IMPROVING STUDENTS' ENGLISH WRITING THROUGH THINK-PAIR-SHARE

(An Experimental Study at English Department of UIN Ar-Raniry)

THESIS

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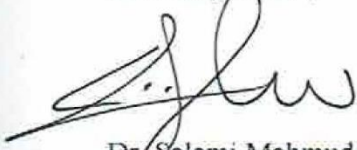
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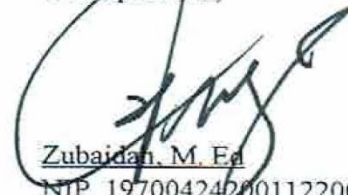**Faculty of Education and Teacher Training**
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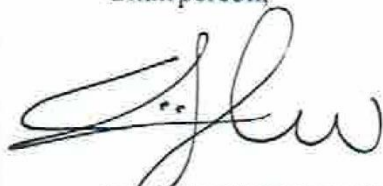Zubaidah, M. Ed
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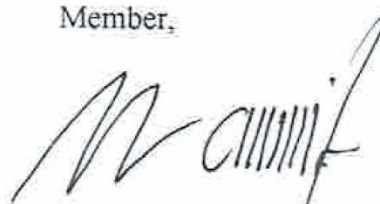Dr. Salami Mahmud, MA

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Banda Aceh, Jan 30th 2018

Erika Sari Yulanda

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: Improving Students' English Writing Through Think-Pair-Share adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya seluruhnya menjadi tanggungjawab saya. Demikianlah surat penyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,

(Erika Sari Yulanda)

ABSTRACT

This research is aimed to find out whether Think-Pair-Share can improve students' English writing at second grade students of English Department of UIN Ar-Raniry. The design of this study was pre-experimental design. The population of this study was the second grade students of English Department of UIN Ar-Raniry which consist of 214 students. Besides, the sample of this study was the students of unit 5 who are consisting of 20 students. The sample choosed by using purposive sampling. Thus, the data collection in this study was collected through test. The writer used statistical formula to analyze the data. The result of the research showed that there was improvement of students' writing where the mean score of pre-test was 63,8 and the post-test was 82,5. The score proved that the mean scores of post-tests were higher than pre-tests. This also indicated that the teaching by using Think-Pair-Share can be applied as one of techniques to improve students' English writing.

Keywords: *English Writing, Think-Pair-Share technique*

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the important skills that should be mastered by students. Through writing, each person is able to extend feelings, ideas, and announcements to others. According to the Zemach and Rumizek (2005: 54), the teaching of writing is important because of the reasons : the first reason is writing reinforces the grammatical structure, idiom and vocabulary that teacher has been working within the class. The second reason is when the student writes, she or he has a chance to be adventurous with the language. Finally, the student becomes involved with the language, with himself or herself and with his or her readers.

In writing classroom activities, the students are asked to write about what is being discussed. The teacher gives instructions in writing and then asks them to write. Harmer (2004) proposes that writing in the classroom, taught by combining the process of teaching writing, involving encouraging the students to think about what they are going to write, by encouraging them to draft, reflect, and revise, and by responding their writing product. In addition, to make the students interested in the writing teaching and learning process, the teacher may use some learning methods. The methods contribute to students' motivation in learning process of writing skill and can stimulate students' idea to develop their writing.

However, there are some considerations why writing is regarded as a difficult skill. Richards and Renandya (2002) mention that difficulties in

writing arise not only in generating and reorganizing ideas but also in translating the ideas, so that the readers can be easily able to understand about what is the writing about. They also proposed that second language writer should pay attention to the higher skills of writing; they are generating and reorganizing ideas. In addition the second language writer should also pay attention to the lower writing skills such as spelling, punctuation, word choice, and so on.

There are many techniques and methods that can be used to help the students write easily and correctly. They can help the students in organizing the ideas and lesson their difficulty in writing activity. One of the methods is Think-Pair-Share (TPS). Astheri, Rais and Sarosa (2011) stated that Think-Pair-Share is a good method in conducting writing activity. Think-Pair-Share is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland.

Think-Pair-Share (TPS) is chosen because it is has many advantages to apply in teaching writing for students. Astheri, Rais and Sarosa (2011) proposed that TPS is as a good technique in teaching writing since it gives students chance to get their own ideas on what to write, share ideas with peer students, develop ideas, learn to criticize and accept criticisms and promote effective team work. By using Think-Pair-Share method, students will easily brainstorm the ideas to write and explore the details. They will write systematically in an organized way.

In fact, English Department students who took the writing subject were still have troubles in writing. First, they are difficult in gaining the idea. They can not get an idea quickly when writing a text. Second, they mastered limited vocabularies and low grammar awareness. Students found it difficult to express their idea in writing. Even though they had been studying for several meetings, but they still had no improvement.

There are some related researches that attempt to improve students' English writing. Astheri, Rais and Sarosa (2011), in *"Improving Students' Writing Skill by using Think-Pair-Share"* found that there is a positive improvement of students' writing skill. The result of the research showed that the use of Think-Pair-Share is able to improve the students' writing skill that covers writing to explore their ideas, to use word choice, to write paragraph by using the correct grammar, and to use word order in writing sentences. Another research related to my study is the research entitled *"Improving Students' Skills in Writing Through Think-Pair-Share Technique"* conducted by Khoiru Rosadi (2016). The result of his study shows that The use of Think-Pair-Share technique could improve the students' motivation. Think-Pair-Share made the students write better since they did not want to make many mistakes in their writing in front of their friends. By getting some responses and corrections from their friends, the students could revise their writing based on their discussion in pairs.

