The writer prepared the material and technique of teaching.
- 3) The writer made the lesson plan.
- 4) The writer prepared the source of learning.
- 5) The writer prepared guidance to observe and evaluate.

**b. Acting**

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the researcher trying to implementating the Think Talk Write (TTW) strategy in teaching learning process. Here the steps that the writer did in the class:

- 1) Pre-teaching activities
  - a) The writer greets the students.
  - b) The writer guided the students to pray together before start the teaching learning process.
  - c) The writer checks the attendance list of the students.
- 2) While Teaching Activities
  - a) The writer applied the lesson plan.
  - b) The writer explained the material by using Think Talk Write (TTW) strategy.

- c) The writer give a test to the students to make a simple paragraph based on the topic. This test as practice and give a feedback to measure the skill of the students.

### 3) Post-teaching Activity

- a) The writer collected students work.
- b) The writer checks and gives evaluation to the students works.
- c) The writer gives feedback and conclusion.
- d) The writer closed the lesson with greeting.

### c. Observing

Observing is the activity of observe by observer. Observation is a process of recording the event and action in the class. Observation would be done to get data needed and to see whether the comprehensively. Based on the collected data are achieved or not. The writer used some had better preparation for the next action.

### d. Reflecting

Reflecting is the last step in this process. Reflecting is the action to explain again about what happened. In this phase, the writer analyzed and made evaluation that happened in learning process by eliminating the not useful action. The writer analyzed and discussed result of students work during teaching learning, like strength and weakness done by writer and students during teaching learning process by using Think Talk Write(TTW) strategy and learning result in writing skills. Learning process analyzed done based on observation. Based on analyses and

reflection, it is decided that next cycle focused based on the weakness in previous cycle.

## **2. Cycle 2**

If from cycle I, there are some students are not successful, so the writer must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle. If from cycle 2 all of the students are successful, the cycle able to be stopped until cycle 2 only. The procedures of the research are:

### **a. Planning**

- 1) The writer identifies the problem in the first cycle and find the cause problem from the first cycle.
- 2) The writer prepares the lesson plan.
- 3) The writer decides the material, method and strategy of teaching.
- 4) The writer prepares the source of learning.
- 5) The writer prepares guidance to evaluate and observe the student's activities after teaching and learning process.

### **b. Acting**

The writer applies the action plan II.

- 1) Pre-teaching activities
  - a) The writer greets the students.
  - b) The writer guided the students to pray together before start the teaching learning process.

c) The writer checks the attendance list of the students.

2) While Teaching Activities

a) The writer applied the lesson plan.

b) The writer explained the material by using Think Talk Write (TTW) strategy.

c) The writer give a test to the students to make a simple paragraph based on the topic. This test as practice and give a feedback to measure the skill of the students.

3) Post-teaching Activity

a) The writer collected students work, the writer checks and gives evaluation to the students works.

b) The writer gives feedback and conclusion.

c) The writer closed the lesson with greeting.

**c. Observing**

In this phase, the writer observes the process of teaching and learning by using format of observation to collect the data in cycle 2.

**d. Reflecting**

This step is reflecting and evaluating to action was done. By reflecting writer will know the strenght and weakness of acting was done. This matter to knowing whether still need done next cycle or not.

## **D. Data Collecting Technique**

The research method is the way which is used by researching in collecting data in research.<sup>21</sup> The writer uses the method collecting data such as:

### **1. Observation**

In the context of science, observation means more than just observing the world around us to get ideas for research.<sup>22</sup> Observation also refers to the process of making careful and accurate measurement, which is distinguish feature of well-conducted scientific investigation.

In this research, the writer used observation to see the teaching learning process. Where, the writer observed the students activities in teaching and learning process to know how to the process of teaching and learning is held. In doing the observation the writers make the observation sheet that consist of list of student name and student activities. The writer observes the student and then the writer written it in the observation sheet. It was also used to know and then review the problems or mistakes during teaching learning process. In this research guide the collaborator to observe the eight graders of SMP Negeri 3 Sekampung. From this note, the writer could analyzed what should be repaired on the next teaching learning process.

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<sup>21</sup>McNiff, *Action Research: Principles and Practice (Second Edition)*.,p.160.

<sup>22</sup>GeoffryMarczy et.al, *Essential of Research Design and Methodology*, (New Jersey, John Willey and Sons Inc, 2005), p.6.

## **2. Test**

Test is a test of question or exercise which used for knowing the creativity, knowledge, ability, or talent that belongs to the individual or group. In this research the writer will use test method to get information about the student score before and after treatment.

### **a. Pre-test**

The writer will give the students pre-test at the first meeting. The writer was give pre test to know how to the process of teaching and learning is held before giving treatments. The writer will give the students pre-test by asking the students to write or make an expository paragraph based on the topic given.

### **b. Post-test**

The post-test will be done after the treatment, after having the treatment, the students will have a post-test. The form and the procedure of the post-test are the same as pre-test where the students are asked to make an expository paragraph, but the topic given in the post-test is different topic.

The post-test was given in the last meeting after treatments in order to find out whether the treatments gave any contribution to the students achievement in the experimental.

## **3. Documentation**

Documentation is a technique that is used to get information from written sources or documents like books, magazines, regulation, notes of

meeting and daily report. When the process of creating the research is conducted, the writer may collect documents. This data source is relatively scientific data and easy to gain. In this research, the writer looks the data about total of the students, the teachers and the condition of the school. To get the data, the writer asked to the English teacher of the eight grades, the head master and the staff of SMP Negeri 3 Sekampung.

#### **4. Field Note**

Field note is various observation on aspects of learning in the classroom atmosphere, classroom management teacher interaction with the students, student interaction with students and some others aspects. Field note is a note that used in the research to write the activity during learning process. If the teacher is teaching, the collaborator notes everything that happens in the class. This note is used to review whether any problems during instructional and from this note the researcher can analyze what the strength or weakness when the writer use Think Talk Write (TTW) strategy to increase the students writing skill.

#### **E. Data Analysis Technique**

In this research, the writer will be conduct the data analysis by taking the average from the result or score from pre-test and post-test to know the improvement, the writer also compare between pre-test and post-test score.

Then, the result would be matched with the minimum standart in the school. In the eight grades of SMP Negeri 3 Sekampung, the minimum



standart in English subjects is 70. If 70% of the students got score at least 70 in the post-test, it means that circle of learning method could improve the students writing skill on an expository paragraph.

If the result score of the students had been fulfilled more than 70 and 70% of the students had been passed. So, the writer could stop the research. But if there are some students not successful and got score less 70 from 70% of the total students the writer must be continued in the next cycle. In the classroom action research the minimum cycle that must be conducted are two cycles.

Data analysis will be taken from the average score of the pre-test and post-test in cycle 1 and cycle 2. To analyzed the result of study, the writer used the formula to get the average as follow:

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

Note:

$\bar{X}$  = Average score

$\sum x$  = Total Score of the Students

N = Total of Students.<sup>23</sup>

Furthermore, to know the result the writer will compare the average score between pre-test and post-test for each cycle and then to know the percentage of increasing score in students learning activities, the writer will use the percentage formula as follow:

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<sup>23</sup>Donald,Ary, et.al, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), p.108-109.

$$P = \frac{\sum X}{N} \times 100\%$$

Note :

P = Percentage

$\sum x$  = Total Score of the Students

N = Total of Students.<sup>24</sup>

#### **F. The Indicator of Success**

The indicator of success in this research is based on both the process and the result of the action research. The using of Think Talk Write (TTW) strategy to improve writing skill can say successful if:

1. Percentage of students activity improve in every cycle, and reached high predicate or  $\geq 80\%$  from Minimum Mastery Criteria (KKM) 70.
2. There are improve average score in every cycle.

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<sup>24</sup>Burhan Nurgiyantoro, Gunawan ,&Marzuki, *StatistikTerapan*, (Yogyakarta: Gajah Mada University Press,2004), p.64

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. RESULT OF THE RESEARCH**

##### **1. Description of Research Location**

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

##### **a. The History of SMP Negeri 3 Sekampung**

SMP Negeri 3 Sekampung is located on Jl. Jend. Sudirman number 6 Karya Mukti, Sekampung, East Lampung. This school was on established in 1994. Since it was established the headmaster of the school had been changed. SMP Negeri 3 Sekampung changed leader in eight times. The first headmaster was Jamaluddin, S.Pd from 1994 until 2000. The second headmaster was Drs. M. Nurhadi NA from 2000 until 2004. The third headmaster was Setiawan, S.Pd from 2004 until 2006. The fourth headmaster was Drs. Hi. Rizal Hendra from 2006 until 2011. The fifth headmaster was Sutarjo, S.Pd from 2011 until 2012. The sixth headmaster was Tomo, S.Pd from 2012 until 2013. The seventh headmaster was Hj. Mei Susilawati, S.Pd from 2013 until 2016 And the last headmaster was Trisno Arso Pinuji, S.Pd from 2016 until now.

**b. Vision and Mission of SMP Negeri 3 Sekampung****a.) Vision of School**

“Morality, Excellence in Achievement, Professional, and Religious.”

**b.) Mission of School**

- 1.) Optimizing the ability to understand, live, and practice the teaching of Islam.
- 2.) Improving the mastery of science and technology, both cognitively, affectively and motor.
- 3.) Improving the skills of students in the field of Information Technology, Computers, and Sports.
- 4.) Implement the learning process and guidance affective coaching.
- 5.) Improved the members of school development in religion, work hard, democratic, critics, creative, tolerance and professional.
- 6.) Carry out the development of facilities and infrastructure.

**c. The Condition of Teachers and Official Employers at SMP Negeri 3 Sekampung**

Condition of teachers and official employers in SMP Negeri 3 Sekampung, the numbers of teachers and official employers in SMP Negeri 3 Sekampung in the academic years of 2017/2018 could be identified as follows:

**Table 4**  
**The Condition of Teachers and the Official Employers**  
**at SMP Negeri 3 Sekampung**

<b>No</b>	<b>Name</b>	<b>Occupation</b>	<b>Sex</b>
1.	Trisno Arso Pinuji, S.Pd	Headmaster	Male
2.	Sugeng, S.Pd	Science Teacher and Chief of Library	Male
3.	Dra. Suprihatin	Conselor Teacher	Female
4.	Drs. Ganjar Subagiyo	Social Teacher	Male
5.	Drs. Tukimin	Mathematics Teacher and Vice of Principle Curriculum	Male
6.	Drs. Gatot Purnomo	Conselor Teacher	Male
7.	Drs. Edy Gunawan, M.Pd	PKn Teacher	Male
8.	M. Ikhwan, S.Pd	Mathematics Teacher	Male
9.	Drs. Samsul Bahri	Social Teacher	Male
10.	Misnar, S.Pd	Indonesian Language Teacher	Female
11.	Sarjono	Lampung Language Teacher	Male
12.	Dra. Qomariyatul .B	Art Teacher	Female
13.	Drs. Sarto	Science Teacher	Male
14.	Hendro Guntoro, S.Pd	Mathematics Teacher and Vice of Students	Male
15.	Suyitno Baskoro	Indonesian Language Teacher	Male
16.	Warno	English Teacher	Male
17.	Mujiman, S.Pd	Mathematics Teacher	Male
18.	Junaidi	Indonesian Language Teacher	Male
19.	Dedi Sulaiman, S.Pd	Sport Teacher	Male
20.	Drs. M. Shokeh	Art Teacher	Male
21.	Eko Suryanto, S.Pd	Science Teacher and Vice of Science Laboratory	Male
22.	Retno Wardati, A.Md	Religion Teacher	Female
23.	Hendri Oktario, S.E	Computer and Social Teacher	Male
24.	Fathrohul Mubaroq, S.S	Computer Teacher	Male
25.	Amaroni Setiawan	English Teacher	Male
26.	Nik Sela Selviana, S.Pd	English and Religion Teacher	Female
27.	M. Zekri, S.IP	Religion Teacher	Male
28.	Drs. Harno	Chief of Commite	Male
29.	Drs. Paiman	Head of Staff of administration	Male
30.	Upik Fatimah, S.Pd	Staff of administration	Female
31.	Puji Lestari	Staff of administration	Female
32.	Sugeng	Staff of administration	Male
33.	Sukidi	Security	Male

34.	Maryanto	Office Boy	Male
35.	Marwanto	Security	Male
36.	Wulan Muspita	Staff of administration	Female
37.	Ribut Totowati	Librarian	Male

