

**Teaching Writing Descriptive Text by Triple Gold
Writing (TGW) Technique to the Eighth Grade Students
of Mts Muhammadiyah 1 Palembang**



UNDERGRADUATE THESIS

Submitted as a fulfillment of requirements to get
a bachelor's degree of Sarjana Pendidikan (S.Pd)

By
Dina Pratiwi
NIM. 11250015

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHING SCIENCES
STATE ISLAMIC UNIVERSITY OF RADEN FATAH PALEMBANG
2018

Skripsi

Kepada Yth,

Bapak Dekan Fakultas Ilmu Tarbiyah dan

Keguruan UIN Raden Fatah Palembang

Di

Palembang

Assalamu'alaikum Wr.Wb,

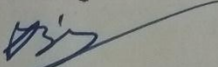
Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul "**Teaching Writing Descriptive Text by Triple Gold Writing (TGW) Technique to the Eighth Grade Students of Mts Muhammadiyah 1 Palembang**", ditulis oleh saudara Dina Pratiwi (11250015) telah dapat dijalankan dalam sidang munaqosah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terima kasih

Wasalamu'alaikum Wr.Wb

Palembang, Mei 2018

Pembimbing I



Dr. Dian Erlina, M.Hum
NIP. 19730102 199903 2 001

Pembimbing II



Beni Wijaya, M.Pd
NIK. 14020110992/BLU

Teaching Writing Descriptive Text by Triple Gold Writing (TGW) Technique to the Eighth Grade Students of Mts Muhammadiyah 1 Palembang

This thesis was written by Dina Pratiwi, Students Number 11250015 was defended by the writer the final examination and was approved by the examination committee on May 31, 2018

This thesis was accepted as one of the requirements to get the title of Sarjana Pendidikan (S.Pd)

Palembang, May 31th, 2018
State Islamic University of Raden Fatah Palembang
Faculty of Tarbiyah and Teaching and Sciences

Examination Committee Approval

Chairperson,

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

M. Holandiyah, M.Pd
NIP. 19740507 201101 1 001

Member : Janita Norena, M.Pd

Secretary,

M. Holandiyah, M.Pd
NIP. 19740507 201101 1 001

(Signature)

(Signature)

Certified by,
Dean of Tarbiyah Faculty



Prof. Dr. H. Kasinyo Harto, M.Ag
NIP. 19710911 199703 1 004

STATEMENT PAGE

I here by,

Name : Dina Pratiwi
Place and Date of Birth : Palembang, August 20th 1993
Study Program : English Education
Student Number : 11250015

State that :

1. All the data information and conclusions presented in this thesis, except for those indicated by the source, are the result of my observation, process and thought with guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree neither at UIN Raden Fatah Palembang or other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my sarjana degree that I have received through this thesis.

Palembang, June 8th, 2018

The Writer


Dina Pratiwi
11250015

I here by,

Name : Dina Pratiwi

Place and Date of Birth : Palembang, August 20th 1993

Study Program : English Education

Student Number : 11250015

State that :

1. All the data information and conclusions presented in this thesis, except for those indicated by the source, are the result of my observation, process and thought with guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree neither at UIN Raden Fatah Palembang or other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my sarjana degree that I have received through this thesis.

Palembang, June 8th, 2018

The Writer

Dina Pratiwi
11250015

DEDICATION

This paper is dedicated to all people who always pray and give support in finishing this paper for my success, they are:

- ♥ ***My beloved Allah SWT and Nabi Muhammad SAW***
who always guide me and take care of me to be a good person.

- ♥ **My beloved Parents**
My father (Usman) and my mother (Zalmiyati, A.Md.Kep.), who always has honesty sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest live and support for me at all until I can accomplish this script.

- ♥ **My Beloved Brother and Sister**
My brother (M. Hakim Prasetio, SH.) and my sister (Zahra Zahfira), Thanks for your love, help, support, pray and advice, so I am better than before.

- ♥ **My beloved “CCB Squad”**
Best friends at campus, Guysssss finally BIDADARI S,Pd.

MOTTO

Work hard and be kind. The extraordinary thing will be.

ACKNOWLEDGEMENT

All praises to Allah subhanahu wata'ala, the writer could finish this thesis as one of requirement for obtaining Sarjana Degree (S1) in English Education Study Program, Tarbiyah Faculty, UIN Raden Fatah Palembang.

Furthermore, the writer would like to express great appreciation to the people involved in processing of this thesis. The writer gives great gratitude to her advisors: Dr. Dian Erlina, M.Hum and Beni Wijaya, M.Pd. for their guidance, suggestions, knowledge and encouragements in writing this thesis. The writer is also grateful of the Dean of Tarbiyah Faculty and all of his staff members, the Head of Education Study Program for the administration matters. The greatest gratitude is also given to all lectures who had taught her.

Finally, the writer would like to express her gratitude to the headmaster of MTs Muhammadiyah 1 Palembang for the permission in conducting this research, the teacher of English, and all of the students for their cooperation in collecting the data for this thesis. In addition, the writer also gives her deep gratitude to her beloved parents, sister and grandmother for the help, support and praying for her every time.

Writer

Dina Pratiwi

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
ABSTRACT	v
LIST OF TABLE	vi
LIST OF APPENDICES	viii
LIST OF DOCUMENTATIONS	x
I. INTRODUCTION	
1.1 Background	1
1.2 Problems of the Study	5
1.3 Objectives of the Study	6
1.4 Significance of the Study	6
II. LITERATURE REVIEW	
2.1 Theoretical Framework	8
2.1.1 The Concept of Teaching	8
2.1.2 The Concept of Writing	9
2.1.3 The Concept of Descriptive Text	11
2.1.4 The Concept of Triple Gold Writing (TGW).....	14
2.1.5 Teaching Procedure of Triple Gold Writing (TGW)	15
2.2 Previous Related Studies	18
2.3 Hypotheses	20
2.4 Criteria of Testing the Hypotheses	20
2.5 Research Setting	21
III. METHODS AND PROCEDURES	
3.1 Research Design	22
3.2 Research Variables.....	23
3.3 Operational Definitions.....	23

3.4 Subject of the Study	24
3.4.1 Population	24
3.4.2 Sample.....	24
3.5 Data Collection.....	25
3.5.1 Test.....	25
3.5.1.1 Pretest.....	26
3.5.1.2 Posttest	26
3.6 Research Instrument Analysis	26
3.6.1 Validity test	27
3.6.1.1 Construct Validity	28
3.3.1.3 Content Validity	28
3.6.2 Reliability Test	28
3.7 Research Treatment	29
3.8 Data Analysis	30
3.8.1 Instrument Analysis	31
3.8.2 Data Descriptions	31
3.8.2.1 Distribution of Frequency Data	32
3.8.1.2 Descriptive Statistics	32
3.8.3 Pre-Requisite Analysis	33
3.8.3.1 Normality Test	33
3.8.3.2 Homogeneity Test	33
3.9 Hypothesis Testing	34

IV. FINDINGS AND INTERPRETATION

4.1 Findings.....	35
4.1.1 Data Description	35
4.1.1.1 Distribution of Frequency Data.....	35
4.1.1.2 Descriptive Statistics.....	43
4.1.2 Pre-requisites Analysis.....	45
4.1.2.1 Normality Test	45
4.1.2.2 Homogeneity Test.....	47

4.1.3 The Result of Hypothesis Testing.....	48
4.2 Interpretations	50

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion	56
5.2 Suggestions	56

LIST OF TABLES

Table 1	Total Population of the Study	24
Table 2	Sample of the Study	25
Table 3	Specification of the Test	28
Table 4	Research Teaching Schedule.....	30
Table 5	Classification of the Student's Score	31
Table 6	Distribution of Frequency Data on Students' Pretest Score in Experimental Group	36
Table 7	Classification of Descriptive Writing Achievement Categories Students' Pretest Score in Experimental Group	37
Table 8	Distribution of Frequency Data on Students' Posttest Score in Experimental Group.....	37
Table 9	Classification of Descriptive Writing Achievement Categories Students' Posttest Score in Experimental Group	39
Table 10	Distribution of Frequency Data on Students' Pretest Score in Control Group	39
Table 11	Classification of Descriptive Writing Achievement Categories Students' Pretest Score in Control Group.....	41
Table 12	Distribution of Frequency Data on Students' Pretest Score in Control Group	41
Table 13	Classification of Descriptive Writing Achievement Categories Students' Pretest Score in Control Group.....	42
Table 14	Descriptive Statistics of Pretest Scores in Experimental Group	43
Table 15	Descriptive Statistics of Posttest Scores in Experimental Group.....	44

Table 16	Descriptive Statistics of Pretest Scores in Control Group	44
Table 17	Descriptive Statistic of Posttest Scores in Control Group	45
Table 18	Result of Normality Test of Students' Pretest in Experimental and Control Groups.....	46
Table 19	Result of Normality Test of Students' Pretest in Experimental and Control Groups.....	45
Table 20	Result of Homogeneity Test of Students' Pretest in Experimental and Control Groups	47
Table 21	Result of Homogeneity Test of Students' Posttest in Experimental and Control Groups	47
Table 22	Result of Paired Sample t-test from Pretest to Posttest in Experimental Group	49
Table 23	Result of Independent Sample t-test on Students' Pretest Score in Experimental and Control Groups	50

