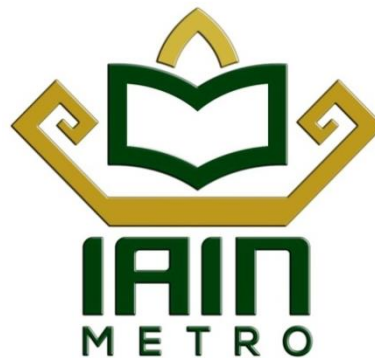# AN UNDERGRADUATE THESIS

THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD STUDENTS` ABILITY ON WRITING DESCRIPTIVE TEXT AT TENTH GRADERS OF MAN 1 LAMPUNG TENGAH

By:

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TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M

THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD STUDENTS` ABILITY ON WRITING DESCRIPTIVE TEXT AT TENTH GRADERS OF MAN 1 LAMPUNG TENGAH

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

BY:
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Student Number: 1701070193

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor: Drs. Kuryani, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M

APPROVAL PAGE

Title
: THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD STUDENTS` ABILITY ON WRITING DESCRIPTIVE TEXT AT TENTH GRADERS OF MAN 1 LAMPUNG TENGAH

Name
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Students Number
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: Tarbiyah and Teacher Training

APPROVED BY:

To be examined munaqosyah in Tarbiyah Faculty and Teachers Training of State Institute of Islamic Studies (IAIN) of Metro.

The Head of English Education
Department,

Metro, 17 Februari 2022
Sponsor,

Andianto, M.Pd,
NIP. 198711022015031004

Drs. Kuryani, M.Pd,
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NOTIFICATION LETTER

Number   :
Appendix   :-
Matter   : **In order to hold the munaqosyah of Nurkartika Sari**

To:
The Honorable the Dean of Tarbiyah and Teacher Training Faculty
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

Name   : Nurkartika Sari
Students Number   : 1701070193
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   :THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD STUDENTS` ABILITY ON WRITING DESCRIPTIVE TEXT AT TENTH GRADERS OF MAN 1 LAMPUNG TENGAH

    It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum, Wr. Wb

The Head of English Education
Department,

Metro, 17 Februari 2022
Sponsor,

Andianto. M.Pd.
NIP. 198711022015031004

Drs. Kuryani. M.Pd.
NIP. 196202151995031001

NOTA DINAS

Nomor   :
Lampiran   :-
Perihal   : **Mohon di munaqosahkan**
              Nurkartika Sari

KepadaYth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum, Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama   : Nurkartika Sari
NPM   : 1701070193
Jurusan   : Tadris BahasaInggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan (FTIK)
Judul Skripsi :THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD STUDENTS` ABILITY ON WRITING DESCRIPTIVE TEXT AT TENTH GRADERS OF MAN 1 LAMPUNG TENGAH

Sudah kami setujui dan dapat diajukan untuk dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikum, Wr. Wb

The Head of English Education
Department,

Andianto. M.Pd.
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Metro, 17 Februari 2022
Sponsor,

Drs. Kuryani. M.Pd.
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KEMENTERIAN AGAMA REPUBLIK INDONESIA

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RATIFICATION PAGE

No. B-1415/In·28·1/D/PP·00·9/04/2022

An Undergraduate thesis entitled: THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD STUDENTS' ABILITY ON WRITING DESCRIPTIVE TEXT AT TENTH GRADERS OF MAN 1 LAMPUNG TENGAH Written by: Nurkartika Sari, Student Number 1701070193, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, March 18, 2022 at 13:30 – 15.30 p.m

BOARD OF EXAMINERS:

Chairperson	: Drs. Kuryani, M.Pd	(..............................)
Examiner I	: Dr. Widhiya Ninsiana, M.Hum	(..............................)
Examiner II	: Andianto, M.Pd	(..............................)
Secretary	: Linda Septiyana, M.Pd	(..............................)

The Dean of Tarbiyah and Teacher Training Faculty

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NIP. 19620612 198903 1 006

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THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD STUDENTS` ABILITY ON WRITING DESCRIPTIVE TEXT AT TENTH GRADERS OF MAN 1 LAMPUNG TENGAH

ABSTRACT

By:

NURKARTIKA SARI

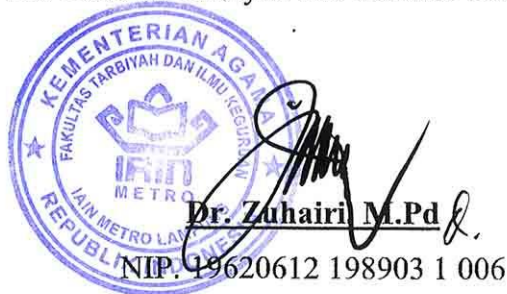The objective of the research is to find out whether there is a positive and significant effect of Think Talk Write (TTW) strategy toward students' ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah. To collect the data the researcher used written test and observation.

The researcher used quantitative research. This research used quasi experimental class with using experimental class and control class. The population of this research was all of the students at tenth graders in MAN 1 Lampung Tengah, and the sample of this research is class X IPA 2 and X IPA 3. To analyze the data, the researcher used the formulation chi-square and t-test.

The result of this research show that df is 70 with t_{table} 5% is 1,667 with the $t_{observation}$ is 11,20 it is mean that $t_{observation} > t_{table}$ or it can be written 11,20>1,667. Therefore can be concluded that Ho is rejected. It means there is a significant, so the Think Talk Write (TTW) strategy was effective toward student's ability on writing descriptive text at MAN 1 Lampung Tengah.

Keyword: Think Talk Write, Writing, Descriptive text

PENGARUH STRATEGI THINK TALK WRITE (TTW) TERHADAP KEMAMPUAN SISWA DALAM MENULIS TEKS DESKRIPTIF DI KELAS X MAN 1 LAMPUNG TENGAH

ABSTRAK
Oleh:
NURKARTIKA SARI

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan strategi Think Talk Write (TTW) terhadap kemampuan siswa dalam menulis teks deskriptif di kelas X MAN 1 Lampung Tengah. Untuk mengumpulkan data peneliti menggunakan tes tertulis dan observasi.

Peneliti menggunakan penelitian kuantitatif. Penelitian ini menggunakan metode kuasi eksperimen kelas dengan menggunakan kelas eksperimen dan kelas kontrol. Populasi dalam penelitian ini adalah seluruh siswa kelas X MAN 1 Lampung Tengah, dan sampel penelitian ini adalah kelas X IPA 2 dan X IPA 3. Untuk menganalisis data peneliti menggunakan rumus chi-square dan uji-t.

Hasil penelitian ini menunjukkan bahwa df adalah 70 dengan t-tabel 5% adalah 1,667 dengan t-observasi adalah 11,20 artinya t-observasi > t-tabel atau dapat ditulis 11,20>1,667. Oleh karena itu dapat disimpulkan bahwa Ho ditolak. Artinya ada pengaruh signifikan, sehingga strategi Think Talk Write (TTW) efektif terhadap kemampuan siswa dalam menulis teks deskriptif di kelas X MAN 1 Lampung Tengah.

Kata kunci : *Strtegi Think Talk Write (TTW), menulis, teks deskriptif*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

      Name   : NURKARTIKA SARI

      St. Number : 1701070193

      Department : English Education Department

      Faculty   : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originally the result of the writer's research,

In exception of certain parts which are excerpted from the bibliographies

mentioned.

<div align="right">

Metro, February 21st 2022

The Researcher

Nurkartika Sari

St. ID 17010701933

</div>

LEMBAR PERNYATAAN KEASLIAN

Yang bertandatangan di bawah ini:

Name : NURKARTIKA SARI

St. Number : 1701070193

Department : Tadris Bahasa Inggris

Faculty : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli dan hasil penelitian

saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan

dalam daftar pustaka.

Metro, 21 Februari 2022
Peneliti

Nurkartika Sari
NPM. 17010701933

MOTTO

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝ (سورة الـشرح,٦)

"Verily, with the hardship, there is relief"

Artinya: *sesungguhnya, sesudah kesulitan, itu ada kemudahan.*
(Q.S. Al-Insyirah :6)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My lord Allah SWT, who always give me powerful guidance in every problems until able to finish this script.

2. To my beloved parents Mr. Suraji Eko Saputro and Mrs. Listiyanti, who always supporting me and prayers that never stop flowing for my success and success in completing this thesis.

3. To my sponsor Mr. Drs. Kuryani, M.Pd. as a supervisor who always provides guidance, direction, and encouragement to me, so that this thesis can be completed.

4. To all lecturers and all academic staff who always help in providing facilities, knowledge, and education to me so that they can support the completion of this thesis.

5. To my beloved Almamater of State Institute for Islamic Studies (IAIN) Metro.

6. To all of my friends, who have helped me in the form of attention, affection and enthusiasm until this thesis completing."

ACKNOWLEDGEMENTS

In the name of Allah SWT, the Most Gracious, the Most Merciful, Praise is to Allah SWT, the Lord whom without His Mercy and Blessing none of these would be came true. This undergraduate thesis entitled "The Effect of Think Talk Write (TTW) Strategy Toward Students` Ability on Writing Descriptive Text at Tenth Graders of MAN 1 Lampung Tengah". The researcher was realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement her gratitude.

In this research, the researcher cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that the researcher could not mention one by one. Firstly, her big thanks to Rector of IAIN Metro, Mrs. Dr. Hj. Siti Nurjanah, PIA. Dean of Tarbiyah and Teacher Learning Faculty, Mr. Dr. Zuhairi, M.Pd. Head of English Education Study Program, Mr. Andianto, M.Pd. Secondly, her big thanks to Sponsor Mr. Drs. Kuryani, M.Pd., May Allah SWT gives him His better reward for his spending time to support and guidance during the undergraduate thesis writing process. Thirdly, her big thanks to Mrs. Yurlina, S.Pd. as a English teacher who has been ready to be collaborator and Mr. Wiratno, S.Pd. M.Pd.I. as a headmaster who has allowed the researcher conducted this research in MAN 1 Lampung Tengah. Fourthly, her big thanks for the students among the Tenth

Grade of MAN 1 Lampung Tengah who has been ready to spend their time for researcher.

Finally, her deepest gratitude goes her parents who are never tired empower her spirit. Furthermore, the researcher also would like to express her thanks to honorable lecturers of English Education Department, who helps her, also the students of English Education Department who become a good partner in studying English.

Nobody is perfect. The researcher do apologizes for all mistakes that she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and all readers generally.

Metro, February 21st 2022
The Researcher,

Nurkartika Sari
Std. Number: 1701070193

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CHAPTER I

INTRODUCTION

A. Background of Study

English has a complex status in the world today. For some people, English is the first language. For others, English is a second language that can be learned at school, and is important for academics. English is widely taught and used throughout the world, because English is now the language of globalization and an international communication tool.

Knowing how important English is for international communication, the Indonesian government made English a subject in junior high schools to universities. However, teaching English is not easy, because in Indonesia English is not our main language. Many difficulties are discovered by teachers when they teach English. There are four main skills students must learn and master, namely listening, speaking, writing and reading. Of the four main skills, many students find it difficult to write.

Based on Harmer writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. Moreover, writing is one of productive skills which should be produced by students.[1] It means that writing as a part of the teaching English and important in teaching and learning English. Since writing is one of the ways for people to communicate such as expressing their

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[1] Jeremy Harmer, *The Practice of English Language Teaching 4th ed,* (UK: Pearson Longman, 2007), p. 265.

thought, ideas, and feelings, it is crucial for students to practice writing from an early stage so that they can write and share their opinion easily. Students have been introduced to several types of written texts such as descriptive texts.

Descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like.[2] Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.[3]

Based on pre-survey data in tenth graders at MAN 1 Lampung Tengah, students writing descriptive text:

Table 1.1
The Result of Student's Data Score on Pre Survey at Tenth
Graders of MAN 1 Lampung Tengah

No.	Grade	Explanation	Frequencies
1.	<73	Failed	26
2.	>73	Passed	10
Total			36

Source: students writing text at the tenth graders of MAN 1 Lampung Tengah
on August 12 th 2021.

Based on the table above, it can be known that 36 students at the tenth graders on MAN 1 Lampung Tengah as sample in this pre-survey on August 12th 2021, which the Standard Minimum Requirement (SMR) is 73, in reality

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[2]Tiur Asih Siburian, "Improving Students' Achievement on Writing Descriptive Text Through Think Pair",*International Journal of Language Learning and Applied Linguistics World (IJLLALW)* 3 (n.d.): 14 (July 2013), 30-43, p. 33.
[3]George E. Wishon and Julia M. Burks, *Let's Write English, revised edition,* (New York: Litton Educational Publishing International, 1980), p. 128.

10 students who are their abilities are clasified pass, and 26 students who are their abilities are clasified fail. Based on these data the researcher will conduct a study entitled the effect of Think Talk Write (TTW) strategy toward students` ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah.

To overcome this problem, teachers need to use appropriate strategies that make students interested and enthusiastic. One suitable strategy in teaching writing is Think Talk Write (TTW). According to Huinker and Laughlin, "Think-Talk-Write strategies build time for thinking and reflection and to organize ideas and test ideas before students are expected to write. Communication flows develop from students engaged in thinking reflective or dialogue with themselves, to talk and share ideas with each other, to write ".[4]By using the Think Talk Write (TTW) strategy, students can think to find ideas (think), then discuss with friends (talk), and write the results of discussions (write). So, this strategy can help students to have broad ideas, find lots of vocabulary, and make students more confident in arranging paragraphs with correct grammar in writing descriptive texts.

Based on the explanation above, the researcher has motivation to do research the effect of Think Talk Write (TTW) in generating the ideas in students' writing descriptive text. The researcher wants to make experimental research to know whether Think Talk Write (TTW) is effective in students' generating ideas. Therefore, the researcher conducts research by the title "The

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[4]Ratna Prasasti Suminar and Giska Putri, "The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text", *Journal of English Language and Learning (JELL)* 2 (2), (Mei 2015), 299-304, p. 300.

Effect of Think Talk Write (TTW) Strategy toward Students` Ability on Writing Descriptive Text at Tenth Graders of MAN 1 Lampung Tengah".

B. Problem Identification

Based on pre-survey that the researcher conducted from students at the tenth graders of MAN 1 Lampung Tengah, some problems are identified:

1. Most students confused to start writing English.

2. Most students have difficulties in generating and developing the ideas in writing descriptive text.

3. Most students need new strategy in learning writing English.

C. Problem Limitation

Based on the problem identification above, the reseacher focuses on the problem where most students have difficulties in generating and developing the ideas in writing descriptive text. So, the researcher limits the problem to know the effect of Think Talk Write (TTW) strategy toward students' ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah.

D. Problem Formulation

Based on the limitation of the problem above, this research problem is formulated as follows: Is there any significant effect of Think Talk Write (TTW) strategy toward students' ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah?

E. Objective of the Study

The objective of the research is to find out whether there is any significant effect of Think Talk Write (TTW) strategy toward students' ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah.

F. Benefit of the study

The benefits of the study are as follows:

1. For the Students

The result of this research is to motivate students to be more interested and easier in learning writing. The researcher hope the studets will be able generating their ideas in writing skill especially on writing a descriptive text. This study is hoped for giving understanding of students about the effect of using Think Talk Write (TTW) strategy on helps students' ability in generating ideas in writing descriptive text. So the students feel easier to learn English than before.

2. For the Teachers

The result of this study is expected to support the teacher in teaching learning process and intended to become an input for them for the importance of giving more exercises about writing descriptive text and Think Talk Write (TTW) strategy can to be an alternative strategy in teaching writing. The teacher can make this strategy to be an interesting strategy in other the students can easier in writing descriptive text.

3. For Futher Researchers

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 researcher field and further research. This research is expected as a contribution for other researcher to conduct futher studies.

G. Prior Research

The researcher analyzes the use of Think Talk Write Strategy in writing students' descriptive text. There are some researchers who have conducted research related to this research. Therefore, the researcher chose some literature on previous researches that were relevant to the research.

1. First, Journal of English Language Teaching (JELT) under the title "*The Effect of Using Think-Talk-Write Strategy in Teaching Writing an Analytical Exposition Text Toward Grade XI Students` Writing Achievement at SMA N 10 Padang*" conducted by Nofita Sari, Saunir Saun, and Rusdi Noor Rosa, English Department FBS State University of Padang.[5]

   The purpose of previous research was the effect of using Think-Talk-Write strategy on teaching writing analytical exposition texts on students' writing achievement. This previous research has similarity and differences with this research. The similarity is the students have

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[5]Nofita Sari, SaunirSaun, andRusdi Noor Rosa, "The Effect of Using The Think-Talk-Write Strategy in Teaching Writing an Analytical Exposition Text Toward Grade XI Students' Writing Achievement At SMA N 10 Padang", *Journal of English Language Teaching* 2 (N.D.): 11 (March 2014), 209-219.

difficulty generating ideas when writing a paragraph or text. The students admitted that it was so difficult to find ideas to be written and how to write it in good arrangement.

In addition, the differences between the previous research and this research is the previous research used classroom action research, while in this research used quantitative research methods. The next difference in the previous research is the text that used by the previous researcher was an analytical exposition text, even this research used was a descriptive text.

Based on the explanation above, this research focuses more on the effect of Think Talk Write (TTW) strategy toward students' ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah. It is intended that students can generating their ideas in writing skill especially on writing a descriptive text. So the students feel easier to learn English than before.

2. Second, Journal of Gifted Education and Creativity (JGEDC) under the title "*Think Talk Write (TTW) Learning Model on Thinking Skills, Creativity, and Problem Solving*" conducted by Syamsul Huda (IAIN Kediri, Indonesia), Munifah (IAIN Kediri, Indonesia), and Rofiqul Umam (School of Science and Technology, Kwansei Gakuin University, Japan).[6]

The purpose of previous research is to realize the process of developing the potential quality of students, namely being able to think

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[6]Syamsul Huda, Munifah, and Rofiqul Umam, "Think Talk Write (TTW) Learning Model on Thinking Skills, Creativity, and Problem Solving", *Journal of Gifted Education and Creativity (JGEDC)* 7 (1): 10 (April 2020), 31-40

creatively to achieve curriculum goals and realizing students are able to think to solve problems and integrate knowledge and skills.This previous research journal has similarity and difference with this research. The similarity between these two researches lies in the independent variable (X) of research. The variable (X) is Think Talk Write (TTW) strategy.

In addition, the difference between the previous research and this research is that the difference lies in the dependent variable (Y) of research. In a previous study, this researcher examined the Think Talk Write (TTW) learning model on thinking skills, creativity, and problem solving. Meanwhile, in this research of researcher investigated the Think Talk Write (TTW) strategy in writing descriptive text.

Based on the explanation above, this research focuses more on the effect of Think Talk Write (TTW) strategy toward students' ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah. It is intended that students can generating their ideas in writing skill especially on writing a descriptive text melalui strategi Think Talk Write (TTW) strategy. Besides, in this research the researcher hopes that educators at MAN 1 Lampung Tengah can also use this strategy so that students are more enthusiastic and enjoy learning English.

3. Third, Journal English Language Teaching (ELT) under the title "*Improving Students' Writing Skill of Recount Texts by Using Think-Talk-Write Strategy At Grade VIII-B of MTs SMQ Bangko*" conducted by Eka

Puji Astuti, Zainil, Kusni, Language Education Program, State University of Padang.[7]

The purpose of previous research is to find out whether the Think-Talk Write strategy can improve the learning process in recount text, and the factors that influence changes in students' writing skills. This previous research has similarity and difference with this research. The similarity between these two researches lies in the independent variable (X) of research. The variable (X) is Think Talk Write (TTW) strategy.