*Sources : Documentation in SMP Negeri 3 Sekampung academic year 2017/2018*

#### **d. The Quantity Students at SMP Negeri 3 Sekampung**

There are 397 students of SMP Negeri 3 Sekampung. Each grade consist of five classes. The seventh grade consist of 120 students, the eighth grade consist of 152 students, and the ninth grade consist of 125 students. The Quantities of the students at SMP Negeri 3 Sekampung that could be identified as follows:

**Table 5**

#### **The Students Quantity of SMP Negeri 3 Sekampung**

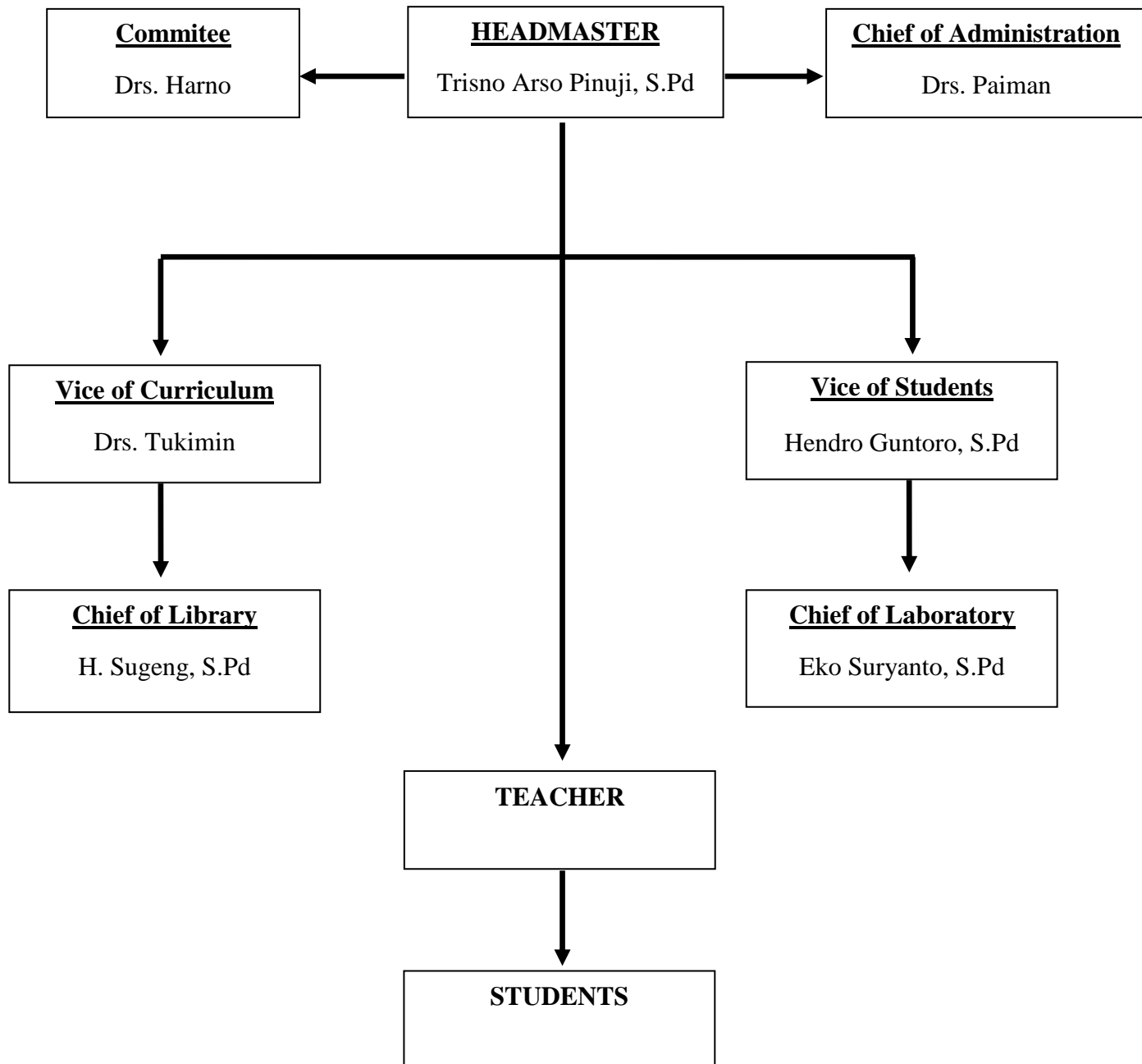
No.	Class	Sex		Amount
		Male	Female	
1.	VII	28	92	120
2.	VIII	37	115	152
3.	IX	34	91	125
<b>Amount</b>				<b>397</b>

*Source: Documentation of SMP Negeri 3 Sekampung academic year 2017/2018.*

#### **e. The Organization Structure of SMP Negeri 3 Sekampung**

The organization Structure of SMP Negeri 3 Sekampung in the Academic Year of 2017/2018 could be shown in the figure as follows:

**Figure 2**  
**The Organization Structure of SMP Negeri 3 Sekampung**



**f. Building Condition and The Sketch of SMP Negeri 3 Sekampung**

To support teaching and learning process, SMP Negeri 3 Sekampung has many buildings and other supporting facilities. These buildings and facilities can be seen on the following table:

**Table 6**  
**Facilities in SMP Negeri 3 Sekampung in academic year 2017/2018**

No.	Name of Room	Number of Unit
1.	Classroom	13
2.	Headmaster's room	1
3.	Teachers' room	1
4.	Administration's room	1
5.	Library	1
6.	UKS	1
7.	BP's room	1
8.	Laboratory	2
10.	Mosque	1
11.	Toilet	4
12.	Boarding House	2
13.	Kitchen	1

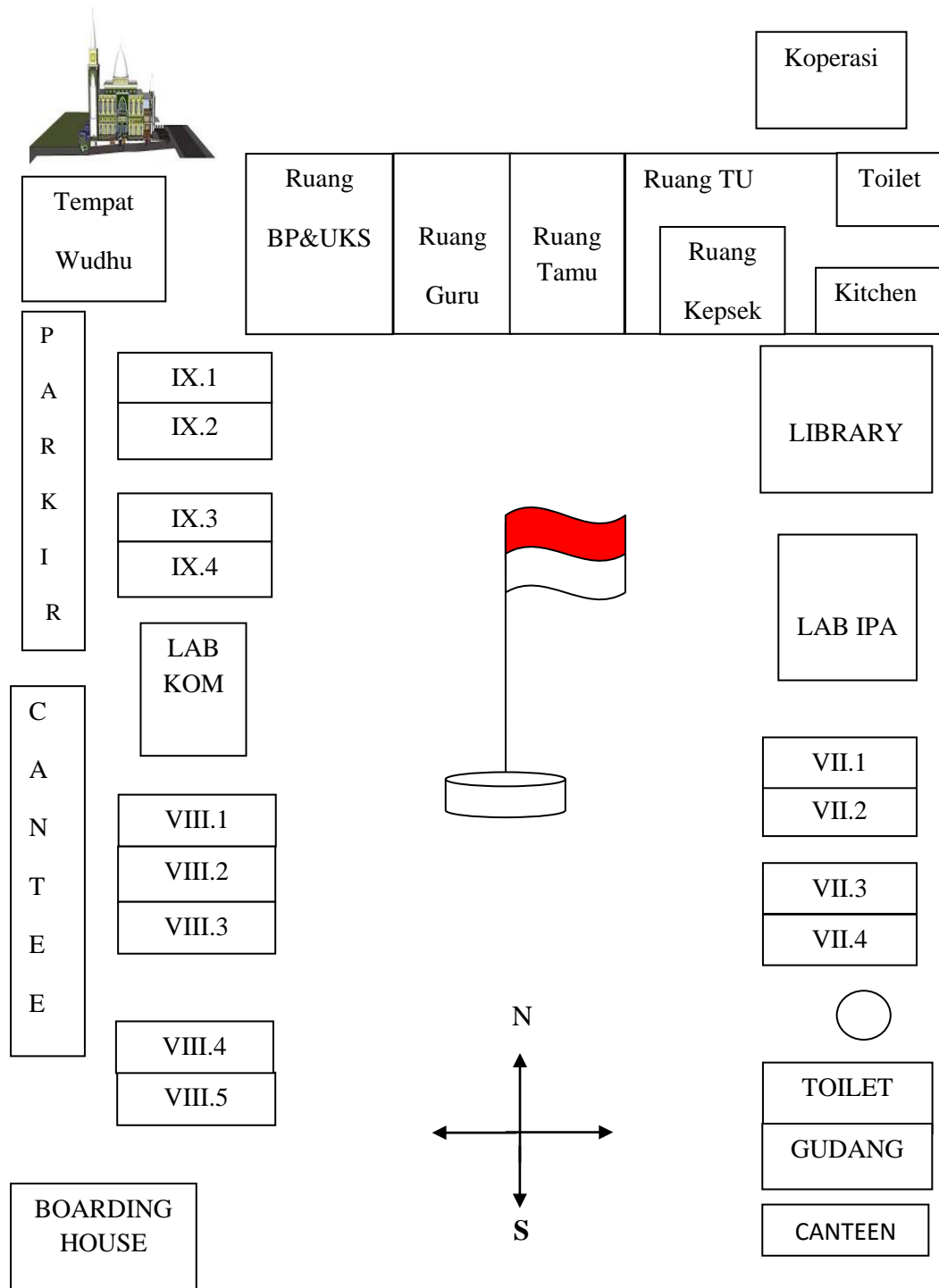
*Source:* Documentation of SMP Negeri 3 Sekampung in the academic year 2017/2018 on January 10<sup>th</sup> 2018.

The Sketch Location of SMP Negeri 3 Sekampung was illustrated as follow:



**Figure 3**

**The Sketch Location of SMP Negeri 3 Sekampung**



Source: Documentation of SMP Negeri 3 Sekampung on January 10<sup>th</sup> 2018.

## **2. Description of the Research**

This research was classroom action research, and it was conducted at the Eighth Grade of SMP Negeri 3 Sekampung in the academic years of 2017/2018. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, action, observing, and reflecting which accomplished in two meeting. The students result of writing expository paragraph was gained through test which consisted of pre test and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of the students' learning activities.

### **a. Pre Test**

Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on Thursday, January 4<sup>th</sup>, 2018 at 10.30-12.00 A.M and it took about 90 minutes. In this meeting the resarcher was being an observer and the collaborator was being a teacher.

The first, the collabolator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. Then, the colabolator gave the explanation to the students about expository paragraph for 40 minutes. Afterwards, to measure their skill before giving the treatment, the researcher gave them pre-test. The researcher ask the students to write an expository paragraph with a free topic which

had to be completed for 40 minutes. Then, the result of pre-test can be seen on the table below :

**Table 7**  
**The Result of Pre-Test Score of Expository Paragraph**

No	Name	Criteria of The Score					Score	Target
		Content	Organization	Grammar	Mechanic	Vocabulary		
1.	AS	14	14	11	10	10	59	Failed
2.	BA	10	9	6	8	7	40	Failed
3.	DAL	10	10	9	10	10	49	Failed
4.	DS	15	13	10	10	10	58	Failed
5.	DAS	11	10	7	7	8	43	Failed
6.	EL	18	15	12	13	12	70	Passed
7.	FPH	11	10	10	10	11	52	Failed
8.	HO	10	14	12	12	13	70	Passed
9.	IJJ	15	14	10	11	10	60	Failed
10.	KA	18	14	12	13	13	70	Passed
11.	LFH	10	10	9	9	9	47	Failed
12.	MA	18	15	12	12	13	70	Passed
13.	MR	13	13	10	10	11	57	Failed
14.	MA	12	10	10	10	10	52	Failed
15.	M	13	12	11	10	10	56	Failed
16.	MC	19	13	13	12	13	70	Passed
17.	M	18	15	12	13	13	71	Passed
18.	NP	12	12	11	11	11	57	Failed
19.	P	12	10	10	10	10	52	Failed
20.	PL	13	13	11	11	11	60	Failed
21.	RI	14	15	10	10	11	60	Failed
22.	RFP	13	14	11	11	10	59	Failed
23.	RY	13	13	10	12	10	58	Failed
24.	RWS	11	10	9	9	9	48	Failed
25.	RAR	15	14	11	10	11	61	Failed
26.	S	14	14	12	13	10	63	Failed
27.	SA	14	13	13	12	11	62	Failed
28.	SR	12	12	11	12	13	60	Failed
29.	SY	18	14	12	13	13	70	Passed
30.	Y	15	15	11	13	12	66	Failed
<b>TOTAL</b>							1770	
<b>AVERAGE</b>							59	

*Source: The result score of writing pre-test at VIII.1 class of SMP Negeri 3 Sekampung on May 4<sup>th</sup> 2018.*

**Table 8****Percentage of Students Writing Expository Paragraph Pre-Test Score**

No.	Grade	Category	Frequency	Percentage
1.	$\geq 70$	Passed	7	23,33%
2.	$\leq 70$	Failed	23	76,67%
<b>Total</b>			<b>30</b>	<b>100%</b>

*Source: The result score of writing pre-test at VIII.1 class of SMP Negeri 3 Sekampung on May 4<sup>th</sup> 2018.*

Based on the result of students' Expository paragraph pre-test score, it could be inferred that there was only 23,33% or 7 students for the score among the interval of  $\geq 70$  who passed the Minimum Standart Criteria (MSC) at least 70 while 76,67% or 23 students for the score among the interval of  $\leq 70$  did not pass the Minimum Standart Criteria (MSC) of less than 70. It indicated that the result of students descriptive text in writing was still low. It was the reason why the writer used think talk write (TTW) to increase students ability in writing expository paragraph. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

**b. Cycle I**

Cycle 1 was divided into planning, acting, observation and reflection.