LIST OF APPENDICES

- Appendix A Construct Validity Measured by Validators
- Appendix B Syllabus of the Eighth Grade Students
- Appendix C Instrument of Try Out
- Appendix D Try Out Scores at MTs Muhammadiyah 1 Palembang
- Appendix E Instrument of Pre Test and Posttest
- Appendix F Students' Pretest Scores in Experimental and Control Groups
- Appendix G Lesson Plan
- Appendix H Students' Posttest Scores in Experimental and Control Groups
- Appendix I Distribution of Frequency Data of Pretest and Posttest in Experimental Group
- Appendix J Distribution of Frequency Data of Posttest in Experimental Group
- Appendix K Distribution of Frequency Data of Pretest in Control Group
- Appendix L Distribution of Frequency Data of Posttest in Control Group
Result of Normality Test of Pretest and Posttest Scores in Experimental Group
- Appendix M Descriptive Statistic of Pretest and Posttest in Experimental and Control Groups
- Appendix N Result of Normality Test of Pretest and Posttest Scores in Experimental Group
- Appendix O Result of Normality Test of Pretest and Posttest Scores in Control Group
- Appendix P Result of Homogeneity Test of Pretest in Experimental and Control Groups
- Appendix Q Result of Homogeneity Test of Posttest in Experimental and Control Groups
- Appendix R Analysis Result of Independent Sample t-test in Posttest between Experimental and Control Groups
- Appendix S Analysis Result of Paired Sample t-test in Pretest and Posttest in Experimental Groups

LIST OF DOCUMENTATIONS

1. Copy of Student's Card
2. Copy of Payment Receipt
3. Copy of Diploma
4. Copy of Transcript
5. The Toefl Certificate
6. Title Approval
7. The Advisor Approval
8. Proposal Consultation Card
9. The Research Permit
10. Result of Comprehensive Exam
11. Thesis Consultation Card
12. Result of Mubaqosyah Exam
13. Revision Consultation Card
14. Copy of COMPUTER, KKN, BTA, and OSPEK certificate
15. Photoes

ABSTRACT

The objectives of the study were to find out whether or not there was a significant difference between the eighth grade students' descriptive writing achievement who were taught by triple gold writing (TWG) technique and those who were not and to find out whether or not there was a significant improvement on the eighth grade students' descriptive writing achievement taught by using triple gold writing (TWG) technique at MTs Muhammadiyah 1 Palembang. The population of this study consisted of 60 students of MTs Muhammadiyah 1 Palembang in the academic year 2016/2017. There were 60 students taken as sample. Each class consisted of 30 students from class VIII B as control group and class VIII A as experimental group. The instrument in measuring students' descriptive writing achievement was administered twice, as the pretest and posttest for both experimental and control group. The results of the test were analyzed by using independent sample t-test and paired sample t-test. From the result of the independent sample t-test, it was found that there was a significant difference from students' posttest experimental and control group, since the p-output (0.000) was lower than 0.05 and t-obtained (3.409) was higher than t-table (2.001). From the result of the paired sample t-test, it was found that there was a significant improvement on students' descriptive writing who were taught by using triple gold writing (TWG) technique, since the p-output (0.000) was lower than 0.05 and t-obtained (16.75079) was higher than (2.04523).

Keyword: *Descriptive Writing Achievement, Triple Gold Writing (TWG) Technique*

CHAPTER 1

INTRODUCTION

In this chapter, the writer presents: (1.1) background; (1.2) problems of the study; (1.3) objectives of the study; and (1.4) significance of the study.

1.1. Background

English is the most important language in the world used as the main tool of communication among people who are different in their native language. According to Harmer, “English is a worldwide language spoken throughout all parts of life such as in the arts, sciences, human sciences, travel and the social sciences“ (as cited in Astrid, 2011, p. 176). So, it is important for people to learn English, because English is used in every aspect of the society life.

English plays very important role almost in every aspects of life, especially in term of education. Crystal states “As a global language, English is taught in every country all over the world, including Indonesia” (as cited in Pratiwi, 2016, p. 147). Moreover, Sari and Saun (2013) state “English has become an important subject from junior high school up to senior high school” (p. 255). It means that English has become a required subject that needs to be taught to all students.

In learning English, there are four skills; listening, speaking, reading, and writing. From those skills, writing is the most difficult skill among them. As stated by Choudhury (2013), the four core language skills are listening, speaking,

reading and writing where writing is obviously the most difficult skill for second and foreign language learners to master. He asserts that main reason for this difficulty is the fact that writing is a very complex process which involves both creating and organizing ideas and translating them into cohesive which are readable.

However, writing should be learnt by everyone. So, it is possible that everyone can master writing skill. Hamza (2009) states “writing is a trade in which every educated man, woman, and child should be skillful and any one can master it if he goes about it in the right way” (p. 3). Therefore, writing is important skill that needs to be mastered.

Writing is not easy skill to be understood because it needs grammar, structure, and vocabulary. Karolina (2006) argues “writing is the most difficult subject in the school since the students have to write about what they think in their mind and state it on a paper by using the correct procedure” (p. 8). In addition, Harmer argues “the students can become very frustrated when they do not have the words or the grammar they need to express in writing” (as cited in Habibi, Wachyuni, and Husni, 2017, p. 97). In the first year of junior high school, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce written simple functional text in the descriptive and procedure.

Based on the above, the descriptive text is one of the functional texts that must be mastered by students in learning English. Theoretically, Wardiman

(2008) states that descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text (p. 115). In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination.

Based on the statement above, teachers must be able to organize learning teaching activities. Ho, Lee, and Teng state “one strategic way in improving schools is fostering and promoting professional learning in which teachers develop their practice and build learning communities” (as cited in Faiz and Yakoob, 2017, p. 73). The teachers have to master the materials, methods, and also technique or strategy to make the students understand and apply descriptive writing matters in practice. According to Harmer (2012), “there are many techniques, methods, strategy and approaches take into consideration the way humans learn, the use of reinforcement, logic, repetition, and other elements” (p. 12).

One of the techniques is Triple Gold Writing (TGW). TGW is a writing technique from Whole Brain teaching method. It was created by Biffle (2012). He says that to solve the students’ writing problem and to make his students interested he conducted in WBT in writing Class. Sandi (2014) argues “TGW Technique is the best way to enhance students’ writing skill” (p. 21). It was

caused that this technique guides the students to be creative in writing the main ideas and supporting ideas, good writing systematic ordering by making stage by stage, writing good ways to melts ideas and chose the appropriate words.

Biffle (2012) explains “Triple Gold Writing is a simple technique but really powerful to foster the students’ writing skill” (p. 69). This technique uses sentence with three parts that can be expanded into a tightly organized paragraph or even a college style, five paragraphs essay. The Triple Gold Writing is able to use to make all texts, because this technique tries to make the student creative in developing their sentences up to compose it into a good paragraph. The whole Triple Gold Writing pattern consists of 1) Triple Gold Sentences, 2) Triple Gold Paragraph.

Wherefore, TGW will be applied because it is really suitable for the student to improve student’s English writing skill. Use these things for students will make them be easy in writing without being pushed and it can be common for their daily life because they learn how to develop their sentence to be a good paragraph. So when they face writing examination they will write naturally with best performance, get best score, and without wasting time.

Based on my informal interview with the teachers and some students of MTs Muhammadiyah 1 Palembang, it was found that students writing achievement was poor which was determined from their report score in English subject. The process of teaching–learning in the classroom was still passive. The students did not understand clearly about descriptive text, how to identify the descriptive text, and how to describe persons, places, and things in English

writing. The students were confused on how to organize their ideas, and writing was considered as a boring activity and also the students were having a difficulty to develop their imagination, these made them did not know what they should write, especially in descriptive text, then the students' grammatical abilities were still low.

There are some researches that have been conducted before. Sandi (2014) says that he carried out this technique to improve students' writing ability by using triple gold writing (TGW) to Junior high school students. He found that TGW can improve students' writing ability.

Based on the above explanation about the importance of mastering writing skill especially descriptive paragraph for junior high school students, researcher is motivated to conduct research on the use of TGW technique to gather information whether this technique can improve students' ability in writing descriptive paragraph or not, the researcher would like to conduct a study entitled *“Teaching Writing Descriptive Text by Triple Gold Writing (TGW) technique to the Eighth Grade Students of MTs Muhammadiyah 1 Palembang.”*

1.2 Problems of the Study

To give more description clearly about the descriptive of research, statement of problems that will be explained in the research are:

1. Is there any significant improvement on the eighth grade students' descriptive text writing before and after taught by using TGW strategy at MTs Muhammadiyah 1 Palembang?

2. Is there any significant difference on the eighth grade students' descriptive text writing between those who are taught by using TGW strategy and those who are not at MTs Muhammadiyah 1 Palembang?

1.3 Objectives of the Study

The objectives of this study are to find out:

1. whether or not there is a significant improvement on the eighth grade students' descriptive text writing before and after taught by using TGW strategy at MTs Muhammadiyah 1 Palembang.
2. whether or not there is a significant difference on the eighth grade students' descriptive text writing between those who are taught by using TGW strategy and those who are not at MTs Muhammadiyah 1 Palembang.