Based on the explanation above, the writer wants to apply the same technique in her research. It is hoped this technique will workable and help

students in learning writing. That is why the writer wants to do a research entitled **"Improving Students' English Writing Through Think-Pair-Share".**

B. Research questions

The problem that is going to be discussed in this study can be formulated as follows: Can Think-Pair-Share technique improve students' English writing?

C. The Aim of the Study

The purpose of the study is to find out whether Think-Pair-Share can improve students' English writing.

D. Limitation of the Study

Due to time, knowledge and financial limitation that the researcher has, the researcher focusses on the use of implementation of Think-Pair-Share to improve students' English writing. This study will be done with the second grade students of English Department at UIN Ar-raniry.

E. Significant of Study

This study is hoped to help teachers to get alternative ways in their teaching process, especially by using Think-Pair-Share wich can be applied in teaching. Through this study, students are expected to be able to improve their writing by using Think-Pair-Share. By reading this thesis, the readers are expected to catch any information in order to improve their knowledge.

Next, writer hopes that this study can be a consideration for educational institution to be known and used for all English teachers.

F. Terminology

1. Improving

    In Oxford Advanced Learners' Dictionary, improving is making or becoming better; making good use of something. Or it can be said that improving is doing in any way in making something better. In this research, the word improving that the writer means is the improvement made by students while they are writing by using Think, pair and share technique.

2. English Writing

    Deporter and Heracki (2002) explain that writing was a whole brain activity, which use bright brain side (emotion) and left brain side (logic). Although right and left brain sides are used in writing, right brain side has a big position because it was a place which appears new ideas and emotion. In this research, English writing that the writer means is writing that produced by the students when the writer do the research.

3. Descriptive Text

    Wardiman (2008) stated that descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. In this research, the descriptive text the writer means is one of the texts that can be learned by the students.

4. Think-Pair-Share

Think-Pair-Share is one of the techniques in cooperative learning strategies. The method introduces into the peer interaction element of cooperative learning. The idea of "wait or think time" that have been demonstrated to be a powerful factor in improving student responses to questions. It is similar as Himmele & Himmele (2011:32) statement that think-pair-share is a powerful tool which reflects students to response the question.

According to Suyatno (2009: 54), TPS is a cooperative learning model that has explicitly assigned procedures giving students more time to think deeply about what is described or experienced (thinking, answering, and helping each other).

Based on the discussion above, this technique encourages the students to cooperate with one another. By working in pair students also can learn from one another, and understand what the teachers instruct since they share the topic with the partner. In another word, the use of Think-Pair-Share Technique in teaching and learning process of writing could improve the students' writing ability based on the material given. In line with Agusferani et al (2013) statement, Think-Pair-Share Technique could be an effective way to improve students' writing ability. Think-Pair-Share also means that a technique of the teacher in learning English writing by asking the

students to make a text in pairs. In this research, Think-Pair-Share is

applied by the writer when she does the research.

CHAPTER II

LITERATURE REVIEW

A. Review on writing

1. Definitions of writing

There are a lot of definitions of writing it self. Experts give difference definitions or arguments regarding to the definition of writing. McDonald and Mc Donald (2002) defined writing is usefully described as a process; something which shows contionous change in time that should be developed and trained continously. It is also supported by Fylnn and Stainthrop (2006) who stated that writing is medium of human communication that represents language through the inscription or recording of signs and symbols in action and highly complicated task.

Meanwhile, Pardiyo (2000) stated that writing is a process of sharing information, message, or ideas in grammatically correct sentences. The information, ideas, and message are wrapped in the form of text, which conventionally agreed by the language user community about some criteria with them. They are: (1) Purpose, (2) rhetorical structure, (3) linguistic realization or grammatical structures. In order that, the such ideas, information, or message can be transferred effectively, the writer should be aware of the context of situation and context of culture.

In addition, Harmer (2007) mentioned that writing involve planning what we are going to write. First, drafting it. Then reviewing

and editing what we have written and producing a final version. Many people have thought that this is linear process but a closer examination of how writers of all different kinds are involve in writing process. Suggest that we do all these thing again and again. Thus, we may plan, draft, re-plan, , edit, re-edit, etc before we produce our version.

Regarding to some the explanations above, the writer assumes that the definition given by Harmer (2007) is quite appropriate with this research because writing is defined as a process of creating written text that obtains ideas, feelings, thoughts, and desires to other persons.

2. **Process of writing**

As one of a productive skill, the ability to produce good writing needs a process. Harmer (2004) stated that writing process involves a series of steps to follow in producing a finished piece of writing.

There are four elements that must be followed, such as:

1) Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stages lies the ideas of the process of writing. This may involve making detailed notes.

2) Drafting

Drafting is the process of putting all ideas and thoughts in a piece of paper which will be in the very rough form. This stage needs and editing for checking the text. It is assumed as the first version of a piece of writing as a draft.

3) Editing

The way to revise and to improve the first draft is called editing. Here, students are checking the drafts have been written by students. After they are checked and edited, students will start to write in the best form of writing based on their own text type. Richards and Willy (2002) stated that in editing, writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

4) Final draft

Final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in order to produce the final draft. This may look considerably different from both of the original plan and the first draft, because many things perhaps have been changed in the editing process.

Every single person who wants to be a good writer or mastering writing well should notice the elements of writing process in order to write English systematically. Besides, by following certain elements in writing, it is possible for students to master the skills.