In addition, the difference between the previous research and this research is in this journal the sample used was conducted at MTs SMQ Bangko and in this study the researcher wanted to know more about Think Talk Write (TTW) strategy to improve students' writing skill in recount text. While, In the research of researcher, it was conducted at MAN 1 Lampung Tengah because they wanted to know more about Think Talk Write (TTW) strategy whether it was effective or not in learning English espesially writing descriptive text.

Based on the explanation above, this research focuses more on the effect of Think Talk Write (TTW) strategy toward students' ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah. It is intended that students can generating their ideas in writing skill especially on writing a descriptive text melalui strategi Think Talk Write (TTW) strategy. Besides, in this research the researcher hopes that

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[7]Eka Puji Astuti, "Improving Students' Writing Skill of Recount Texts by Using Think-Talk-Write Strategy at Grade VIII-B of Mts SMQBangko" , *Journal English Language Teaching (ELT)* 2 (2014): 9. 38-46.

educators at MAN 1 Lampung Tengah can also use this strategy so that students are more enthusiastic and enjoy learning English.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Writing

1. The Definition of Writing

Writing is a delivery method that ends by conveying your message to the reader in a structured structure. Writing is also essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern.[8] So, writing empowers you to share, but it also helps you with deduction and learning, influences your chances of accomplishment, enhances your self-development, and strengthens your connections.

Writing is one of the four language skills: reading, writing, listening and speaking. Writing isn't the same as different language skills. In listening and reading, the students get hold of a message this is formulated through another. Whereas in speaking, the students talk the use of their very own thoughts and feeling that from time to time includes on interlocutor, so there are collocations amongst them in conversation. On the alternative hand, verbal exchange via the written phrase desires actual talent from the researcher for you to be effective. Writing is

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[8]M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools, and Techniques),* (Vaishali Nagar: Jaipur, 2008), p. 125.

frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities.[9]

According to Sokolik states that, "writing is the mental work of inventing ideas, thinking, abaout how to express them, and organizing them into statements and paragraphs that will be clear to a reader".[10] Then, according to Alice Oshima and Ann Hogue, "writing is a process of creating, organizing, writing and polishing".[11] Brown and Abeywickrama reveal that writing is a process to create some ideas of students` knowledge to be written report.

So, from all those statements the definition of writing can be concluded as a process to tell something that is not real orit could be our imagination and showcased in writing, writing also express their ideas, opinions and organized them in simple sentence or in short paragraph.

2. The Components of Writing

There are five components of writing; they are organization, content, grammar, mechanics, and vocabulary. The five components above are:[12]

a. Organization

It consists of introduction, body, and conclusion. It's about how the researcher makes a good relationship between the titles,

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[9]Jeremy Harmer, *How to Teach Writing,* (UK: Pearson Education Limited, 2004), p. 33.

[10]David Nunan, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003). p. 88.

[11]Alice Oshima and Ann Hogue, *Writing Academis English 4th ed* (New York: Pearson Longman, 2006), p. 265.

[12] H Doughlas Brown, *Language Assessment : Principles and Classroom Practices.* (New York : Pearson Education, Inc , 2004) p. 244-245

introductory paragraph, and the topic, the body of paragraph, generalisation, and conclusion. Its about whether all of the components above are support each other and composed orderly by the researcher or not.

b. Content

Content here is about logical development of ideas. The ideas concrete and thoroughly developed or not, whether the essay addressed the issue or not, is there any extraneous material present or not in the text.

c. Grammar

It's about all the rules language application used by the researcher. For example, nativelike fluency English grammar, correctness of using relative clause, prepositions, modals, articles, verb forms and tense sequencing, etc.

d. Mechanics

It's about the punctuation, spelling, and all of the graphic convention of the language. It's about correctly using English writing conventions; all needed capitals, paragraph intended, using coma, full-stop, etc.

e. Vocabulary

It's about style and quality of expression. How the researcher use precise vocabulary, parallel structures, word choosing, etc.

3. The Process of Writing

In writing, a few ranges are wished which will create appropriate writing. According to Harmer, writing process – this is process the ranges a creator is going via with a purpose to produce something in its very last creator form. The writing system has four elements: [13]

a. Planning

When planning, researcher must consider three essential issues. In the primary vicinity they have to recall the reason in their writing on account that this may impact (among different things) now no longer most effective the form of textual content they want to produce, however additionally the language they use, and the facts they select to include. Secondly, skilled researchers think about the target target market they're writing for, on account that it's going to impact now no longer most effective the form of the writing (how it's far laid out, how the paragraph are structured, etc). Thirdly, researchers must considers the content material shape of the piece, this is how satisfactory to collection the fact, ideas, or arguments which they've determined to include.

b. Drafting

Draft is assumption that it is going to be modified later. As a end result of the procedure of writing to editing, some of designs may be generated at the manner to the very last version.

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[13]Jeremy Harmer, *How to Teach Writing, ...* p. 4-5.

c. Editing (Reflecting and Revising)

Reflecting and revising are regularly helped with the aid of using different readers (or editors) who feedback and make suggestion. Another reader's response to a chunk of writing will assist the researcher to make suitable revisions.

d. Final Version

The final version or final draft is the textual content that the researchers have edited and revised. It can appearance from the preliminary plan and draft because it has been changed. After the final draft has done, then it is prepared to be shared to supposed audiences.

So, the process in writing wishes a few steps. It manner that after the students begin to write, they have to find out about the process in writing from the teacher.

4. **The Skill Needed to Write**

The writing skills are complicated and now and again tough to teach, requiring mastery. And now no longer handiest of grammatical and rhetorical gadgets however additionally of conceptual and judgemental elements. According to J. B. Heaton, the subsequent evaluation tries to organization the many and sundry skills essential for writing into five popular additives or major ideas.[14] They are:

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[14]J. B. Heaton, *Writing English Language Test,* (England: Longman Group UK Limited, 1988), p. 135.

a. Language Use: The ability to write correct and appropriate sentences.

b. Mechanical Skill: The ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling.

c. Treatment of Content: The ability to think creatively and develop thoughts, excluding all irrelevant information.

d. Stylistic Skill: The ability to manipulate sentences and paragraphs, and use language effectively.

e. Judgment Skills: 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.

So, the real writing conventions which it's far necessary for the students to master relate chiefly (on the elementary stages) to punctuation and spelling. The extra significance in the coaching and checking out of writing are the ones abilties concerning using judgement. The ability to write down for a particular audience the use of the maximum suitable form of language is essential for each native-speaking and foreign college students alike.

5. Kinds of Writing

As stated by Kane, there are various forms of writing that a researcher makes.[15] The classifies the maximum common forms of writing that include narrative, descriptive, expository, and persuasive.

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[15]Thomas S. Kane, *the Oxford Essential Guide to Writing,* (New York: Oxford University Press, 2000), p. 6-7.

a.   Expository is used to give an explanation for matters that target outside object, situations, and processes, if you want to give an explanation for something with applicable fact.

b.   Descriptive is used to provide an explanation for the element of the item or scene to describe. It is a style of writing that makes a speciality of describing a character, an occasion or a place concerned with experience.

c.   Narrative is telling a story by chronological order the use of an real series of events. It is used to illustrate the researcher who writes from one of the characters.

d.   Persuasive is used to persuade the reader the factor of view which is usually recommended through the researcher. It carries the reviews used to make a case or to show or disprove a statement.

6.   **Writing Assessment**

According to O'Malley and Pierce writing assessment can be used most effectively with instruction when the criteria for scoring written products are clear to the students and when the students see an obvious relationship between what they have written and the scores they have received.[16] In this research the researcher using rubric assessing as the writing assessment. According to Jacob the rubric assessing of writing assessment as follows:[17]

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[16] J.M O'Malley and L.V Pierce , *Authentic Assessment for English Language Learners : Practical Approach for Teacher* (Massachusetts : Addison Wesley Publishing Company) p. 115

[17] Sara Cushing Weigle, *Assessing Writing*. (New York: Cambridge University Press, 2002). p. 116

Table 2.1
The Rubric Assessing of Writing Assessment

Aspect of Scoring Writing Ability	Score	Level	Criteria
Content	30 – 27	Excellent to very good	Through development of paragraph unity Relevant to topic, topic sentence, concluding sentence
	26 – 22	Good To average	Limited development of paragraph unity Mostly relevant to topic but lacks detail
	21 – 17	Fair to poor	Limited knowledge of paragraph Inadequate development of topic
	16 – 13	Very poor	Does not show knowledge of paragraph Not enough to evaluate
Organization	20 – 18	Excellent to very good	Well organized Clearly stated Cohesive
	17 – 14	Good to average	Limited supported idea Logical but incomplete sequencing
	13 – 10	Fair to poor	Non fluent Ideas confused Lack logical developing
	9 – 7	Very poor	Does not communicative Not enough to evaluate
Vocabulary	20 – 18	Excellent to very good	Effective word usage Word form mastery
	17 – 14	Good to average	Adequate range Error of word form
	13 – 10	Fair to poor	Limited range Frequent errors of word form
	9 – 7	Very poor	Essentially translation Little knowledge of English vocabulary Errors word form
Grammar	25 – 22	Excellent to very good	Effective complex construction Word offer function Articles pronouns Prepositions
	21 – 18	Good to average	Effective but simple construction Several errors of agreement Tense, articles pronouns, and prepositions but meaning seldom obscured
	17 – 11	Fair to poor	Simple Frequent errors of tense, word function Articles pronouns and preposition Meaning confused
	10 – 5	Very poor	No mastery of constructions Dominated by errors Does not communicate Not enough to evaluate
Mechanics	5	Excellent to very good	Mastery of conventions Few errors of spelling, punctuation and also capitalization

Aspect of Scoring Writing Ability	Score	Level	Criteria
	4	Good to average	Occasional errors of spelling, punctuation, capitalization Meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization andparagraphing Meaning confused
	2	Very poor	No mastery of conventions Dominated by errors Not enough to evaluate

B. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Descriptive is a manner to describe some thing by giving extra information with a view to visualized the issue with a view to be described. So, we are able to visualize the way it seems like, what it tastes, through our sense.Meanwhile, text is words that has a characteristic to communicate which created through speaker or creator to tell a message.

Descriptive text is a kind of textual content that aimed to explain some thing in element to be able to invite readers to sense and to peer the complete characteristics of a issue with out touching it immediately. The kind of text is commonly used to explain matters which includes animals, stuff, human beings or places. An remarkable descriptive text carries bright information of a selected issue that permit readers to sense, touch, smell, sight, and listen that precise issue.

According Wyrick in Elfa Kirana, Hermawati Syarif, and Desvalini Anwar states that in writing a descriptive text, it is important that the researcher is able to give details of the object being described so

that the readers can create a mental picture of the person, place, or object.[18] And then, according to Gerot and Wignell in Ade Dwi Jayanti, "descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc".[19] In Library of Congress it is stated that we use descriptive text to describe a person, place or thing. For example, we might want to describe what a crab looks like, or how he moves.[20] Be sure to include details that describe sound, color, smells, setting and so on.

So, from definition above it can be conclude that descriptive text is used to describe an object and the readers become easily to understand, so that they can imagine the object which is described clearly like the real one.

2. The Purposes of Descriptive Text

The definition of descriptive text is truly to explain something to the reader. Its purpose is mostly to make the students capable of describe a specific person, place or things and positioned it into written form. Another purpose of descriptive text is to symbolize studies into phrases to a reader in order that the reader can imagine it through the written form.

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[18]Elfa Kirana, Hermawati Syarif, and Desvalini Anwar, "Students' Writing Ability in Descriptive Texts and Their Problems of Using Appropriate Adjective in SMP," in *Proceedings of the International Conferences on Educational, Social Sciences and Technology - ICESST 2018* (International Conferences on Educational, Social Sciences and Technology, Padang: FakultasIlmuPendidikan, 2018), 508–13, https: //doi.org/10.29210/2018174, p. 509.

[19]Ade Dwi Jayanti, "Students` Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang",*ENGLISH FRANCA : Academic Journal of English Language and Education* 3, no. 01 (May 31, 2019): 71, https: //doi.org/10.29240/ef.v3i01.843, p. 78.

[20]Learning Express (Organization), ed., *Junior Skill Builders: Writing in 15 Minutes a Day* (New York, NY: Learning Express, 2008), p. 145.

According to Axelrod and Charles, there are three purposes in writing descriptive text, they are as follows:[21]

a. To give readers an impression of a person or place

b. To illustrate abstract ideas

c. To make information memorable, or to support an argument.

From the explanation above, descriptive text is a text observed through beneficial information for readers to imagine the text. Moreover, it additionally to explain or to tell the readers about some thing which include about persons, places or objects in reality that may be derived from the character perspective.

3. Generic Structures of Descriptive Text

The students should master the generic structure earlier than they write a descriptive text. It makes the students less complicated to set up the phrase into a good sentence withinside the descriptive text. The structure of descriptive text follows a few particuar degrees the beginning middle and last of the text. According to Nafisah and Kurniawan in Leny Saili Rahmah voiced that, a descriptive text has two stages namely: [22]

a. General statement, where the topic is introduced.

b. Descriptions, the description can start from the most important to the least important, and vice versa.

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[21]Rise B. Axelrod and Charles Raymond Cooper, *The St. Martin's Guide to Writing*, 10th ed (Boston: Bedford/St. Martins, 2013). P. 574

[22]Leny Saili Rahmah, "Improving Students` Score in Writing Descriptive Text Through Think Talk Write Strategy", *International Journal of English and Education (IJEE)* 6 (4): 14, (October 2017), 180-193, p. 184.

Doddy gave an example of descriptive text in his book: [23]

Table 2.2.
The Example of Descriptive Text

Easter Island
Easter Island is in the South Pacific, 3, 700 kilometres from the coast of Chile. On the island, there are 600 large statues. We don't know who built them but they were probably constructed between 1150 and 1500. We don't really know why they are there. The Easter Island Norwegian explorer, Thor Heyerdahl, believed that they were built by people from South America. To prove this, he made a simple raft and sailed there, all the way from Peru. Archaeologists think that the statues represent dead tribal leaders. We don't know why the statues left alone on the island. Perhaps they were killed by disease or war. Perhaps the builders used all the natural resources on the island. There are many unanswered questions about Easter Island.

Here the researcher analyses the text stucture of the following table.

Table 2.3
The analysis of Descriptive Text Structure

Identification	Easter Island is in the South Pacific, 3, 700 kilometres from the coast of Chile.
Description	On the island, there are 600 large statues. We don't know who built them but they were probably constructed between 1150 and 1500. We don't really know why they are there. The Easter Island Norwegian explorer, Thor Heyerdahl, believed that they were built by people from South America. To prove this, he made a simple raft and sailed there, all the way from Peru. Archaeologists think that the statues represent dead tribal leaders. We don't know why the statues left alone on the island. Perhaps they were killed by disease or war. Perhaps the builders used all the natural resources on the island. There are many unanswered questionsabout Easter Island.

So, from the explanation above, it can be concluded that in

writing descriptive texts, in general, we must pay attention to the generic

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[23]Achmad Doddy, Ahmad Sugeng, and Effendi, *Developing English Competencies for Senior High School (SMA/MA),* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p. 110.

structure of descriptive texts. General structure is the way in which text elements are arranged to fit their purpose. By identifying the generic structure of the text, it is easier to understand the text. It specifies the text that given the reader in order to it is more interesting to read.

4. **Kinds of Descriptive Text**

Descriptive text is the basic mode of writing, along with narrative, expository and argumentative modes. While this mode can stand alone, showing its unique structure. Descriptive text describes an entity of a person, place and thing that forms an image in the mind of the reader.[24] So, a descriptive text has three kinds; they are describing a person, describing a place and describing a thing.

a. Describing a person

In describing a person, the arrangement of paragraphs depends on the subject. It can describe a person's physical appearance, behavior or both. In describing someone, you can write about the style of skin color, hair style, facial appearance, body shape, and expression on the subject.

b. Describing a place

In describing a place, the arrangement of information in a descriptive paragraph depends on the subject. The selection and outline of information depends on the purpose of the descriptor.

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[24]LilianaTolchinsky, "Evolving Structure of Descriptive Texts and Learners' Abilities", *Journal of Literacy Research* 51, no. 3 (September 2019): 293–314, https: //doi.org/10.1177/ 1086296X19858354, p. 2.

c. Describing a thing

In the describing a thing, the arrangement of the details in a descriptive paragraph depends on the subject. The selection and the description of the details depend on the characteristic of the subject.

C. The Concept of Think Talk Write Strategy

1. The Definition of Think Talk Write Strategy

Think Talk Write (TTW) is a cooperative learning mode to make teaching and learningprocess easier.According to Wirda, Deny Setiawan and Hidayat stated that the TTW strategy is a strategy that can be used to strengthen students' understanding and communication. TTW is a strategy introduced by Huinker and Laughlin.[25]Think means using your mind to form opinions, make decisions etc.; talk means say /speak things to give information's; and write means produce something in written form so that people can read, perform or use it.[26] Basically TTW strategy built through thinking, speaking and writing. Starts from the involvement of students in thinking or dialogue with himself after the process of reading, then talking and sharing ideas (sharing) with his friend before writing.

According to Huinker and Laughlin in Ratna Prasasti Suminar and Giska Putri, "Think Talk Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those

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[25]Wirda, Deny Setiawan, and Hidayat, "The Effect of Think Talk Write (TTW) Learning Method on the Creative Thinking Ability of the Students at Primary School (SD) N0. 060856 Medan, Indonesia", British *Journal of Education* 5, no. 11 (October 2017), 12-28, p. 13.
[26]*Oxford Learners Pocket Dictionary, Fourth Edition.* (New York: OxfordUniversity Press, 2008) p. 453, 461,516.

ideas before students are expected to write. The flow of communication progresses from student enganging in thought or reflective dialogue with themselves to talking and sharing ideas with one another, to writing".[27]

This strategy is expected to influence the student ability in writing skill. TTW strategy is the teaching strategy to develop, organize and create ideas by thinking, talking, and writing. This strategy seems more effective when the students work in heterogeneous groups of three to six students.

2. **Principles of Think Talk Write Strategy**

Think Talk Write (TTW) is a strategy to construct exactly to think and reflect and to prepare ideas and to check the idea earlier than students requested to write. TTW is a strategy used to develop the writing fluently and exercise the language before written them. 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 TTW was basically built through thinking, speaking, and writing.This strategy seems to be particulary effective when students, working in heterogeneous group of four to six students, are asked to

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[27]Ratna Prasasti Suminar and Giska Putri, "The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text", ... p. 300.

explained, summarize, or reflect. From the definition above, there are three steps of TTW as follows:

a. Think

    The fisrt step of this strategy is Think. In Think, students are given the topics related with the basic competence in the lesson plan. Students are asked to think their idea 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 finshed, 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, 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 sentence into text.

    The result from the explanation above is that by using the TTW strategy, students have the opportunity to build their thinking skills and learn to find information from previous sources. They can think creatively in pouring ideas into a paragraph. So, they can improve their writing skills.