1.4 Significance of the Study

The result of this study hopefully will be useful for the students to improve their writing achievement with the view that learning can be creative through Triple Gold Writing (TGW). It will also useful for the teachers in improving their teaching quality by applying this technique as one of efforts to help teachers in decreasing the students' difficulties in practicing their writing skill in English. Besides, the output of the study will help them to seek more effective strategies on how to improve teaching competencies and teaching style (especially in teaching writing skill), to identify students' necessities and problems and giving solution. To the school, the output of the study helps achieve higher quality of education, because of the well-trained teacher and good performance of the students.

As practical benefit to make teachers explores their method in teaching, TGW let teachers to create active learning that brings students to the creativity, well organization, and good ordering in English writing. Meanwhile, as theoretical benefit to produce a new knowledge in teaching foreign language, like English, especially on descriptive writing text using triple gold writing technique. For the researcher, it is expected to add the researcher's knowledge. This study is expected to be able to give other researchers sources or references of the technique that can be used for improving or developing students' writing achievement and also expand the general knowledge, help them as the guidance in developing their research in the same field.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer describes; (2.1) theoretical framework; (2.2) previous related studies; and (2.3) research setting.

2.1 Theoretical Framework

2.1.1. The Concept of Teaching

Teaching is the process in transferring knowledge and giving good model from the teacher to the students. According to Brown (2000), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Teaching is how the teacher give someone knowledge or to train someone to instruct, teaching also giving some information of a subject matter to the students in the classroom. Naimi states “teachers must ensure that everything students produce is correct” (as cited in Navracics, 2017, p. 39). According to Coe, Aloisi, Higgins and Major (2014), great teaching is defined as that which leads to improved student progress. It can be defined as giving instruction, knowledge skill, etc to somebody or make somebody understand or be able to do something, while teaching English is how the teacher is transferring the language and skill to the students in the classroom.

In teaching, the teacher should be creative and creat the interesting strategy or technique, method and use media. Tafani says “media can help with many

issues such as: motivation, clarity, recycling, drafting, revising, editing, variety, mixed ability classes, updating information in the textbook, giving life and color to classroom procedures and methods, thus at the same time helping the students improve accuracy and fluency” (as cited in Pitaloka, 2014, p. 2).

2.1.2. The Concept of Writing

According to Brown (2007), “writing was primarily convention for recording speech and for reinforcing grammatical and lexical features of language” (p. 218). Moreover, Negari states “writing is a complicated process which involves a number of cognitive and metacognitive, for instance; brainstorming, planning, outlining, organizing, drafting, and revising” (as cited in Saputra and Marzulina, 2015, p. 3). Furthermore, Graham and Perin (2007) say “writing well is not just an option for young people, but it is a necessity” (p. 3). In addition, Lyons and Heasley explain “writing is clearly a complex process, and is frequently accepted as being the last language skill to be required” (as cited in Lestari and Holandiyah, 2016, p. 48). Meyers states “writing is more difficult to learn for native and non native speakers alike” (as cited in Anita, 2012, p. 129). However, Heaton says “writing is not only require mastery of grammatical and rhetorical devices but also of conceptual and judgemental elements” (as cited in Nisa, 2014, p. 80).

2.2. Stages in Writing

Harmer (2004) states “there are some stages in writing process” as the following” (p. 4-5):

1. Planning

In this stage, the students should plan what they are going to write. The students can make list of all ideas in their mind related to the topic the want to write.

2. Drafting

In this stage, the students write the rough draft or the first draft with a hope it can be revised later to make it better and well organized.

3. Editing

In this stage, the students can read their rough draft and check whether the order of information is clear, there is no confusing or ambiguous meaning from the sentences, and they can check the structure of the sentence.

4. Final version

After the students edit the rough draft and rewrite it, the students can produce the final draft. Because of some changes in editing process, the students can produce the better draft.

2.3. Assessing Writing

Assessing is the teacher measure the task performance of the students whether the target has been fulfilled or not. Brown (2007) states “One way to view writing assessment is through various writing checklists or grids that can indicate to students their areas of strength and weakness, and in many cases such taxonomies are strong rubrics” (p. 413). Assessing students work on writing should be done considering the agency of analysis toward student’s work on writing.

There are some purposes of writing assessment. Coffin et al., (2003) stated that there are some purposes of writing assessment as follows:

1. To provide evidence of student's knowledge and understanding of a particular course of study.
2. To provide evidence of student's acquisitions of subject-specific skills, or the ability to apply knowledge and understanding (e.g. students ability to carry out certain forms of analysis).
3. To indicate how effectively students can express their knowledge and understanding in writing (e.g. using disciplinary conventions such as those discussed in chapter 3).
4. To help students learn, or consolidate their learning (both of subject knowledge/skill and of academic writing conventions).
5. To provide feedback to students on their work.
6. To motivate students to carry out certain activities.
7. To provide a diagnostic assessment of student's writing (before providing writing support to the student).
8. To help the teachers to evaluate their teaching.
9. To help students to evaluate their own learning" (p. 75).

2.4. Concept of Descriptive Text

Kane states "description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception" (as cited in Rahmawati, 2016, p. 44). Related with Kane's opinion, descriptive text is a text which tell experience

connect with the sense, such a visual, feeling, smell and others. In addition, Darjis, et. al. (2013) state “descriptive text is used to create a vivid impression of person, place, object, or event. Such as describe a special place and explain why it is special, describe the most of important person in your life, describe the animal habitat in your report. The purpose of descriptive text is to admire something, to introduce, criticize or promote something” (p. 232).

Pardiyono explains “descriptive text should consist of generic structure, such as: identification and description” (as cited in Iskandar, 2017, p. 60).

1. Identification

Identification (introduction) is a statement or a short paragraph that identifies the object that is going to be describe, it is usually intersting and able to provoke the reader to be eager to read the text.

2. Description

It may consist of one of several paragraph. This part is used to give sufficient description about the object as mentioned in the identifiaion part. The description of the object can be done according to different angles, such as size, length, strength , color, height, condition, of the location, weather, qualities, shapes, etc.

The following is the sample of descriptive text:.

My house

My house is a brick house with a small garden in front of it. Its paint is white and green. It is very nice and comfortable house. My house has a living room, three bedrooms, a kitchen and a

bathroom. There is verandah with three wooden chairs and wooden table in front of the verandah. The living is a big enough. In the middle of the living room, there is a big sofa and some comfortable chairs. At the end of the living room there is a cabinet with a TV set on it.

My bedroom is quite small. There is a writing desk and a chair next to the window. The bed is small. It is in the left side opposite to the window. There are few books on the top of the desk.

The kitchen is in the back of the house. It is next to the bathroom.

(Bestiana, Y., Achyani, M. (2017). New Edition Big Book Bahasa Inggris SMP/MTs kelas VII, VIII, IX. Jakarta: Cmedia.)

Here is the analysis of the text based on the generic structure of descriptive text.

1. Identification

My house is a brick house with a small garden in front of it. Its paint is white and green. It is very nice and comfortable house. My house has a living room, three bedrooms, a kitchen and a bathroom.

2. Description

There is verandah with three wooden chairs and wooden table in front of the verandah. The living is a big enough. In the middle of the living room, there is a big sofa and some comfortable chairs. At the end of the living room there is a cabinet with a TV set on it.

My bedroom is quite small. There is a writing desk and a chair next to the window. The bed is small. It is in the left side opposite to the window. There are few books on the top of the desk.

The kitchen is in the back of the house. It is next to the bathroom.

2.5. The Concept of Triple Gold Writing (TGW)

Triple Gold Writing is one of techniques that created by Chris Biffle in 2012 during he conducted class of Whole Brain Teaching Method. In Particular in writing class Biffle always do evaluating regarding his class to know the students' difficulties in writing class. From that case, Biffle endeavors to find the way to solve that problem as long as WBT method conducted. Though he was teaching uses WBT method he makes some strategies to boosting students' writing skills. Such as in writing class he made Whole Brain Teaching Writing (Whole Brain Writing) as the way to solve that case. He called this strategy Whole Brain Writing because when he was teaching the class he used WBT class design as a guide to makes model classroom.

Biffle (2012) explains "Triple Gold Writing is a simple technique but really powerful to foster the students' writing skill" (p. 69). This technique uses sentence with three parts that can be expanded into a tightly organized paragraph or even a college style, five paragraphs essay. The Triple Gold Writing is able to use to make all texts, because this technique tries to make the student creative in developing their sentences up to compose it into a good paragraph. The whole

Triple Gold Writing pattern consists of 1) Triple Gold Sentences, 2) Triple Gold Paragraph.

In Whole Brain Writing, Biffle made some techniques there are 1) Oral writing, 2) Brainstorming, 3) Genius ladder consist of genius paragraph, extender sentence, spicy sentence, blah sentence, 4) Supper speed grammar, 5) Triple gold writing consist of triple gold sentences, triple gold paragraph, triple gold micro essay, triple gold essay, 5) Red/green proofreading, 6) Movie previews. That is the techniques that included in Whole Brain Writing strategy. That all the techniques that could we use to foster students writing skill that have been developed during WBT conducted in his writing class. In here the researcher will focus on Triple Gold Writing technique to escalate students" writing skill.