**1.) Planning**

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material

was expository paragraph. The material included the definition, the generic structure, the language features and the example of expository paragraph. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

## 2) Acting

The action is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

**Table 9**  
**The Schedule of Action in Cycle 1**

Meeting	Day/Date	Time
1 <sup>st</sup>	Wednesday, January 10 <sup>th</sup> 2018	08.50 - 10.10 am
2 <sup>nd</sup>	Thursday, January 11 <sup>th</sup> 2018	10.30 - 11.50 am

### a.) First meeting

The first meeting was conduct on Wednesday, January 10<sup>th</sup> 2018 at 08.50 - 10.10 am, and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mr. Amaroni Setiawan was the collaborator as well as an observer.

At the beginning of teaching learning process, the researcher greeted students by saying "salam and good morning" and all of students answered by saying "salam and good morning miss" friendly. Then, the researcher asked about their condition

first before checked attendance list. Before giving the material, the researcher gave some question, for example “what do you know about Text?”. Some students could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian language. Therefore, the researcher explained about what is Text in English first before she explained about expository paragraph.

Then, the researcher explained about the characteristics of text and how to make a good text. After that, the explanation continued about expository paragraph. Most of students still did not understand about it. After that, the researcher gave the example about expository paragraph. The researcher gave the text about ‘Chocolate Cake’ and asked the students to read it. Then, the researcher said “Well class, now I want to ask you. What is the type of the text?” Some students answered “descriptive text”, some students kept silent, and two students answered “expository paragraph”. The researcher said “Good! The type is expository paragraph. Today we will discuss together about expository paragraph.” And then the researchers explain the students about expository paragraph. After 2 x 45 minutes the ball rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

In the end of meeting, the teacher gave motivation to the students and stimulating the students to concluded the material. And then, the researcher greets to closing the meeting.

### **b.) Second Meeting**

The second meeting was conducted on Thursday, January 11<sup>th</sup> 2018 at 10.30 until 11.50 am. This meeting used to post-test I, for 2x45 minutes after the students given the action. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about expository paragraph and how to create it. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to create an expository paragraph based on the themes given in 40 minutes. The students did it seriously. It seemed that the students' score will be improved. The score of post-test cycle 1 can be seen on the table below:

**Table 10**

#### **The Result of Students Expository Paragraph Post-Test I Score in Cycle I**

No	Name	Criteria of The Score					Score	Target
		Content	Organization	Grammar	Mechanic	Vocabulary		
1.	AS	14	13	13	12	11	62	Failed
2.	BA	10	10	9	9	9	47	Failed
3.	DAL	13	13	10	10	11	57	Failed
4.	DS	18	15	12	13	12	70	Passed
5.	DAS	11	10	9	10	10	50	Failed
6.	EL	18	16	12	13	13	72	Passed
7.	FPH	14	14	11	10	11	60	Failed

8.	HO	18	16	12	14	13	73	Passed
9.	IJJ	14	13	13	12	11	62	Failed
10.	KA	16	16	13	14	13	72	Passed
11.	LFH	13	14	10	12	11	60	Failed
12.	MA	16	15	13	14	15	72	Passed
13.	MR	15	13	13	12	12	65	Failed
14.	MA	12	12	10	11	11	55	Failed
15.	M	14	15	10	11	10	60	Failed
16.	MC	17	15	13	15	13	73	Passed
17.	M	18	16	13	14	13	74	Passed
18.	NP	14	14	11	11	10	60	Failed
19.	P	13	13	10	10	11	57	Failed
20.	PL	14	13	12	13	10	62	Failed
21.	RI	15	13	10	14	13	64	Passed
22.	RFP	14	12	10	13	13	62	Passed
23.	RY	1	12	10	12	13	60	Failed
24.	RWS	12	12	11	10	10	55	Failed
25.	RAR	14	14	13	12	12	65	Failed
26.	S	17	16	12	13	12	70	Passed
27.	SA	16	17	13	12	12	70	Passed
28.	SR	15	15	13	14	14	70	Passed
29.	SY	18	15	12	13	13	71	Passed
30.	Y	15	15	13	14	14	70	Passed
<b>TOTAL</b>							1920	
<b>AVERAGE</b>							64	

**Table 11**  
**Percentage of Students Writing Expository Paragraph**  
**Post-Test 1 Score in Cycle I**

No.	Grade	Category	Frequency	Percentage
1.	$\geq 70$	Passed	13	43,33%
2.	$\leq 70$	Failed	17	56,67%
<b>Total</b>			<b>30</b>	<b>100%</b>

*Source: The result score of writing post test 1 at VIII.1 class of SMP Negeri 3 Sekampung on Thursday, January 11<sup>th</sup> 2018.*

Based on the result of students' writing expository paragraph post-test I score, it could be conclude that there was 56,67% or 17 students for the score among the interval  $\leq 70$  did



not passed the Minimum Standard Criteria (MSC) at least while 43,33% or 13 students for the score among the interval of  $\geq 70$  passed the Minimum Standard Criteria (MSC) or less than 70. In addition, the average score of post-test I was 64. It indicated that the result of students writing expository paragraph was increase that the pre-test score was 59, but viewed from the indicator of success of this research that 70% of the total students must pass the Minimum Standard Criteria (MSC). It meant that the result of post-test I was unsuccessful based on the indicator of success.

### **3) Observing**

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about writing text especially expository paragraph by using think talk write (TTW) strategy.

While the treatment was being executed, the student activities during the learning process wer also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

- a) The students pay attention of the teacher explanation.
- b) The students answered the question from the teacher.
- c) The students able do the task.
- d) The students active in the class.

The result of the students' learning activities could be seen as follow:

**Table 12**  
**The students' Activities in Cycle I**

No	Student Activity	Frequency	Percentage
1.	Pay attention to the teacher explanation	21	70%
2.	The students' ask/answer question	15	50%
3.	The students active in the class	24	80%
4.	The students able do the task	15	50%
<b>Total Students</b>		<b>30</b>	

The table showed that not all the students' active in learning process. There were 21 students (70%) who gave attention to the teacher explanation. 15 students (50%) who answer the question, 24 students (80%) who active in the class, and 15 students (50%) were able to do the task.

#### 4) Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used think talk write (TTW) strategy. Most of students still seemed confused in the class, most of students who difficulty to do the test was given, and most of students were not active in learning process.

#### 5) Reflection

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Standard Criteria (MSC) of the research yet. At the end of

this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between post-test score and post-test I score was as follow:

**Table 13**  
**The Comparison Score Pre-Test and Post-Test I in Cycle I**

No	Student Name	Pre Test	Post Test 1	Increasing Score	Note
1.	AS	59	62	3	Increase
2.	BA	40	47	7	Increase
3.	DAL	49	57	8	Increase
4.	DS	58	70	12	Increase
5.	DAS	43	50	7	Increase
6.	EL	70	72	2	Increase
7.	FPH	52	60	8	Increase
8.	HO	70	73	3	Increase
9.	IJJ	60	62	2	Increase
10.	KA	70	72	2	Increase
11.	LFH	47	60	13	Increase
12.	MA	70	72	2	Increase
13.	MR	57	65	8	Increase
14.	MA	52	55	3	Increase
15.	M	56	60	4	Increase
16.	MC	70	73	3	Increase
17.	M	71	74	3	Increase
18.	NP	57	60	3	Increase
19.	P	52	57	5	Increase
20.	PL	60	62	2	Increase
21.	RI	60	64	4	Increase
22.	RFP	59	62	3	Increase
23.	RY	58	60	2	Increase
24.	RWS	48	55	7	Increase
25.	RAR	61	65	4	Increase
26.	S	63	70	7	Increase
27.	SA	62	70	8	Increase
28.	SR	60	70	10	Increase
29.	SY	70	71	1	Increase
30.	Y	66	70	4	Increase

<b>Total</b>	1770	1920	150	
<b>Average</b>	59	64		
<b>High Score</b>	71	74		
<b>Low Score</b>	40	47		

**Table 14**

**The Comparison of Students' Between Pre-Test and Post-Test I Score  
in Cycle I**

No	Grade	Pre Test	Post Test 1	Categories
1.	$\geq 70$	7	13	Passed
2.	$\leq 70$	23	17	Failed
<b>Total</b>		<b>30</b>	<b>30</b>	

*Source: The result score of writing post test 1 at VIII.1 class of SMP Negeri 3 Sekampung on Thursday, January 18<sup>th</sup> 2018.*

From the table above, in pre-test it could be seen that total from 30 students, it could be conclude that 23,33% or 7 students among the interval  $\geq 70$  students, was complete the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 76,67% or 23 students among the interval  $\leq 70$ . In post-test I, it could be conclude that 43,33% or 13 students among the interval  $\geq 70$  students, was complete the minimum standard criteria. Then the who incomplete the minimum standard criteria were 56,67% or 17 students among interval  $\leq 70$ . Average score of pre-test was 59 and average score of post-test I was 64 and the mean improvement score was 5 point. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was

unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

### **c. Cycle II**

In other that to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I was not success. In this phase cycle II had four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

#### **1.) Planning**

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was expository paragraph. The material included the definition, the generic structure, the language features and the example of

expository paragraph. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

## 2.) Action

The researcher and collaborator arranged the schedule of action in cycle 2. It can be seen on the table below:

**Table 15**  
**The Schedule of Action in Cycle 2**

Meeting	Day/Date	Time
1 <sup>st</sup>	Wednesday, January 17 <sup>th</sup> 2018	08.50 - 10.10a.m
2 <sup>nd</sup>	Thursday, January 18 <sup>th</sup> 2018	10.30 - 11.50a.m

### a) First Meeting

The first meeting was held on Wednesday, January 17<sup>th</sup>, 2018 at 08.50 - 10.10a.m and it took about 90 minutes or 2x45 minutes. In this meeting the researcher was a teacher and Mr. Amaroni Setiawan as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher gave the learning material about writing expository paragraph. In section the researcher as the teacher

also explained used of simple present tense as the requirements of formula to make writing expository paragraph well.

After explanation was done, the teacher asked the students about the material to know the students comprehension. In this meeting, condition of the class was effective. Most of students was pay attention about the teacher explanation. Then for the next section the teacher ordered the students to listen the and pay attention to what is explained by the teacher until the students understand about the material.