3. **Purpose of writing**

There are some arguments from the experts about the purpose of writing. Miles Myersin Chicaiza (2009:3) stated that one purpose of writing is making of text and one way to learn how to make anything is

to have a model, either for duplication or for triggering one's own ideas. In addition, Taylor (2009) stated that the usual function of an introduction in academic writing is to tell the reader what issue is being raised and what justifies the writer in raising it. In another word, writing is part of media to give information that happened to the reader.

Meanwhile, Sharples (1999:8) said that writing was an opportunity; it allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically.

Furthermore, According to M. Atar Semi (2007: 14) the aims of writing include:

a) to tell something

b) to give direction or direction

c) to explain something

d) to convince

e) to summarize.

As a result, the writer assumes that the argument given by Taylor who said writing is part of media to give information that happened to the reader is more relevant in this context.

4. **Importance of writing in language teaching**

Writing has the importance role in language teaching. Astheri (2011) said that writing helps the students to learn. First, writing

reinforce the grammatical structures and vocabulary that we have been teaching the students. Second, when the students write, they also have a chance to be adventurous with the language. Third, when they write, they necessarily become very involved with the language; the effort to express ideas and the constant use the eye, hand, and brain is a unique way to reinforce learning. It is supported by Raimes (1983) who states that writing reinforce the grammatical structure, idiom, and so on which we had been teaching our student. It means that learning to write is learning how to express ideas that needs a specific skill.

Writing enables the students to express their ideas clearly in sequence and in a communicative way. As Raimes stated above, writing also involves thinking activity. In addition, the close relationship between thinking and writing makes writing valuable part of any language courses.

Meanwhile, Astheri (2011) stated that "What makes writing important is students are able to express themselves. It prepares them for school itself and employment. Writing can solidify ideas and thoughts, and allow the students to reflect on them better than if the ideas remained evolving in their head. Writing helps the students with other language tasks as well. Writing is easier to examine, evaluate, and revise than speaking because it is concrete".

From the explanation above, it can be concluded that teaching writing skills is important. In writing, students learn some aspects of

language, such as: content, organization, grammar, vocabulary and mechanic.

5. **Aspect of writing**

Basically, there are some aspects that must be focused by students in writing because by following certain aspects, it is possible for them to master the skill. They are content, organization, vocabulary, grammar, and mechanic. Jacobs et al (1981: 90) said that there are five aspects of writing:

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph.

2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.

3. Grammar refers to the use of the correct grammatical forms and syntactical pattern. It is identified form the construction of well-formed sentence.

4. Vocabulary refers to the selection or words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

5. Mechanic refers to use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

Finally, it can be concluded that the aspects of writing are mostly linked to content, organization of ideas, mechanics and use of language, and judgmental skill or domain knowledge of the readers. Those components must be incorporated to produce a good, well written, meaningful piece of writing.

B. Descriptive Paragraph

1. Definition of Descriptive Text

There are some arguments from the experts about the definition of descriptive paragraph. According to Fiderer (2002), a descriptive paragraph gives a clear picture of a person, place, object, events, or idea. Details for descriptive paragraph come from the writer's sense those are: smell, taste, touch, hearing, and sight. Folse at al (2010:135) state that when describing, you tell someone what something looks like and it fell. In addition, Savage and Shafiei (2007:30) state that in descriptive paragraph, the writer uses words that create an image and help the reader sees, touches, feels, smells or tastes the topic that the she or he is describing. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind (Oshima and Hogue, 2007:61). The goal of a good descriptive writing is to involve the reader in the story as much as possible. Good descriptive makes the reader fells

as if he or she is present in the scene (Savage and Mayer, 2005:28). In summary, descriptive paragraph is a skill in writing that give detail information about the subject through sensory detail that makes the reader catch the picture of information easily.

Descriptive paragraph is a paragraph that describes something in details. Descriptive paragraph describing something using a certain sequence to facilitate the reader understand what the author wants to tell to the reader. Oshima and Hogue (2007:196) stated about paragraph composition in the paragraph such as format, punctuation and mechanics, content, organization, grammar and sentence structures. In the format consist of title of the paragraph, punctuation and mechanics consists of spelling and the use of punctuation correctly, content consists of the main idea of paragraph, organization consists of generic structure of descriptive paragraph, and sentence structure consists of grammatical usage.

2. Generic Structure of Descriptive Text

Further, Evans (2000:42) defines that a descriptive essay about a person should consist of the following structure:

a) introduction in which you give general information about the person, saying when, where and how you first met them.

b) main body in which you describe their physical appearance, personal qualities, and hobbies or interests

c) conclusion in which you write your comments or your feelings about something that you have describe.

As a summary, can be concluded that descriptive paragraph is a form of writing that talks about describing person, thing, or certain place in vivid detail which has generic structure; identification, description, and conclusion (optional).

3. Language Features of Descriptive Text

According to Hammond (1992), descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, some times it uses Past tense if the thing to be described doesn't exist anymore.

a. Focus on specific participants (My English teacher, Andini's cat, My favourite place).

b. Use of Simple Present Tense.

c. Use of Simple Past Tense if Extinct.

d. Verbs of being and having 'Relational Processes'. (My mum is really cool, She has long black hair).

e. Use of descriptive adjectives (strong legs, white fangs).

f. Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur).

g. Use of action verbs 'Material Processes' (It eats grass, It runs fast).

h. Use of adverbials to give additional information about behaviour (fast, at tree house) - Use of Figurative language (John is as white as chalk).

Moreover, Oshima and Hogue (2007:196) describe that the successful of writing can be shown from its completeness of some writing aspects. Those writing aspects can be describe as follows:

a. Format refers to the rules and styles in writing skill (margin).

b. Mechanics refers to the use of correct spelling and punctuation. Incorrect spelling and punctuation will make the different sense of writing.

c. Organization refers to the logical information of the content (coherence). It contain an arrangement sentence which are being written and the sentence should goes smoothly.

d. Grammar and sentence structure refers to the use of correct grammar and how it is used to combine and organize the words into phrases, and sentences.