Biffle (2012) argues "Triple Gold Writing is the technique that uses to upgrade students writing skill that consist of three parts of sentences, paragraphs, or more sentences or paragraphs to make one perfect information packed sentence, packed paragraph, or packed essay (p. 69). Biffle (2012) argues "Separated the whole Triple Gold Writing pattern consists of 1) Triple Gold Sentences, 2) Triple Gold Paragraph, 3) Triple Gold Micro Essay, 4) Triple Gold Essay" (p. 70).

2.6. Teaching Procedure of Triple Gold Writing (TGW)

Biffle (2012) explains "The procedures of teaching writing by using Triple Gold Writing (TGW) Technique which divided to 2 stages. Those are triple Gold Sentence, and Paragraph" (p. 70). The Pattern of TGW is following:

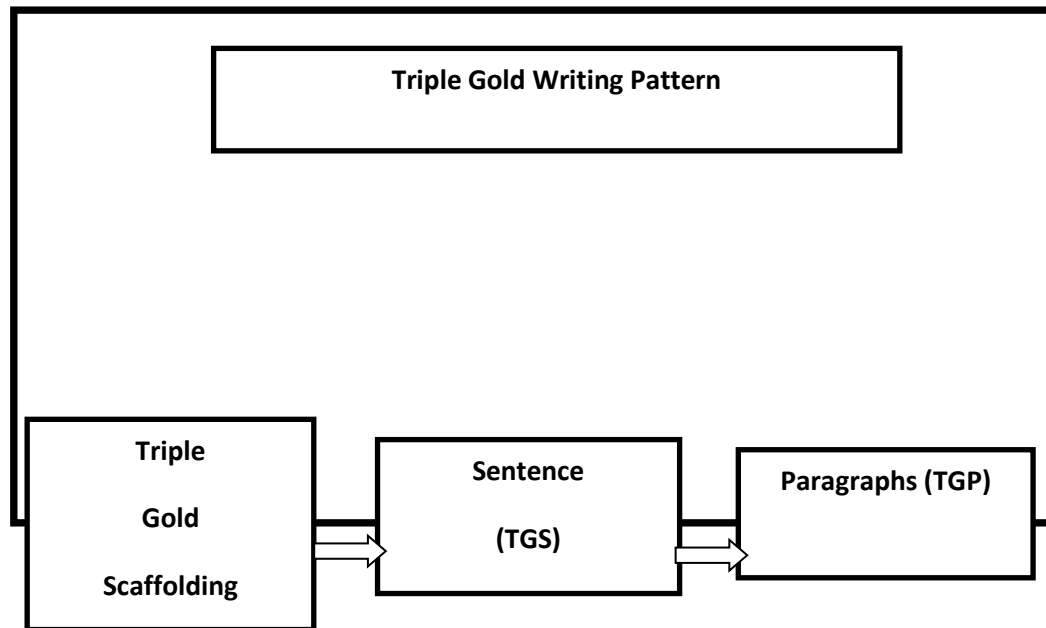


Figure 2.6: Whole Triple Gold Writing Pattern

From figure 2.6, it can figure out that TGW has pattern that being consecutive in writing process. From the sentence become paragraph. The students will learn how to expand the sentences to be paragraphs with fun way using Triple Gold Writing. The stages are following.

2.10.1. Triple Gold Sentences

The Triple Gold Sentences is sentence with three parts that can be expanded into tightly organized paragraph or even a college style, five paragraph essay (Biffle, 2012) states “In this Technique Biffle uses Scaffolded sentence frame in TGS, the scaffolding examples shown in The Triple Gold webcasts at TGW (p. 70).



Here's some more lower grade examples!

The book is about _____.

The book is about _____ and _____.

The book is about _____, _____ and _____.

We learn about _____.

We learn about _____ and _____.

We learn about _____, _____ and _____.

Someday I want to be a _____.

Someday I want to be a _____ and a _____.

Someday I want to be a _____, a _____ and a _____.

Figure 2.6: the scaffolding of TGS (Biffle, 2012)

He added that Triple Gold Sentences is three parts of sentences with one subject and different object. Teaching will give three sentences with the same subject and then student will continue to fill the sentences to be complete sentences.

“Sentence: This Summer we went to the lake, the mountains and the beach.”

The form using scaffolded sentences frames in Triple Gold Sentences (TGW), Triple Golder is about three separate subjects.

a. This summer we went to lake

b. This summer we went to lake and mountains

c. This summer we went to lake, the mountains and beach

Biffle (2012) says “TGS can be expanded in to paragraph or even a college style, five paragraph essay” (p. 70).

2.5.1. Triple Gold Paragraph

Biffle (2012) states “Indicates that Triple Gold Paragraph (TGP) is the paragraph that developed from Triple Gold Sentences in here consists of three separate sentences (p. 86). From those separate sentences the student will expand the sentence. Here’s some example of Triple Gold Paragraph;

This summer we went to the lake, the beach and the mountains. We stayed for a week at the lake and I learned to sail. Next, we went to Malibu beach for a family reunion. Finally, my brothers and I took several long hikes in the mountains.

The first sentence is a sentence of TGS and then continued to second, third, four sentences that have been expanded from own subject and vacation. The first sentence is topic sentence that develops into one paragraph.

The following teaching procedure in implementing paired storytelling technique was suggested by Biffle (2012, p. 87).

1. The teacher make a topic sentence to descriptive text.
2. The teacher leads the students to make descriptive text with Triple Gold Writing Technique.

3. The teacher also may ask volunteers to write a sentence to the entire class.
4. The complete descriptive is then discussed within the entire class by using Triple Gold Writing Technique.
5. After that, the teacher asks the students to make descriptive text with Triple Gold Writing Technique individually.

2.6 Previous Related Studies

Febri (2014) identified the students writing skill in descriptive text through Triple Gold Writing Technique (TGW) in the first year of MAN I Salatiga in academic year 2014/2015. The subjects of this study were consisted of 37 students. The method used in this study was Classroom Action Research (CAR). The study was carried out in two cycles. Each cycle consisted of two meetings. The data were gathered in this study through interview, field notes, observation, and test. The result of the study showed that there was improvement of students' writing skill. Most of the students gradually gained good scores at the end of each cycle. The students' mean score in preliminary study was 57.83 or 21.62%. The mean score in the first cycle was 68.10 or 57.83% of the class percentages. The mean score in the second cycle was 77.64 or 94,59% of the class percentages. In conclusion Triple Gold Writing Technique of Whole Brain Teaching Method could enhance students writing skill.

In addition, Astuti (2015) investigated that Whole Brain Teaching Method Whether or not improve the students' writing skill on descriptive text at the seventh grade students' of SMP N 17 Surakarta in 2014/2015. The subject of research was students of class VII B SMP Negeri 17 Surakarta in

2014/2015 academic year. The researcher conducted the research in two cycles. Each cycle consisted of these activities: planning the action, implementing the action, observing, reflecting and revising the plan. Technique of collecting the data used interview, observation, test, field note, and photographs. In analyzing data, the researcher used qualitative and quantitative data analysis. The results of research finding shows that Whole Brain Teaching Method can improve the students' writing skill on descriptive text. It can be seen from the average score from 50,05 in pre-test, and 60, 30 in post-test 1, and it increased up to 73 in post-test 2. Whole Brain Teaching Method can make the class condition become more interesting.

Further, Santoso (2016) conducted a study to improve the students' spiritual intelligence in English writing through Whole Brain Learning strategy. Therefore, this study was conducted as a classroom action research. The research procedure followed the cyclonic process of planning, action, observation, and reflection. This process was preceded by pre-leminary study in order to know the students' spiritual intelligence in English writing before being taught by the whole brain learning. The data was collected from the results of spiritual intelligence questionnaire, observation, interview, and documentation. The subjects of the research were 30 students in English Education Department, Universitas Islam Negeri Sumatra Utara. The quantitative data were analyzed by using t-test in Statistical Package for the Social Science (SPSS) and the qualitative data were analyzed by using Miles and Huberman technique: data reduction, data display, and verification. As a result, there was a significant improvement in students'

spiritual intelligent in English writing when they were taught through Whole Brain Learning.

2.7 Hypotheses

According to Fraenkel, Wallen, and Hyun (2012) “A hypothesis is simply put, a prediction of the possible outcomes of a study (p.83). The hypothesis of this study consists of null hypothesis (H_0) and alternative hypothesis (H_a) is as follows:

1. H_0 : There is no significant improvement on the eight grade students descriptive text writing before and after taught by using TGW strategy at MTs Muhammadiyah 1 Palembang.

H_a : There is significant improvement on the eight grade students descriptive text writing before and after taught by using TGW strategy at MTs Muhammadiyah 1 Palembang.

2. H_0 : There is no significant difference on the eight grade students descriptive text writing between those who are taught by using TGW strategy and those who are not at MTs Muhammadiyah 1 Palembang.

H_a : There is significant difference on the eight grade students descriptive text writing between those who are taught by using TGW strategy and those who are not at MTs Muhammadiyah 1 Palembang.