3. The Procedure of Implementing Think Talk Write Strategy in Teaching Writing Descriptive Text

There are several steps in applying Think Talk Write strategy such as: [28]

a. The teachers decided classroom into several groups. In group consist of 4-6 students.

b. Teachers explain about Descriptive paragraph. (Generic structure and Languages Features).

c. The teacher divides the picture relating to students' daily environment. Example: Picture of Lake Toba.

d. Students describe the picture in their imagination and make notes Individually small (think). Each student describe the picture of Lake Toba with individually, what they think about lake Toba, This activity is intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself.

e. Students discuss with friends in groups that have been divided by teacher to discuss the contents of the note they made (talk). In this activity, students discuss the results of a collection of ideas that they make in individually in the note about what they know of Lake Toba. Example of a small note from a student in group: Lake Toba has cool water and cool air.

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[28]*Ibid*. p. 301.

f.   After students collect and discuss the results of any of their ideas.
Students concluded the results of their ideas into a paragraph
description and then they determine where the generic structure of
the paragraph that they make (write).

g.   The final activity the Students write down the paragraph descriptive
that they make in a paper with individually.

4. Advantages and Disadvantages of Think Talk Write Strategy

There are several advantages and Disadvantages of Think Talk
Write strategy such as: [29]

a. Advantages

1) Cooperative Think-Talk-Write Strategy helps to improve student's
right brain because they will express their ideas spontaneously
through a picture.

2) The learning central is according to the students activities in
discussing something so the teacher is not the central point in study
process anymore.

3) Student's ideas will more expanded by supporting ideas from his
groupmates and it will make a faster writing (conditional).

4) TTW strategy makes the students learn to thinking concepts, share
their ideas, and discussing a wording in a writing task.

5) Ideas from the other groups and corrections from the teacher will
be an essential thing to make a better writing.

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[29]Siti Fitri Hasibuan, I Wy Dirgeyasa, and Sri Minda Murni, "Improving Students'
Achievement in Writing Narrative Text Through Application of Think Talk Write Strategy",
Advances in Social Science , Education and Humanities Research 200 (AISTEEL 2018), p. 541.

b. Disadvantages

    1) This strategy is effective in description and narrative only.

    2) Sometimes, it needs more time to presenting and correcting.

    3) Several students still difficult to express their ideas, it depends on their group dividing not the strategy.

    4) The reality is not always same with the expectation.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

They are two variables in this research. They are independent variables (X) and dependent (Y). The independent variable (X) is Think Talk Write (TTW) strategy and dependent variable (Y) is students' ability in writing descriptive text. Writing is a complex subject that cannot be mastered instantly. In writing, students are required to be able to create a good composition of written text by arranging some thoughts. Students have to generate an idea, consider the appropriate grammar structure, and so on. Considering that, many students face various problems when they are going to write. Some those problems are instance they are confused about what idea they have to be improved, confused with some unfamiliar vocabularies, do not know what grammar structures have to be put, do not know the structure of the text they are going to write, and many more. In addition, teachers have not given adequate knowledge, enough encouragement of material, and appropriate strategy when they ask

students to start write. Thus, it can be a source of problems that students face in writing text.

Considering that, many researcher have done some researchers to find out which strategy that can be most effective in teaching writing. Yet, there is no most effective strategy of teaching writing since they have their own strenghs and weaknesses. Furthermore, a teacher is also required to create a comfortable atmosphere and provide a suitable strategy of teaching in order to influence motivation and obtain students' attention. Considering the statement above, the researcher decides to use Think Talk Write (TTW) strategy in order to be a strategy in teaching writing skill, particulary on descriptive text. Think Talk Write (TTW) strategy is assumed can be an effective way to develop students writing ability since it can motivate students to be more active in the learning process.

If the Think Talk Write (TTW) strategy is implemented properly then the students' descriptive text writing will be good, on the other hand if the Think Talk Write (TTW) strategy is not implemented properly it will not influence students' descriptive text writing.

2. **Paradigm**

Based on the theoretical framework above the researchr describes the paradigm as follow:

Figure 2.1
The Effect of Think Talk Write (TTW) Strategy in Students` Writing
Descriptive Text at Tenth Graders of MAN 1 Lampung Tengah