In this present study, the writer used kind of summative test to assess the students' improvement in mastering writing skill; furthermore, the assessing of writing is scored based on five aspects of writing. Each aspect has its own criteria in assessment. The successful of writing is also revealed from the students' achievement in mastering those five aspects of writing.

C. Review on Think-Pair-Share

1. Definition of Think-Pair-Share

Think-Pair-Share is a structure first developed by professor Frank Lyman at the University of Maryland in 1981. There are some arguments from the experts about the definition of Think-Pair-Share. According to Kagan (1994), Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their thinking and share their ideas with the group". In addition, Dubon and Shafer (2010) defined Think-Pair-Share is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner.

Furthermore, ESA 6&7 (2006) stated that Think-Pair-Share provides students with the opportunity to carefully think and talk about what they've learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students. In addition, the strategy incorporates various learning styles which results in a greater amount of involvement and interaction from more students.

Thus, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with

pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

2. Steps in Think-Pair-Share

In the TPS method, each activity must have procedures or steps in order to make the class more controlled. According to Yerigan (2008) there are three stages in implementing Think-Pair-Share technique. It is described as follows.

a. Think- Individually

Each student thinks about the given task. They will be given time to write down their own ideas or response before discussing it with their pair. Then, the response should be submitted to the teacher before continue working with pair.

b. Pair- with partner

The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discuss their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer.

c. Share- to the whole class

The teacher asks pairs to share the result of discussion or student responses, within learning team, with the rest of the class, or with the entire class during a follow-up discussion. In the stage, the large discussion happens in which each pair facilitates class discussion in order to find similarities or differences towards the

response or opinions from various pairs. Kagan (1994) stated that there are five steps to implement TPS. First, the teacher decides on how to organize students into pairs, for examples: the counting heads, male/female, etc. Second, the teacher poses a discussion topic or a question. Then, the teacher gives students at least 10 seconds to think on their own ("think time"). Next, the teacher asks students to pair with their partner and share their thinking. Last, the teacher calls on a few students to share their ideas with the rest of the class.

To conclude, the teacher gives students time to discuss a discussion topic or a question. Second, the students are divided into pairs and they have to share, discuss and convey the opinion with pairs. Last, representative students share their ideas in whole class or other pairs.

D. Teaching Writing Using Think-Pair-Share

Think-Pair-Share is one of the methods that used in teaching writing. Lyman (1981) stated that Think-Pair-Share (TPS) is a "multi-mode" strategy developed to encourage student's participation in the classroom activities. TPS helps students developed conceptual understanding of a topic, develop the ability to consider other points of view as well. It means that TPS is applicable for teaching writing. In this research, TPS will be used for teaching writing. The following are procedures of using TPS in writing class to improve each writing indicator (Astheri, 2011).

1. **Think-Pair-Share to Improve Gaining Ideas to Write**

   a. **Think** : each student thinks what about the object they want to write in their writing. Then they write their sentences into the correspondent columns. That would be fine to use first language.

   b. **Pair** : each pair discusses if their ideas have been enough or not to describe the object. They can add or reduce some ideas if necessary. Then they arrange the idea into a good outline, which to be written first and which to be later.

   c. **Share** : each pair shares their result of pair-discussion to the class, receiving any comment from the class.

   In this case, what makes TPS helpful to gain ideas is the discussion happening in the stage of Pair and Share, students can help each other to gain ideas to write.

2. **Think-Pair-Share to Improve Vocabulary**

   a. **Think** : each student thinks of an English vocabulary to explain or describe each point to write about the object.

   b. **Pair** : each pair discusses if their English words to describe one's physical appearance are correct or not. They can revise, add, or remove some words before deciding the words they would like to share to the class.

   c. **Share** : each pair shares their result of pair-discussion on the class, receiving any comment from the class.

Indeed, what makes TPS helpful to improve vocabulary is also the discussion happening in the stage of pair and share, in which those whose vocabulary mastery is good can share and help those whose vocabulary mastery is poor.

3. **Think-Pair-Share to Improve Grammar**

   a. **Think** : each student thinks of an Indonesian sentence using simple present tense. They then think of its equivalent in English. Then they write their sentences into the correspondent columns.

   b. **Pair** : each pair discuss if their way to write the English sentences have been correct or not. They can revise their sentence together before deciding the sentences they would like to share to the class.

   c. **Share** : each pair share their results of pair-discussion to the class, receiving any comment from the class. The teacher then explains which sentence is grammatically correct.

   In short, what makes TPS helpful to improve grammar is the discussion happening in the stage of Pair and Share, in which those whose grammar mastery is good can share and help those whose grammar mastery is poor.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses and presents research used in this research, including research design, place and time, population and sample, technique of data collection and data analysis.

A. Research Design

There are so many kinds of research design that used to conduct a research, such as: qualitative, quantitative and mix method. In this research, the writer use one type of quantitative research that is experimental research. According to Sugiyono (2008), experimental research is a study to look for the influence of certain variables toward other variables in tightly controlled conditions. Sugiyono (2008) said that there are several forms of experimental design, namely: (1) pre-experimental (nondesign), which includes one-shot case study, one group pretest-posttest, intec-group comparison; (2) true-experimental, include posttest only control design, pretest-control group design; (3) factorial experimental; and (4) quasi experimental, including time series design and nonequivalent control group design. The design for this research was pre-experimental. The writer choose one-group pre-test and post-test design. According to Sugiyono (2012) one group pretest and posttest design is a technique to know the effect before and after treatment. So, the writer used one-group pre-test and post-test because the writer wanted to measure the improvement of students' English writing before and after giving treatment.