Afterward the researcher gave the student the exercise to do. Later on, if the students still have difficulties, the students can ask with the teacher. To strengthen their result learning the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

#### **b) Second Meeting**

The second meeting was conducted on Thursday, January 18<sup>th</sup> 2018 at 10.30 - 11.50a.m, this meeting used to post-test II in the last cycle II, for 2x45 minutes after the students given the action, the researcher gave post-test II to the students. In

this meeting, most of the students could answer well. Then the result of post-test II could be seen as follow:

**Table 16**  
**The Result of Students Writing Expository Paragraph Post-Test II Score in Cycle II**

No	Name	Criteria of The Score					Score	Target
		Content	Organization	Grammar	Mechanic	Vocabulary		
1.	AS	18	16	12	13	13	72	Passed
2.	BA	15	13	10	14	13	64	Failed
3.	DAL	16	14	13	12	12	67	Failed
4.	DS	17	16	13	14	13	73	Passed
5.	DAS	17	15	12	13	13	70	Passed
6.	EL	18	17	13	15	14	77	Passed
7.	FPH	17	17	12	14	15	75	Passed
8.	HO	19	18	15	13	15	80	Passed
9.	IJJ	18	15	12	13	13	71	Passed
10.	KA	18	17	13	15	15	78	Passed
11.	LFH	17	16	13	15	15	76	Passed
12.	MA	18	18	14	15	15	80	Passed
13.	MR	16	17	13	14	13	73	Passed
14.	MA	15	15	12	13	13	68	Failed
15.	M	17	15	12	13	13	70	Passed
16.	MC	18	18	13	16	15	80	Passed
17.	M	19	19	15	15	14	82	Passed
18.	NP	17	16	12	14	15	75	Passed
19.	P	16	16	12	13	13	70	Passed
20.	PL	18	16	12	13	13	72	Passed
21.	RI	17	15	12	13	13	70	Passed
22.	RFP	17	17	12	14	15	75	Passed
23.	RY	14	14	13	12	12	65	Failed
24.	RWS	15	15	13	14	14	70	Passed
25.	RAR	17	17	12	15	14	75	Passed
26.	S	18	18	14	15	15	80	Passed
27.	SA	17	15	15	15	17	79	Passed
28.	SR	16	17	14	16	15	78	Passed
29.	SY	16	16	14	15	15	76	Passed
30.	Y	18	16	15	15	15	79	Passed
<b>TOTAL</b>							2220	
<b>AVERAGE</b>							<b>74</b>	



**Table 17****Percentage of Students Expository Paragraph Post-Test II Score in Cycle II**

No.	Grade	Category	Frequency	Percentage
1.	$\geq 70$	Passed	26	86,67%
2.	$\leq 70$	Failed	4	13,33%
<b>Total</b>			<b>30</b>	<b>100%</b>

*Source: The result score of writing post test 2 at VIII.1 class of SMP Negeri 3 Sekampung on Thursday, January 18<sup>th</sup> 2018.*

Based on the result of students' writing expository paragraph post-test II score, it can be inferred that there was 86,67% or 26 students' for the score among the interval of  $\geq 70$  who complete the Minimum Standard Criteria (MSC) at least 70, while 13,33% or 4 students' for the score among the interval  $\leq 70$  who incomplete the Minimum Standard Criteria (MSC) at least 70.

Based on explanation above, it could be inferred that indicator of success was achieved. That is 86,67% from the students got score at least 70 for the minimum standard criteria and the other hand the cycle II was successful.

### **3.) Observing**

In this step, the researcher presented the material by think talkwrite (TTW) strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the observation result sheet in cycle II, the researcher indicated that learning process in cycle II was

successful. The result score of students' learning activities observation, as follow:

**Table 18**  
**The Students' Activity in Cycle II**

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	24	80%
2	The students' ask/answer question	18	60%
3	The students active in the class	27	90%
4	The students able do the task	27	90%
<b>Total Students</b>		<b>30</b>	

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students able do the task 90%, the first high percentage was the students pay attention of the teacher explanation 80% and the students active in the class 90%, and the last the students ask/answer the question from the teacher 60%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage  $\geq 70\%$ .

#### **4.) Field Note**

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

### 5.) Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post-test I score and post-test II score could be compared on the following table.

**Table 19**  
**The Comparison Score Between Post-Test I Score in Cycle I and**  
**Post-Test II Score in Cycle II**

No	Student Name	Post Test 1	Post Test 2	Increasing Score	Note
1.	AS	62	72	10	Increase
2.	BA	47	64	17	Increase
3.	DAL	57	67	10	Increase
4.	DS	70	73	3	Increase
5.	DAS	50	70	20	Increase
6.	EL	72	77	5	Increase
7.	FPH	60	75	15	Increase
8.	HO	73	80	7	Increase
9.	IJJ	62	71	9	Increase
10.	KA	72	78	6	Increase
11.	LFH	60	76	16	Increase
12.	MA	72	80	8	Increase
13.	MR	65	73	8	Increase
14.	MA	55	68	13	Increase
15.	M	60	70	10	Increase
16.	MC	73	80	7	Increase
17.	M	74	82	8	Increase
18.	NP	60	75	15	Increase
19.	P	57	70	13	Increase
20.	PL	62	72	10	Increase
21.	RI	64	70	6	Increase
22.	RFP	62	75	13	Increase
23.	RY	60	65	5	Increase
24.	RWS	55	70	15	Increase
25.	RAR	65	75	10	Increase

26.	S	70	80	10	Increase
27.	SA	70	79	9	Increase
28.	SR	70	78	8	Increase
29.	SY	71	76	5	Increase
30.	Y	70	79	9	Increase
<b>Total</b>		1920	2220	300	
<b>Average</b>		64	74		
<b>High Score</b>		74	80		
<b>Low Score</b>		47	64		

**Table 20**

**The Comparison of Students' between Post-Test I Score in Cycle I  
and Post-Test II Score in Cycle II**

No	Grade	Post-Test I	Post-Test II	Category
1.	$\geq 70$	13	26	Passed
2.	$\leq 70$	17	4	Failed
<b>Total</b>		<b>30</b>	<b>30</b>	

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 80 and the lowest score is 64. The average score of post-test II was 74. Besides, the percentages of students' successfulness of post-test II score was 86,67% or 26 students of the total students passed the minimum standard criteria and 13,33% or 4 students did not pass the minimum standard criteria at least 70. It means that the indicator of success of this research had been achieved that was  $\geq 70\%$  students was gotten score 70. It indicated that the students' writing descriptive text was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be

continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that think talk write (TTW) strategy could increase students skill in writing expository paragraph.

## **B. Interpretation**

Writing expository paragraph would be easier to understanding when it supported by the right method, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching writing by using think talk write (TTW) strategy can improve students writing expository paragraph. think talk write (TTW) strategy is a strategy to build precisely to think and reflect and to organize ideas and to test the idea before students asked to write. Think talk write (TTW) strategy is the teaching strategy to develop, organize and create ideas by thinking, talking and writing. So, it has proved that think talk write (TTW) strategy could be one the interesting strategy to teaching writing expository paragraph.

### **1. Result of Students Learning**

#### **a. Result of students Pre-Test Score**

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment.

The writer obtained the data through test in the form of essay which completed for 90 minutes. It was done on Thursday, January 4<sup>th</sup>, 2018 at 10.30-12.00 A.M. From the result of pre- test showed that most of the students got difficult for doing the test. Based on the table 6 the students average were 60,26, it showed that most of the students have not passed yet in achieving the Minimum Standar Criteria at least 70. In this phase, only 7 students out of 30 students passed of the minimum standars criteria.

b. Result of Students Post-Test 1 Score

In this research, to know the students writing descriptive test mastery after implementing the treatment the researcher conducted the post- test I. It was done on Thursday, January 11<sup>th</sup>, 2018. Based on the table 9 the students average was 54 it shown that most of the students have not passed yest in achieved the minimum standard criteria at least 70. In this stage there are 13 students out of 30 students passed of the minimum standard criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 20 % passed the minimum standard criteria. The researcher presented the post- tes II to

measure the students ability after implementing the treatment. The researcher obtained the data trough test in the from of essay which completed for 90 minutes. It was done on Thursday, January 18<sup>th</sup>, 2018. Based on the table 15 students average were 64 , it showed that most of the students have achieving the Minimum Standard ceiteria (MSC) at least 70. In this phase, 26 students out of 30 students of 86,67% students passed of the minimum standatd criteria and the research was successful.

## **2. The Comparison Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.**

English learning process was successfully in cycle I the students' average score was high. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following on the table of illustration score in cycle I and cycle II.

**Table 21**

### **The Comparison of Writing Expository Paragraph of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II**

No	Student Name	Pre Test	Cycle 1		Cycle 2		Note
			Post Test 1	Increasing Score	Post Test 2	Increasing Score	
1.	AS	59	62	3	72	10	Increase
2.	BA	40	47	7	64	17	Increase
3.	DAL	49	57	8	67	10	Increase
4.	DS	58	70	12	73	3	Increase
5.	DAS	43	50	7	70	20	Increase
6.	EL	70	72	2	77	5	Increase
7.	FPH	52	60	8	75	15	Increase

8.	HO	70	73	3	80	7	Increase
9.	IJJ	60	62	2	71	9	Increase
10.	KA	70	72	2	78	6	Increase
11.	LFH	47	60	13	76	16	Increase
12.	MA	70	72	2	80	8	Increase
13.	MR	57	65	8	73	8	Increase
14.	MA	52	55	3	68	13	Increase
15.	M	56	60	4	70	10	Increase
16.	MC	70	73	3	80	7	Increase
17.	M	71	74	3	82	8	Increase
18.	NP	57	60	3	75	15	Increase
19.	P	52	57	5	70	13	Increase
20.	PL	60	62	2	72	10	Increase
21.	RI	60	64	4	70	6	Increase
22.	RFP	59	62	3	75	13	Increase
23.	RY	58	60	2	65	5	Increase
24.	RWS	48	55	7	70	15	Increase
25.	RAR	61	65	4	75	10	Increase
26.	S	63	70	7	80	10	Increase
27.	SA	62	70	8	79	9	Increase
28.	SR	60	70	10	78	8	Increase
29.	SY	70	71	1	76	5	Increase
30.	Y	66	70	4	79	9	Increase
<b>Total</b>		1770	1920	150	2220	300	
<b>Average</b>		59	64		74		
<b>High Score</b>		71	74		80		
<b>Low Score</b>		40	47		64		

Table 22

**The Comparison of Students' Pre-Test Score, Post-Test I Score in Cycle I and Post-Test II Score in Cycle II**

No	Grade	Pre-Test	Post-Test I	Post-Test II	Target
1.	$\geq 70$	7	13	26	Passed
2.	$\leq 70$	23	17	4	Failed
<b>Total</b>		<b>30</b>	<b>30</b>	<b>30</b>	

Based on the result of the pre-test, post-test I and post-test II, it was know that there is an increase of the students' score. It could be seen from the students get score  $\geq 70$ , 7 to 13 became 26. Therefore,

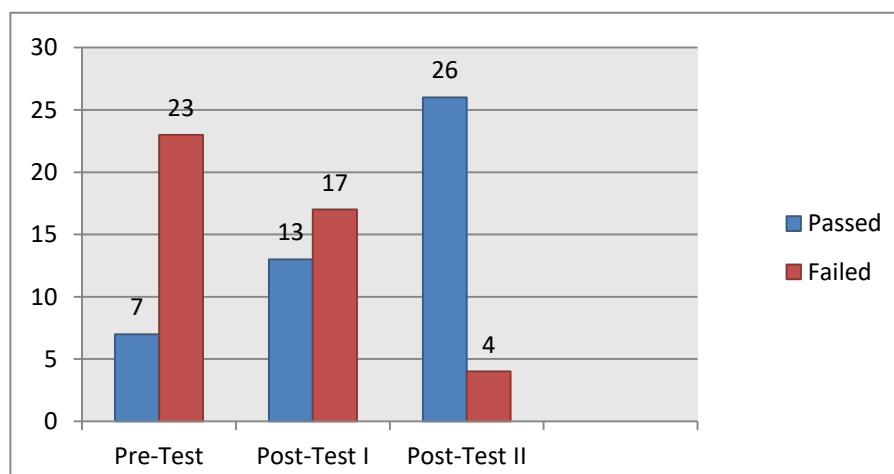


the researcher conclude that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

**Figure 4**

**The Comparison Score of Students Writing Expository Paragraph in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II**



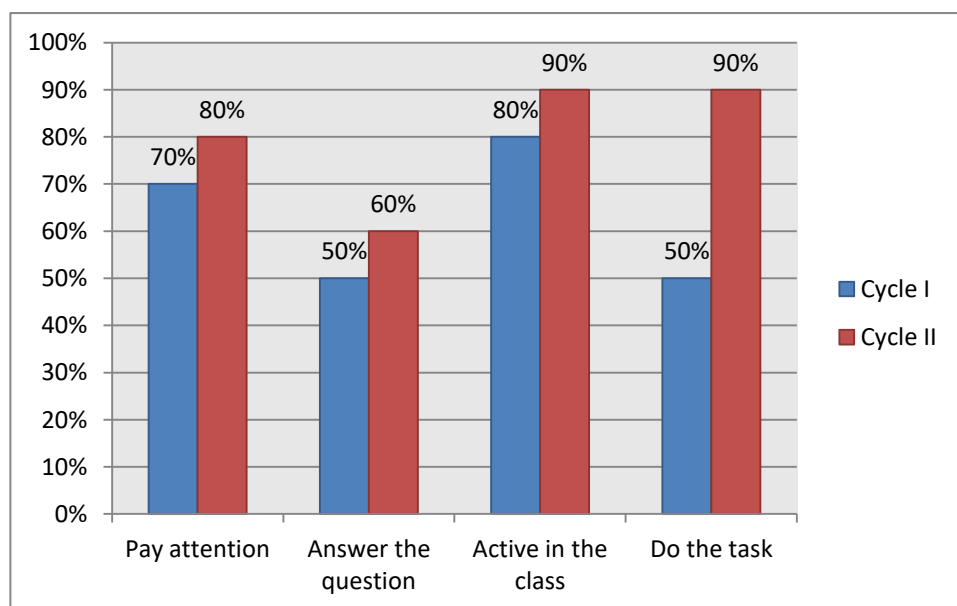
Based on the graph above, it could be inferred that think talk write (TTW) strategy could increase the students' in writing expository paragraph. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

**3. The Result of Students' Learning Activities in Cycle I and Cycle II**

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The comparison of two activities in cycle I and cycle II could be seen in the table below:

**Table 23****The Table of Students Activities in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	21	70%	24	80%	10%
2	The students' ask/answer question	15	50%	18	60%	10%
3	The students avtive in the class	24	80%	27	90%	10%
4	The students able do the task	15	50%	27	90%	40%

**Figure 5****The Students' Result of Learning Activity in Cycle I and Cycle II**

Based on the data had gotten, it can be explained as follow:

**a. The Students pay attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 70% and in cycle II 80% it improved 10%.

**b. The students ask/answer question from the teacher**

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 10%, from cycle I 50% and cycle II 60%.