2.8. Criteria of Testing the Hypotheses

To prove the research problems, the testing of research hypothesis is formulated as a follows:

1. If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.
2. If the p-output (sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

2.9. Research Setting

The researcher conducted his research at MTs Muhammadiyah 1 Palembang that is located on Jl. KH. Ahmad Dahlan, Bukit kecil, Palembang 30135. This school teaches all the four aspect of English skills, start from listening, speaking, reading and writing. For teaching the writing skills, most of teacher just teach the students like usual, where the teacher gets in the classroom and opens the book, and after that the teacher begins to explain the material, for example the teacher explains about descriptive text. And after the teacher explains it, the teacher asks the question related to the topic. If there is no question, so the teacher ask them to write about descriptive text. So just some students who clearly understand about the material it self. And the other students do not understand and they do not know what to write.

CHAPTER III

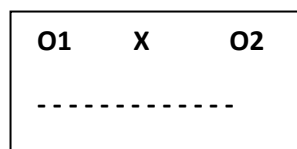
METHODS OF RESEARCH

In this chapter, the writer describes: (3.1) research method; (3.2) research variables; (3.3) operational definitions; (3.4) population and sample; (3.5) technique for collecting the data; (3.6) research instrument analysis; and (3.7) technique for analyzing the data.

3.1. Research Design

In this study, the writer used quasi experimental design. In this design, a popular approach to quasi-experiments, the experimental Group A and the control Group B are selected without random assignment. Quasi-experimental designs do not include the use of random assignment (Fraenkel, et. al., 2012, p. 275). The researcher used Pretest-Posttest Non-equivalent Group Design. There are two groups, they are experimental and control group which both are given pretest and posttest. Only the experimental group received the treatment (Cresswell, 2013, p. 219). The experimental group was given treatments by using Triple Gold Writing (TGW), but the control group was not. This technique was applied in 12 meetings including the pretest and posttest. After the treatment, the researcher gave the posttest which was exactly the same as the pretest.

Cohen (2007) states “The figure of, “Pretest-Posttest Non-equivalent Groups Design” (p. 283). as follows:



Where:

O₁ : Pretest in experimental group

O₃ : Pretest in control group

X : treatment in experimental group using TGW Technique

O₃ : posttest in experimental group

O₄ : posttest in control group

3.2. Research Variables

According to Fraenkel, Wallen & Hyun (2012) say “A common and useful way to think about variables is to classify them as independent or dependent” (p. 80). The independent variable is a stimulus variable or input, it is that factor which is measured, manipulated, or selected by the researcher to determine its relationship to an observed phenomena. Meanwhile, the dependent variable is response variable or output, it is that factor which is observed and measured to determine the effect of the independent variables. In this research, the Triple Gold Writing (TGW) was the independent variable and students’ writing achievement in learning English was the dependent variable.

3.3. Operational Definitions

TGW refers to teaching technique that explores the students’ creativity and arrange students’ ideas in the form of written text. There are two aspects in TGW, Those are: Triple Gold Sentence (TGS), Triple Gold Paragraph (TGP). The

method will be used in the treatment for experimental class to enhance the students' writing achievement.

Descriptive writing defines as the writing description the information in detail and deeply about person, animal, object etc. In this study, students' descriptive writing was measured by using writing test.

3.4. Subject of the Study

3.4.1. Population

Cresswell says "Population is a group of individuals who have the same characteristics" (as cited Dwinta, 2017, p. 131). The population of this study was the eighth grade students of MTs Muhammadiyah 1 Palembang in the academic year of 2017/2018. The number of the population was 100 students as shown in the following table.

Table 1

The Population of the Study		
No	Class	Number of Students
1	VIII A	30
2	VIII B	30
Total		60

Note : Staff of MTs Muhammadiyah 1 Palembang

3.4.2. Sample

According to Cresswell (2012) “Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (p. 142). In this study, the writer choose sample of the study by using convenience sampling method. In addition, Cresswell (2012) states “Convenience sampling is a quantitative sampling procedure in which the researcher selects participants because they are willing and available to be studied” (p .619).

In this study, the sample was taken from the eighth grade students of MTs Muhammadiyah 1 Palembang, those are VIII A and VIII B. Those class were chosen because it was only two classes available. After conducted the pretest, the scores of class VIII A was higher than class VIII B. Therefore, class VIII A was selected as control group and class VIII B as experimental group.

Table 2

The Sample of the Study		
No	Class	Number of Students
1	VIII A (Control Class)	30
2	VIII B (Experimental Class)	30
Total		60

3.5. Data Collection

3.5.1 Test

According to Brown (2004) states that test is a method of measuring a person ability, knowledge, or performance in a given domain. The purpose of the

test was to measure students' writing achievement before and after the treatments in experimental group by using TGW Technique. The instruments which was used in pre-test and post-test was the same. The students were required to write descriptive writing by choosing one of the topics that was given by the writer. The first time, it was given before teaching learning activities (pre-test) and the second time was given after teaching activities (post-test) in order to find out whether or not the implementing of the recount writing achievement through TGW Technique significantly improved students achievement in writing skill.

To know the score of the students' writing achievement, it used writing descriptive rubric proposed by Brown (2007). The aspects in the writing rubric are content, vocabulary, grammar, organization, and mechanic. The highest score in each aspect is 4 to 1, while the lowest score is 1.

3.5.1.1 Pre-test

The Pre-test is done before the treatments, both of groups; experimental group and control group. It was used to know the students' descriptive writing achievement before research treatment in both group (control and experimental group). The test was done in writing test form. The kind of text was descriptive and the duration 60 minutes was used.

3.5.1.2 Post-test

The Post-test is done after the treatment to both of group; experimental group and control group. It was used to know the effect after some treatment

given in both groups (control and experimental). The test was done in writing test form. The kind of text was descriptive and the duration 60 minutes was used.

3.6. Research Instruments Analysis

Before the test was conducted, the writer checked their validity and reliability. Johnson and Christensen (2012) explain, “That validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure” (p. 137). Validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores.

3.6.1. Validity Test

According to Fraenkel and Wallen, (2009), “Validity is the most important idea to consider when the preparing or selecting an instrument that is used. Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes” (p. 147). In addition, Creswell (2012) explains “Validity is defined as the degree to which an instrument measures what say it measures or purpose to measure” (p. 164). In other word, validity is the development of sound evidence to demonstrate that the intended test interpretation (of the concept or construct that the test is assumed to measure) matches the proposed purpose of the test.

3.6.1.1. Construct Validity

I did construct validity of the test to judge or measure whether or not a test instrument and lesson plan well to measure the students’ ability. In construct

validity of this study, I submitted three validators or expert judgements. The format of the writing instrument test is measured by three raters before doing research. The validators judged whether the test has good criteria such as: (1) instruction (2) topic, (3) time allocation, (4) content. According to Creswell (2012) “Construct validity refers to estimate the construct validity, expert judgment is required (p. 132).

In this study, I found out the construct validity of the instruments by having expert judgment from at least three validators to evaluate whether the component of the instruments was valid or not to apply in research activities. I have several criteria in choosing expert judgment. The criteria of the raters were: 1) they have experience in teaching English, 2) they have finished their magister degree, 3) their TOEFL score is more than 550, 4) their experience is in writing skill and after that the instrument will be evaluated by raters.

3.6.1.2. Content Validity

According to Fraenkel and Wallen (2012) “Content validity refers to judgments on the content and logical structure of an instrument as it is to be used in a particular study” (p. 162). In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus.

Table 4

Table Specification

Objective	Indicator	Time Allocation (minutes)	Type of test
The students are able to arrange structure of text and write functional text of descriptive text.	The students are able to arrange structure of text and write functional text of descriptive text.	60 minutes	Writing Test

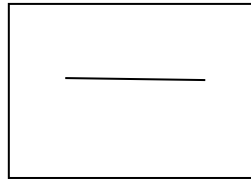
1.6.2. Reliability Test

Fraenkel, et al. (2012) state that “reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another”(p. 154). Reliability test measured whether or not research instrument used for activities of pretest and posttest were reliable. Inter-rater reliability was used to know whether the test was reliable or not. Inter-rater reliability occurred when two or more scores yield inconsistent scores of the same test, possibility for lack or attention for scoring criteria, inexperience, inattention, or even preconceived biases (Brown, 2004, p. 21).

In this study, I calculated the students’ score by using Spearman rank order correlation. In scoring students’ descriptive writing, I used scoring rubric which is adapted from *www.iRubric.com* . Before, the raters gave students’ score, the instrument of assessing written content was given earlier to the raters. Then, three set of scores will be calculated by using this formula:

$$R_1+R_2+R_3$$

3



The test was reliable if the result of the data measurement is higher than 0.70. According to Fraenkel and Wallen (2012), state that “the reliability should be at least 0, 70 and preferably higher”(p. 156).

3.6 Research Treatment

The writer taught descriptive writing to the experimental group. In conducting the study, the experimental group was given treatment by using TGW Technique for 12 meeting. The meeting were including pre-test and post-test. The time allocations for ecah meeting 2 x 40 minutes.