The students in pre-experimental class are given treatment by using Think-Pair-Share technique. The researcher takes five meetings for conducting the experimental teaching. In this research, the writer use experimental approach that consists of treatment and test in 5 different times to gain the data. Muijs (2004:11) said that for the experimental group, the design started by giving the students pre-test. After the pre-test, the design continued with treatment and ended with a post-test. The test is given by the writer in the first meeting and post-test in the last meeting, while treatments are given in the second, third and fourth meeting. In this study, the researcher taught about descriptive text by using Think-Pair-Share technique.

B. **Brief Description of the Research Location**

This experimental research is carried out at UIN Ar-Raniry which is located at Jl. Ibnu Sina, No. 2, Darussalam, Syiah Kuala, Banda Aceh. This research will be applied to English Department students of UIN Ar-Raniry.

There are three reasons why the writer conducted this research at English Department (PBI). First, the writer studied at English Department. Second, writing is one of the compulsory subject that aims to make students are able to write in English and in syllabus writing there are various kinds of text, one of them is descriptive text. Third, based on the writer's experience, the teacher of English Department rarely use Think-Pair-Share technique in teaching writing subject. So, the writer interested to apply Think-Pair-Share technique in teaching writing to English Department students. The research conducted from December 2017 until January 2018.

The pre-test and treatment are given in December 2017, while post-test is given on the beginning of January 2018.

C. Population and Sample

1. Population

There are some arguments from the experts about the population of research. Polit and Hungler (1999) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. In addition, Sugiyono (2015) said that population is a generalization region consisting of subjects that have certain qualities and characteristics set by the researchers to be studied and then drawn the conclusion. The population of this research was the third year students of English Department at UIN Ar-Raniry. The number of population was 214 students which were devided into 7 units.

2. Sample

There are some opinions from the experts in defining the definition of sample in a research. Polit & Hungler (1999) stated that sample is a subset of a population selected to participate in the study, it is a fraction of the whole, selected to participate in the research project. Sugiyono (2015) said that the sample is part of the number of characteristics possessed by the population. In this study, the sample were the students of unit 5 of English Department, who are consisting of 20 students. In this research, the writer used a purposive sampling. According to Sudjana (2002), It is a sampling technique used which the

writer has specific considerations or purposes in choosing the sample. The consideration was the students who took writing subject in this unit have never been taught by using Think-Pair-Share before. So, the writer wanted to make them familiar with this technique especially in writing.

D. Technique of Data Collection

The data collection technique in this research is test. The test is a tool used to measure students' ability before and after being given action in accordance with certain rules. According to Arikunto (2002), tests are tools or procedures used to know or measure things in an atmosphere, in a manner or by certain rules. Test is given at certain times when given an action. Test is used to find out whether Think-Pair-Share improve students' English writing. There are two kinds of test that applied by the writer in this research such as pre-test and post-test. Pre-test is given to the students in the first meeting while post-test is delivered in the last meeting after the treatment. The writer applied the both test to measure the improvement made by students' writing skill before and after applaying Think-Pair-Share technique.

In assessing the students' writing test, the students' writing scores were assessed by using writing rubric that adobted from Brown (2007).

Table 3.1

ANALYTIC SCORING RUBRIC FOR STUDENTS' DESCRIPTIVE TEXT

ASPEK	SCORE	PERFORMANCE DESCRIPTION	WEIGHTING

CONTENT (C) 30% Topic Detailed	**4**	The topic is complete and clear and the details are relating to the topic	**3x**
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
ORGANIZATION (O) 20% Identification Description	**4**	Identification is complete and descriptions are arranged with proper connectives	**2x**
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
GRAMMAR (G) 20% Use present tense Agreement	**4**	Very few grammatical or agreement inaccuracies	**2x**
	3	few grammatical or agreement inaccuracies but not affect on meaning	

	2	Numerous grammatical or agreement inaccuracies	
		Frequent grammatical or agreement inaccuracies	
VOCABULARY (V) 15%	4	Effective choice and words and word forms	**1,5x**
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms and not understandable	
MECHANIC (M) 15% Spelling Punctuation Capitalization	4	It uses correct spelling, punctuation and capitalization	V b6 **1,5x**
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent of spelling, punctuation and capitalization	
	1	It is dominated by errores spelling, punctuation and capitalization	

$$\text{score} = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \; x \; 100$$

The rubric used for measuring the capability of studnets' writing skill, particularly in content, organization, grammar, vocabulary and mechanic when pre-test and post-test in order to know students' ability in English writing.

E. Data Analysis

The data analysis in this research is by using the formula as follows:

1. Range

$$R = H-L$$

    Notes:

    R : Range of the score

    H : Highest score

    L : Lowest score

The use of this formula is intendeed to calculate the range of pre-test and post-test scores between the highest and the lowest score.

2. Interval Class

$$I = 1 + (3,3) \log n$$

The use of this formula is intendeed to calculate the interval class.

3. Space of interval class

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

The use of this formula is intendeed to calculate the length of the class.

4. Mean

Arikunto (2002) stated that mean is analyzed by using the formula:

$$X = \frac{\Sigma f i x i}{\Sigma f i}$$

Notes:

X = Mean

fi = refers to frequency

xi = refers to the middle score of interval class

fix = the amount of multiplication between the frequencies and the middle scores of interval class.