**c. The students active in the class**

The active students in class were increased. It could be seen on the cycle I 80% and cycle II also 90%, it increased 10%.

**d. The students able do the task**

The students who had done the task were increased. It could be seen on the cycle I 50% and cycle II 90%, it increased 40%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good increasing in learning activities when Scaffolding Technique was applied in learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of think talk write (TTW) Strategy can increase the students' skills in writing expository paragraph. There was progress average score from 59 to 64 and to 74.

From the figure 4, we could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 59 and only 7 students or (23,33%) passed the test.

Moreover, in the post-test I and II there was 13 students or (43,33%) passed the test the indicator students get score  $\geq 70$  with average 64, 26 students or (86,67%) who passed the test indicator students get score  $\geq 70$  with average 74. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score  $\geq 70$  was reached.

### **C. DISCUSSION**

In teaching writing to the SMP Negeri 3 Sekampung especially in students of class VIII.1, based on the pre survey there are some problems like some students difficulties to express their idea in writing. The researcher chose think talk write (TTW) strategy to increase the students' writing skills in expository paragraph.

The researcher used this strategy to organize idea students and made students more active in writing especially expository paragraph in learning English. There was apposite increasing about students learning activities using think talk write (TTW) strategy. Therefore think talk write (TTW) strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of think talk write (TTW) strategy could increase the students' writing skills in expository paragraph. There was progress from the students get score  $\geq 70$  from pre-test 23,33% or 7 students, post-test I 43,33% or 13 students and post-test II become 86,67% or 26 students. We could be seen that was an increasing on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the standard criteria with the score minimum was 70 in this research, in the post-test I there was 13 students or 86,67% passed the test with the average 64 and the post-test II was students 26 students or 86,67% who passed the test with average 74. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score  $\geq 70$  was reached.

The result of the students activities in cycle I and cycle II was increase. Pay attention of the teacher explanation from 70% become

80%, the students ask/answer question from 50% become 60%, the students able do the task from 50% become 90%, the students active in the class from 80% become 90%. The result of students' activities in cycle I and cycle II, there are increasing about students' learning activities.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to described the conclusion that the expository paragraph writing skills could be increased through Think Talk Write (TTW) strategy, as follows:

1. Think Talk Write (TTW) strategy can be used as an alternative way in learning process of writing. The student's activity in the implementation of cycle I and II is very active. It means that Think Talk Write (TTW) strategy can improve the student's activeness. The average student's activity in cycle I is 62,5%, then increase to be 80% in cycle II.
2. Think Talk Write (TTW) strategy makes students understand easily in expository paragraph writing skills. While, Think Talk Write (TTW) strategy is also able to develop the expository paragraph writing skills score. It can be seen on the progress from pre-test to cycle I and cycle II. The average score of pre-test is 59 and in cycle I is 64 while in cycle II is 74.

Based on the table above, it can be inferred that Think Talk Write (TTW) strategy can improve the expository paragraph writing skills of the students. It can be seen there was an increasing score of the students.

## **B. Suggestion**

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. It is suggested to the teacher to use Think Talk Write (TTW) as the teaching learning strategy because it could increase the student writing skills.
2. It is suggested to the English teacher to include Think Talk Write (TTW) strategy in teaching process. The teachers should be creatively used TTW in teaching, especially reading class, in order to engage the students to be active in learning process.
3. It is suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or writing as well as involve different subjects and also different text.



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# APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
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No : P-0869/In.28/FTIK/PP.00.9/04/2017  
Lamp : -  
Prihal : **Permohonan Surat Pra-Survey**

Kepada Yth,  
Kepala **SMP Negeri 3 Sekampung**  
Di-  
Tempat

*Assalamu'alaikum Wr. Wb*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : Rizka Hariyati  
NPM : 13108257  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul : IMPROVING THE WRITING SKILL IN EXPOSITORY  
PARAGRAPH BY USING THINK TALK WRITE (TTW)  
AT THE EIGHTH GRADES OF SMP NEGERI 3  
SEKAMPUNG IN ACADEMIC YEAR 2016/2017

Untuk melakukan para survey di **SMP Negeri 3 Sekampung**

Demikian permohonan disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb*

Metro, 28 April 2017  
Wakil Dekan Bidang Akademik  
dan Kelembagaan

  
**Dra. Hj. Isti Fatonah, MA**  
NIP. 19670531.199303 2 003



**PEMERINTAH KABUPATEN LAMPUNG TIMUR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 3 SEKAMPUNG**

Jl. Jend. Sudirman No. 06 Ds. Karyamukti, Sekampung, Lampung Timur

**SURAT IZIN PENELITIAN**  
**NOMOR : 084/020/11/SMP.03/2017**

Yang bertanda tangan di bawah ini Kepala SMP Negeri 3 Sekampung berdasarkan Surat IAIN Metro Nomor : P-0869/In.28/FTIK/PP.00.9/04/2017, dengan ini memberikan izin kepada :

N a m a	: Rizka Hariyati
NPM	: 13108257
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris ( TBI )

Untuk mengadakan penelitian di SMP Negeri 3 Sekampung, dari tanggal 02 s.d.04 Mei 2017 dalam rangka penulisan skripsi yang berjudul ***“IMPROVING THE WRITING SKILL IN EXPOSITORY PARAGRAPH BY USING THINK TALK WRITE ( TTW ) AT THE EIGHTH GRADES OF SMP NEGERI 3 SEKAMPUNG IN ACADEMIC YEAR 2016/2017.***

Demikian surat izin ini kami buat dengan sebenar-benarnya, dan dapat dipergunakan sebagaimana mestinya.

Sekampung, 29 April 2017  
Kepala SMPN 3 Sekampung,



**TRISNO ARSO PINUJI, S. Pd**  
**NIP. 19630916 200012 1 001**



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG  
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Nomor : B-2771/In.28.1/J/TL.00/11/2017

24 November 2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr Mahrus As'ad, M.Ag
2. Trisna Dinillah Harya, M.Pd

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Rizka Hariyati  
NPM : 13108257  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT TUGAS**

Nomor: B-2674/ln.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
 menugaskan kepada saudara:

Nama : RIZKA HARIYATI  
 NPM : 13108257  
 Semester : 9 (Sembilan)  
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 3 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE EXPOSITORY PARAGRAPH IN WRITING SKILL BY USING THINK TALK WRITE (TTW) STRATEGY AT THE EIGHTH OF SMP NEGERI 3 SEKAMPUNG IN ACADEMIC YEAR 2017/2018".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
 Pada Tanggal : 28 November 2017

Mengetahui,  
 Pejabat Setempat

Wakil Dekan I,



Dra. Isti-Fatonah MA  
 NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-2875/In.28/D.1/TL.00/11/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP NEGERI 3  
SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2874/In.28/D.1/TL.01/11/2017, tanggal 28 November 2017 atas nama saudara:

Nama : **RIZKA HARIYATI**  
NPM : 13108257  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 3 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE EXPOSITORY PARAGRAPH IN WRITING SKILL BY USING THINK TALK WRITE (TTW) STRATEGY AT THE EIGHTH OF SMP NEGERI 3 SEKAMPUNG IN ACADEMIC YEAR 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'ataikum Wr. Wb.*

Metro, 28 November 2017  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003







**PEMERINTAH KABUPATEN LAMPUNG TIMUR**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 3 SEKAMPUNG**  
 Jl. Jend. Sudirman No. 06 Ds. Karyamukti, Sekampung, Lampung Timur

**SURAT IZIN SURVEY**  
**NOMOR : 084/003/11/SMP.03/2017**

Yang bertanda tangan di bawah ini Kepala SMP Negeri 3 Sekampung berdasarkan Surat IAIN Metro Nomor : B-2875/In.28/D..1/TL.00/11/2017, dengan ini memberikan izin kepada :

N a m a : RIZKA HARIYATI  
 NPM : 13108257  
 Fakultas : Tarbiyah Dan Ilmu Keguruan  
 Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan Survey di SMP Negeri 3 Sekampung, dari tanggal 04 Januari s.d. 19 Januari 2018 dalam rangka Penulisan Skripsi yang berjudul "*IMPROVING THE EXPOSITORY PARAGRAPH IN WRITING SKILL BY USING THINK TALK WRITE (TTW) STRATEGY AT THE EIGHTH OF SMP NEGERI 3 SEKAMPUNG IN ACADEMIC YEAR 2017/2018*".

Demikian surat izin ini kami buat dengan sebenar-benarnya, dan dapat dipergunakan sebagaimana mestinya.

Sekampung, 04 Januari 2018  
 Kepala SMPN 3 Sekampung,



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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1396/In.28/S/OT.01/12/2017**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : RIZKA HARIYATI  
NPM : 13108257  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13108257.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 Desember 2017  
Kepala Perpustakaan,



Drs. Mokhtarid Sudin, M.Pd.  
NIP. 195808311981031001




## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Rizka Hariyati  
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Jurusan : TBI  
Angkatan : 2013

Telah menyerahkan buku berjudul Sociolinguistic Variation theories ,  
Methods , and Applications

Metro,  
Ketua Jurusan TBI

  
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Rizka Hariyati

Jurusan / Prodi : Tarbiyah / TBI

NPM : 13108257

Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1)	wednesday, 24 January 2018	✓		Revise table of content	
2)	Thursday, 15 Feb 2018	✓		Revise ch. I	
3)	Wednesday, 28 March 2018	✓		Revise ch. II Revise ch. III and make a skets location of school	
4)	Thursday, 03 May 2018	✓		- Revise ch. II - Revise acknowledgement - Revise dedication page	
5)	Monday, 14 May 2018	✓		- Revise ch. II - Revise abstract	
6)	Monday, 28 May 2018	✓		Make a table of contents if possible	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 199603 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
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IAIN METRO**

Nama : Rizka Hariyati

Jurusan / Prodi : Tarbiyah / TBI

NPM : 13108257

Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 29 Januari 2018		✓	Revise All ch-IV- - Explain the source of data. - Insert the observation sheet!	
2.	Rabu/ 20/2-18		✓	Revise grammar	
3.	Senin, 17 Maret 2018		✓	Revise the explanation of giving attention.	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd.**  
NIP. 198305112009122004



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INSTITUT AGAMA ISLAM NEGERI METRO  
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Nama : Rizka Hariyati

Jurusan / Prodi : Tarbiyah / TBI

NPM : 13108257

Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4.	Rabu 21/3-2018		✓	Revise the using of transition word!  - Please elaborate more data interpretation.	
5.	Rabu 28/3-18.		✓	Acc ch. 14 continue to 1st Advisor	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harva, M.Pd**  
NIP. 198305112009122004

## SILABUS PEMBELAJARAN

**Sekolah** : SMPN 3 Sekampung  
**Kelas** : VIII ( Delapan)  
**Mata Pelajaran** : BAHASA INGGRIS  
**Semester** : II (Dua)  
**Standar Kompetensi** : Menulis