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┌──────────────┐    ┌──────────────┐         ┌──────────┐
│  Think Talk  │    │  Students`   │    ┌───→│   High   │───┐
│  Write       │───→│  writing     │────┤    └──────────┘   │    ┌──────────────┐
│  (TTW)       │    │  descriptive │────┼───→│ Average  │───┼───→│  Hypothesis  │
│  strategy    │    │  text        │    │    └──────────┘   │    └──────────────┘
└──────────────┘    └──────────────┘    └───→│   Low    │───┘
                                             └──────────┘
```
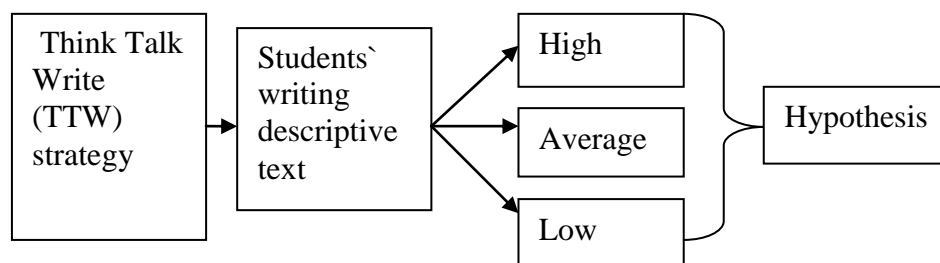
Source: Paradigm of the research

Based on the above paradigm, the researcher conclude that, the effect of Think Talk Write (TTW) strategy is effective or not. In other words, what is the understanding high, average, or low. If the value of students' writing descriptive text is high, the value of the ability to writing descriptive text is high. Then if the value of students' writing descriptive text is medium, the value of the ability to writing descriptive text is average. Finally, if the level of students' writing descriptive text is low, the students' ability to writing descriptive text is low.

E. **Hypothesis**

1. **Hypothesis Formulation**

   The hypothesis of this research :

   a. Null Hypothesis (Ho) : There is no significant effect of "Think Talk Write (TTW) strategy toward students' ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah".

   b. Alternative hypothesis (Ha) : There is any significant effect of "Think Talk Write (TTW) strategy toward students' ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah".

2. **Statistical Hypothesis**

Statistical Hypothesis is an assumption about a population parameter. Related to this research the Statistical Hypothesis is:

If Fo > Ft, Ho is rejected and Ha is accepted.

If Fo < Ft, Ho is accepted and Ha is rejected.

CHAPTER III

RESEARCH METHOD

A. Research Design

This type of research was quantitative research. In this study, the method would used experimental research. There were some features of experimental research, one of them stated by Louis Cohen and Lawrence Manion, "The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the evens in which they are interested".[30] There were many kinds of experimental such as pre-experimental, true-experimental, and quasi-experimental. This research used quasi-experimental. This research conducted at students on tenth graders of MAN 1 Lampung Tengah.

The researcher used pre-test and post-test. The researcher's design presented in the table below:

Table 3.1
Pre-Test and Post-Test Design

Control Class	Pre-Test	General Strategy	Post-Test
Experimental Class	Pre-Test	Think Talk Write (TTW) Strategy	Post-Test

The researcher could determined which class that was experimental class and control class. There was a different treatments between experimental class and control class. In experimental class, students had been treat by certain treatments, by applying Think Talk Write (TTW) strategy to

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[30] Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education*, 6th Ed., (New York: Routledge, 1994), p. 272.

students' ability on writing descriptive text. Whereas, in control class students think without using Think Talk Write (TTW) strategy or using general strategy.

In addition, the pre-test and post-test were intend to investigate whether the effect of Think Talk Write (TTW) strategy to generate the ideas in students' writing descriptive text. Furthermore, the pre-test and post-test would conducted to find out the progress before and after treatments.

B. The Operational Definition of Variables

Operational definition is the definition which based on characteristic of the thing that will be defined, and it can be observed or measured. Meanwhile, a variable can be defined as an attribute of a person or of an object which 'varies' from person to person or from object to object.[31] Variable is a construct or a characteristic that can take on different.[32] There were two variables in this research, consist of using Think Talk Write (TTW) as strategy and students' writing ability. Based on the meaning each variable above, the operational definitions of variable as follow:

1. Independent Variable (X)

Independent variable (X) is variable that the experimenter expects to influence the other.[33] An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.

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[31] Evelyn Hatch and Hessein Farhady, *Research Design and Statistic for Applied Linguistics* (Los Angeles: Rahnama Publications, 1981).p.12.

[32] Donald Ary,Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, *Eighth Edition* (USA: Wadsworth, Cengage Learning, 2010).p.37.

[33] David Nunan, *Research Methods in Language Learning*, (USA: Cambridge University Press, 1992), p. 25.

In this research, independent variable was Think Talk Write (TTW) as strategy. The implementation of Think Talk Write (TTW) as strategy in the class, for the first meeting the researcher gave a hand out of descriptive text for the students. Then, the text of descriptive text would discussed in the second meeting. Furthermore, researcher introduced Think Talk Write (TTW) strategy to students. To measured observation the researcher converted the result of the students' writing.

Some indicators indicate the students to be able to master Think Talk Write (TTW) strategy as follows :

a. The students were able to generate their ideas.

b. The students were able using Think Talk Write (TTW) strategy in writing descriptive text.

By this mesurement the researcher knew the user performance in applying Thhink Talk Write (TTW) strategy to learn writing ability activity at tenth graders of MAN 1 Lampung Tengah.

2. **Dependent Variable (Y)**

Dependent variable (Y) is variable upon which the independent variable is acting.[34] A dependent variable is an attribute or characteristic that is dependent on or influence by the independent variable. Dependent Variable in this research was the students' ability on writing descriptive text that the students' ability is to write and understand words, sentences, or phrases. It conducted by the scores achieve from the test with using

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[34] *Ibid.*

rubric assessing. The test would be used to measured the students' ability on writing descriptive text after and before giving the treatment of Think Talk Write (TTW) as strategy in learning process.

Moreover, based on the explanation above that was an indicator of a good category in writing abilities are :

a. The students be able to use correct grammar in writing descriptive text.

b. The students be able to use correct content in writing descriptive text.

c. The students be able to use correct organization in writing descriptive text.

d. The students be able to use correct vocabulary in writing descriptive text.

e. The students be able to use correct mechanic in writing descriptive text.

This variable would be measured by giving pre-test and post-test. The students individual write descriptive text.

C. Population, Sample, and Sampling Technique

1. Population

According to Encyclopedia of Educational Evaluation as cited by Arikunto, population is a set (or collection) of all elements possessing one or more attributes of interest.[35] Population is all the things that will be used for research, such as items or all people used for research . The population

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[35] Suharsimi Arikuntoro, *Prosedur Penelitian: Suatu Pendekatan Praktik*, 4th ed (Jakarta: Rineka Cipta, 2006), p.130.

is all members of the research subject who have similar characteristics. The number of members of the population is very large to infinity and can also be "relatively" not many, can be counted in number and cannot or are mutually counted, can be identified entirely and can only be partially recognized. In this study the population was the entire subject of the study, namely students of tenth graders of MAN 1 Lampung Tengah with total 396 students from X IPA 1-6 and X IPS 1-5.

2. **Sample**

Sample is part of the number and characteristics possessed by the population.[36] Sample is to select a portion of the population to be measured in the research . The population is large and does not allow the researcher to determine the sample in that population, for example the researcher's energy and time to conduct research, so the researcher can use a sample that has been taken from a large number of people to conduct research. In order for the results of the study to be generalizable to the population, the samples taken must be representative. That is, the sample must reflect and be representative of the state of the population. The requirements for representativeness of a sample are determine by several things, and the main thing is the taking of sample members randomly and the number of members that is sufficient so that it can be tolerated. From the above statement the researcher used a sample class X IPA 2 as a experimental class sample consisting of 36 students and X IPA 3 as a

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[36] Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2013), p. 117.

control class sample consisting of 36 students. So, the total samples is 72 students.

3. Sampling Technique

The sampling technique is influence by the needs and objectives of the study. To find out the sample of the research, the researcher used the sampling technique for this research. Researcher in conducting this research used cluster random sampling technique because the used of this sample was the abilities of tenth graders IPA students are same and equal. Sampling was done randomly in the population members who would be sample.

D. Data Collecting Technique

The researcher formulated the collecting data as follows:

1. Test

Anderson explained that instrument includes test and questionnaire, observation schedules and any other tool used to collect data.[37] Test was usually performed by using that element of the survey and determining how it works. Two tests would be used in this study as follows:

a. Pre-test

The researcher gave an assignment in pre test in order to know their basic knowledge. In this pre test the students' write a descriptive

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[37]Gary Anderson, *Fundamentals of Educational Research*, 2nd Edition (USA: Falmer Press Place, 2005), p. 94.

text based on the main idea. The researcher gave the students 60 minutes to do the test.

b. Post-test

The post-test was hold in order to know the students' writing ability after applied treatments Think Talk Write (TTW) strategy in teaching writing. The post-test done after the treatments, in order to know whether Think Talk Write (TTW) strategy was effective or not, the researcher gave a test to write a descriptive text based on main idea in 60 minutes.

2. **Documentation**

Documentation as the method used to get information from written language or documents.[38] The researcher used this method to support and to get detail information from the data from observation such as the data of English teachers at MAN 1 Lampung Tengah.

3. **Observation**

Observation is a systematic method of data collection that relies on a researcher's ability to gather data through his or her senses. Observation also defines as technique collecting data it done with doing observation with detail note and systematic.

In addition, observation involves more than simply studying the world around us in the light of science to get inspiration for research. This strategy is hope to get information about the process of studying, the

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[38]Zina O`leary, *The Essential Guide to Doing Research*. (London: SAGE Publication, 2004), p. 177.

services there and the others. In this research, the researcher used the non-participant observation because the researcher only observed it and note it. The researcher observed the location of the research, the condition of the students directly to get the data. The researcher used the observation sheet to note information in that observation.

E. Research Instrument

An instrument is a mechanism for measuring phenomena, which is use to gather and record information for assessment, decision making, and ultimately understanding.[39] The research instrument involves:

1. Instrument Blueprint

a. The instrument used in observation method was observation guidance, as follow:

   1) Observation the location sketch of MAN 1 Lampung Tengah.

   2) Observation the establishment of MAN 1 Lampung Tengah.

   3) Observation about building of MAN 1 Lampung Tengah.

b. The instrument used in documentation method was documentation guidance, as follow:

   1) Documentation about teachers and official at MAN 1 Lampung Tengah.

   2) Documentation about students of MAN 1 Lampung Tengah.

   3) Documentation about the organization structure of MAN 1 Lampung Tengah.

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[39]David Colton and Robert W. Covert, *Designing and Constructing Instruments for Social Research and Evaluation* (San Fransisco: Jossey-Bass, 2007), p. 26.

c. The instrument that used written test as to measured of skill, knowledge and intelligent of students. There two kinds of test namely pre-test and post-test.

Table 3.2
Instrument Blue Print

Test Objective	Writing Aspect	Indicators	Instrument
To investigate students' writing skill in making descriptive text.	1. Idea/Content 2. Organization 3. Vocabulary 4. Language Uses/Grammar 5. Mechanic	1. The students be able to generate the ideas in writing descriptive text. 2. Students are able to create the substance of writing in descriptive text, the experience of the main idea (unity). 3. Students are able to write logical organization of the content (coherence) and the correct generic structure of descriptive text. 4. Students are able to select the words that are suitable with content in descriptive text. 5. Students are able to use the correct grammatical and syntactic pattern in descriptive text. 6. Students are able to the use of the mechanics of language.	Write a composition test descriptive text based on the topic. Your composition test will be evaluated based on five elements of writing, such as: Idea/content, organization, vocabulary, grammar, and mechanic.

2. Instrument Calibration

The instrument used in the composition test is a pre-test would administered before the study to identify the extent of the students' writing ability. Post-test would be given after doing research, to identify the influence in the students' writing ability. Researcher used the concept of a written test. The researcher used one item for the pre-test and one item for the post-test.

F. Data Analysis Technique

1. Normality Test

The normality test was use to know wether the data of post-test in experimental class and control class were normally distributed or not. This research using Chi-Square (x^2) formula to know the data were normally distributed or not.

Hypothesis for normally test as follow:

H_0 accepted = the data have normal distribution.

H_a accepted = the data do not have normal distribution.

The criteria for normally test as follow

H_0 was accepted if $x^2_{observed} < x^2_{table.}$ It means that the distribution of the data was normal.

H_a was accepted if $x^2_{observed} > x^2_{table.}$ It means that the distribution of the data was not normal.

Chi-Square formula as follows:[40]

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[40] Nuryadi et.al, *Dasar-Dasar Statistik Penelitian*, (Yogyakarta: SIBUKU MEDIA, 2012), p. 119

$$x^2 = \sum \left[\frac{(Oi - Ei)^2}{Ei} \right]$$

Notes:

x^2 : Chi-Square

Oi : Observed value

Ei : Expected value

2. Homogeneity Test

Homogeneity test was use to determained wether the data was homogeneous or not. This reseach using Harley Test (F) formula.

Hypothesis for homogeneity test as follows:

H_0 accepted = the variance of the data was homogeneous.

H_a accepted = the variance of the data was not homogeneous.

The criteria for homogeneity test as follows:

H_0 was accepted if $F_{observed} < F_{table.}$ It means that the variance of the data was homogeneous.

H_a was accepted if $F_{observed} > F_{table.}$ It means that the variance of the data was not homogeneous.

Homogeneity formula as follows:[41]

$$F = \frac{highest\ variance}{lowest\ variance}$$

$$S^2 = \sqrt{\frac{n.\sum X_2{}^2 - (\sum X_2)^2}{n(n-1)}}$$

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[41] Usmadi, "Pengujian Persyaratan Analisis (Uji Homogenitas dan Uji Normalitas", *Journal Inovasi Pendidikan*, 7 (1), (Maret 2020), 50-62, p. 52.

Notes:

F: Homogeneity Test

S^2: Variance

n : Total Participant

X: Score

3. **Hypothesis Test**

The researcher calcaluted hypotical test by using independent sample t-test.

The hypothesis were H_0 there was no significant effect of using Think Talk Write (TTW) strategy toward students' ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah.

H_a there was a significant effect of using Think Talk Write (TTW) strategy toward students' ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah.

The criteria of t-test as follows:

H_0 was accepted if $t_{observed}$ was lower than t_{table} or ($t_{observed} < t_{table}$)

H_a was accepted if $t_{observed}$ was higher than t_{table} or ($t_{observed} > t_{table}$)

T-test formula as follow:[42]

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$M_1 = \frac{\sum X_1}{n_1} \qquad\qquad M_2 = \frac{\sum X_2}{n_2}$$

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[42] Nuryadi et.al, *Dasar-Dasar Statistik Penelitian,* ... p. 108.

$$SS_1 = \sum X_1{}^2 - \frac{(\sum X_1)^2}{n_1} \qquad SS_2 = \sum X_2{}^2 - \frac{(\sum X_2)^2}{n_2}$$

Notes:

M_1 = Mean of score experimental class

M_2 = Mean of score control class

SS_1 = Sum of Square experimental class

SS_2 = Sum of Square experimental class

n_1 = Total participants of experimental class

n_2 = Total participants of control class

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Result

1. Description of The Research Location

a. The History of MAN 1 Lampung Tengah

Madrasah Aliyah Negeri 1 Lampung Tengah was established in 1986 with the name Madrasah Aliyah at-Taqwa. The land was a waqf of Mr. H. Sayuti, Central Lampung Regent at that time. The founder was as chairman as chaired by M. Soleh BA, as Deputy Chair of Mr. Sugiri, for the Secretary held by Mr. Pamuji and as treasurer by Mr. Iskandar. In line with the time MAN 1 Lampung Tengah was experiencing some changes in the name of the leadership and quantity and quantity of students. With leadership is a period of Madrasah's development, namely: M. Sholeh Ba from 1989 to 1992. M. Masrin Ba from 1992 to 1995. MS. Rani from 1995 to 1998. Drs. Sopingi from 1998 to 2003. Drs. H. AR. Aminullah, MM from 2003 to 2018. H. Wiratno, S.Pd. M. Pd. I from 2018 until now.