The use of this formula is intendeed to calculate the mean score of the test.

CHAPTER IV

DATA ANALYSIS

Based on the teaching and learning process in the classroom by using Think-Pair-Share (TPS) as a technique in writing Descriptive text, the findings of the research were clarified. The experimental teaching was done in five meetings, conducted two times for pre-test and post-test. The researcher needed to analyze the collected data by using statistical analysis. Data tabulation was needed to make analysis more systematic and easier.

A. The Description of the Data

The tests were given to the students in order to know their ability in writing a descriptive text. There were two tests in which the students participated; pre-test and post-test. The writer took one class as the sample and the pre-test was held on December 23, 2017 while the post-test was on January 13, 2018. As mentioned in the previous chapter, the statistical analysis was used in order to find out if there is a difference between pre-test and post-test result that was conducted after some treatments were given.

The results of both tests are elaborated in the following tables:

Table: 4.1 : The score of pre-test

NO	Students' Initial	Aspect to be Evaluated					Total
		Content	Organization	Grammar	Vocabulary	Mechanic	
1	AP	3	3	3	4	3	79
2	MN	3	4	3	3	3	80
3	EY	2	2	1	3	3	50
4	DH	4	4	3	4	3	91
5	ST	3	3	2	3	2	66
6	SN	4	3	3	3	3	83
7	YF	3	3	3	3	3	75
8	AM	2	3	2	3	1	54
9	NH	3	3	3	3	3	75
10	YL	3	4	2	3	4	79
11	ZA	4	4	2	3	3	83
12	AQ	4	3	4	4	2	88
13	ML	3	2	3	3	2	66
14	SY	3	3	2	3	2	66
15	DR	4	3	3	3	3	83
16	SZ	3	3	3	3	2	71
17	RJ	4	3	3	3	3	83
18	CF	3	3	3	4	2	75
19	NS	3	3	3	4	2	75
20	LT	1	1	3	3	3	50

1. **The Analysis of pre-test**

The result of the student's pre-test value is calculated by finding range, interval class, and frequency distribution to get the mean score of the prestest result.

The range (R) is determined by using the formula:

$$R = H - L$$

Where :

R = range of the score

H = the highest score

L = the lowest score

The data in the table above can be listed from the lower to the higher score as follow:

<u>50</u> 50 54 66 66 66 71 75 75 75

75 79 79 80 83 83 83 83 88 <u>91</u>

The lowest score of pre-test is 50 and the highest score is 91. Thus, the range is 91 – 50 = 41

After obtained the value of (R), the writer determined the value of interval class by using the following formula :

I = 1 + (3,3) log n   (n = number of students)

= 1 + (3,3) log 20

= 1 + (3,3) (1,301)

= 1 + 4,293

= 5,293 ≈ 5

Then, to determined the range of the class interval is found out by the formula:

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

$$P = \frac{41}{5}$$

P = 8,2 ≈ 8

From those results, the frequency distribution table is as follows:

Table 4.2 : the frequency distribution table of students' pre-test scores

Interval Class	Fi	Xi	FiXi
50-57	3	53,5	160,5
58-65	0	61,5	0
66-73	4	69,5	278
74-81	7	77,5	201
82-89	5	85,5	542,5
90-97	1	93,5	93,5

	N = 20			1275,5	

Where:

fi   = refers to frequency

xi   = refers to the middle score interval class

fixi = the amount of multiplication between the frequenies and middle

score of interval class

Based on the frequency distribution above, the writer determined the mean

score by using the following formula:

$$X = \frac{\Sigma fixi}{\Sigma fi}$$

$$X = \frac{1275,5}{20}$$

$$X = 63,8$$

Table 4.3: The score of post-test

NO	Students' Initial	Aspect to be Evaluated					Total
		Content	Organi zation	Grammar	Vocabulary	Mechanic	
1	AP	4	4	3	3	3	87
2	MN	4	4	3	4	3	92
3	EY	4	4	3	3	2	84
4	DH	4	4	3	4	3	92
5	ST	3	3	3	3	2	71
6	SN	4	4	3	4	3	91

7	YF	3	4	4	3	4	89
8	AM	2	3	3	3	3	68
9	NH	3	3	3	4	3	79
10	YL	4	4	3	4	3	91
11	ZA	3	4	4	3	4	89
12	AQ	4	4	3	4	3	91
13	ML	2	3	3	3	3	68
14	SY	3	3	3	3	3	75
15	DR	4	4	3	4	3	91
16	SZ	3	3	3	3	3	75
17	RJ	4	4	3	3	3	86
18	CF	3	3	3	4	3	79
19	NS	4	4	3	3	2	84
20	LT	3	3	3	3	2	71

2. **The analysis of post-test**

The result of students' post-test is calculated as a result of pre-test, so obtained:

The data in the table above can be listed from the lower to the higher score as follow:

<u>68</u> 68 71 71 75 75 79 79 84 84

86 86 89 89 91 91 91 91 92 <u>92</u>

The lowest score of post-test is 68 and the highest score is 92. Thus, the range is

$R = H - L$

$= 92 - 68 = 24$

The class interval is identified by using the following formula :

$I = 1 + (3,3) \log n$ (n = number of students)

$= 1 + (3,3) \log 20$

$= 1 + (3,3) (1,301)$

$= 1 + 4,293$

$= 5,293 \approx 5$

Then, the range of the class interval is found out by the formula:

$P = \dfrac{R}{I}$

$P = \dfrac{25}{5}$

$P = 5$

From those results, the frequency distribution table is as follows:

Table 4.4 : the frequency distribution table of students' post-test scores

Interval Class	Fi	Xi	FiXi
68-72	4	70	280
73-77	2	75	150
78-82	2	80	160
83-87	4	85	340
88-92	8	90	720
N = 20			1650

Based on the frequency distribution above, the writer determined the mean score by using the following formula:

$$X = \frac{\Sigma f i x i}{\Sigma f i}$$

$$X = \frac{1650}{20}$$

$$X = 82,5$$

After analyzing the data, the result showed that there are different mean score between Pre-test and Post-test. The mean score of pre-test was 63,8 while the mean score of post-test was 82,5. It explained that students who were taught by using Think-Pair-Share technique have encreased 18,7 points (82,5 – 63,8 = 18,7) for the mean score.