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

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lingkungan sekitar  6.2.Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i>	pesan 3.Kosa kata - Kata terkait tema dan jenis teks 4.Tanda baca 5. Spelling	fungsional pendek berdasarkan konteks		Tes tulis	1. <i>Completion</i>	<i>announcement / message based on the situation given.</i>	4 x 40 menit	1.Buku teks yang relevan 2.Gambar terkait tema/topik 3.Benda-benda sekitar
	1. Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i>	1. Review ungkapan-ungkapan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> .	1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i>	Tes tulis	2. <i>Jumbled sentences</i>	1. <i>Complete the paragraph using the suitable words.</i>		
	2. Tata bahasa Kalimat sederhana - Simpel present tense - Simpel past tense - past cont tense	2. Menulis kalimat yang berdasarkan jenis teks <i>descriptive</i> dan <i>recount</i>	2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i> .	Tes tulis	3. <i>Essay</i>	2. <i>Rearrange the following sentences correctly.</i>		
	3. Kosa kata - kata terkait tema dan jenis teks	3. Melengkapi rumpang dalam teks	3. Menulis teks esai dalam bentuk a. <i>descriptive</i> dan <i>recount</i> .			3. <i>Write an</i>		



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dan <i>recount</i>	- kata penghubung and, then, after that, before dsb 4. Tanda Baca, Spelling	descriptif dan recount dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks descriptif dan recount yang terpadu. 5. Membuat draft teks descriptive dan recount secara mandiri. 6. Mengekspos teks descriptive dan recount yang ditulis di kelas.				<i>essay</i> <i>a. describing something or a certain place.</i>  <i>b. Telling what you did last Sunday</i>		
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								

**Mengetahui;**  
**Kepala Sekolah SMPN 3 Sekampung**

**Trisno Arso Pinuji, S.Pd**  
**NIP. 19630916 200012 1 001**

**Sekampung, 2017**

**Guru Mapel Bahasa Inggris,**

**Ama Roni Setiawan, S.Pd**  
**NIP. 19721205 199903 2 007**

**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

<b>Nama Sekolah</b>	: SMPN 3 Sekampung
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII (Delapan) / II
<b>Jenis teks</b>	: Expository Paragraph
<b>Tema</b>	: Home Life
<b>Aspek/Skill</b>	: Menulis
<b>Alokasi Waktu</b>	: 2 x 40 menit ( 1 x pertemuan )

**A. Standar Kompetensi**

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk expository paragraph.

**B. Kompetensi Dasar**

- 5.3 Merespon makna dan generic structure teks esei sederhana berbentuk expository paragraph.

**C. Indikator**

- ❖ Menemukan informasi rinci dalam teks expository.
- ❖ Menjelaskan tujuan komunikatif teks expository.
- ❖ Menjawab pertanyaan sesuai dengan text.

**D. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- ❖ Menemukan informasi rinci dalam teks expository.
- ❖ Menjelaskan tujuan komunikatif teks expository.
- ❖ Menjawab pertanyaan sesuai dengan text.

Karakter siswa yang diharapkan :

- Dapat dipercaya ( Trustworthines)
- Rasa hormat dan perhatian ( *respect* )
- Tekun ( *diligence* )

## E. Materi Pembelajaran

### 1. Definition of Expository Paragaraph

Expository paragraph is a type of writing that used to explain, describe, give information, or inform. The purpose of text is to give information, explain a subject, give directions, or show how something happens. The reader used to help follow the ideas.

### 2. Generic Structure of Expository Paragraph

- Topic sentence : Allow the reader to understand what you are writing about.
- Supporting sentence : The middle part of paragraph contains supporting sentences that follow one another in a logical sequence of steps.
- Concluding sentence : Closes your subject with an emphasis on the final product process desired by the topic.

### 3. Language Feature of Expository Paragraph

- a. In expository paragraph only focus on one topic or object.
- b. Use the simple present tense for telling the facts of object descriptions.
- c. Use an indefinite transactions.
- d. Use a process verb such as begin, start, continue, finish,etc.
- e. Using question word mark, such as how and what.

### 4. Example of Expository Paragraph

#### Three Types of Planets

People often think all planets are a like, but there are actually three types of planets in the solar system. The terrestrial planets are made of rock and metal and are closest to the sun. These include the midsize planets Mercury, Venus, Earth, and Mars.

They rotate slowly and don't have many moons. Farther from the sun are the planets called gas giants, Jupiter, Saturn, Uranus, and Neptune. They are called gas giants because they are formed from gases such as hydrogen and helium. Gas giants rotate fast and have many moons. Finally, planetoids are objects made up of rock and ice and are too small to be true "planets." Planetoids sometimes even get pulled into a planet's gravitational field and become moons themselves.

Whether they are terrestrials, gas giants, or planetoids, the planets in the solar system are fascinating.

**F. Metode Pembelajaran : Think Talk Write**

**G. Langkah-langkah Kegiatan**

**a. Pre-teaching Activities**

1. The researcher greets the students.
2. The researcher guide the student to pray together before start the teaching learning process.
3. The researcher checks the attendance list of the students.

**b. While Teaching Activities**

1. Think
  - a. The teacher give the students are the topics related with the basic competence in the lesson plan. The students are asked to think their ideas about the topics given.
  - b. The teacher presents the model paragraph shaped expository with all of the elements (social function, generic stucture, and language features).
  - c. The teacher shows another example of expository paragraph while explain the elements (social function, generic stucture, and language features).
2. Talk
  - a. The teacher asks the student to make small group that consist of 2 students.
  - b. Then, one of students have to share about their ideas based on what they think before. And another students listen and respond the ideas.
  - c. The teacher guide the students to make a result of the discussion in group expository paragraph about her friend.

## 3. Write

- a. The teacher asked the students to write by using their own words.gives some topics to the students, then the students choose one of these topic.

**c. Post Teaching Activities**

1. The writer collected students work.
2. The writer checks and gives evaluation to the student works.
3. The writer gives feedback and conclusion.
4. The writer closed the lesson with greeting.

**H. Sumber Belajar :**

- a) Buku PR Bahasa Inggris untuk SMP/MTS Kelas VIII, Intan Pariwara, 2006.
- b) English on Sky 2 for Junior High School Students Year VIII, Penerbit Erlangga, 2007.

**I. Penilaian**

- a. Teknik : Tes Tertulis
- b. Bentuk : make a expository paragraph based on the topic.
- c. Instrumen : choose one of the titles below and then write the expository paragraph based on the title that you have chosen. The paragraph consist of six sentences.

a. My Mother

c. My House

b. My Family

d. My School

**d. Pedoman Penilaian**

Jumlah skor maksimal keseluruhan 100.

Nilai siswa =  $\frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$

*Skor Maksimal*

## e. Rubrik Penilaian

No.	Criteria of Evaluation	Level	Score
1.	<b>Content</b> <ul style="list-style-type: none"> <li>• The topic is complete and clear and the details are relating to the topic.</li> <li>• The topic is complete and clear but the details are almost relating to the topic.</li> <li>• The topic is complete and clear and the details are not relating to the topic.</li> <li>• The topic is not clear and the details are relating to the topic.</li> </ul>	Excellent Good Fair Low	27-30 22-26 17-21 13-16
2.	<b>Organization</b> <ul style="list-style-type: none"> <li>• Identification is complete and the descriptions are arranged with proper connectives.</li> <li>• Identification is almost complete and the descriptions are arranged with almost proper connectives.</li> <li>• Identification is not complete and descriptions are arranged with few misuse of connectives.</li> <li>• Identification is not complete and descriptions are arranged with few of connectives.</li> </ul>	Excellent Good Fair Low	18-20 14-17 10-13 7-9
3.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Very few grammatical or agreement inaccuracies.</li> <li>• Few grammatical or agreement inaccuracies but not affect on meaning.</li> <li>• Numerous grammatical or agreement inaccuracies.</li> <li>• Frequent grammatical or agreement inaccuracies.</li> </ul>	Excellent Good Fair Low	22-25 18-21 11-17 7-9
4.	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Effective choice of words and word forms.</li> <li>• Few misuse of vocabularies, word forms, but not change the meaning.</li> <li>• Limited range confusing words and word form.</li> <li>• Very poor knowledge of words, word forms and not understandable.</li> </ul>	Excellent Good Fair Low	18-20 14-17 11-13 7-9

5.	<b>Mechanics</b> <ul style="list-style-type: none"> <li>• It uses correct spelling, punctuation and capitalization.</li> <li>• It has occasional errors of punctuation, punctuation and capitalization.</li> <li>• It has frequent errors of punctuation, punctuation and capitalization.</li> <li>• It is dominated by errors of punctuation, punctuation and capitalization.</li> </ul>	Excellent	18-20
		Good	14-17
		Fair	19-13
		Low	7-9

Mengetahui;  
Guru Bahasa Inggris

Sekampung, 2017  
Researcher

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## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

<b>Nama Sekolah</b>	: SMPN 3 Sekampung
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII (Delapan) / II
<b>Jenis teks</b>	: Expository Paragraph
<b>Tema</b>	: Home Life
<b>Aspek/Skill</b>	: Menulis
<b>Alokasi Waktu</b>	: 2 x 40 menit ( 1 x pertemuan )

### J. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk expository paragraph.

### K. Kompetensi Dasar

- 5.3 Merespon makna dan generic structure teks esei sederhana berbentuk expository paragraph.

### L. Indikator

- ❖ Menemukan informasi rinci dalam teks expository.
- ❖ Menjelaskan tujuan komunikatif teks expository.
- ❖ Menjawab pertanyaan sesuai dengan text.

### M. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- ❖ Menemukan informasi rinci dalam teks expository.
- ❖ Menjelaskan tujuan komunikatif teks expository.
- ❖ Menjawab pertanyaan sesuai dengan text.

Karakter siswa yang diharapkan :

- Dapat dipercaya ( Trustworthines)
- Rasa hormat dan perhatian ( *respect* )
- Tekun ( *diligence* )

## N. Materi Pembelajaran

### 5. Definition of Expository Paragaraph

Expository paragraph is a type of writing that used to explain, describe, give information, or inform. The purpose of text is to give information, explain a subject, give directions, or show how something happens. The reader used to help follow the ideas.

### 6. Generic Structure of Expository Paragraph

- Topic sentence : Allow the reader to understand what you are writing about.
- Supporting sentence : The middle part of paragraph contains supporting sentences that follow one another in a logical sequence of steps.
- Concluding sentence : Closes your subject with an emphasis on the final product process desired by the topic.

### 7. Language Feature of Expository Paragraph

- a. In expository paragraph only focus on one topic or object.
- b. Use the simple present tense for telling the facts of object descriptions.
- c. Use an indefinite transactions.
- d. Use a process verb such as begin, start, continue, finish,etc.
- e. Using question word mark, such as how and what.

### 8. Example of Expository Paragraph

#### Chocolate Cake

Chocolate cake with vanilla or almond frosting provides a tasty treat for any occasion. Follow the directions for making any flavor of chocolate cake. While the cake bakes in the oven, prepare a box of vanilla frosting mix added with roasted and

buttered almond silvers. Evenly coated in melted butter the almond silver toast in a hot skills for approximately ten minutes. Thoroughly toast the silvers without turning them crispy. Cool the toasted almonds and set a side a handful for the final touch. Fold the almonds into the vanilla frosting, and after covering the cake, sprinkle a handful of toasted almonds on the top. After serving this desert to your guests then generally ask for the receipe of your chocolate or vanilla almond cake. Now, you have the opportunity to smile.

**O. Metode Pembelajaran : Think Talk Write**

**P. Langkah-langkah Kegiatan**

**f. Pre-teaching Activities**

4. The researcher greets the students.
5. The researcher guide the student to pray together before start the teaching learning process.
6. The researcher checks the attendance list of the students.

**g. While Teaching Activities**

4. Think
  - a. The teacher give the students are the topics related with the basic competence in the lesson plan. The students are asked to think their ideas about the topics given.
  - b. The teacher presents the model paragraph shaped expository with all of the elements (social function, generic stucture, and language features).
  - c. The teacher shows another example of expository paragraph while explain the elements (social function, generic stucture, and language features).
5. Talk
  - a. The teacher asks the student to make small group that consist of 2 students.
  - b. Then, one of students have to share about their ideas based on what they think before. And another students listen and respond the ideas.
  - c. The teacher guide the students to make a result of the discussion in group expository paragraph about her friend.

## 6. Write

- b. The teacher asked the students to write by using their own words.gives some topics to the students, then the students choose one of these topic.

**h. Post Teaching Activities**

1. The writer collected students work.
2. The writer checks and gives evaluation to the student works.
3. The writer gives feedback and conclusion.
4. The writer closed the lesson with greeting.