b. School Profile

1) School Name   : MAN 1 Lampung Tengah

2) Address   : Lintas Sumatera

   District   : Terbanggi Besar

   Village   : Terbanggi Besar

Regency   : Central Lampung

Province   : Lampung

No. Phone   : 081369340991

3) School Status   : Accredited A

4) Number of certificate accreditation: 118/BAP-SM/LPG/X1/2017

5) Email   : manterbanggi@kemenag.co.id

6) NPWP   : 02098077321000

7) NPSN   : 11623

8) NSM   : 111820001

9) Year Established   : 1986

10) Land Status   : Owned

11) Program Study   : IPA/IPS

12) Name of Principal   : H. Wiratno, S.Pd. M. Pd. I

13) Working Period   : 2018 until now.

c. **Vision and Mission and MAN 1 Lampung Tengah**

1) Vision MAN 1 Lampung Tengah

       Realizing a quality madrasa in IMTAK and Science and Technology so that it is the main choice for the community.

2) Mision MAN 1 Lampung Tengah

a) Making students who are intelligent, skilled and attituded.

b) Improve the professionality of teachers to deliver students who are qualified in IMTAK and Science and Technology.

c) Creating graduates who are able to compete in the field of
education and the world of work.

d. The Building of MAN 1 Lampung Tengah

Table 4.1
Recapitulation of Facilities in MAN 1 Lampung Tengah

No.	Types	Condition	
		Good	**Broken**
1	Classroom	30	-
2	Principles office	1	-
3	Teacers room	2	-
4	Administration room	1	-
5	Physics Laboratory	1	-
6	Chemistry Laboratory	1	-
7	Biology Laboratory	1	-
8	Computer Laboratoty	1	-
9	Languange Laboratory	1	-
10	Library	1	-
11	Students Health Unit	1	-
12	Teachers Toilet	4	-
13	Students Toilet	10	-
14	Conceling Guidance room	1	-
15	OSIS Room	1	-
16	Mosque	1	-
17	Security pos	1	-
18	Canteen	-	-

Source : Documentation of MAN 1 Lampung Tengah gathered on 06th,
January 2022

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e.   **Location Sketch of MAN 1 Lampung Tengah**

Figure. 4.1
Location Sketch of MAN 1 Lampung Tengah
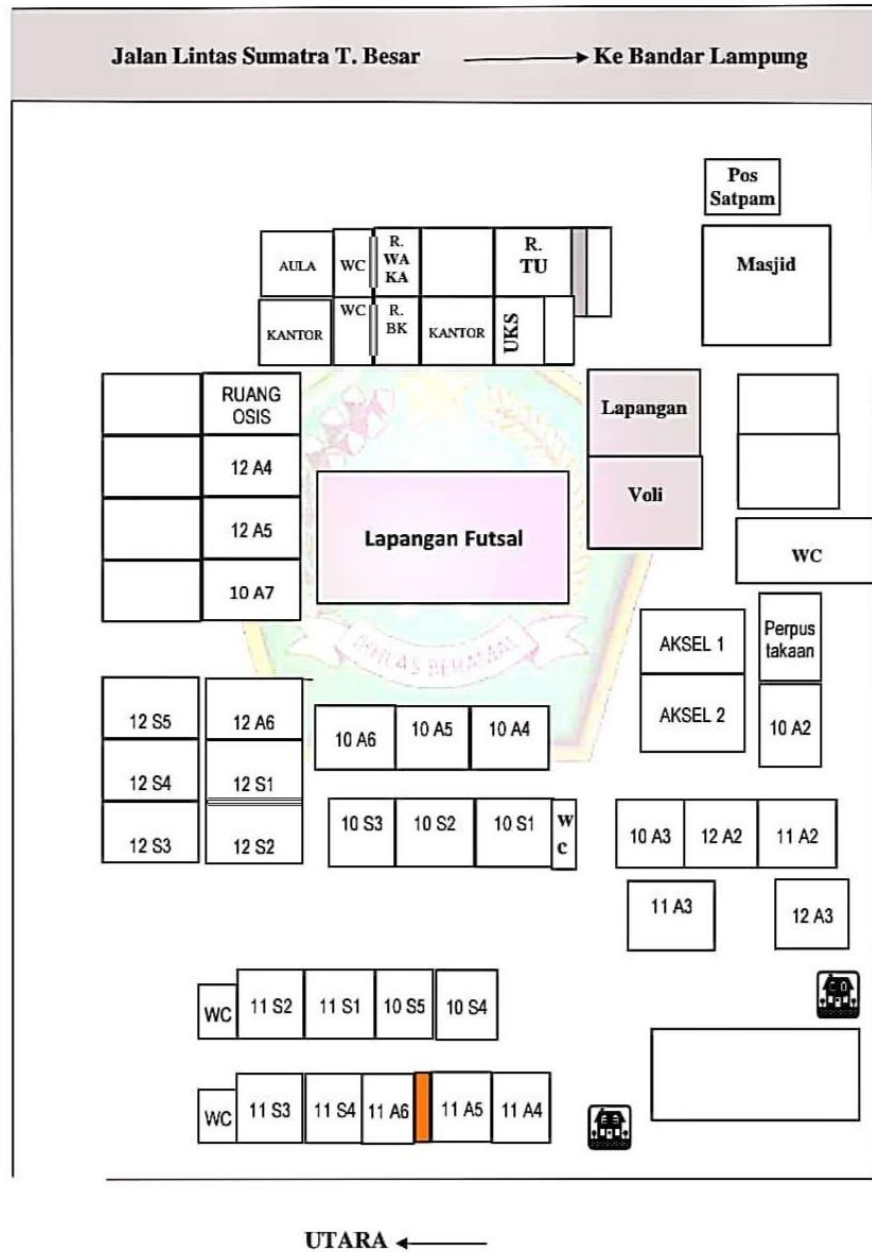
f. The Data of Teachers in MAN 1 Lampung Tengah

Table 4.2
The Data of Teachers in MAN 1 Lampung Tengah

No.	Name	Last Edc	Subject
1.	Puji Hartini,S.Pd	S1	Mathematics
2.	Trisadianah,S.Pd,M.H	S2	Civic Education
3.	Dra. Suswiyati	S1	Physics
4.	Drs. H.Nurhadi,MM	S2	Student Representative/ Treasurer
5.	Dra. Faulina	S1	Mathematics
6.	Dra. Supinah	S1	Chemical
7.	Drs. Ngadiyono	S1	Chemical
8.	Latifah Amien,S.Pd	S1	Chemical
9.	Sungkono,S.Pd	S1	Physics
10.	Drs. Syueb	S1	Student Representative/ Biology
11.	Dra. Dasawati	S1	Biology
12.	Hoiriah,S.Ag	S1	Fiqh
13.	Diyah Istiana, S.Ag.M.Pd.I	S2	Arabic
14.	M. Yasin, S. Ag. M. Pd. I	S2	History of Islam
15.	Wiratno S.Pd.M.Pd.I	S2	Head Master
16.	Endang Sukatmiati, S.Pd	S1	Indonesian
17.	Anasuha, S.Ag. M.Pd	S2	Arabic
18.	Khoirul Anwar, S.Pd.I.M.Pd.I	S2	Moral Theology
19.	Siti Fatimah, S.Pd	S1	Mathematics
20.	M. Taufik, S.Ag.M.Pd	S2	Quran Hadith
21.	Raudhotut Thoyibah, S.Pd.I	S1	History of Islam
22.	Mursalin, S.Pd	S1	Physics
23.	Rizal M. Noor, S.Ag. M.Pd.I	S2	Quran Hadith
24.	Ermiwati, S.Pd.I	S1	Arts Cultures Skills
25.	Diyah Ambarsari, S.Pd	S1	History
26.	Febriana Sinawati, S.Pd	S1	Counselling Guidence
27.	Yurlina, S.Pd.I.S.Pd	S1	English
28.	Rina Indra Sari, S.Pd	S1	Biology
29.	Tripatika Yuliani, S.Pd	S1	Mathematics
30.	Ratimun,S.Pd.I	S1	Sociology
31.	Mustarrosidin,S.Pd	S1	Sociology
32.	Wahyuni, S.Pd.I	S2	Fiqh
33.	Wiji Astuti, SE	S1	Economy
34.	Tenny Vinaria, S.Pd	S1	Geography
35.	Ari Rahmat, S.Pd.M.Pd	S2	Physics
36.	Wahyu Eko S, S.Pd.M.Pd	S2	Moral Theology
37.	Tristian Budiman, S.Pd	S1	Economy
38.	Muslimah.M, S.Pd	S1	History
39.	Peristianika.SP.d	S1	Geography
40.	Dian Putriana, S.Pd	S1	Indonesian
41.	Fenny Rosmiyanti,S.Pd	S1	Arts Cultures Skills
42.	Deka Satriya Imanda,S.Pd	S1	History

No.	Name	Last Edc	Subject
43.	Anisya Wicita Rahayu,S.Pd	S1	Arts Cultures Skills
44.	Hana Ayu Masha,S.Si	S1	Mathematics
45.	Nafisatuliah,S.Si	S1	Mathematics
46.	Abdurrahman	MA	The Head of Administration
47.	Sri Wahyuni	S1	Staff of Administration
48.	Santoso, A.Md	S1	Staff of Administration
49.	Hidayanti	S1	Staff of Administration
50.	Rahayuningtyas,S.Pd	S1	Staff of Administration
51.	Nurlina, S.Pd.I	S1	Staff of Administration
52.	Sumiati	S1	Staff of Administration
53.	Komalasari	SMU	Staff of Administration
54.	Muhtarom	MA	Staff of Administration

Source : Documentation of MAN 1 Lampung Tengah gathered on 06[th], January 2022

g. The Structure Organization of MAN 1 Lampung Tengah

Figure 4.2
The Structure Organization of MAN 1 Lampung Tengah
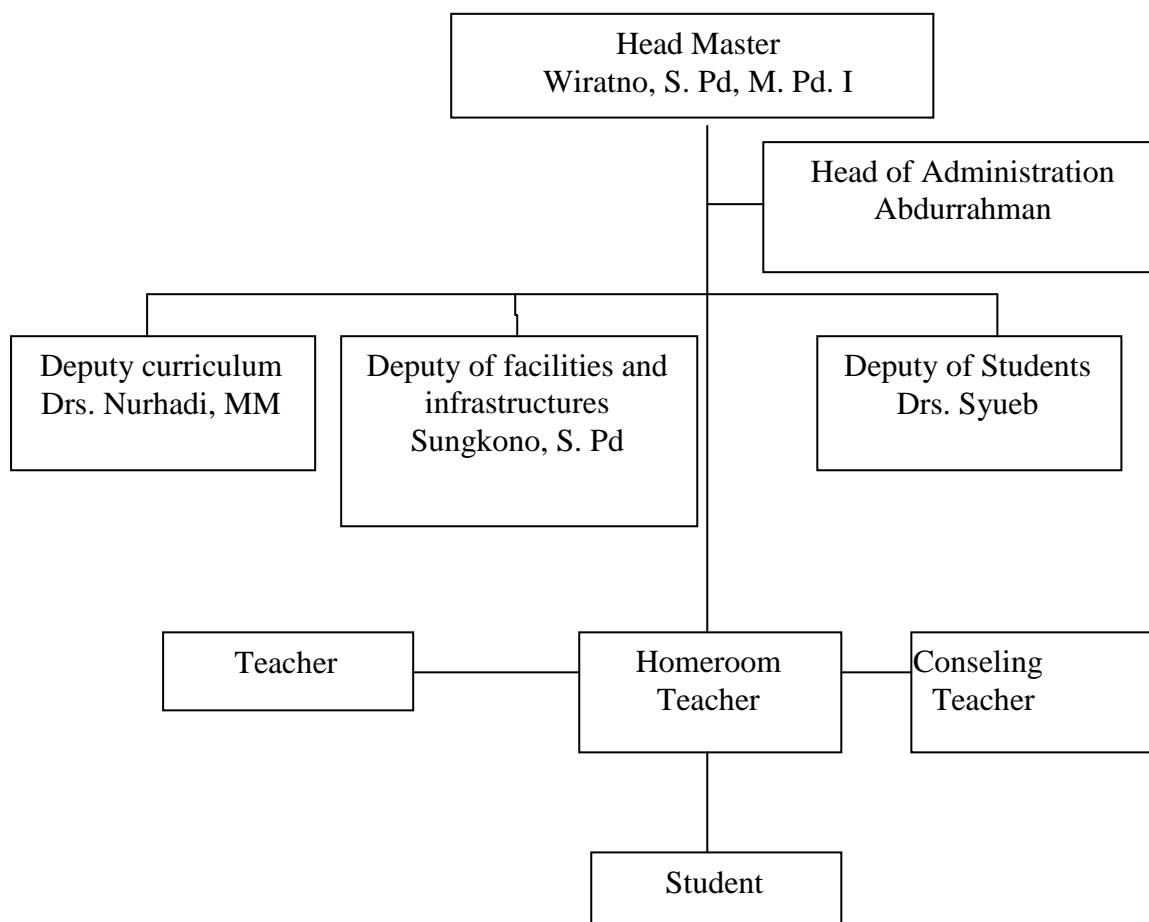
h. The Data of Tenth Students at MAN 1 Lampung Tengah

The data of tenth students in MAN 1 Lampung Tengah is stated as follows:

Table 4.3
Recapitulations The Students of Tenth Graders of MAN 1
Lampung Tengah

No.	Program	Class	Total
1.	IPA 1	X	36
2.	IPA 2	X	36
3.	IPA 3	X	36
4.	IPA 4	X	36
5.	IPA 5	X	36
6.	IPA 6	X	36
7.	IPS 1	X	36
8.	IPS 2	X	36
9.	IPS 3	X	36
10.	IPS 4	X	36
11.	IPS 5	X	36
Total			**396**

Source: Documentation of MAN 1 Lampung Tengah gathered on 06th, January 2022

2. Data Analysis of The Research

a. The Result of Pre-Test Score (Experimental Class)

To measure the students' ability in writing descriptive text the researcher used the pre-test before giving the treatment. The researcher conducted pre-test in the first meeting of this research in order to find out the prior knowledge of the students about the ability in writing descriptive text before giving the treatment. The pre-test used in this research is in the form of composing test.

The total of interval class of this result pre-test was 8. It can be seen on the table of frequency distribution bellow:

Table 4.4
The Table of Frequency Distribution of Pre-Test Score
(Experimental Class)

No.	Interval Class	Frequency	Percentage
1.	73 – 80	3	8,33%
2.	65 – 72	2	5,56%
3.	57 – 64	5	13,89%
4.	49 – 56	8	22,22%
5.	41 – 48	5	13,89%
6.	33 – 40	7	19,44%
7.	25 – 32	6	16,67%
Total		**36**	**100%**

If the data was put into graphic, it can be seen as follow:

Figure 4.3
Frequency distribution as the result (Experimental Class) of Pre-Test in X IPA 2 MAN 1 Lampung Tengah
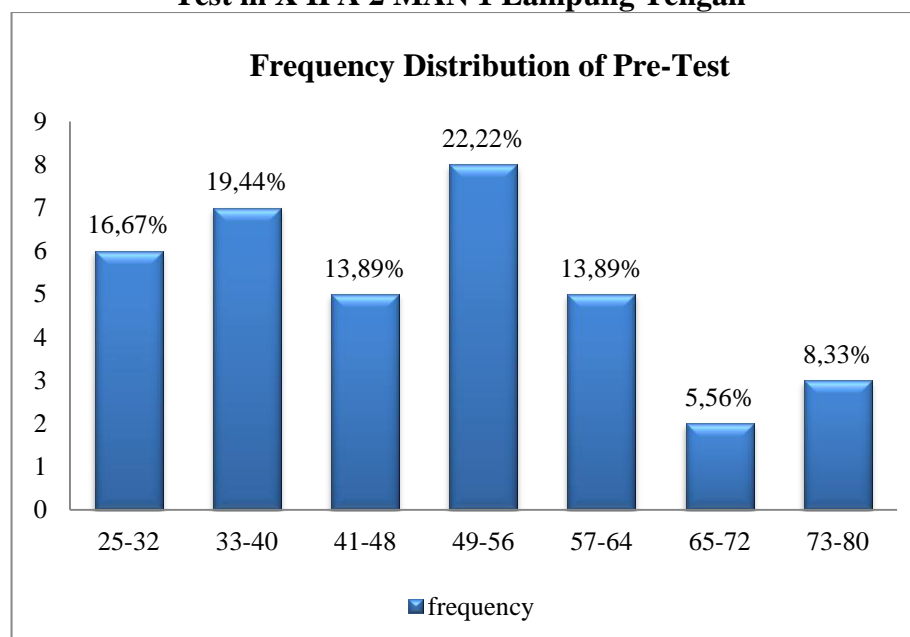
Furthermore, based on the table frequency distribution and graphic above, it can be concluded that 36 students as the researcher sample can be devided. First, the number of the students that got score 25-32 was 6 students or 16,67%. Therefore, the number of the students that got score 33-40 was 7 students or 19,44%. And then, the number

of the students that got score 41-48 was 5 students or 13,89%. Next, the number of the students that got score 49-56 was 8 students or 22,22%. The number of the students that got score 57-64 was 5 students or 13,89%. Then, the number of the students that got score 65-72 was 2 students or 15,56%. And the last, the number of the students that got score 73-80 was 3 students or 8,33%.

b. The Result of Post-Test Score (Experimental Class)

After analyzing the weakness and understanding of students' ability on writing descriptive text, the researcher conducted the treatment to help the students toward the abilty in writing descriptive text. The researcher helps the students about difficulties in writing descriptive text by using Think Talk Write (TTW) strategy. After the students has been given the treatment and they have understood.

Further the researcher gave the post-test was done to know the students' ability on writing descriptive text after treatment.

The total of interval class of this result post-test is 5. It can be seen on the table of frequency distribution below:

Table 4.5
The Table Frequency Distribution of Post-Test Score
(Experimental Class)

No.	Interval Class	Frequency	Percentage
1.	91 – 95	6	16,67%
2.	86 – 90	11	30,55%
3.	81 – 85	12	33,33%
4.	76 – 80	2	5,56%
5.	71 – 75	2	5,56%
6.	66 – 70	3	8,33%
Total		**36**	**100%**

If the data was put into graphic, it can be seen as follow:

Figure 4.4
Frequency Distribution as the Result (Experimental Class) of Post-Test in X IPA 2 MAN 1 Lampung Tengah
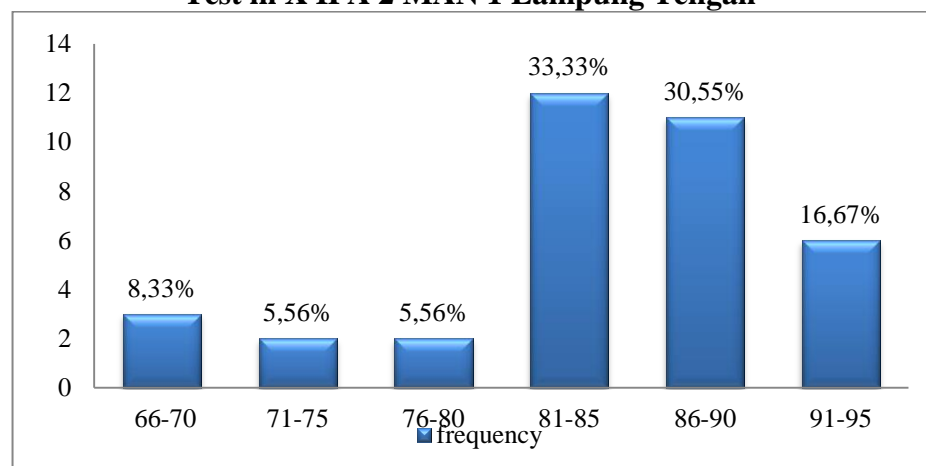
Based on the table frequency distribution and graphic above, it can be concluded that 36 students as the researcher sample can be devided: first, the number of the students that got score 66-70 was 3 student or 8,33%. Then, the number of the students that got score 71-75 was 2 student or 5,56%. Next, the number of the students that got score 76-80 was 2 student or 5,56%. Therefore, the number of the students that got score 81-85 was 12 students or 33,33%. The number of the students that got score 86-90 was 11 students or 30,55%. And the last, the number of the students that got score 91-95 was 6 students or 16,67%.

Based on the result of the post-test score of the students of MAN 1 Lampung Tengah above, it can be concluded that possible sentence strategy can help students ability in writing descriptive text.

As a result, most of students got high score in writing descriptive text by using Think Talk Write (TTW) strategy.

c. **The Result of Pre-Test Score (Control Class)**

The total of interval class of this result pre-test was 8. It can be seen on the table of frequency distribution bellow:

Table 4.6
The Table of Frequency Distribution of Pre-Test Score
(Control Class)

No.	Interval Class	Frequency	Percentage
1.	73 – 80	2	5,56%
2.	65 – 72	-	-
3.	57 – 64	8	22,22%
4.	49 – 56	3	8,34%
5.	41 – 48	7	19,44%
6.	33 – 40	8	22,22%
7.	25 – 32	8	22,22%
	Total	**36**	**100%**

Based on the table above, can be seen that most of students got score <73. So, it mean that most of students of MAN 1 Lampung Tengah got low score in pre-test.

If the data was put into graphic, it can be seen as follow:

Figure 4.5
Frequency Distribution as the Result (Control Class) of Pre-Test
in X IPA 3 MAN 1 Lampung Tengah
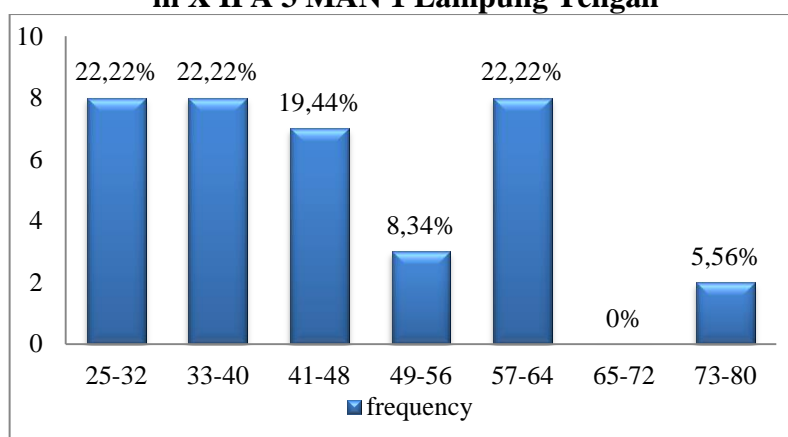
Furthermore, based on the table frequency distribution and graphic above, it can be concluded that 36 students as the researcher sample can be devided. First, the number of the students that got score 25-32 was 8 students or 22,22%. Then, the number of the students that got score 33-40 was 8 students or 22,22%. And then, the number of the students that got score 41-48 was 7 students or 19,44%. Next, the number of the students that got score 49-56 was 3 students or 8,34%. The number of the students that got score 57-64 was 8 students or 22,22%. Then, the number of the students that got score 65-72 was 0 student or 0%. And the last, the number of the students that got score 73-80 was 2 students or 5,56%.

d. The Result of Post-Test Score (Control Class)

The total of interval class of this result pre-test was 5. It can be seen on the table of frequency distribution bellow:

Table 4.7
The Table of Frequency Distribution of Post-Test Score
(Control Class)

No.	Interval Class	Frequency	Percentage
1.	81 - 85	1	2,77%
2.	76 – 80	-	-
3.	71 – 75	10	27,78%
4.	66 – 70	10	27,78%
5.	61 – 65	6	16,67%
6.	56 – 60	6	16,67%
7.	51 – 55	3	8,33%
	Total	**36**	**100%**

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If the data was put into graphic, it can be seen as follow:

Figure 4.6
Frequency Distribution as the Result (Control Class) of Post-Test in X IPA 3 MAN 1 Lampung Tengah
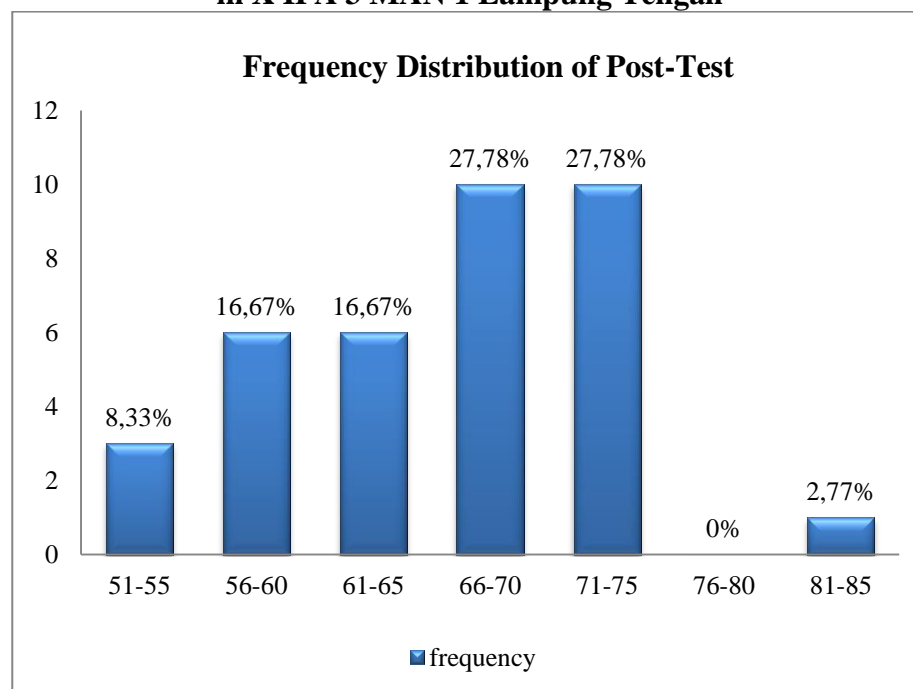
Frequency Distribution of Post-Test

Score	51-55	56-60	61-65	66-70	71-75	76-80	81-85
frequency	8,33%	16,67%	16,67%	27,78%	27,78%	0%	2,77%

Furthermore, based on the table frequency distribution and graphic above, it can be concluded that 36 students as the researcher sample can be devided. First, the number of the students that got score 51-55 was 3 students or 8,33%. Then, the number of the students that got score 56-60 was 6 students or 16,67%. And then, the number of the students that got score 61-65 was 6 students or 16,67%. Next, the number of the students that got score 66-70 was 10 students or 27,78%. The number of the students that got score 71-75 was 10 students or 27,78%. Then, the number of the students that got score 76-80 was 0 student or 0%. And the last, the number of the students that got score 81-85 was 1 students or 2,77%.

e. **The Result of Normality Test**

The normality test was use to know wether the data of post-test in experimental class and control class were normally distributed or not. This research using Chi-Square (x^2) formula to know the data were normally distributed or not.

Hypothesis for normally test as follow:

H_0 accepted = the data have normal distribution.

H_a accepted = the data do not have normal distribution.

The criteria for normally test as follow:

H_0 was accepted if $x^2_{observed} < x^2_{table.}$ It means that the distribution of the data was normal.

H_a was accepted if $x^2_{observed} > x^2_{table.}$ It means that the distribution of the data was not normal.

Table 4.8
Normality of Post-Test in Experimental Class and Control Class

Class	Post-test	
	$x^2_{observed}$	$x^2_{table.}$
Experimental	-155,509	7,815
Control	-150,734	9,488

Based on the table above it can be seen that the result of normality test in experimental class and controll class showed that $x^2_{observed} < x^2_{table.}$ It can be concluded that the data was normally distributed.

f. **The Result of Homogeneity Test**

Homogeneity test was use to determained wether the data was homogeneous or not.

Hypothesis for homogeneity test as follows:

H_0 accepted = the variance of the data was homogeneous.

H_a accepted = the variance of the data was not homogeneous.

The criteria for homogeneity test as follows:

H_0 was accepted if $F_{observed} < F_{table.}$ It means that the variance of the data was homogeneous.

H_a was accepted if $F_{observed} > F_{table.}$ It means that the variance of the data was not homogeneous.

Table 4.9
Homogeneity of Post-Test in Experimental Class and Control Class

Class	The Biggest Variance (S_Y^2)	The Smallest Variance (S_X^2)	$F_{observed}$	$F_{table.}$
Post-test	7,0918	7,0587	1,0047	1,7675

Based on the table above it can be seen that the result of homogeneity test in experimental class and control class showed $F_{observed} < F_{table.}$ Where the $F_{observed}$ was 1,0047 and F_{table} was 1,7675. It concluded that H_0 was accepted because 1,0047 < 1,7675. It means that the variance of the data was homogeneous.

B. Hypothesis Test

After analyzed the data by using normality test and homogeneity test. The calculation of the normality test and homogeneity test before showed that both data were normal and homogeneous. Because the data was homogeneous, the researcher calcaluted hypotical test by using independent sample t-test.

The hypothesis were H_0 there was no significant effect of using Think Talk Write (TTW) strategy toward students' ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah.

H_a there was a significant effect of using Think Talk Write (TTW) strategy toward students' ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah.

The criteria of t-test as follows:

H_0 was accepted if $t_{observed}$ was lower than t_{table} or ($t_{observed} < t_{table}$)

H_a was accepted if $t_{observed}$ was higher than t_{table} or ($t_{observed} > t_{table}$)

Table 4.10
Independent t-test of Post-Test

Post-test	
$t_{observed}$	T_{table}
11,20	1,667

Based on calculation of the data by using independent t-test formula it conclude that $t_{observed}$ was 11,20 and the t_{table} 1,667. It can be seen that the result of t-test formula showed that $t_{observed}$ was higher than t_{table} or ($t_{observed} > t_{table}$). So, H_a was accepted because 11,20>1,667. Than, it could be assumed that there was a significant effect of using Think Talk Write (TTW) strategy toward students' ability on wriing descriptive text at tenth graders of MAN 1 Lampung Tengah.

C. Discussion

This research observed the student's ability in writing descriptive text at tenth graders of MAN 1 Lampung Tengah. The researcher used two classes there are X IPA 2 (experimental class) and IPA 3 (control class) . The

researcher used this class because they have difficulties in writing skill especially writing descriptive text. So, based on the problem the researcher applied Think Talk Write (TTW) strategy to help students in writing descriptive text.

The researcher assumed that teaching and learning by using Think Talk Write (TTW) strategy could help students in learning process especially in writing descriptive text. Because, this strategy have an advantage. This advantage of this strategy is Think Talk Write (TTW) strategy helps the students learn to thinking concepts, share their ideas, and discussing a wording in a writing descriptive text.

The researcher recommended this strategy for the teacher in order that Think Talk Write (TTW) strategy can be one strategy in learning writing. It has proved that using Think Talk Write (TTW) strategy can be used as an alternative strategy in writing descriptive text.

Before conducting the research, the researcher administered pre-test in order to found out the basic performance of the students before treatments. In this research used two classes there are control class and experimental class The result of the pre-test in control class showed that the highest score was 73 while the lowest was 25 and the average was 45,3. Then, the result of the pre-test in experimental class showed that the highest score was 75 while the lowest was 25 and the average was 47,8. In this research, the researcher not applied treatment in control class, the researcher just applied the treatment in experimental class. After finishing the treatments, the researcher administered

post-test. The result of the post-test in control class showed that the highest score was 81 while the lowest was 51 and the average was 66. And then, the result of the post-test in experimental class showed that the highest score was 95 while the lowest was 67 and the average was 84. Based of the data above it confirm that the score and mean score from the post-test in experimental class was higher than the score and mean score from control class, it means that the score of experimentall class was better than control class.

After analyzed the data using normality test and homogeneity test, it showed that the data was normal distribution and the data was homogeneous. Because the data was homogeneous the researcher used independent t-test formula to know the significant effect of Think Talk Write (TTW) strategy on students' ability on writing descriptive text. The result of this research is Think Talk Write (TTW) strategy had a significant effect on students' writing descriptive text. Finally, the data confirmed that $t\text{-}_{observation} = 11,20$ is higher than $t\text{-}_{table} = 1,667$. Regarding to the all the finding above, the data confirm that $t\text{-}_{observation}$ is higher than $t\text{-}_{table}$ it means there is a significant effect of Think Talk Write (TTW) strategy toward students` ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah. Refering to all the findings above, it can concluded that by applying Think Talk Write (TTW) strategy, the students can build up writing descriptive text more easily.