As a result, those test indicated that after getting treatment, students' writing ability was improved. It can be seen from the mean score of students' pre-test and post-test. In the pre-test the mean score of students was 63,8 while in post-test the score was 82,5. Although the improvement of those score were not too high, but the students' improvement of writing ability before and after applying Think-Pair-Share was increased. So it can be concluded that Think-Pair-Share can improve students' English writing.

B. Discussion

Based on the analysis of the data, the researcher would like to discuss the research question in this study. The research question is "Can Think-Pair-Share method improve students' English writing?" To answer

the research question, the researcher conducted tests to the students. The researcher taught about describing person. The pre-tests were given to the students before the treatment, while the post-tests were given after the students finished the treatment.

The result of pre-tests and post-tests showed a significant difference as explained in the data analysis part. Based on the calculation, the mean score of pre-test was 63,8, and the post-test was 82,5. The result of the test showed that there was an effect of Think-Pair-Share technique. Student's writing enhanced after implementing the technique. It was proved by the mean scores of post-tests were higher than pre-tests.

This study supported the previous study by Rais and Sarosa (2011) said that the use of Think-Pair-Share is able to improve the students' writing skill that covers writing to explore their ideas, to use word choice, to write paragraph by using the correct grammar, and to use word order in writing sentences. Khoiru Rosadi (2016) added that the use of Think-Pair-Share technique could improve the students' motivation. Think-Pair-Share made the students write better since they did not want to make many mistakes in their writing in front of their friends. By getting some responses and corrections from their friends, the students could revise their writing based on their discussion in pairs.

The students who were taught based on this technique can enhance and improve their performance. Therefore, the study is recommended to teachers for implementing the methods in learning writing.

CHAPTER V

CONCLUSION AND SUGGESTION

The study aims to find out whether Think-Pair-Share can improve students' English writing. After conducting the process of experimental teaching, the results elaborated in chapter four. Therefore, this chapter explains about conclusion and suggestion of the study.

A. Conclusion

After answering question in the research question which include "Can Think-Pair-Share method improve students' English writing?" Based on the result and discussion in the previous chapter, the writer would like to draw some conclusion as follow:

1. Teaching writing through Think-Pair-Share can improve students' English writing in descriptive text to the second grade students of English Department at UIN Ar-Raniry. It can be understood by the mean scores of post-tests which was higher than pre-tests . The score of pre-tests was 63,8 and post-tests was 82,5.

2. By applying Think-Pair-Share technique, students got more opportunity in interacting with their friends and they could enjoy the teaching and learning process. It helped the students to formulate what they want to write. As a result, they could explore themselves in expressing their opinions.

3. The use of Think-Pair-Share makes the Students more active in learning because in Think-Pair-Share students had some discussion with their pairs and they could share their ideas freely.

B. Suggestion

Based on the finding of the research, there are some suggestion are proposed by the writer to the readers especially educators and researchers.

Firstly, considering the positive result gained from this research, the use of Think-Pair-Share technique is recommended to be used in English classroom. Besides, this technique also can make students more active.

Secondly, during the research, the writer realized that students still have weakness in writing skill such as difficult in gaining idea and less of vocabulary. So that students must improve their ability in English writing by doing a lot of practice.

The last, the writer would like to suggest to the other researchers that the result of the study can be used as additional reference for further researchers with the different samples and skill.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6041/UN.08/FTK/KP.07.6/07/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12:00:00 AM

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Dr. Salami Mahmud, MA — Sebagai Pembimbing Pertama
2. Zubaidah, M.Ed — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Erika Sari Yulanda**
NIM	:	**231324348**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Improving Students' English Writing through Think-Pair-Share (An Experimental Study at English Department of UIN Ar-Raniry)**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 18 Juli 2017
An. Rektor
Dekan,

Mujiburrahman

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-11802/Un.08/TU-FTK/ TL.00/12/2017   21 Desember 2017
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Menyusun Skripsi

Kepada Yth.

Di -
    Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Erika Sari Yulanda
N I M	:	231 324 348
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl.Tgk. Chik Gle Iniem No.25 Simpang Tungkob A.Besar

Untuk mengumpulkan data pada:

Mahasiswa Pendidikan Bahasa Inggris UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Improving Students' English Writing through Think-Pair-Share (An Experimental Study at English Department of UIN Ar-Raniry)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG.UMUM   BAG. UMUM

Kode 5643

<u>**Surat Keterangan**</u>

No: B-023/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-11802/Un.08/TU-FTK/TL.00/12/2017 tanggal 21 Desember 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: **Erika Sari Yulanda**
NIM	: **231 324 348**
Prodi /Jurusan	: Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Improving Students' English Writing through Think-Pair-Share (An Experimental Study at English Department of UIN Ar-Raniry)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Januari 2018
Ketua Prodi Pendidikan Bahasa Inggris