**Q. Sumber Belajar :**

- c) Buku PR Bahasa Inggris untuk SMP/MTS Kelas VIII, Intan Pariwara, 2006.
- d) English on Sky 2 for Junior High School Students Year VIII, Penerbit Erlangga, 2007.

**R. Penilaian**

- a. Teknik : Tes Tertulis
- b. Bentuk : make a expository paragraph based on the topic.
- c. Instrumen : choose one of the titles below and then write the expository paragraph based on the title that you have chosen. The paragraph consist of six sentences.
  - a. Health
  - b. Smoking
  - c. Family

**i. Pedoman Penilaian**

Jumlah skor maksimal keseluruhan 100.

Nilai siswa =  $\frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$

*Skor Maksimal*

## j. Rubrik Penilaian

No.	Criteria of Evaluation	Level	Score
1.	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• The topic is complete and clear and the details are relating to the topic.</li> <li>• The topic is complete and clear but the details are almost relating to the topic.</li> <li>• The topic is complete and clear and the details are not relating to the topic.</li> <li>• The topic is not clear and the details are relating to the topic.</li> </ul>	<p>Excellent</p> <p>Good</p> <p>Fair</p> <p>Low</p>	<p>27-30</p> <p>22-26</p> <p>17-21</p> <p>13-16</p>
2.	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Identification is complete and the descriptions are arranged with proper connectives.</li> <li>• Identification is almost complete and the descriptions are arranged with almost proper connectives.</li> <li>• Identification is not complete and descriptions are arranged with few misuse of connectives.</li> <li>• Identification is not complete and descriptions are arranged with few of connectives.</li> </ul>	<p>Excellent</p> <p>Good</p> <p>Fair</p> <p>Low</p>	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>
3.	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Very few grammatical or agreement inaccuracies.</li> <li>• Few grammatical or agreement inaccuracies but not affect on meaning.</li> <li>• Numerous grammatical or agreement inaccuracies.</li> <li>• Frequent grammatical or agreement inaccuracies.</li> </ul>	<p>Excellent</p> <p>Good</p> <p>Fair</p> <p>Low</p>	<p>22-25</p> <p>18-21</p> <p>11-17</p> <p>7-9</p>

4.	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Effective choice of words and word forms.</li> <li>• Few misuse of vocabularies, word forms, but not change the meaning.</li> <li>• Limited range confusing words and word form.</li> <li>• Very poor knowledge of words, word forms and not understandable.</li> </ul>	Excellent Good Fair Low	18-20 14-17 19-13 7-9
5.	<b>Mechanics</b> <ul style="list-style-type: none"> <li>• It uses correct spelling, punctuation and capitalization.</li> <li>• It has occasional errors of punctuation, punctuation and capitalization.</li> <li>• It has frequent errors of punctuation, punctuation and capitalization.</li> <li>• It is dominated by errors of punctuation, punctuation and capitalization.</li> </ul>	Excellent Good Fair Low	18-20 14-17 19-13 7-9

Mengetahui;  
Guru Bahasa Inggris

Sekampung,  
Researcher

2017

Ama Roni Setiawan, S.Pd  
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**OBSERVATION SHEET THE TEACHER ACTIVITY**  
**IN PRE-TEST**

**Meeting** : The first meeting

**Day/Date** : Thursday, January 4<sup>th</sup> 2018

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	√		
2. While-teaching a. Informing the objective of learning b. Explaining the material uses TTW as a strategy c. Guiding the students to follow the lesson	√		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	√		
Tick (√) for each positive effect			

Mengetahui;  
Guru Bahasa Inggris

Sekampung, 2017  
Researcher,

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**OBSERVATION SHEET THE TEACHER ACTIVITY**  
**IN POST-TEST I**

**Meeting : The third meeting**

**Day/Date : Thursday, January 11<sup>th</sup> 2018**

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	√		
2. While-teaching a. Informing the objective of learning b. Explaining the material uses TTW as a strategy c. Guiding the students to follow the lesson	√		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	√		
Tick (√) for each positive effect			

Mengetahui;  
Guru Bahasa Inggris

Sekampung, 2017  
Researcher,

Ama Roni Setiawan, S.Pd  
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**OBSERVATION SHEET THE TEACHER ACTIVITY**  
**IN POST-TEST II**

**Meeting : The fifth meeting**

**Day/Date : Thursday, January 18<sup>th</sup> 2018**

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	√		
2. While-teaching a. Informing the objective of learning b. Explaining the material uses TTW as a strategy c. Guiding the students to follow the lesson	√		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	√		
Tick (√) for each positive effect			

Mengetahui;  
Guru Bahasa Inggris

Sekampung, 2017  
Researcher,

Ama Roni Setiawan, S.Pd  
NIP . 197212051999032007

Rizka Hariyati  
NPM. 13108257

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 1**

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AS			√	√	2
2	BA			√	√	2
3	DAL	√	√	√		3
4	DS	√	√		√	3
5	DAS	√		√		2
6	EL	√	√		√	3
7	FPH		√	√		2
8	HO	√		√	√	3
9	IJJ	√			√	2
10	KA		√	√	√	3
11	LFH	√		√	√	3
12	MA	√		√		2
13	MR		√	√	√	3
14	MA	√		√		2
15	M	√	√	√		3

16	MC	√		√	√	3
17	M	√		√		2
18	NP		√	√	√	3
19	P		√	√		2
20	PL	√	√		√	3
21	RI		√	√		2
22	REP	√		√		2
23	RY	√	√		√	3
24	RWS	√		√		2
25	RAR	√	√	√		3
26	S	√		√	√	3
27	SA	√	√	√		3
28	SR	√		√		2
29	SY	√		√		2
30	Y	√	√		√	3
<b>TOTAL</b>		<b>21</b>	<b>15</b>	<b>24</b>	<b>15</b>	<b>76</b>

NOTE :

1. The students pay attention to the teacher explanation.
2. The students ask/answer question.
3. The students active in theclass
4. The students doing the task expository paragrah based on the topic.

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 2**

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AS			√	√	2
2	BA		√	√	√	3
3	DAL	√	√	√	√	4
4	DS	√	√	√	√	4
5	DAS	√		√	√	3
6	EL	√	√	√	√	4
7	FPH	√	√	√		3
8	HO	√		√	√	3
9	IJJ	√			√	2
10	KA		√	√	√	3

11	LFH	√		√	√	3
12	MA	√		√		2
13	MR	√	√	√	√	4
14	MA	√			√	2
15	M	√	√	√	√	4
16	MC	√		√	√	3
17	M	√	√	√	√	4
18	NP	√		√	√	3
19	P		√	√	√	3
20	PL		√	√	√	3
21	RI		√	√	√	3
22	REP	√		√	√	3
23	RY		√	√		2
24	RWS	√	√		√	3
25	RAR	√		√	√	3
26	S	√		√	√	3
27	SA	√	√	√	√	4
28	SR	√		√	√	3

29	SY	√	√	√		3
30	Y	√	√	√	√	4
<b>TOTAL</b>		<b>24</b>	<b>18</b>	<b>27</b>	<b>27</b>	<b>93</b>

## NOTE :

1. The students pay attention to the teacher explanation.
2. The students ask/answer question.
3. The students active in theclass
4. The students doing the task expository paragrah based on the topic.

**OBSERVATION SHEET SCORE IN PRE-TEST**

No.	Student's Name	Score					Total
		Content	Oganization	Grammar	Mechanic	Vocabulary	
1.	AS	14	14	11	10	10	59
2.	BA	10	9	6	8	7	40
3.	DAL	10	10	9	10	10	49
4.	DS	15	13	10	10	10	58
5.	DAS	11	10	7	7	8	43
6.	EL	18	15	12	13	12	70
7.	FPH	11	10	10	10	11	52
8.	HO	19	14	12	12	13	70
9.	IJJ	15	14	10	11	10	60
10.	KA	18	14	12	13	13	70
11.	LFH	10	10	9	9	9	47
12.	MA	18	15	12	12	13	70
13.	MR	13	13	10	10	11	57
14.	MA	12	10	10	10	10	52
15.	M	13	12	11	10	10	56
16.	MC	19	13	13	12	13	70
17.	M	18	15	12	13	13	71
18.	NP	12	12	11	11	11	57
19.	P	12	10	10	10	10	52
20.	PL	1	13	11	11	11	60
21.	RI	14	15	10	10	11	60
22.	REP	13	14	11	11	10	59
23.	RY	13	13	10	12	10	58
24.	RWS	11	10	9	9	9	48
25.	RAR	15	14	11	10	11	61
26.	S	14	14	12	13	10	63
27.	SA	14	13	13	12	11	62
28.	SR	13	12	11	12	13	60
29.	SY	18	14	12	13	13	70
30.	Y	15	15	11	13	12	66

<b>TOTAL</b>	1170
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### OBSERVATION SHEET SCORE IN POST TEST I

No.	Student's Name	Score					Total
		Content	Oganization	Grammar	Mechanic	Vocabulary	
1.	AS	14	13	13	12	11	62
2.	BA	10	10	9	9	9	47
3.	DAL	13	13	10	10	11	57
4.	DS	18	15	12	13	12	70
5.	DAS	11	10	9	10	101	50
6.	EL	18	16	12	13	13	72
7.	FPH	14	14	11	10	11	60
8.	HO	18	16	12	14	13	73
9.	IJJ	14	13	13	12	11	62
10.	KA	16	16	13	14	13	72
11.	LFH	13	14	10	12	11	60
12.	MA	16	15	13	14	15	72
13.	MR	15	13	13	12	12	65
14.	MA	12	12	10	11	11	55
15.	M	14	15	10	11	10	60
16.	MC	17	15	13	15	13	73
17.	M	18	16	13	14	13	74
18.	NP	14	14	11	11	10	60
19.	P	13	13	10	10	11	57
20.	PL	14	13	12	13	10	62
21.	RI	15	13	10	14	13	64
22.	REP	14	12	10	13	13	62
23.	RY	13	12	10	12	13	60
24.	RWS	12	12	11	10	10	55
25.	RAR	14	14	13	12	12	65
26.	S	17	16	12	13	12	70
27.	SA	16	17	13	12	12	70
28.	SR	15	15	13	14	14	70
29.	SY	18	15	12	13	13	71



30.	Y	15	15	13	14	14	70
<b>TOTAL</b>							1920

### OBSERVATION SHEET SCORE IN POST TEST II

No.	Student's Name	Score					Total
		Content	Oganization	Grammar	Mechanic	Vocabulary	
1.	AS	18	16	12	13	13	72
2.	BA	15	13	10	14	13	64
3.	DAL	16	14	13	12	12	67
4.	DS	17	16	13	14	13	73
5.	DAS	17	15	12	13	13	70
6.	EL	18	17	13	15	14	77
7.	FPH	17	17	12	14	15	75
8.	HO	19	18	15	13	15	80
9.	IJJ	18	15	12	13	13	71
10.	KA	18	17	13	15	15	78
11.	LFH	17	16	13	15	15	76
12.	MA	18	18	14	15	15	80
13.	MR	16	17	13	14	13	73
14.	MA	15	15	12	13	13	68
15.	M	17	15	12	13	13	70
16.	MC	18	18	13	16	15	80
17.	M	19	19	15	15	14	82
18.	NP	17	17	12	14	15	75
19.	P	16	16	12	13	13	70
20.	PL	18	16	12	13	13	72
21.	RI	17	15	12	13	13	70
22.	REP	17	17	12	14	15	75
23.	RY	14	14	13	12	12	65
24.	RWS	15	15	13	14	14	70
25.	RAR	17	17	12	15	14	75
26.	S	18	18	14	15	15	80
27.	SA	17	17	15	15	17	79
28.	SR	16	15	14	16	15	78

29.	SY	16	16	14	15	15	76
30.	Y	18	16	15	15	15	79
TOTAL							2220

**The Comparison of Writing Expository Paragraph of Pre-Test,  
Post-Test I in Cycle I and Post-Test II in Cycle II**

No	Student Name	Pre Test	Cycle 1		Cycle 2		Note
			Post Test 1	Increasing Score	Post Test 2	Increasing Score	
1.	AS	59	62	3	72	10	Increase
2.	BA	40	47	7	64	17	Increase
3.	DAL	49	57	8	67	10	Increase
4.	DS	58	70	12	73	3	Increase
5.	DAS	43	50	7	70	20	Increase
6.	EL	70	72	2	77	5	Increase
7.	FPH	52	60	8	75	15	Increase
8.	HO	70	73	3	80	7	Increase
9.	IJJ	60	62	2	71	9	Increase
10.	KA	70	72	2	78	6	Increase
11.	LFH	47	60	13	76	16	Increase
12.	MA	70	72	2	80	8	Increase
13.	MR	57	65	8	73	8	Increase
14.	MA	52	55	3	68	13	Increase
15.	M	56	60	4	70	10	Increase
16.	MC	70	73	3	80	7	Increase
17.	M	71	74	3	82	8	Increase
18.	NP	57	60	3	75	15	Increase
19.	P	52	57	5	70	13	Increase
20.	PL	60	62	2	72	10	Increase
21.	RI	60	64	4	70	6	Increase
22.	RFP	59	62	3	75	13	Increase
23.	RY	58	60	2	65	5	Increase
24.	RWS	48	55	7	70	15	Increase
25.	RAR	61	65	4	75	10	Increase
26.	S	63	70	7	80	10	Increase
27.	SA	62	70	8	79	9	Increase
28.	SR	60	70	10	78	8	Increase
29.	SY	70	71	1	76	5	Increase
30.	Y	66	70	4	79	9	Increase
<b>Total</b>		1770	1920	150	2220	300	
<b>Average</b>		59	64		74		
<b>High Score</b>		71	74		80		
<b>Low Score</b>		40	47		64		







### FIELD NOTE 1

1. In this meeting was attended by all the students which consisted of 30 students.
2. The student's participation to follow the learning process did not run enthusiastically, because most of the students did not pay attention towards the teacher's explanation.
3. Besides most of the students felt confused yet how to apply a set of TTW strategies.
4. Then, the students' participation in asking and answering the questions as well as in suggesting the idea were still low because they were ashamed to ask and to answer the question orally and thought the questions which given for them was difficult to be answered. So they would rather do other activities than answered it.
5. In addition, not many of the students gave their idea during the discussion. As a result of those problems, they did not accomplish the assignment because they could not maximize time allocation provided properly.