D. Limitation

This research was conducted at the tenth graders of MAN 1 Lampung Tengah class IPA 2 as experimental class and class IPA 3 as control class.

About the effect of Think Talk Write (TTW) strategy toward students` ability on writing descriptive text. So, the result of this research was limited only to this class and this research can not be generalized. If this research was doing different place, subject, time, and academic year possibility the result the research will be different also.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research to know whether any significant effect of Think Talk Write (TTW) strategy toward students` ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah. This research is quantitative research conducted at the tenth graders of MAN 1 Lampung Tengah that involves of 72 students as the samples. This research was using two types of variable, independent variable and dependent variable. Independent variable is Think Talk Write (TTW) as strategy and dependent variable is the students' ability on writing descriptive text. The technique sampling used cluster random sampling technique.

The research instrument used in this study were composition test. To determine the effect of Think Talk Write (TTW) strategy. Researcher used pre-test and post-test questions to conduct research. The pre-test questions were given before the treatments and the post-test questions were given after doing the treatments.

Based on the result of the research, the researcher can conclude that Think Talk Write (TTW) strategy had a significant effect, so Think Talk Write (TTW) strategy toward students` ability on writing descriptive text at tenth graders of MAN 1 Lampung Tengah. It can be used as strategy in learning writing descriptive text and it can help the students' to generate and develope

their ideas in writing descriptive text. It can be seen from the result of critical value of t-test, "$t_{observation}$" was 11,20 and "t_{table}" 5% (1,667). The data confirmed that "$t_{observation}$" was higher than "t_{table}".

B. Suggestion

Based on the result of the research, the researcher gives some suggestion to the side that related as the considered as follows:

1. For the Students

   In order to the the students to be active in learning process in order they can generate and develope their ideas especially in writing descriptive text.

2. For the Teacher

   In order to teacher to use Think Talk Write (TTW) strategy to help students in writing descriptive text.

3. For the Headmaster

   In order to the headmaster is supposed to give more facilities to the students in order the students can be more exited in English learning especially in writing descriptive text.

4. For Further Researchers

   Other researchers should focus on other aspects of English teaching and learning process. Further researchers can estimate the implementation of Think Talk Write (TTW) strategy and other variables with the media and learning materials.

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APPENDICES

Appendix 1

The Pre-Test Result (Experimental Class)

No.	Name (IPA 2)	Pre-Test	Category	No.	Name (IPA 2)	Pre-Test	Category
1.	ADL	40	Low	19.	IRAM	57	Low
2.	ANIG	65	Low	20.	IKS	51	Low
3.	AAR	27	Low	21.	LZA	28	Low
4.	AHS	75	Average	22.	LPI	30	Low
5.	ANS	52	Low	23.	MAGWF	47	Low
6.	AAP	50	Low	24.	MV	51	Low
7.	ASN	50	Low	25.	MAG	37	Low
8.	AFS	31	Low	26.	NAA	41	Low
9.	ANR	48	Low	27.	NA	38	Low
10.	ARP	50	Low	28.	RA	40	Low
11.	AAHP	36	Low	29.	RUA	25	Low
12.	AS	30	Low	30.	RK	61	Low
13.	BCPS	51	Low	31.	RKN	73	Average
14.	DM	68	Low	32.	RA	57	Low
15.	DAF	35	Low	33.	SA	48	Low
16.	DAD	73	Average	34.	SF	43	Low
17.	FAA	61	Low	35.	SV	56	Low
18.	HO	62	Low	36.	TRF	37	Low

The test was followed by 36 students. The highest score was 75 and the lowest score was 25 with the total score 1.724. Based on the data, the researcher measured the interval class:

R   = the highest score − the lowest score

        = 75 − 25

        = 50

K   = 1 + 3.3 log n

        = 1 + 3.3 log 36

        = 1 + 3.3 × 1,5

        = 1 + 4,95

        = 5, 95 = 6

$$I = \frac{R}{K}$$

$$= \frac{50}{6}$$

$$= 8,3 = 8$$

Note:

K   : The number of interval class

R   : a distance from score maximum and score minimum

I   : The length of interval class (total of class interval)

N   : Total of students

Appendix 2

The Post-Test Result (Experimental Class)

No.	Name (IPA 2)	Post-Test	Category	No.	Name (IPA 2)	Post-Test	Category
1.	ADL	85	High	19.	IRAM	87	High
2.	ANIG	87	High	20.	IKS	83	High
3.	AAR	85	High	21.	LZA	70	Low
4.	AHS	90	High	22.	LPI	71	Low
5.	ANS	87	High	23.	MAGWF	87	High
6.	AAP	85	High	24.	MV	85	High
7.	ASN	83	High	25.	MAG	68	Low
8.	AFS	81	High	26.	NAA	90	High
9.	ANR	87	High	27.	NA	87	High
10.	ARP	91	High	28.	RA	83	High
11.	AAHP	81	High	29.	RUA	67	Low
12.	AS	78	Average	30.	RK	91	High
13.	BCPS	90	High	31.	RKN	95	High
14.	DM	93	High	32.	RA	81	High
15.	DAF	78	Average	33.	SA	83	High
16.	DAD	91	High	34.	SF	90	High
17.	FAA	87	High	35.	SV	85	High
18.	HO	91	High	36.	TRF	73	Average

The test was followed by 36 students. They highest score was 95 and the lowest score was 67 with total score 3.026. Based on the table above, the researcher measured by class internal follow:

R = the highest score − the lowest score

= 95 − 67

= 28

K = 1 + 3.3 log n

= 1 + 3.3 log 36

= 1 + 3.3 × 1,5

= 1 + 4,95

= 5,95 = 6

74

$$I = \frac{R}{K}$$

$$= \frac{28}{6}$$

$$= 4,6 = 5$$

Note:

K   : The number of interval class

R   : a distance from score maximum and score minimum

I   : The length of interval class (total of class interval)

N   : Total of students

Appendix 3

The Pre-Test Result (Control Class)

No.	Name (IPA 3)	Pre-Test	Category	No.	Name (IPA 3)	Pre-Test	Category
1.	ARKR	28	Low	19.	MLNM	61	Low
2.	AN	57	Low	20.	MRR	48	Low
3.	ARN	38	Low	21.	MRA	37	Low
4.	AFA	40	Low	22.	MZAR	56	Low
5.	AA	41	Low	23.	NSS	58	Low
6.	CGR	62	Low	24.	NTD	47	Low
7.	CDA	73	Average	25.	NN	25	Low
8.	DAS	53	Low	26.	PRS	48	Low
9.	ENPS	63	Low	27.	QFL	61	Low
10.	EAPP	48	Low	28.	RFI	73	Average
11.	EMS	37	Low	29.	RYY	45	Low
12.	FAKP	30	Low	30.	RAZ	43	Low
13.	FAMA	28	Low	31.	SRA	38	Low
14.	LFT	57	Low	32.	SNR	51	Low
15.	LAR	31	Low	33.	SPA	37	Low
16.	LAS	27	Low	34.	TMLM	27	Low
17.	MAN	30	Low	35.	ZNDS	35	Low
18.	MF	62	Low	36.	ZAK	36	Low

The test was followed by 36 students. The highest score was 73 and the lowest score was 25 with the total score 1.631. Based on the data, the researcher measured the interval class as follow:

R $\quad$ = the highest score – the lowest score

$\quad\quad$ = 73 – 25

$\quad\quad$ = 48

K $\quad$ = 1 + 3.3 log n

$\quad\quad$ = 1 + 3.3 log 36

$\quad\quad$ = 1 + 3.3 × 1,5

$\quad\quad$ = 1 + 4,95

$$= 5, 95 = 6$$

$$I \quad = \frac{R}{K}$$

$$= \frac{48}{6}$$

$$= 8$$

Note:

K   : The number of interval class

R   : a distance from score maximum and score minimum

I   : The length of interval class (total of class interval)

N   : Total of students

Appendix 4

The Post-Test Result (Control Class)

No.	Name (IPA 3)	Post-Test	Category	No.	Name (IPA 3)	Post-Test	Category
1.	ARKR	58	Low	19.	MLNM	71	Low
2.	AN	73	Average	20.	MRR	68	Low
3.	ARN	58	Low	21.	MRA	63	Low
4.	AFA	57	Low	22.	MZAR	73	Average
5.	AA	58	Low	23.	NSS	68	Low
6.	CGR	75	Average	24.	NTD	57	Low
7.	CDA	81	High	25.	NN	64	Low
8.	DAS	63	Low	26.	PRS	65	Low
9.	ENPS	67	Low	27.	QFL	75	Average
10.	EAPP	68	Low	28.	RFI	73	Average
11.	EMS	55	Low	29.	RYY	68	Low
12.	FAKP	53	Low	30.	RAZ	65	Low
13.	FAMA	51	Low	31.	SRA	70	Low
14.	LFT	67	Low	32.	SNR	74	Average
15.	LAR	72	Low	33.	SPA	70	Low
16.	LAS	68	Low	34.	TMLM	71	Low
17.	MAN	70	Low	35.	ZNDS	65	Low
18.	MF	75	High	36.	ZAK	60	Low

The test was followed by 36 students. The highest score was 81 and the lowest score was 51 with the total score 2.389. Based on the data, the researcher measured the interval class as follow:

R $\quad$ = the highest score – the lowest score

$\quad$ = 81 – 51

$\quad$ = 30

K $\quad$ = 1 + 3.3 log n

$\quad$ = 1 + 3.3 log 36

$\quad$ = 1 + 3.3 × 1,5

$\quad$ = 1 + 4,95

$$= 5, 95 = 6$$

$$I \qquad = \frac{R}{K}$$

$$= \frac{30}{6}$$

$$= 5$$

Note:

K   : The number of interval class

R   : a distance from score maximum and score minimum

I   : The length of interval class (total of class interval)

N   : Total of students

Appendix 5

The Normality Test Result (Experimental Class)

SCORE EXPERIMENTAL CLASS			Fi	Xi (MEAN)	Fi.Xi	Xi-$\bar{X}$	(Xi-$\bar{X}$)^2	Fi.(Xi-$\bar{X}$)^2
66	-	70	3	68	204	-16,06	257,78	773,34
71	-	75	2	73	146	-11,06	122,23	244,45
76	-	80	2	78	156	-6,06	36,67	73,34
81	-	85	12	83	996	-1,06	1,11	13,37
86	-	90	11	88	968	3,94	15,56	171,15
91	-	95	6	93	558	8,94	80,00	480,02
n			**36**		**3026**			**1755,67**

RATA-RATA ($\bar{X}$)	($\sum$Fi.Xi)/($\sum$Fi)	84,06	
STANDARD DEVIASI	$\sqrt{\sum}$Fi.(Xi-$\bar{X}$)^2/n	6,98	6,98

Observed Value				Class Limit		Z		Tabel Z		Pi (Proportion)	Ei (Expected Value)	(Oi-Ei)^2/Ei
SCORE			Fi/ Oi	Bottom	Top	Bottom	Top	Bottom	Top			
66	-	70	3	65,5	70,5	-2,66	-1,94	0,004	0,026	-0,022	-0,799	-18,069
71	-	75	2	70,5	75,5	-1,94	-1,23	0,026	0,110	-0,084	-3,029	-8,350
76	-	80	2	75,5	80,5	-1,23	-0,51	0,110	0,305	-0,195	-7,022	-11,592
81	-	85	12	80,5	85,5	-0,51	0,21	0,305	0,582	-0,277	-9,958	-48,419
86	-	90	11	85,5	90,5	0,21	0,92	0,582	0,822	-0,240	-8,641	-44,644
91	-	95	6	90,5	95,5	0,92	1,64	0,822	0,949	-0,127	-4,587	-24,435
n			**36**									$x^2_{observed} =$ **-155,509**

Degree of Fredom (Df)   = K (the total of interval class) – 3

= 6 – 3

= 3

The value of df 4 at degrees of significancy 5% x^2_{table} **is 7,815**.

Appendix 6

The Normality Test Result (Control Class)

SCORE CONTROL CLASS			Fi	Xi (MEAN)	Fi.Xi	$Xi-\bar{X}$	$(Xi-\bar{X})^2$	$Fi.(Xi-\bar{X})^2$
51	-	55	3	53	159	-13,36	178,52	535,56
56	-	60	6	58	348	-8,36	69,91	419,45
61	-	65	6	63	378	-3,36	11,30	67,78
66	-	70	10	68	680	1,64	2,69	26,86
71	-	75	10	73	730	6,64	44,07	440,75
76	-	80	0	78	0	11,64	135,46	0,00
81	-	85	1	83	83	16,64	276,85	276,85
n			36		2389			1767,25

RATA-RATA ($\bar{X}$)	$(\sum Fi.Xi)/(\sum Fi)$	66,36
STANDARD DEVIASI	$\sqrt{\sum Fi.(Xi-\bar{X})^2/n}$	7,01

Observed Value				Class Limit		Z		Tabel Z		Pi (Proportional)	Ei (Expected Value)	(Oi-Ei)^2/Ei
SCORE			Fi/Oi	Bottom	Top	Bottom	Top	Bottom	Top			
51	-	55	3	50,5	55,5	-2,26	-1,55	0,012	0,061	-0,049	-1,755	-12,883
56	-	60	6	55,5	60,5	-1,55	-0,84	0,061	0,201	-0,141	-5,072	-24,170
61	-	65	6	60,5	65,5	-0,84	-0,12	0,201	0,451	-0,250	-8,988	-24,993
66	-	70	10	65,5	70,5	-0,12	0,59	0,451	0,723	-0,272	-9,776	-40,005
71	-	75	10	70,5	75,5	0,59	1,30	0,723	0,904	-0,181	-6,527	-41,848
76	-	80	0	75,5	80,5	1,30	2,02	0,904	0,978	-0,074	-2,673	-2,673
81	-	85	1	80,5	85,5	2,02	2,73	0,978	0,997	-0,019	-0,671	-4,161
n			36									$x^2_{observed} = $ -150,734

Degrees of fredom (df) = K (the total of interval class) – 3

  = 7 – 3

  = 4

The value of df 4 at degrees of significancy 5% x^2_{table} **is 9,488**.

Appendix 7

Table of Chi-Square

dk	Taraf Signifikansi					
	50%	30%	20%	10%	**5%**	1%
1	0.455	1.074	1.642	2.706	3.481	6.635
2	0.139	2.408	3.219	3.605	5.591	9.210
3	2.366	3.665	4.642	6.251	**7.815**	11.341
4	3.357	4.878	5.989	7.779	**9.488**	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.017	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666
10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.19	16.985	19.812	22.368	27.688
14	13.332	16.222	18.151	21.064	23.685	29.141
15	14.339	17.322	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.337	19.511	21.615	24.785	27.587	33.409
18	17.338	20.601	22.760	26.028	28.869	34.805
19	18.338	21.689	23.900	27.271	30.144	36.191
20	19.337	22.775	25.038	28.514	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289
23	22.337	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.194	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45.642
27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.027	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.775	50.892

Appendix 8

The Homogeneity Test Result (Experimental Class and Control Class)

No.	X_2	$X_2{}^2$	Y_2	$Y_2{}^2$
1	85	7225	58	3364
2	87	7569	73	5329
3	85	7225	58	3364
4	90	8100	57	3249
5	87	7569	58	3364
6	85	7225	75	5625
7	83	6889	81	6561
8	81	6561	63	3969
9	87	7569	67	4489
10	91	8281	68	4624
11	81	6561	55	3025
12	78	6084	53	2809
13	90	8100	51	2601
14	93	8649	67	4489
15	78	6084	72	5184
16	91	8281	68	4624
17	87	7569	70	4900
18	91	8281	75	5625
19	87	7569	71	5041
20	83	6889	68	4624
21	70	4900	63	3969
22	71	5041	73	5329
23	87	7569	68	4624
24	85	7225	57	3249
25	68	4624	64	4096
26	90	8100	65	4225
27	87	7569	75	5625
28	83	6889	73	5329
29	67	4489	68	4624
30	91	8281	65	4225
31	95	9025	70	4900
32	81	6561	74	5476
33	83	6889	70	4900
34	90	8100	71	5041
35	85	7225	65	4225
36	73	5329	60	3600
N	3026	256096	2389	160297

Taraf nyata α : 5% = 0,05

Numerator Degree $\quad= (n_X - 1) = (36 - 1) = 35$

Denominator Degree $\;= (n_Y - 1) = (36 - 1) = 35$

$$\mathbf{F_{table}} \quad = F\alpha\ (n_X - 1, n_Y - 1)$$

$$= 0{,}05\ (35, 35)$$

$$= \mathbf{1{,}7675}$$

$$F_{observed} = F : \frac{S_X{}^2}{S_Y{}^2}$$

$S_{X_2}{}^2 = \sqrt{\dfrac{n.\sum X_2{}^2 - (\sum X_2)^2}{n(n-1)}}$	$S_{Y_2}{}^2 = \sqrt{\dfrac{n.\sum Y_2{}^2 - (\sum Y_2)^2}{n(n-1)}}$
$= \sqrt{\dfrac{36.256096 - (3026)^2}{36(36-1)}}$	$= \sqrt{\dfrac{36.160297 - (2389)^2}{36(36-1)}}$
$= \sqrt{\dfrac{9219456 - 9156676}{1260}}$	$= \sqrt{\dfrac{5770692 - 5707321}{1260}}$
$= \sqrt{\dfrac{62780}{1260}}$	$= \sqrt{\dfrac{63371}{1260}}$
$= \sqrt{49{,}8253}$	$= \sqrt{50{,}2944}$
$= 7{,}0587$	$= 7{,}0918$

$$F = \frac{S_Y{}^2}{S_X{}^2}$$

$$= \frac{7{,}0918}{7{,}0587}$$

$$= \mathbf{1{,}0047}$$

Conclusion: Homogeneity test in post-test of experimental class (X_2) and post-test control class (Y_2) was $F_{observed} = 1{,}0047$ dan $F_{table} = 1{,}7675$.

Note:

$$\left.\frac{F_{observed}\ <\ F_{table}}{1{,}0047\ <\ 1{,}7675}\right\}\ H_0\ accepted, data\ is\ homogeneous.$$

Appendix 9

The Independent t-test Result

Because the data of homogeneity test, so $t_{observed}$ formula was:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$M_1 = \frac{\sum X_1}{n_1} \qquad M_2 = \frac{\sum X_2}{n_2}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \qquad SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

The calculation Mean of score experimental class and control class as follows:

$M_1 = \dfrac{\sum X_1}{n_1}$	$M_2 = \dfrac{\sum X_2}{n_2}$
$= \dfrac{3026}{36}$	$= \dfrac{2389}{36}$
$= 84,06$	$= 66,36$

The calculation Sum of Square of score experimental class and control class as follows:

$SS_1 = \sum X_1^2 - \dfrac{(\sum X_1)^2}{n_1}$	$SS_2 = \sum X_2^2 - \dfrac{(\sum X_2)^2}{n_2}$
$= 256096 - \dfrac{(3026)^2}{36}$	$= 160297 - \dfrac{(2389)^2}{36}$
$= 256096 - \dfrac{9156676}{36}$	$= 160297 - \dfrac{5707321}{36}$
$= 256096 - 254352,11$	$= 160297 - 158536,69$
$= 1743,89$	$= 1760,31$

The calculation of independent t-test as follows:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{84{,}06 - 66{,}36}{\sqrt{\frac{1743{,}89 + 1760{,}31}{36 + 36 - 2}\left(\frac{1}{36} + \frac{1}{36}\right)}}$$

$$= \frac{17{,}7}{\sqrt{\frac{3504{,}2}{72 - 2}\left(\frac{2}{36}\right)}}$$

$$= \frac{17{,}7}{\sqrt{\frac{3504{,}2}{70}(0{,}05)}}$$

$$= \frac{17{,}7}{\sqrt{50{,}06\,(0{,}05)}}$$

$$= \frac{17{,}7}{\sqrt{2{,}50}}$$

$$= \frac{17{,}7}{1{,}58}$$

$$= 11{,}20$$

Determaining degrees of freedom (df):

df $= (n_x + n_Y) - 2 = (36 + 36) - 2 = 72 - 2 = 70$

The value of df 70 at degrees of significancy 5% **t$_{table}$ is 1,667**.

So, the conclusion:

$$\left.\frac{t_{observed} > t_{table}}{11{,}20 > 1{,}667}\right\} H_a \; accepted.$$

Appendix 10

The Table of t-test

Pr df	0.25 0.50	0.10 0.20	**0.05** **0.10**	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	**1.66691**	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Appendix 11

<center>**SILABUS SMA/MA**</center>

Mata Pelajaran	**: BAHASA INGGRIS - WAJIB**
Kelas	**: X**
Kompetensi Inti	**:**
KI-1	: Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI-2	: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
KI-3	: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI-4	: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Alokasi Waktu	Sumber Belajar
3.4 Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat | ● Fungsi Sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

● Struktur Teks

Dapat mencakup:
- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)
- Fungsi, manfaat, tindakan, kebiasaan

● Unsur kebahasaan

- Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
- Adverbia terkait sifat seperti *quite*, *very, extremely, dst.*
- Kalimat dekalraif dan interogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my,* | - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.

- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain

- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing- | 3.4.1 Menentukan fungsi sosial teks deskriptif terkait tempat wisata.

3.4.2 Menganalisis struktur teks deskriptif terkait tempat wisata.

3.4.3 Menemukan unsur kebahasaan dalam bentuk teks deskriptif terkait tempat wisata.

3.4.4 Meresume teks deskriptif sederhana terkait tempat wisata.

4.4.1 Membuat teks deskriptif sederhana, terkait tempat wisata

4.4.2 Menyajikan secara | 2 JP | -kamus bahasa Inggris

- Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X, Kemendikbud. |

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Alokasi Waktu	Sumber Belajar
wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.	*their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.	lisan teks deskriptif terkait tempat wisata		

Appendix 12

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

Sekolah   : **MAN 1 Lampung Tengah**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/Semester   : **X/Ganjil**

Materi Pokok/Tema   : **Descriptive Text/Tempat (*Place*)**

Alokasi Waktu   : **2 JP**

A. **Kompetensi Inti**

KI-1   : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI-2   : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

KI-3   : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indkator Pencapaian Kompetensi
3.4 Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Menentukan fungsi sosial teks deskriptif terkait tempat wisata. 3.4.2 Menganalisis struktur teks deskriptif terkait tempat wisata. 3.4.3 Menemukan unsur kebahasaan dalam bentuk teks deskriptif terkait tempat wisata. 3.4.4 Meresume teks deskriptif sederhana terkait tempat wisata.
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal. 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.	4.4.1 Membuat teks deskriptif sederhana, terkait tempat wisata 4.4.2 Menyajikan secara lisan teks deskriptif terkait tempat wisata

C. **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu menentukan fungsi sosial teks deskriptif terkait tempat wisata.

2. Siswa mampu menganalisis struktur teks deskriptif terkait tempat wisata.

3. Siswa mampu menemukan unsur kebahasaan dalam bentuk teks deskriptif terkait tempat wisata.

4. Siswa dapat meresume teks deskriptif sederhana terkait dengan tempat wisata di Indonesia.