T. Zulfikar

LESSON PLAN

Place : **English Department of UIN Ar-Raniry**

Level : **2**

Skill : **Writing**

A. Standard Competence

The ability of students to write several types of paragraphs

B. Basic Competence

1. Obtaining the general information and detail from various sources regarding to the types of paragraphs

C. Indicators

1. Identidy main idea, controlling idea, supporting details and conclusion in descriptive paragraph.

2. Know the descriptive features of the text

3. Write a descriptive paragraph

D. Class Activities

❖ **Meeting 1**

➢ **Pre activities**

- Greeting

- Introducing self and starting the goal of the class

- Checking the students' attendance

➢ **Main activities**

- the teacher explain the instruction of the question

- students are given pre-test related material to be studied

  ➢ **post activities**
  - close the learning acticities

❖ **Meeting 2**

  ➢ **Pre activities**
  - Greeting
  - Praying

  ➢ **Main activities**
  - teacher introduces descriptive texts
  - teacher gives and explains the example of descriptive text
  - students identify the topic of the descriptive text

  ➢ **Post activities**
  - Asking the students' difficulties in learning process
  - giving students opportunities to ask questions
  - praying

❖ **Meeting 3**

  ➢ **Pre activities**
  - Greeting
  - Praying

  ➢ **Main activities**

- Teacher gives a descriptive text

- Students identify the example of descriptive text

- students are divided into groups and work in group

- teacher introduces Think-Pair-Share to the students

- the teacher returns to teaching and explains the descriptive text

- students identify main idea, controlling idea, supporting detail and conclusion in group/pair

  ➢ **Post activities**

- Asking the students' difficulties in learning process

- giving students opportunities to ask questions

- praying

- close the learning acticities

❖ **Meeting 4**

  ➢ **Pre activities**

- Greeting

- Praying

- Asking students about last week's lesson

  ➢ **Main activities**

- Teacher gives a theme (describing a friend)

- students returned to sit in groups that had been divided last week

- students are instructed to determine which friends will be described in a text

- stusents make a descriptive paragraph about friend in pair

- students read their writing in front of the class

➢ **Post activities**

- Asking the students' difficulties in learning process

- giving students opportunities to ask questions

- close the learning acticities

❖ **Meeting 5**

➢ **Pre activities**

- Greeting

- Praying

- Reviewing the lesson at the previous meeting

➢ **Main activities**

- students sit in groups like last meeting

- teacher gives post-test to the students (30 minutes)

➢ **Post activities**

- Asking the students' difficulties in learning process

- the teacher is grateful to the students for their help

- close the learning activities

PRE-TEST

Name :

Nim :

Unit :

Please choose one of the topics below and write a descriptive paragraph which consists of 7-10 sentences!

    a. My Favorite Teacher

    b. My Best Friend

this may help you → general information: name, age, attitude.

POST-TEST

Name :

Nim :

Unit :

Please choose one of the topics below and write a descriptive paragraph which consists of 7-10 sentences!

   a. My Mother
   b. My Father
   c. My Favorite Teacher
   d. My Best Friend

this may help you → general information: name, address, age, years of study/class, attitude.

PRE-TEST

Name : Dara Husnaidar

Nim : 160203148

Unit : 5

Please choose one of the topics below and write a descriptive paragraph which consists of 7-10 sentences!

    a. My Favorite Teacher

    b. My Best Friend

this may help you → general information: name, age, attitude.

I have a best friend, her name is Ulfazika. She live in Darussalam. Ulfa is 18 rears old. She is a beautiful girl. she has white skin and Curly hairs.

In Addition, she has a hobby. she Like sinsing. She always sins bollywood songs. her voice is so Good. I Love her voice I am so glad to be her friend.

Name : STARIFAH RIZKI MAGHFIRAH & DARA HUSMAIDAR

Nim : 160303156

Unit : 5

Please choose one of the topics below and write a descriptive paragraph which consists of 7-10 sentences!

a. My Favorite Teacher

b. My Best Friend

this may help you → general information: name, age, attitude.

MY Best Friend

have a best friend, her name is Rahma. She is my classmate. She live in
am. She has a happy family, her parents and a sister. She is the second daughter
family. Rahma is nineteen years old, she is beautiful, she has white skin,
a long black hair, her hair is straight, she has brown eyes, she has sharp
and thin lips. Her height is 155 cm, she is taller than me.

In addition, she has some hobbies. They are writing and singing, she likes to write
t story. Her short story is very interesting. She always practice in writing everyda
e is good in writing. Futhermore, she also like singing. Her favorite song is
he way you Are and her favorite singer is Bruno mars. Her voice is very
ous, I like her voice.

I am happy to be friend with her, and so All of my friend.

AUTOBIOGRAPHY

Personal Identity

Name   : Erika Sari Yulanda
Place and Date of Birth : Aceh Besar, May, 25th 1995
Sex   : Female
Religion   : Islam
Nationality   : Indonesian, Acehnese
Marital Status   : Single
Occupation   : Student
Address   : Jalan Tgk. Glee Iniem no. 25 Simpang Tungkop, Darussalam, Aceh Besar
Email   : erikayolan22@gmail.com

Parent

Father's Name   : Soenardi
Mother's Name   : Ratna Mutia
Occupation   : Civil Servant
Address   : Lon Asan, Lembah Seulawah

Educational Background

Primary School   : MIN Lamtamot (2000-2006)
Junior High School : SMPN 3 Lembah Seulawah (2006-2009)
Senior High School : SMAN 8 Banda Aceh (2009-2012)
University   : UIN Ar-Raniry (2013-2018)

Banda Aceh, Jan 30th 2018

Erika Sari Yulanda