Sekampung, January 2018  
English Teacher

**Ama Roni Setiawan, S.Pd**  
**NIP. 19721205 199903 2 007**

## FIELD NOTE 2

1. In this second meeting was attended by all the students which consisted of 30 students.
2. The student's participation to follow the learning process gradually run enthusiastically but there still found the students who did not pay attention towards the teacher's explanation like make a noise, chatting with their friends and etc.
3. Then, some of the students' began to be brave to participate in asking and answering the questions as well as in suggesting the idea but the other one were still ashamed to ask and to answer the question orally and thought the questions which given for them was still difficult to be answered. So they still rather do other activities than answered it.
4. In addition, some of the students began to be brave to give an idea during the discussion although it did not properly be accepted.

Sekampung, January 2018  
English Teacher

**Ama Roni Setiawan, S.Pd**  
**NIP. 19721205 199903 2 007**



### FIELD NOTE 3

1. In this second meeting was attended by all the students which consisted of 30 students.
2. The students' activity to pay their attention towards teacher's explanation improved significantly.
3. Then, the students were brave and curious to ask when the teacher opened the opportunities to the students to ask about something that they did not know related to the learning material was being learnt.
4. Besides, the students were brave to answer the question although not all of the questions could be answered accurately.
5. The student's participation to give their idea during the discussion improved significantly. They did not feel ashamed to express their thought although not all of their ideas could not be properly accepted yet related to the topic.

Sekampung, 6 February 2018  
English Teacher

**Ama Roni Setiawan, S.Pd**  
**NIP. 19721205 199903 2 007**

#### FIELD NOTE 4

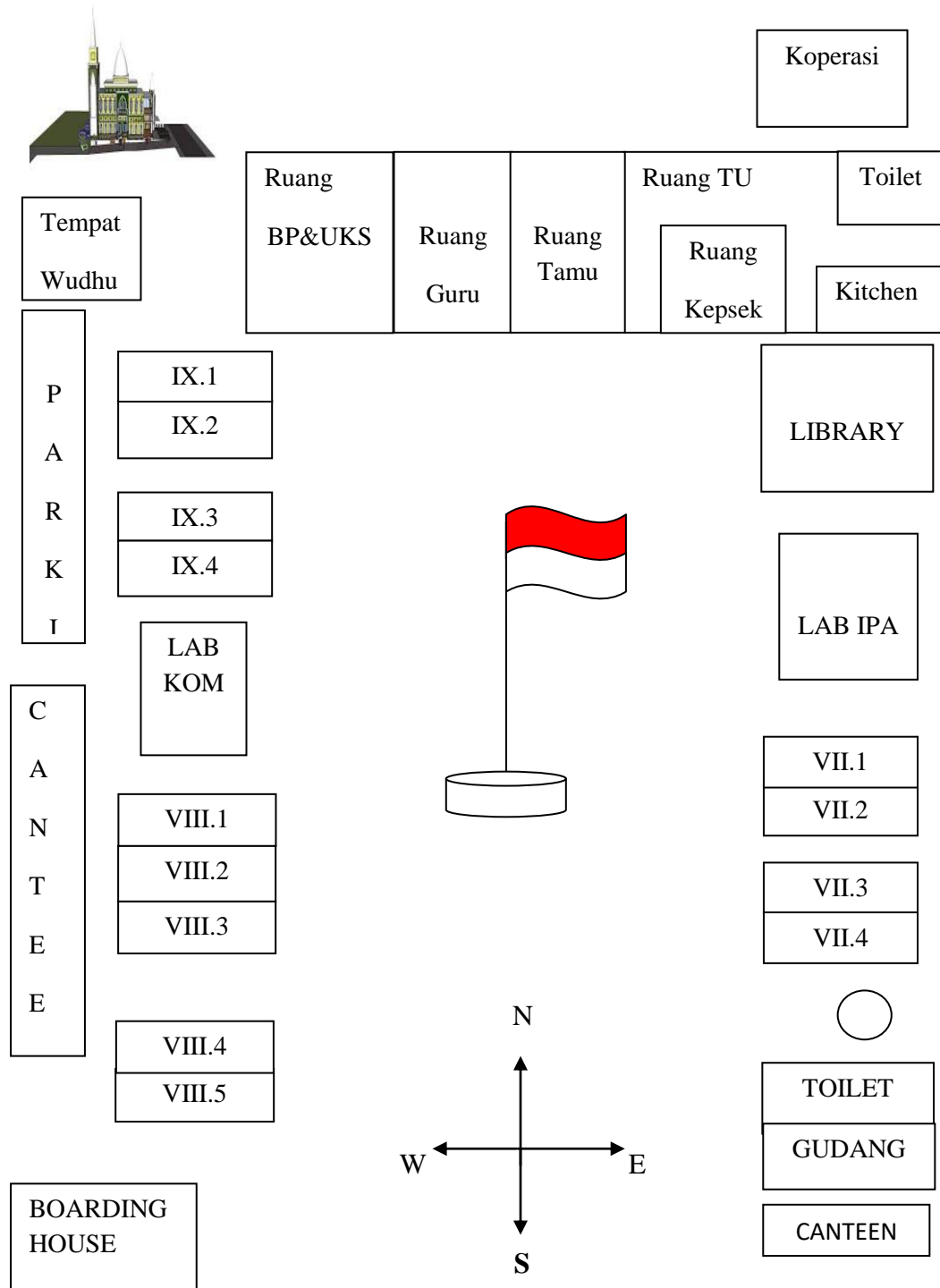
1. The learning process at the second cycle entirely improved so much than previous cycle.
2. These improvements such as: the students' activity to pay their attention towards teacher's explanation improved significantly in line with their enthusiasm to follow the learning process.
3. Then, the students were brave and curious to ask when the teacher opened the opportunities to the students to ask about something that they did not know related to the learning material was being learnt.
4. Besides, the students were brave to answer the question although not all of the questions could be answered accurately.
5. The student's participation to give their idea during the discussion improved significantly. They did not feel ashamed to express their thought although not all of their ideas could not be properly accepted yet related to the topic.

Sekampung, January 2018  
English Teacher

**Ama Roni Setiawan, S.Pd**  
**NIP. 19721205 199903 2 007**

**School Map of SMP Negeri 3 Sekampung**

**Jl. Jend.Sudirman number 6 KaryaMukti, Sekampung, East Lampung**



## PRE TEST DOCUMENTATION

On Thursday, January 4<sup>th</sup> 2018



## CYCLE 1 DOCUMENTATION

While Giving Treatment on Wednesday, January 10<sup>th</sup> 2018



Post test II on Thursday, January 11<sup>th</sup> 2018



**CYCLE II DOCUMENTATION**

While Giving Treatment on Wednesday, January 17<sup>th</sup> 2018





POST TEST II on Thursday, January 18<sup>th</sup> 2018



### ATTENDANCE LIST OF PRE TEST

**CLASS** :

**DATE** :

NO	NAME	SIGNATURE	
1.	Adi Saputra	1.	
2.	Bayu Apriyadi		2.
3.	Dea Anita Lestari	3.	
4.	Devita Sari		4.
5.	Dewi Amanda Sari	5.	
6.	Eka Lestari		6.
7.	Faisal Putra Himawan	7.	
8.	Helen Oktaviani		8.
9.	Intan Jihan .J	9.	
10.	Khoirul Anam		10.
11.	Luthfi Fitri Handayani	11.	
12.	Maya Anggitasari		12.
13.	Meliya Rahayu	13.	
14.	Mira Astuti		14.
15.	Misiyatun	15.	
16.	Mutiara Chusnunia		15.
17.	Muzzammil	17.	
18.	Nurul Puspasari		18.
19.	Puspitasari	19.	



20.	Putri Lestari		20.
21.	Rahmawati Istiqomah	21.	
22.	Renda Firman .P		22.
23.	Reva Yulia	23.	
24.	Revida Wulan .S		24.
25.	Rika Alfina Rahma	25.	
26.	Santi		26.
27.	Santi Aprilliani	27.	
28.	Sekar Rahayu		28.
29.	Susi Yulianti	29.	
30.	Yunitasari		30.

### ATTENDANCE LIST OF POST TEST I

**CLASS** :

**DATE** :

NO	NAME	SIGNATURE	
1.	Adi Saputra	1.	
2.	Bayu Apriyadi		2.
3.	Dea Anita Lestari	3.	
4.	Devita Sari		4.
5.	Dewi Amanda Sari	5.	
6.	Eka Lestari		6.
7.	Faisal Putra Himawan	7.	
8.	Helen Oktaviani		8.
9.	Intan Jihan .J	9.	
10.	Khoirul Anam		10.
11.	Luthfi Fitri Handayani	11.	
12.	Maya Anggitasari		12.
13.	Meliya Rahayu	13.	
14.	Mira Astuti		14.
15.	Misiyatun	15.	
16.	Mutiara Chusnunia		15.
17.	Muzzammil	17.	
18.	Nurul Puspasari		18.
19.	Puspitasari	19.	

20.	Putri Lestari		20.
21.	Rahmawati Istiqomah	21.	
22.	Renda Firman .P		22.
23.	Reva Yulia	23.	
24.	Revida Wulan .S		24.
25.	Rika Alfina Rahma	25.	
26.	Santi		26.
27.	Santi Aprilliani	27.	
28.	Sekar Rahayu		28.
29.	Susi Yulianti	29.	
30.	Yunitasari		30.

**ATTENDANCE LIST OF POST TEST II**

**CLASS** :

**DATE** :

<b>NO</b>	<b>NAME</b>	<b>SIGNATURE</b>	
1.	Adi Saputra	1.	
2.	Bayu Apriyadi		2.
3.	Dea Anita Lestari	3.	
4.	Devita Sari		4.
5.	Dewi Amanda Sari	5.	
6.	Eka Lestari		6.
7.	Faisal Putra Himawan	7.	
8.	Helen Oktaviani		8.
9.	Intan Jihan .J	9.	
10.	Khoirul Anam		10.
11.	Luthfi Fitri Handayani	11.	
12.	Maya Anggitasari		12.
13.	Meliya Rahayu	13.	
14.	Mira Astuti		14.
15.	Misiyatun	15.	
16.	Mutiara Chusnunia		15.
17.	Muzzammil	17.	
18.	Nurul Puspasari		18.
19.	Puspitasari	19.	

20.	Putri Lestari		20.
21.	Rahmawati Istiqomah	21.	
22.	Renda Firman .P		22.
23.	Reva Yulia	23.	
24.	Revida Wulan .S		24.
25.	Rika Alfina Rahma	25.	
26.	Santi		26.
27.	Santi Aprilliani	27.	
28.	Sekar Rahayu		28.
29.	Susi Yulianti	29.	
30.	Yunitasari		30.