5. Siswa dapat membuat teks deskriptif terkait dengan tempat wisata di daerah tempat tinggal masing masing menggunakan bahasa sendiri.

6. Setelah membuat teks deskriptif, siswa menyajikan teks deskriptif secara tertulis.

D. **Materi Pembelajaran**

1. The definition of Descriptive text: A descriptive text describes a particular object like a place, thing or person.

2. Sosial Function : Describing or presenting information about a particular place and a historical building.

3. Generic Structure :

   a. Identification

      Identifying of the object to be described.

   b. Description

      Describing the object in parts, qualities, or characteristics.

4. Grammatically in descriptive text:

   a. Using simple present tense

      S + Verb 1

      Example : He likes banana.

   b. Using adjective

      Examples: nice, angry, short, excellent, yellow, etc.

5. Example:

Toba Lake

Identification:

Toba Lake is one of the most popular destinations in Indonesia, especially in Medan, North Sumatra. Toba Lake is the largest volcanic lake in Indonesia, even in the Southeast Asia. Which make it more special is taken from the Samosir Island, an Island that settled in the middle of the lake.

Description:

Lake Toba is an area of 1,707 km², we can say that this is 1,000 km² bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Pulau Samosir or Samosir Island, The island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass; a road bridge crosses the cutting. Samosir island is the cultural centre of the Batak tribe, the indigenous from North Sumatra.

By the eruption of a super volcano (Mount Toba) was estimated to have caused mass death and extinction of several species of living creatures. The eruption of Mount Toba has led to changes in the earth's weather and the start into the ice age that affects the world civilization. Lake Toba is actually more like a sea than a lake considering its size. Therefore, the Lake placed as the largest lake in Southeast Asia and the second largest in the world after Lake Victoria in Africa. Lake Toba is also includes the deepest lake in the world, which is approximately 450 meters.

E. **Metode Pembelajaran**

1. Metode : *Cooperaive Learning*
2. Strategi: *Think Talk Write (TTW) strategy.*

F. Media/Alat, Bahan, dan Sumber Belajar

1. Media/Alat: Spidol, papan tulis, dan kertas.

2. Sumber Belajar: Kamus Bahasa Inggris, Buku Bahasa Inggris

SMA/MA/SMK/MAK Kelas X, Kemendikbud.

G. Langkah Pembelajaran

Langkah Pembelajaran	Kegiatan	Waktu
Pendahuluan	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 2. Mengabsen kehadiran siswa. 3. Guru mereview materi sebelumnya dan memberi tahu materi yang akan disampaikan . 4. Guru memberikan motivasi terkait pembelajaran yang akan diajarkan. 5. Guru menyampaikan tujuan pembelajaran.	15 Menit
Kegiatan Inti	1. Eksplorasi Peserta didik bermotivasi untuk memusatkan perhatian pada topik materi yang diberikan guru yaitu tentang materi *descriptive text* dan juga tentang penerapan *Think Talk Write (TTW) strategy* dengan cara melihat, mengamati, dan membaca materi yang diberikan guru. 2. Elaborasi a. Guru memberikan penjelasan tentang *Think Talk Write (TTW)* sebagai strategi pembelajaran. b. Guru memberikan topik/ tema kepada siswa untuk menulis *descriptive text.* c. Guru menjelaskan cara penerapan *Think Talk Write (TTW) strategy* dalam penulisan *descriptive text.* d. Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi mengenai topik *descriptive text* yang diberikan. e. Guru meminta siswa untuk mempraktikkan atau membuat *descriptive text* dengan menerapkan strategi yang di jelaskan oleh guru.	90 Menit

	3. Konfirmasi a. Menanyakan kesulitan yang dihadapi siswa tentang materi yang telah di berikan b. Guru bersama siswa menyimpulkan materi yang telah di bahas.	
Penutup	1. Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan kepadasiswa yang aktif). 2. Guru memberikan pekerjaan rumah kepada siswa. 3. Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.	15 Menit

H. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran

2. Penilaian Pengetahuan : Tes tertulis (Descriptive text)

Name :

Class :

Direction : a. Write your name in your answer sheet !

   b. Choose one of the following topics below!

     1. One of the places/rooms in your school environment (e.g.

     class, mosque, canteen, basketball court, etc.)

   c. Write a descriptive text based on the topic you have!

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The Scoring Criteria

Aspect of Scoring Writing	Score	Level	Criteria
Content	30 – 27	Excellent To very good	Through development of paragraph unity Relevant to topic, topic sentence, concluding sentence
	26 – 22	Good To average	Limited development of paragraph unity Mostly relevant to topic but lacks detail
	21 – 17	Fair to poor	Limited knowledge of paragraph Inadequate development of topic
	16 – 13	Very poor	Does not show knowledge of paragraph Not enough to evaluate
Organization	20 – 18	Excellent to very good	Well organized Clearly stated Cohesive
	17 – 14	Good to average	Limited supported idea Logical but incomplete sequencing
	13 – 10	Fair to poor	Non fluent Ideas confused Lack logical developing
	9 – 7	Very poor	Does not communicative Not enough to evaluate
Vocabulary	20 – 18	Excellent to very good	Effective word usage Word form mastery
	17 – 14	Good to average	Adequate range Error of word form
	13 – 10	Fair to poor	Limited range Frequent errors of word form
	9 – 7	Very poor	Essentially translation Little knowledge of English vocabulary Errors word form
Grammar	25 – 22	Excellent to very good	Effective complex construction Word offer function Articles pronouns Prepositions
	21 – 18	Good to average	Effective but simple construction Several errors of agreement Tense, articles pronouns, and prepositions but meaning seldom obscured
	17 – 11	Fair to poor	Simple, Frequent errors of tense, word function Articles pronouns and preposition Meaning confused
	10 – 5	Very poor	No mastery of constructions Dominated by errors Does not communicate Not enough to evaluate

Mechanics	5	Excellent to very good	Mastery of conventions Few errors of spelling, punctuation and also capitalization
	4	Good to average	Occasional errors of spelling, punctuation, capitalization Meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization and paragraphing Meaning confused
	2	Very poor	No mastery of conventions Dominated by errors Not enough to evaluate

Terbanggi Besar, 6 Januari 2022

Guru Mata Pelajaran

Yurlina, S.Pd
NIP : 198007012007012019

Mahasiswa Peneliti

Nurkartika Sari
NPM : 1701070193

Mengetahui
Kepala MAN 1 Lampung Tengah

Wiratno, S.Pd., M.Pd.I
NIP : 197103101997031006

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

Sekolah   **: MAN 1 Lampung Tengah**

Mata Pelajaran **: Bahasa Inggris**

Kelas/Semester **: X/Ganjil**

Materi Pokok/Tema **: Descriptive Text/Orang (*People*)**

Alokasi Waktu **: 2 JP**

A. Kompetensi Inti

KI-1   **:** Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI-2   **:**Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

KI-3   **:**Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4   **:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indkator Pencapaian Kompetensi
3.4 Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Menentukan fungsi sosial teks deskriptif terkait tempat wisata. 3.4.2 Menganalisis struktur teks deskriptif terkait tempat wisata. 3.4.3 Menemukan unsur kebahasaan dalam bentuk teks deskriptif terkait tempat wisata. 3.4.4 Meresume teks deskriptif sederhana terkait tempat wisata.
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal. 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.	4.4.1 Membuat teks deskriptif sederhana, terkait tempat wisata 4.4.2 Menyajikan secara lisan teks deskriptif terkait tempat wisata

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu menentukan fungsi sosial teks deskriptif terkait tempat wisata.

2. Siswa mampu menganalisis struktur teks deskriptif terkait tempat wisata.

3. Siswa mampu menemukan unsur kebahasaan dalam bentuk teks deskriptif terkait tempat wisata.

4. Siswa dapat meresume teks deskriptif sederhana terkait dengan tempat wisata di Indonesia.

5. Siswa dapat membuat teks deskriptif terkait dengan tempat wisata di daerah tempat tinggal masing masing menggunakan bahasa sendiri.

6. Setelah membuat teks deskriptif, siswa menyajikan teks deskriptif secara tertulis.

D. Materi Pembelajaran

1. The definition of Descriptive text: A descriptive text describes a particular object like a place, thing or person.

2. Sosial Function : Describing or presenting information about a particular place and a historical building.

3. Generic Structure :

   a. Identification

      Identifying of the object to be described.

   b. Description

      Describing the object in parts, qualities, or characteristics.

4. Grammatically in descriptive text:

   a. Using simple present tense

      S + Verb 1

      Example : He likes banana.

   b. Using adjective

      Examples: nice, angry, short, excellent, yellow, etc.

5. Example:

Maudy Ayunda

Identification:

Maudy Ayunda is a famous artist from Indonesia. Her full name is Ayunda Faza Maudya. She was born in Jakarta on December 19, 1994.

Description:

Maudy is a good looking girl. She has thin lips, oval face, and short black hair. She has a very nice smile, an innocent look and very friendly to people. Her hobbies are singing, swimming, writing, and playing musical instrument. She can play piano and guitar. She likes to create a song using guitar and piano. Maudy's favorite singers are Tompi, Agnes Monica, Bruno Mars, and Taylor Swift. She thinks that they influence her career mainly in singing. Beside singing, Maudy also plays in some movies. Her first movie title is "Untuk Rena". Then she acts in some movies like "Sang Pemimpi, Tendangan dari Langit, Perahu Kertas, and Refrain".

E. Metode Pembelajaran

1. Metode : *Cooperaive Learning*
2. Strategi: *Think Talk Write (TTW) strategy.*

F. Media/Alat, Bahan, dan Sumber Belajar

1. Media/Alat: Spidol, papan tulis, dan kertas.

2. Sumber Belajar: Kamus Bahasa Inggris, Buku Bahasa Inggris

SMA/MA/SMK/MAK Kelas X, Kemendikbud.

G. Langkah Pembelajaran

Langkah Pembelajaran	Kegiatan	Waktu
Pendahuluan	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 2. Mengabsen kehadiran siswa. 3. Guru mereview materi sebelumnya dan memberi tahumateri yang akan disampaikan . 4. Guru memberikan motivasi terkait	15 Menit

	pembelajaran yangakan diajarkan. 5. Guru menyampaikan tujuan pembelajaran.	
Kegiatan Inti	1. Eksplorasi Peserta didik bermotivasi untuk memusatkan perhatian pada topik materi yang diberikan guru yaitu tentang materi *descriptive text* dan juga tentang penerapan *Think Talk Write (TTW) strategy* dengan cara melihat, mengamati, dan membaca materi yang diberikan guru. 2. Elaborasi a. Guru memberikan penjelasan tentang *Think Talk Write (TTW)* sebagai strategi pembelajaran. b. Guru memberikan topik/ tema kepada siswa untuk menulis *descriptive text.* c. Guru menjelaskan cara penerapan *Think Talk Write (TTW) strategy* dalam penulisan *descriptive text.* d. Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi mengenai topik *descriptive text* yang diberikan. e. Guru meminta siswa untuk mempraktikkan atau membuat *descriptive text* dengan menerapkan strategi yang di jelaskan oleh guru. 3. Konfirmasi a. Menanyakan kesulitan yang dihadapi siswa tentang materi yang telah di berikan b. Guru bersama siswa menyimpulkan materi yang telah di bahas.	90 Menit
Penutup	1. Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan kepadasiswa yang aktif). 2. Guru memberikan pekerjaan rumah kepada siswa. Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.	15 Menit

I. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran

2. Penilaian Pengetahuan : Tes tertulis (Descriptive text)

Name   :

Class   :

Direction   : a. Write your name in your answer sheet !

      b. Choose one of the following topics below!

        1. One of your idols (e.g. Cinta Laura, Tasya Kamila, Cristian Ronaldo, Bill Gates, Najwa Shihab, etc.)

      c. Write a descriptive text based on the topic you have!

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The Scoring Criteria

Aspect of Scoring Writing	Score	Level	Criteria
Content	30 – 27	Excellent To very good	Through development of paragraph unity Relevant to topic, topic sentence, concluding sentence
	26 – 22	Good To average	Limited development of paragraph unity Mostly relevant to topic but lacks detail
	21 – 17	Fair to poor	Limited knowledge of paragraph Inadequate development of topic
	16 – 13	Very poor	Does not show knowledge of paragraph Not enough to evaluate
Organization	20 – 18	Excellent to very good	Well organized Clearly stated Cohesive
	17 – 14	Good to average	Limited supported idea Logical but incomplete sequencing
	13 – 10	Fair to poor	Non fluent Ideas confused Lack logical developing
	9 – 7	Very poor	Does not communicative Not enough to evaluate
Vocabulary	20 – 18	Excellent to very good	Effective word usage Word form mastery
	17 – 14	Good to average	Adequate range Error of word form
	13 – 10	Fair to poor	Limited range Frequent errors of word form
	9 – 7	Very poor	Essentially translation Little knowledge of English vocabulary Errors word form
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	21 – 18	Good to average	Effective but simple construction Several errors of agreement Tense, articles pronouns, and prepositions but meaning seldom obscured
	17 – 11	Fair to poor	Simple, Frequent errors of tense, word function Articles pronouns and preposition Meaning confused
	10 – 5	Very poor	No mastery of constructions Dominated by errors Does not communicate Not enough to evaluate

Mechanics	5	Excellent to very good	Mastery of conventions Few errors of spelling, punctuation and also capitalization
	4	Good to average	Occasional errors of spelling, punctuation, capitalization Meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization and paragraphing Meaning confused
	2	Very poor	No mastery of conventions Dominated by errors Not enough to evaluate

Terbanggi Besar, 11 Januari 2022

Guru Mata Pelajaran

Yurlina, S.Pd
NIP : 198007012007012019

Mahasiswa Peneliti

Nurkartika Sari
NPM : 1701070193

Mengetahui
Kepala MAN 1 Lampung Tengah

Warano, S.Pd., M.Pd.I
NIP : 197103101997031006

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3)

Sekolah	**: MAN 1 Lampung Tengah**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X/Ganjil**
Materi Pokok/Tema	**: Descriptive Text/Hewan (*Animal*)**
Alokasi Waktu	**: 2 JP**

A. Kompetensi Inti

KI-1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI-2 :Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

KI-3 :Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. **Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indkator Pencapaian Kompetensi
3.4 Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Menentukan fungsi sosial teks deskriptif terkait tempat wisata. 3.4.2 Menganalisis struktur teks deskriptif terkait tempat wisata. 3.4.3 Menemukan unsur kebahasaan dalam bentuk teks deskriptif terkait tempat wisata. 3.4.4 Meresume teks deskriptif sederhana terkait tempat wisata.
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal. 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.	4.4.1 Membuat teks deskriptif sederhana, terkait tempat wisata 4.4.2 Menyajikan secara lisan teks deskriptif terkait tempat wisata

C. **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu menentukan fungsi sosial teks deskriptif terkait tempat wisata.

2. Siswa mampu menganalisis struktur teks deskriptif terkait tempat wisata.

3. Siswa mampu menemukan unsur kebahasaan dalam bentuk teks deskriptif terkait tempat wisata.

4. Siswa dapat meresume teks deskriptif sederhana terkait dengan tempat wisata di Indonesia.

5. Siswa dapat membuat teks deskriptif terkait dengan tempat wisata di daerah tempat tinggal masing masing menggunakan bahasa sendiri.

6. Setelah membuat teks deskriptif, siswa menyajikan teks deskriptif secara tertulis.

D. Materi Pembelajaran

1. The definition of Descriptive text: A descriptive text describes a particular object like a place, thing or person.

2. Sosial Function : Describing or presenting information about a particular place and a historical building.

3. Generic Structure :

   a. Identification

      Identifying of the object to be described.

   b. Description

      Describing the object in parts, qualities, or characteristics.

4. Grammatically in descriptive text:

   a. Using simple present tense

      S + Verb 1

      Example : He likes banana.

   b. Using adjective

      Examples: nice, angry, short, excellent, yellow, etc.

5. Example:

Tiger

Identification:

Tigers are a wild animal. They are the biggest cat of their species. Male tiger can have weight at least 180-320 kilos and the female is 120- 180. so the female is more thin than the male.

Description:

They live in jungle. They can run faster from a lion but they still slower than a cheetah. Tigers are carnivor. They usually hunt in daylight. Their targets are deers, hogs, antelope and also mouse deers. The different between tiger is with other cats is their signature fur. They have stripes in their body. This stripes in natural use as camouflage to hunt in the jungle. They also have same function as fingger print in human body.

E. Metode Pembelajaran

1. Metode : *Cooperaive Learning*
2. Strategi: *Think Talk Write (TTW) strategy.*

F. Media/Alat, Bahan, dan Sumber Belajar

1. Media/Alat: Spidol, papan tulis, dan kertas.

2. Sumber Belajar: Kamus Bahasa Inggris, Buku Bahasa Inggris

SMA/MA/SMK/MAK Kelas X, Kemendikbud.

G. Langkah Pembelajaran

Langkah Pembelajaran	Kegiatan	Waktu
Pendahuluan	1. Melakukan pembukaan dengan salam pembuka danberdoa untuk memulai pembelajaran. 2. Mengabsen kehadiran siswa. 3. Guru mereview materi sebelumnya dan memberi tahumateri yang akan disampaikan . 4. Guru memberikan motivasi terkait pembelajaran yangakan diajarkan. 5. Guru menyampaikan tujuan pembelajaran.	15 Menit

Kegiatan Inti	1. Eksplorasi
	Peserta didik bermotivasi untuk memusatkan perhatian pada topik materi yang diberikan guru yaitu tentang materi *descriptive text* dan juga tentang penerapan *Think Talk Write (TTW) strategy* dengan cara melihat, mengamati, dan membaca materi yang diberikan guru.
	
	2. Elaborasi
	  a. Guru memberikan penjelasan tentang *Think Talk Write (TTW)* sebagai strategi pembelajaran.
	  b. Guru memberikan topik/ tema kepada siswa untuk menulis *descriptive text.*
	  c. Guru menjelaskan cara penerapan *Think Talk Write (TTW) strategy* dalam penulisan *descriptive text.*
	  d. Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi mengenai topik *descriptive text* yang diberikan.
	  e. Guru meminta siswa untuk mempraktikkan atau membuat *descriptive text* dengan menerapkan strategi yang di jelaskan oleh guru.
	
	3. Konfirmasi
	  a. Menanyakan kesulitan yang dihadapi siswa tentang materi yang telah di berikan
	  b. Guru bersama siswa menyimpulkan materi yang telah di bahas.