Table 5: Research Teaching Schedule

No.	Topic	Kinds of Text	Meeting	Time Allocation
1	Pre Test	Descriptive	1 st	2x40
2	My House	Descriptive	2 nd	2x40
3	My New Mobile Phone	Desriptive	3 th	2x40
4	My Father	Descriptive	4 th	2x40
5	Hotel	Desriptive	5 th	2x40
6	Indonesian Young Stars	Descriptive	6 th	2x40
7	Mosque	Descriptive	7 th	2x40
8	Favourite Place	Descriptive	8 th	2x40

9	My Bedroom	Descriptive	9 th	2x40
10	Agung Mosque	Descriptive	10 th	2x40
11	My school	Descriptive	11 th	2x40
12	My closedfriend	Descriptive	12 th	2x40
13	My village	Descriptive	13 th	2x40
14	Post Test	Descriptive	14 th	2x40

3.7. Data Analysis

The writer analyzed the data from the test, pretest and posttest between two groups, experimental and control groups. To analyze the data, the writer used t-test. It was run by SPSS version 23 software. There are two kinds of how to do t-test. They are paired sample and independent sample. The paired sample measured whether or not there is any significant difference on the eleventh grade students' writing ability before and after the treatment. Meanwhile, the independent sample measured whether or not there is any significant difference on the tenth grade students' writing ability that are taught by using TGM technique and those who are not.

3.7.1 Instrument Analyses

The data from students' writing test (pretest-posttest) was analyzed by three raters. The raters were Janita Norena, M.Pd (Lecturer of Sriwijaya and UIN RF University), Eka Sartika, M.Pd (Lecturer of UIN RF University, and Deta Descitasari Syahab, M.Pd (Lecturer of Sriwijaya and UIN RF University). They analyzed the data by using rubric for writing descriptive that was proposed by Brown. The aspects in the writing rubric are content, vocabulary, grammar,

organization, and mechanic. The highest score in each aspect is 4 to 1, while the lowest score is 1.

After all the score was gained, the writer counted the mean from both of raters. Then, it was converted into the following grading system.

Table 6: Classification of Student's Score

No	The Range of Score	Category
1	86-100	Excellent
2	75-85	Good
3	56-74	Fair
4	<55	Poor

After collecting data to know the result of the students writing, the writer asked expert judgments to analyze and done the scoring based on the rubric. The data were analyzed by using t-test. It was run SPSS version 23. There were two types of t-test, paired and independent sample t-test to answer the research problem. The paired sample t-test measured whether or not there was significant improvement on the tenth grade students' descriptive writing achievement before and after the treatment. Meanwhile, the independent sample t-test measured whether or not there were significant difference on the tenth grade students' descriptive writing achievement who were taught by using TGW Technique and those who were not.

3.7.1. Data Description

Before the data was analyzed, distribution of the data was used to see the distribution of frequency the data and descriptive statistics. The procedure in distribution of the data is described as follow:

3.7.1.1. Distribution of Data Frequency

In this part, the score of the students was described by presenting a number of the students who got a certain score and its percentage. The distributions of data frequency was obtained from students' pretest score in control group, students' posttest score in control group, the students' pretest score in experimental group, and students' posttest score in experimental group. Then, the distribution of data frequency was displayed in a table analysis.

3.7.1.2. Descriptive Statistics

In descriptive statistics, number of sample, the lowest score, the highest score, mean, standard deviation, and standard error of mean will be obtained. Descriptive statistics will be obtained from students' pretest and posttest scores in control and experimental group.

3.7.2. Prerequisite Analysis

Before analyzing the obtained data prerequisite analysis will be done to see whether or not the data is normal and homogeny. The following is the procedure in prerequisite analysis.

3.7.2.1. Normality Test

Normality test is aimed to measure the obtained data whether the two groups have normal distribution not. The data is obtained from students' pretest and posttest in control and experimental groups. A normal distribution is assumed by many statistical procedures. Normal distributions take the form of a symmetric bell- shaped curve. In measuring the normality test, One sample Kolmogorov Smirnov will be used. Flynn (2003, p. 17) states a value less than 0.05 indicates the data are not normal. It means a value more than 0.05 indicates the data are normal. When the data is normal distribution, then the researcher will continue to homogeneity test.

3.7.2.2. Homogeneity Test

Homogeneity test aims to determine whether the two sets of data samples have homogeneous variant or not (Sugiyono, 2012, p.163). In measuring homogeneity test, Levene Statistics in SPSS will be used. Moreover, Flynn (2003) says that, "States the data can be categorized homogeny whenever it is higher than 0.05" (p. 18). If both of samples are taken have homogeneous variant, the researcher will continue to average difference by using t-test.

3.7.3. Hypothesis Testing

In measuring significant improvement and significant difference on students' descriptive achievement by using Triple Gold Writing (TGW), as follows:

- a. In measuring significant improvement, paired sample t-test will be used for testing the students' pre-test to post-test scores in descriptive writing achievement by using Triple Gold Writing (TGW) in experimental groups.

Significant improvement is found whenever the p-output is lower than 0.05 and t-obtained is higher than t-table 2.045 (with df= 29).

- b. To measure a significant difference, independent sample t-test is used for testing the students' post-test scores in writing descriptive text in control and experimental groups. A significant difference is found whenever the p-output is lower than 0.05 and t-obtained is higher than t-table 2.001 (with df= 58).

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents: (1) findings and (2) interpretation.

4.1 Findings

The findings of this research cover: (1) data descriptions; (2) prerequisite analysis; and (3) result of hypothesis testing.

4.1.1 Data Descriptions

In data descriptions, two analyses were conducted. They were distributions of frequency data and descriptive statistics.

4.1.1.1 Distributions of Frequency Data

In the distribution of data frequency, score, frequency, and percentage were analyzed. The scores were acquired from: (a) pretest scores of descriptive writing achievement in experimental group, (b) posttest scores descriptive writing achievement in experimental group and control group.

(a). Students' Pretest Scores in Experimental Group

In distribution of data frequency the interval score, frequency and percentage were presented. The result of the pretest scores in experimental group is described in table 6 below:

Table 6: Frequency Data of Students' Pretest Scores in Experimental Group

Score	Frequency	Percentage (%)
25	1	3.3

28	3	10
29	1	3.3
31	2	6.7
32	3	10
34	2	6.7
35	2	6.7
37	3	10
38	2	6.7
41	1	3.3
42	1	3.3
43	1	3.3
44	4	13.3
46	1	3.3
52	1	3.3
53	2	6.7
Total	30	100

Based on the table above, it was found that there were one student (3.3%) who got 25, three students (10%) who got 28, one student (3.9%) got 29, two students (6.7%) got 31, three students (10%) got 32, two students (6.7%) got 34, two students (6.7%) got 35, three students (10%) got 37, two students 6.7%) got 38 , one student (3.3%) got 41, one student (3.3%) got 42, one student (3.3%) got 43, four students (13.3%) got 44, one student (3.3%) got 46, one student (3.3%) got 52, and two students (6.7%) got 53.

Furthermore, there were 4 categories of students' writing achievement score. The classification writing achievementof the students' pretest score in control group can be seen from the following table below:

Table 7: The Classification of Descriptive Writing Achievement Categories Students' Pretest Score in Experimental Group

The Range of Score	Number of Students	Percentage	Writing Achievement Categories
85-100	0	0%	Excellent
75-84	0	0%	Good
56-74	0	0%	Fair
<55	30	75%	Poor
Total	30	100%	

Based on the table above, it was found that the total number of sample was 30 students. There were thirty students (100%) who are in poor category.

(b) Students' Posttest Scores in Experimental Group

In distribution of data frequency, the result of the posttest scores in control group is described in table 8 below:

Table 8: Frequency Data of Students' Posttest Scores in Experimental Group

Score	Frequency	Percentage (%)
45	1	3.3
51	1	3.3
56	2	6.7
58	3	10
59	1	3.3
60	2	6.7
62	1	3.3
63	3	10
65	5	16.7

66	2	6.7
67	1	3.3
68	1	3.3
69	2	6.7
70	2	6.7
74	1	3.3
75	2	6.7
Total	30	100

Based on the table above, it was found that there were one student (3.3%) got 45, one student (3.3%) got 51, two students (6.7%) got 56, three students (10%) got 58, one student (3.3%) got 59, two students (6.7%) got 60, one student (3.3%) got 62, three students (10%) got 63, five students (16.7%) got 65, two student2 (6.7%) got 66, one student (3.3%) got 67, one student (3.3%) got 68, two students (6.7%) got 69, two students (6.7%) got 70, one student (3.3%) 74, and two students (6.7%) got 75.

Furthermore, there were 4 categories of students' writing achievement score. The classification of writing achievement of the students' posttest score in control group can be seen from the following table below:

Table 9: The Classification of Writing Achievement Categories Students' Posttest Score in Experimental Group

The Range of Score	Number of Students	Percentage (%)	Writing Achievement Categories
85-100	0	0	Excellent

75-84	1	3.3	Good
56-74	13	43.3	Fair
<55	16	53.3	Poor
Total	24	100	

Based on the table above, it was found that the total number of sample was 30 students. There was one student (3.3%) in good category, thirteen students in fair category (43.3%), and sixteen students in poor category (53.3%).