		90 Menit

Penutup	1. Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan kepadasiswa yang aktif). 2. Guru memberikan pekerjaan rumah kepada siswa. 3. Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.	15 Menit

H. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran

2. Penilaian Pengetahuan : Tes tertulis (Descriptive text)

Name	:
Class	:
Direction	**:** a. Write your name in your answer sheet !

          b. Choose one of the following topics below!

              1. Your favorite animal! (e.g. cat, dog, rabbit, cow, horse, etc.)

          c. Write a descriptive text based on the topic you have!

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The Scoring Criteria

Aspect of Scoring Writing	Score	Level	Criteria
Content	30 – 27	Excellent To very good	Through development of paragraph unity Relevant to topic, topic sentence, concluding sentence
	26 – 22	Good To average	Limited development of paragraph unity Mostly relevant to topic but lacks detail
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	21 – 18	Good to average	Effective but simple construction Several errors of agreement Tense, articles pronouns, and prepositions but meaning seldom obscured
	17 – 11	Fair to poor	Simple, Frequent errors of tense, word function Articles pronouns and preposition Meaning confused
	10 – 5	Very poor	No mastery of constructions Dominated by errors Does not communicate Not enough to evaluate

Mechanics	5	Excellent to very good	Mastery of conventions Few errors of spelling, punctuation and also capitalization
	4	Good to average	Occasional errors of spelling, punctuation, capitalization Meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization and paragraphing Meaning confused
	2	Very poor	No mastery of conventions Dominated by errors Not enough to evaluate

Terbanggi Besar, 13 Januari 2022

Guru Mata Pelajaran

Yurlina, S.Pd
NIP : 198007012007012019

Mahasiswa Peneliti

Nurkartika Sari
NPM : 1701070193

Mengetahui
Kepala MAN 1 Lampung Tengah

Wiratno, S.Pd., M.Pd.I
NIP : 197103101997031006

Table of List Observation Sheet at the MAN 1 Lampung Tengah

No.	Observation Points	Availability
1.	The location sketch of MAN 1 Lampung Tengah	
2.	The establishment of MAN 1 Lampung Tengah	
3.	The building of MAN 1 Lampung Tengah	

Table of List Documentation Sheet at the MAN 1 Lampung Tengah

No.	Observation Points	Availability
1.	The teachers and official of MAN 1 Lampung Tengah	
2.	The students of MAN 1 Lampung Tengah	
3.	The organization structure of MAN 1 Lampung Tengah	

Note.

✓ Tick for each positive availability

Appendix 13

<div align="center">

Pre-Test

</div>

Name   :

Class   :

Direction   : a. Write your name in your answer sheet !

       b. Choose one of the following topics below!

           1. Animals! (e.g. cow, cat, bird, etc.)

       c. Write a descriptive text based on the topic you have choose!

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Appendix 14

Post-Test

Name	:
Class	:
Direction	: a. Write your name in your answer sheet !

                   b. The topic is below!

                       1. My Friend!

                 c. Write a descriptive text based on the topic you have!

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(5.2)

Pre-Test

Name : Ananda Neyza Syahputra

Class : X IPA 2

Direction : a. Write your name in your answer sheet !

b. Choose one of the following topics below!

1. Animals (For example: cow, cat, bird, etc)

c. Write a descriptive text based on the topic you have!

My Cat

I have a cute cat. His name is Firo, my cat is male. He have a Orange Fur, And he have brown eyes. My cat likes eat fish. He also has short tail. And my cat is small ~~and cute~~ body. That's why I like my cat.

⑤

Pre-Test

Name   : Arya Raezal Pahlevi
Class   : X IPA 2
Direction   : a. Write your name in your answer sheet !
              b. Choose one of the following topics below!
                   1. Animals (For example: cow, cat, bird, etc)
              c. Write a descriptive text based on the topic you have!

My Bird

I have a cute bird. My bird is male. His name is ivo. He has a beautiful wings. The wings color white and he has a long beat. My bird likes eat seed. He also has short tail. My bird is very small and he has beautiful voice. That's very I love my bird.

(circled) 3 7.

Pre-Test

Name : M. Rizqan Akbar

Class : X MIPA 3

Direction : a. Write your name in your answer sheet !

b. Choose one of the following topics below!

1. Animals (For example: cow, cat, bird, etc)

c. Write a descriptive text based on the topic you have!

My Cow

i have a Big Cow, his name is manto. my Cow is male. he have a long tail, my cow likes a grass. my cow ~~have a~~ has a thick fur. he is a very big, and i love my cow.

my cow has a brown colour.

(48)

Pre-Test

Name : Pradana Ruby Saputra.

Class : X ipa 3.

Direction : a. Write your name in your answer sheet !

b. Choose one of the following topics below!

1. Animals (For example: cow, cat, bird, etc)

c. Write a descriptive text based on the topic you have!

my bird.

I have a beautiful bird, my bird is ~~male~~ female . has name is ~~teges~~ loly
~~she has~~ ~~he base~~ wings very lovely and thick fur. she has green eyes (.)
my bird likes eat peanut, she also has a different kind of
colou, and my bird is very fat and ~~that~~ ~~is love~~ i very love
my bird.

83

Post-Test

Name : ILHAM KHOIRUL SAPUTRA

Class : X IPA 2

Direction : a. Write your name in your answer sheet !

b. The topic is below!

1. My Friend

c. Write a descriptive text based on the topic you have!

My Friend

At Senior High School : I have a Friend . His name Arief Fandi Satria. I usually call him Satria. He lives in PT Gunung Madu Plantations.

Satria is good at sport. He has a short body. His colour skin is brown. He is a humble boy His nose is Pointed. He likes reading Novel. ~~The~~ His hair is curly. He is sixteen years old. The favorite food is Fried chicken.

Post-Test

Name   : Dzaky Ammar Dhani

Class   : X IPA²

Direction : a. Write your name in your answer sheet !

b. The topic is below!

1. My Friend

c. Write a descriptive text based on the topic you have!

My Friend
(ARIEF FANDI SATRIA)

At Senior High School (Man 1 Lampung Tengah) I have a new best Friend, his name is Arief Fandi Satria. I always just call him Arief, he is 15 Years old and life in GMP, Frist time WE meet in the Public transportation, he is bring a big bag.

ARIEF Very Handsome and smart boy, hi has a good body like model. I dont belive can be My best Friend, I usually doing Olimpyc together, I like him because Arief has good atittude and Very Humble, I very lucky have Friend like Arief, We have a same ambizition to learn, his eyes very beatiful and than his hair very good hair, his very like sport example Run & Sprint. he is a diligent boy, he always help me in do the taxt, and tidy in up, he is usually use Indonesian Language with EYD, he has dream to be doctor and Psycology, I wish We are be good Friend arrive old, Thank You Arief for being My best Friend Forever.

(74)

Post-Test

Name   : Syafa Nur Rizqi

Class   : X IPA 3

Direction : a. Write your name in your answer sheet !

b. The topic is below!

1. My Friend

c. Write a descriptive text based on the topic you have!

My Friend

At Junior High School, I have a Pretty friend. Her name is Dianda. I usually call her Dian. Now, She live in Bandar Lampung City.

She also Smart student . Her Colour skin is white. She has tall body. She is a humble girl. She likes a Korean idol. She also likes use her money to buy an album. But I love her so much

Post-Test

(6 4)

Name : NIKMATUN NADZIROH

Class : X IPA 8

Direction : a. Write your name in your answer sheet !

b. The topic is below!

1. My Friend

c. Write a descriptive text based on the topic you have!

" My Friend So Pretty "

In Majalengka, I have a friend old. She name is Sulis Dewi. All person call She Dewew or Dedew. Dewi so pretty girl. She has tall body and thin. She colour Skin is brown Skin. She has a Hijabers and friendly girl. She is a tiktoker. Dewi have a sister Junior. Dewi's hoby is a swimming and shopping.

Appendix 15

THE DOCUMENTATION OF RESEARCH

1. Pre-Test Experimental Class

2. Pre-Test Control Class

3. Treatment 1

4. Treatment 2

5. Treatment 3

6. Post-Test Experimental Class

7. Post-Test Control Class

8. Documentation with English Teacher at MAN 1 Lampung Tengah

Appendix 16

THE DOCUMENTATION OF LOCATION RESEARCH
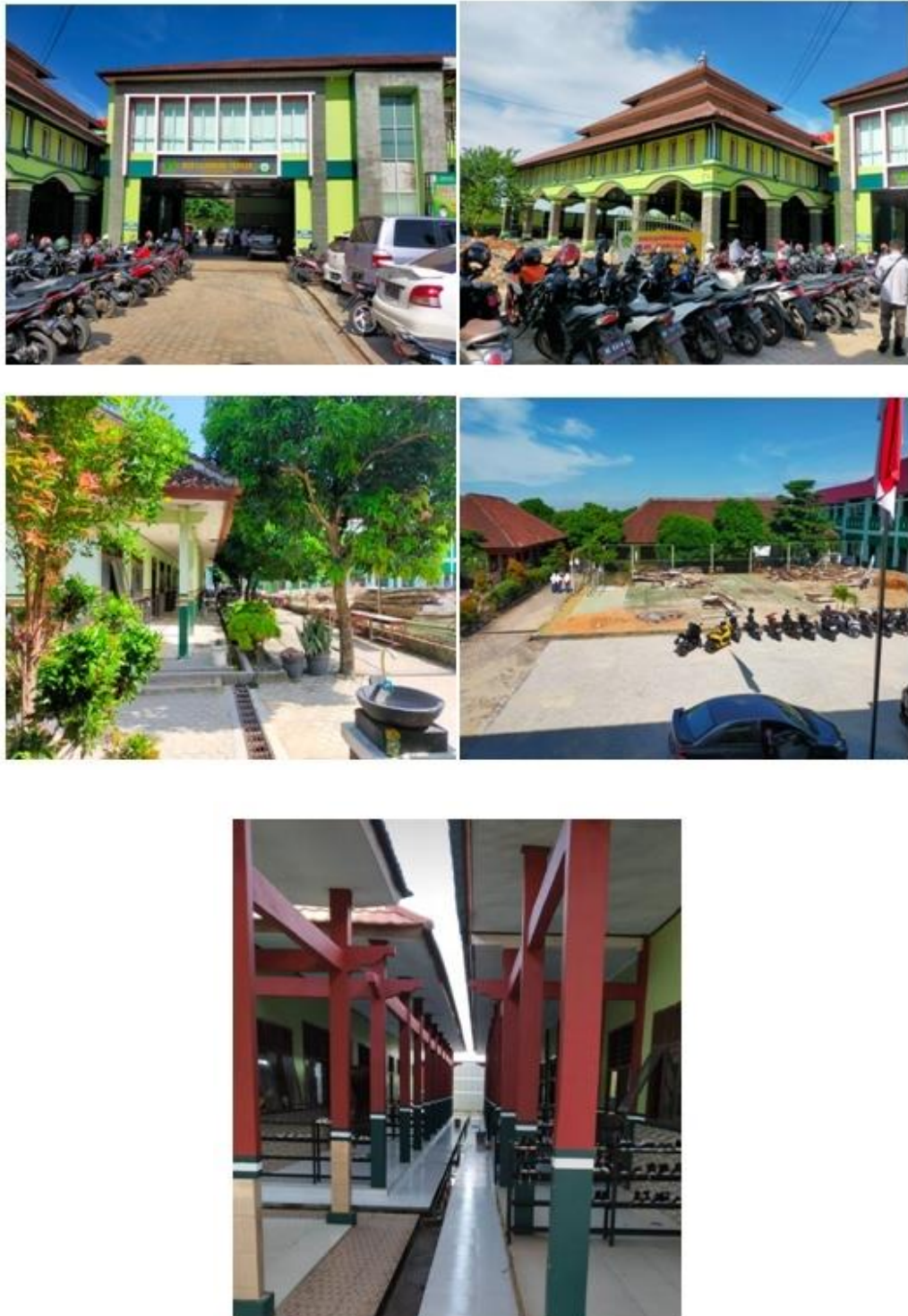
Appendix 17

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-4358/In.28.1/J/TL.00/11/2021
Lampiran : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Kuryani (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbingmahasiswa:

Nama	:	**NURKARTIKA SARI**
NPM	:	1701070193
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD STUDENTS` ABILITY ON WRITING DESCRIPTIVE TEXT AT TENTH GRADERS OF MAN 1 LAMPUNG TENGAH

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 November 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Appendix 18

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-2193/In.28.1/J/TL.00/06/2021
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TENGAH
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama   : **NURKARTIKA SARI**
NPM   : 1701070193
Semester   : 8 (Delapan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : AN ANALYSIS ON THE USE THINK TALK WRITE (TTW) STRATEGY IN STUDENTS` WRITING SKILL DESCRIPTIVE TEXT AT ELEVENTH GRADERS OF MAN 1 LAMPUNG TENGAH

untuk melakukan *pra-survey* di MAN 1 LAMPUNG TENGAH.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 Juni 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
NIP. 19871102 201503 1 004

Appendix 19

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TENGAH
MADRASAH ALIYAH NEGERI 1
Jalan Lintas Sumatera Terbanggi Besar Telp. (0725) 7521259
e-mail : manterbangi@kemenag.go.id
TERBANGGI BESAR

SURAT KETERANGAN
No : B- 449 /Ma.08.02.01/PP.00.6/8/2021

Yang bertandatangan dibawah ini Kepala Madrasah Aliyah Negeri 1 Lampung Tengah :

Nama   : H. Wiratno, S.Pd., M.Pd.I

NIP   : 197103101997031006

Jabatan   : Kepala Madrasah

Pangkat / Gol. Ruang   : Pembina / IV.a

Unit Kerja   : MAN 1 Lampung Tengah

Berdasarkan surat dari Institut Agama Islam Negeri Metro tentang izin mengadakan Pra- Survey via daring no B – 2193/ln.28.1/J/TL.00/06/2021 dengan ini menerangkan atas nama:

NO	NAMA	NPM
1.	NURKARTIKA SARI	1701070193

Bahwa yang bersangkutan diberikan izin untuk melakukan Pra - Survey di Madrasah Aliyah Negeri (MAN) 1 Lampung Tengah.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Terbanggi Besar, 9 Agustus 2021
Kepala

WIRATNO

Appendix 20

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5162/In.28/D.1/TL.00/12/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TENGAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5163/In.28/D.1/TL.01/12/2021, tanggal 08 Desember 2021 atas nama saudara:

Nama : **NURKARTIKA SARI**
NPM : 1701070193
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TENGAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD STUDENTS` ABILITY ON WRITING DESCRIPTIVE TEXT AT TENTH GRADERS OF MAN 1 LAMPUNG TENGAH".

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

Wassalamu'alaikum Wr. Wb.

Metro, 08 Desember 2021
Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Appendix 21

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-5163/In.28/D.1/TL.01/12/2021

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

Nama	:	**NURKARTIKA SARI**
NPM	:	1701070193
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MAN 1 LAMPUNG TENGAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD STUDENTS` ABILITY ON WRITING DESCRIPTIVE TEXT AT TENTH GRADERS OF MAN 1 LAMPUNG TENGAH".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampaidengan 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 : 08 Desember 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

WIRATNO

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Appendix 22

KEMEN TERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TENGAH
MADRASAH ALIYAH NEGERI 1
Jalan Lintas Sumatera Terbanggi Besar Telp. (0725) 7521259
e-mail : manterbangi@kemenag.go.id
TERBANGGI BESAR

SURAT KETERANGAN
No : B-   511 /Ma.08.02.01/PP.00.6/12/2021

Yang bertandatangan dibawah ini Kepala Madrasah Aliyah Negeri 1 Lampung Tengah :

Nama : H. Wiratno, S.Pd., M.Pd.I
NIP : 197103101997031006
Jabatan : Kepala Madrasah
Pangkat / Gol. Ruang : Pembina / IV.a
Unit Kerja : MAN 1 Lampung Tengah

Berdasarkan   surat dari Institut Agama Islam Negeri Metro   Nomor : B –
5162/ln.28/D.1/TL.001/12/2021 tentang izin mengadakan Penelitian dengan ini menerangkan atas nama:

NO	NAMA	NPM
1.	NURKARTIKA SARI	1701070193

Bahwa yang bersangkutan diberikan izin untuk melakukan penelitian di Madrasah Aliyah Negeri (MAN) 1 Lampung Tengah.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Terbanggi Besar, 27 Desember 2021
Kepala

WIRATNO

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TENGAH
MADRASAH ALIYAH NEGERI 1
Jalan Lintas Sumatera Terbanggi Besar Telp. (0725) 7521259
e-mail : manterbangi@kemenag.go.id
TERBANGGI BESAR

SURAT KETERANGAN
No : B- 012/Ma.08.02.01/PP.00.6/01/2022

Yang bertandatangan dibawah ini Kepala Madrasah Aliyah Negeri 1 Lampung Tengah :

Nama	: H. Wiratno, S.Pd., M.Pd.I
NIP	: 197103101997031006
Jabatan	: Kepala Madrasah
Pangkat / Gol. Ruang	: Pembina / IV.a
Unit Kerja	: MAN 1 Lampung Tengah

Berdasarkan surat dari Institut Agama Islam Negeri Metro Nomor : 5162/ln.28/D.1/TL.00/12/2021 tentang izin Penelitian Sarjana (S1) maka dengan ini menerangkan atas nama:

NO	NAMA	NPM
1.	NURKARTIKA SARI	1701070193

Telah melakukan penelitian dalam rangka penyelesaian studi Mahasiswa Program Sarjana(S1) Institut Agama Islam Negeri Metro dari tanggal **6 sampai dengan 13 Januari 2022.**

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Terbanggi Besar, 13 Januari 2022
Kepala

WIRATNO

Appendix 23

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-130/In.28/S/U.1/OT.01/01/2022

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

Nama	: Nurkatika Sari
NPM	: 1701070193
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070193

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 17 Februari 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP 19750505 200112 1 002

Appendix 24

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Nurkartika Sari

NPM   : 1701070193

Jurusan   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 21 Pebruari 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

Appendix 25

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki HajarDewantaraKampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmih (0725) 47296, Website: tarbiyah.iain@metrouniv.ac.id,E-mail
www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurkartika Sari   Jurusan   : Tadris Bahasa Inggris (TBI)

NPM : 1701070193   Semester : IX / 2021

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi Yang Dikonsultasikan	TandaTangan Mahasiswa
1.	Tuesday / August, 31th 2021	✓		- Menambahkan data pra-survey. - Memperbaiki problem limitation - Menambahkan "any positive and significant" dalam problem formulation. - Menambahkan "wether any positive and significant" dalam objective of the study.	
2.	Wednesday / Sept, 1st 2021	✓		ACC Bab I, lanjut Bab II	
3.	Thursday / Sept, 9th 2021	✓		- Memperbaiki Theoretical Framework - Memperbaiki Paradigm	
4.	Wednesday / Sept, 15th 2021	✓		ACC Bab II, lanjut Bab III	

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd
NIP.198711022015031004

Dosen Pembimbing I,

Drs. KURYANI, M.Pd
NIP. 196202151995031001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki HajarDewantaraKampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296; Website. tarbiyah iain @ metrouniv ac id;E-mail
www tarbiyah metrouniv ac id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurkartika Sari
NPM : 1701070193

Jurusan : Tadris Bahasa Inggris (TBI)
Semester : IX / 2021

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi Yang Dikonsultasikan	TandaTangan Mahasiswa
5.	Friday / Sept. 24th 2021	V		- Tambahkan poin B "The Operational Definition of Variable" - Tambahkan research instrument Disesuaikan dengan data Collecting techniquenya.	Aul
6.	Monday / Sept. 27rd 2021	⌣		ACC Proposal	Alul

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I,

Drs. KURYANI, M.Pd
NIP. 196202151995031001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki HajarDewantaraKampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296, Website: tarbiyah.iain@metrouniv.ac.id.E-mail
www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurkartika Sari

NPM : 1701070193

Jurusan : Tadris Bahasa Inggris (TBI)

Semester : IX / 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	TandaTangan Mahasiswa
		I	II		
1.	Thursday / Nov, 18th 2021	✓		ACC APO	

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I,

Drs. KURYANI, M.Pd
NIP. 196202151995031001

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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki HajarDewantaraKampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:
www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurkartika Sari   Jurusan   : Tadris Bahasa Inggris (TBI)
NPM : 1701070193   Semester : X / 2022

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	TandaTangan Mahasiswa
1.	Tuesday/ Feb, 9th 2022	√	Point C. Discussion Jelaskan what, why, and how berdasarkan temuan penelitian!	
2.	Tuesday/ Feb, 15th 2022	√	ACC Munaqosyah	

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd
NIP.198711022015031004

Dosen Pembimbing,

Drs. KURYANI, M.Pd
NIP. 196202151995031001

Appendix 26

THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD STUDENTS` ABILITY ON WRITING DESCRIPTIVE TEXT AT TENTH GRADERS OF MAN 1 LAMPUNG TENGAH

by Nurkartika Sari 1701070193

AN UNDERGRADUATE THESIS

THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD STUDENTS` ABILITY ON WRITING DESCRIPTIVE TEXT AT TENTH GRADERS OF MAN 1 LAMPUNG TENGAH

By:

NURKARTIKA SARI
Student Number: 1701070193

TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M

THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD STUDENTS` ABILITY ON WRITING DESCRIPTIVE TEXT AT TENTH GRADERS OF MAN 1 LAMPUNG TENGAH

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CURRICULUM VITAE

The researcher's name of this undergraduate thesis is Nurkartika Sari. She was born in Palembang, on December 22^{th} 1999. She comes from simple and harmonic family. She is the only daughter of Mr. Suraji Eko Saputro and Mrs. Listiyanti.

She had taken her kindergarten at PAUD Kasih Ibu, taken her elementary school at SD N 3 Bumi Kencana, and taken her Junior High School at SMP N 3 Terbanggi Besar. Then, when she had graduated from Junior High School in 2014, she continued her study in Senior High School at SMA N 1 Seputih Agung. After, graduated from Senior High School in 2017, she continued again her study in IAIN Metro with English Education Department as a major study that had chosen.