(c) Students' Pretest Scores in Control Group

In distribution of data frequency, the result of the pretest scores in control group is described in table 10 below:

Table 10: Frequency Data of Students' Pretest Scores in Control Group

Score	Frequency	Percentage (%)
25	3	10
29	1	3.3
30	1	3.3
34	4	13.3
35	4	13.3
37	1	3.3
38	2	6.7
39	1	3.3
40	2	6.7
41	1	3.3
43	3	10
44	3	10
47	3	10

48	1	3.3
53	1	3.3
54	3	10
62	1	3.3
Total	30	100

Based on the table above, it was found that there were three students (10%) got 25, one student (3.3%) got 29, one students (3.3%) got 30, four students (13.3%) got 34, four students (13.3%) got 35, one student (3.3%) got 37, two students (6.7%) got 38, one student (3.3%) got 39, two students (6.7%) got 40, one student (3.3%) got 41, three students (10%) got 43, two students (6.7%) got 44, one student (3.3%) got 47, one student (3.3%) got 48, one student (3.3%) got 53, one student (3.3%) got 54, and one student (3.3%) got 62

Furthermore, there were 4 categories of students' writing achievement score. The classification of writing achievement of the students' pretest score in experimental group can be seen from the following table below:

Table 11: The Classification of Descriptive Writing Achievement Categories Students' Pretest Score in Control Group

The Range of Score	Number of Students	Percentage (%)	Writing Achievement Categories
85-100	0	0	Excellent
75-84	0	0	Good
56-74	1	3.3	Fair
<55	29	96.7	Poor

Total	24	100
-------	----	-----

Based on the table above, it was found that the total number of sample was 30 students. There was one student (3.3%) in fair category and twenty nine students (96.7%) who are in poor category.

(d) Students' Posttest Scores in Control Group

In distribution of data frequency, the result of the posttest scores in experimental group is described in table 12 below:

Table 12: Frequency Data of Students' Posttest Scores in Control Group

Score	Frequency	Percentage (%)
47	1	3.3
48	2	6.7
49	1	3.3
50	2	6.7
52	1	3.3
54	3	10
55	2	6.7
56	2	6.7
57	2	6.7
58	3	10
59	1	3.3
62	1	3.3
63	2	6.7
65	2	6.7
66	1	3.3
67	2	6.7
68	1	3.3

69	1	3.3
Total	30	100

Based on the table above, it was found that there were one student (3.3%) got 47, two student (6.7%) got 48, one student (3.3%) got 49, two students (6.7%) got 50, one student (3.3%) got 52, three students (10%) got 54, two students (6.7%) got 55, two students (6.7%) got 56, two students (6.7%) got 57 , three students (10%) got 58, one student (3.3%) got 59, one student (3.3%) got 62, two students (6.7%) got 63, two students (6.7%) got 65, one student (3.3%) got 66, two students (6.7%) got 67, one student (3.3%) got 68, and one student 3.3%) got 69.

The classification of writing achievementof the students' posttest score in control group can be seen from the following table below:

Table 13: The Classification of Writing Achievement Categories Students' Posttest Score in Control Group

The Range of Score	Number of Students	Percentage	Writing Achievement Categories
85-100	0	0	Excellent
75-84	0	0	Good
56-74	18	60	Fair
<55	12	40	Poor
Total	30	100	

Based on the table above, it was found that the total number of sample was 21 students because there were three students who were absent in doing the

posttest. There were eighteen students (60%) in fair category, and twelve students (40%) who are in poor category.

4.1.1.2 Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean scores, standard deviation were analyzed. The score were acquired from; (1) pretest scores in control, (2) posttest scores in control group, (c) pretest scores in experimental group, and (4) posttest in experimental group.

(1) Students' Pretest Scores in Experimental Group

The result analysis of descriptive statistics of students' pretest in experimental group is described in Table 19 below:

Table 14: Descriptive Statistic on Students' Pretest Scores in Experimental Group

Students' Pretes	N	Min	Max	Mean	Std. D
Score	30	25.00	53.00	37.5667	7.67299

In descriptive statistics of students' pretest scores in experimental group, it showed that the total number of sample was 30 students. The minimum Pretest scores was 25.00, the maximum score was 53.00, the mean score was 37.5667 and the standard deviation was 7.67299

(2) Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics of students' posttest in experimental group is described in Table 15 below:

Table 15: Descriptive Statistic on Students' Posttest Scores in Experimental Group

Students' Pretes	N	Min	Max	Mean	Std. D
Score	30	45.00	75.00	63.5333	6.76060

In descriptive statistics of students' posttest scores in control group, it showed that the total number of sample was 30 students. The minimum posttest score was 45.00, the maximum score was 75.00, the mean score was 63.5333 and the standard deviation was 6.76060.

(3) Students' Pretest Scores in Control Group

The result analysis of descriptive statistics of students' pretest in Experimental group is described in Table 16 below:

Table 16: Descriptive Statistic on Students' Pretest Scores in Control Group

Students' Pretes	N	Min	Max	Mean	Std. D
Score	30	25.00	62.00	38.8000	8.58387

In descriptive statistics of students' pretest scores in Experimental group, it showed that the total number of sample was 30 students. The minimum pretest scores was 25.00, the maximum score was 62.00, the mean score was 38.8000 and the standard deviation was 8.58387.

(4) Students' Posttest Scores in Control Group

The result analysis of descriptive statistics of students' posttest in Control group is described in table 17 below:

Table 17: Descriptive Statistic on Students' Posttest Scores in Experimental Group

Students' Pretest Score	N	Min	Max	Mean	Std. D
	30	47.00	79.00	57.6667	6.56707

In descriptive statistics of students' posttest scores in Control group, it showed that the total number of sample was 30 students. The minimum posttest scores was 47.00, the maximum score was 69.00, the mean score was 57.6667 and the standard deviation was 6.56707.

4.1.2 Prerequisite Analysis

In prerequisite analysis, there were two analyses conducted done. They were normality test and homogeneity test.

4.1.2.1 Normality Test

In measuring normality test, *1 Sample Kolmogorov-Smirnov* was used. The normality test was used to measure students' pretest and posttest in control and experimental group.

(1) Students' Pretest Scores in Experimental and Control Groups

The computations of normality used the computation in SPSS 20. The result of analysis is figured out in Table 18 below:

Table 18: The Result of Normality Test of Students' Pretest in Experimental and Control Groups

No	Students' Pretest	N	Kolmogronov Smirnov	Sig.	Result
1	Experimental Group	30	0.607	0.855	Normal

2	Control Group	30	0.665	0.769	Normal
---	---------------	----	-------	-------	--------

Based on the table above, the result showed that the significance value of the students' pretest in experimental group was 0.855, while the control group was 0.769. Therefore, it could be stated that the students' pretest score in experimental and control groups were considered normal since the result of the 1-sample kolmogronov smirnov were higher than 0.05.

(2) Students' Posttest Scores in Experimental and Control Groups

The computations of normality used the computation in SPSS 20. The result of analysis is figured out in table 19 below:

Table 19: The Result of Normality Test of Students' Posttest in Experimental and Control Groups

No	Students' Posttest	N	Kolmogronov Smirnov	Sig.	Result
1	Experimental Group	30	0.653	0.787	Normal
2	Control Group	30	0.619	0.838	Normal

Based on the table above, the result showed that the significance value of the students' posttest in experimental group was 0.787, while the control group was 0.838. From the score, it could be stated that the students' posttest score in experimental and control groups were considered normal since the result of the 1-sample kolmogronov smirnov were higher than 0.05.

4.1.2.2 Homogeneity Test

In measuring homogeneity test Levene statistics was used. Levene statistics is a formula that is used to analyze the homogeneity of the data. The homogeneity test was used to measure students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups.

(1) Students' Pretest Scores in Experimental and Control Groups

Table 20: Homogeneity Test of Students' Pretest Scores in Experimental and Control groups

No	Students' Pretest	N	Levene Statistic	Sig.	Result
1	Experimental Group	30	0.048	0.827	Homogen
2	Control Group	30			Homogen

Based on table above, it was found that the p-output is 0.827. Therefore, it could be stated that the obtained score from students' pretest in experimental and control groups are homogenous, because it is higher than 0.05.

(2) Students' Posttest Scores in Control and Experimental Group

Table 21: Homogeneity Test of Students' Posttest Scores in Control and Experimental group

No	Students' Posttest	N	Levene Statistic	Sig.	Result
1	Control Group	30	0.044	0.835	Homogen
2	Experimental Group	30			Homogen

Based on table above, it was found that the p-output was 0.835. Therefore, it could be stated that the obtained score from students' posttest in experimental and control groups are homogenous, because it is higher than 0.05.

4.1.3 The Result of Hypotheses Testing

In this study, paired sample t-test used to measure significant improvement on students' expository writing achievement score taught by using TGW technique at MTs Muhammadiyah 1 Palembang before and after treatment. Independent sample t-test was used to measure a significant difference on students' descriptive writing achievement score taught by using TGW technique and those who were not at MTs Muhammadiyah 1 Palembang.

4.1.3.1 Measuring Significant Improvement on Students' Writing Achivement in Experimental Group

In this study, paired sample t-test was used to measure the significant improvement on the eighth grade students' descriptive writing achievement taught by using TGW technique by company the result of students' pretest and posttest scores. The result analysis of paired sample t-test is described in Table 22.

Table 22: Result Analysis of Measuring Significant Improvement from Students' Pretest to Posttest Scores in Experimental Group

Triple Gold Writing (TGW) Technique	Paired Sample T-Test					Ho	Ha
	Test	Mean	T	df	Sig. (2-tailed)		
Pretest	37.5667	16.75079	29	0.000	Rejected	Accepted	
Posttest	63.5333						

Based on the table analysis, it was found that the p-output was 0.000 and t-value was 16.75079 therefore, it could be stated that there was a significant improvement on students descriptive writing who are taught by using TGW technique since the p-output was lower than 0.05 and the t-value was higher than t-table with $df=29$ (2.04523). Thus, it can be concluded that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

Moreover, it was found that t-value was negative 16.514 which that the means score of pretest was lower than mean score of pretest was lower than mean score of posttest. Therefore, it could be said that the treatment by using Triple Golg Writing (TGW) Technique could improve the students' score.

4.1.3.2 Result Analysis of Independent Sample T-test from Students' Posttest Scores in Experimental and Control Groups.

In this research, independent sample t-test was used to measure the significant difference on students' descriptive writing scores between those who are taught by using Triple Golg Writing (TGW) technique and those who were not at MTs Muhammadiyah 1 Palembang. The analysis result of independent sample t-test was figured out in table 23 below.

Table 23: Result Analysis of Independent Sample T-test from Students' Posttest Scores in Control and Experimental Groups

Using Gold (TGW) technique and those who were taught by using teacher's method	Triple Witing	Independent Sample t-Test				Sig. (2-tailed)	Ho	Ha
		Group	Mean	T	Df			
		Experimental	63.5333	3.409	58	0.001	Rejected	Accepted
		Control	57.6667					

From the table analysis, it was found that the p-output was 0.001 and the t-obtained was 3.409. Since the p-output was lower than 0.05 and the t-obtained (3.409) was higher than t-table (2.001). It can be stated that there was a significant difference on students' descriptive writing reading score taught by using Triple Gold Writing (TGW) technique and those who were not MTs Muhammadiyah 1 Palembang.

4.2 Interpretation

Based on of findings stated previously, some interpretations could be drawn. From the result of paired sample t-test, it was found that there was significant improvement from students' pretest to posttest scores in experimental and control group. In other words, students' descriptive writing achievement in experimental group improved after they were being taught by using paired storytelling technique. Meanwhile, students' descriptive writing achievement in control group also got improvement but not as significant as the experimental group. Moreover, based on the result of independent sample t-test, it was found that there was significant difference between the students' posttest score of experimental group who were taught by using TGW technique and the control group who were taught by using strategy that was used by the teacher of English at MTs Muhammadiyah 1 Palembang. Like wise, Biffle (2012) states "Triple Gold Writing (TWG) is a simple technique but really powerful to foster the students' writing skill" (p. 69).

Finally, based on the result in the research, TGW technique was successfully applied to the eighth grade students of MTs Muhammadiyah1 Palembang. TGW technique could help the students expand their thinking while writing descriptive text. TGW technique is a technique in writing process. It can help the students to improve the students' writing ability especially in writing a paragraph. This strategy is not only can be used in paragraph writing but this strategy can also be used in writing a text and an essay. By using this strategy, the students will be helped to start writing and help them to write step by step until they finish writing a descriptive text. They were lead by the teacher by using TGW technique in writing their descriptive text. It is related to Biffle (2012) who states that the procedures of teaching writing by using TGW technique divided to 2 stages. Those are Triple Gold Sentence (TGS) and Triple Gold Paragraph (TGP). TGW technique has pattern that being consecutive in writing process , from sentence becomes paragraph. Moreover, the students were motivated to learn and they showed confidence when they write the descriptive text in the class.

However, Febri (2014) identified the students writing skill in descriptive text through Triple Gold Writing Teachnique (TGW) in the first year of MAN I Salatiga in academic year 2014/2015. The result of the study showed that there was improvement of students' writing skill. Most of the students gradually gained good scores at the end of each cycle. The students' mean score in preliminary study was 57.83 or 21.62%. The mean score in the first cycle was 68.10 or 57.83% of the class percentages. The mean score in the second cycle was 77.64 or

94,59% of the class percentages. In conclusion Triple Gold Writing (TGW) technique could enhance students writing skill.

In addition, Astuti (2015) investigated that Whole Brain Teaching Method Whether or not improve the students' writing skill on descriptive text at the seventh grade students' of SMP N 17 Surakarta in 2014/2015. The subject of research was students of class VII B SMP Negeri 17 Surakarta in 2014/2015 academic year. The researcher conducted the research in two cycles. Each cycle consisted of these activities: planning the action, implementing the action, observing, reflecting and revising the plan. Technique of collecting the data used interview, observation, test, field note, and photographs. In analyzing data, the researcher used qualitative and quantitative data analysis. The results of research finding shows that Whole Brain Teaching Method can improve the students' writing skill on descriptive text. It can be seen from the average score from 50,05 in pre-test, and 60,30 in post-test 1, and it increased up to 73 in post-test 2. Whole Brain Teaching Method can make the class condition become more interesting.

Further, Santoso (2016) conducted a study to improve the students' spiritual intelligence in English writing through Whole Brain Learning strategy. Therefore, this study was conducted as a classroom action research. The research procedure followed the cyclonic process of planning, action, observation, and reflection. This process was preceded by pre-leminary study in order to know the students' spiritual intelligence in English writing before being taught by the whole brain learning. The data was collected from the results of spiritual intelligence

questionnaire, observation, interview, and documentation. The subjects of the research were 30 students in English Education Department, Universitas Islam Negeri Sumatra Utara. The quantitative data were analyzed by using t-test in Statistical Package for the Social Science (SPSS) and the qualitative data were analyzed by using Miles and Huberman technique: data reduction, data display, and verification. As a result, there was a significant improvement in students' spritual intelligent in English writing when they were taught through Whole Brain Learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (a) conclusion; (b) suggestions; and (c) limitation of the study.

5.1 Conclusions

Based on the findings and interpretation in the previous chapter, some conclusions can be drawn as follows: First, from the result of pretest to posttest in teaching descriptive writing by using Triple Gold Writing (TGW) technique, there was a significant improvement on the eighth grade students' descriptive writing achievement at the eighth grade students of MTs Muhammadiyah 1 Palembang. Second, it was found that there was a significant difference on the eighth grade students' descriptive writing achievement who were taught by using Triple Gold Writing (TGW) technique and those who were not at MTs Muhammadiyah 1 Palembang.

5.2. Suggestions

In relation to the study that has been conducted, the researcher would like to offer some suggestion in order to develop the teaching and learning in EFL classroom. Some suggestions are offered to the English teacher, students and researcher.

The first, the teacher especially teacher at MTs Muhammadiyah 1 Palembang should motivated the students and give positive response toward the

teacher. Therefore, Triple Gold Writing (TGW) Technique can be used as alternative technique to motivated the students and improve their writing achievement.

The second is the for students especially for the eighth grade students of MTs Muhammadiyah 1 Palembang. It is suggested that they should be more confident in expressing their ideas, read more books to enlarge the knowlwdge. The students should also learn more about writing not only descriptive writing but also another text since Triple Golg Writing (TGW) Technique can be implemented in various text.

The last is for the other reseacher. Hopefully, this research cab be useful as theoretical references for other reseachers who want to conduct similar studies with different variable and condition and focus on the aspects of writing achievement. The other reseachers can also considers the weaknesses of the findings of the study, so that they can conduct better reseach.

REFERENCES

- Agata, D. (2013). *The correlation Between the writing ability and self-esteem of BP2IP Surabaya Students*, (Undergraduate's Thesis). Surabaya, IN: Widya Mandala.
- Alwasilah, A.C. (2005). Developing theories of teaching academic Indonesian to non-language majors: Ways of collecting and analyzing data. *Qualitative Convention in Malaysia*, 1-8. Retrieved from <http://www.fp.utm.my/epusatsumber/listseminar/7. QRAM05/session2/72.A%20Chaedar%20Alwasilah.pdf>.
- Anita, R. (2012). Students' ability in writing an introductory paragraph of argumentative essay. *Ta'dib Journal of Islamic Education*, 15(2), 129-135.
- Asrida, D. (2012). Using debating activities to foster students' communication and critical thinking skill. *Ta'dib Journal of Islamic Education*, 12(2), 149-156.
- Astrid, A., Rukmini, D., Sofwan, A., & Fitrianti, S.W. (2017). The effect of writing feedback technique and students' writing anxiety on Students' essay writing ability. *International Journal of English and Education*, 6(1), 86-107.
- Battle, J. (n.d). *Whole brain teaching: Learning the way the brain is designed*. Retrieved from <http://www.advanc-ed.org/source/whole-brain-teaching-learning-way-brain-designed>.
- Biffle, (2012). *Whole Brain Writing*. Santa Monica, CA: Crafton Hills Collage.
- Biffle, C. (n.d). *Whole brain teaching: Lesson design and delivery*. Retrieved from http://www.waynesville.k12.mo.us/cms/lib07/MO01910216/Centricity/Domain/725/WBT_Seminar_Lesson_Design_and_Delivery.pdf.
- Brown, H. D. (2003). *Language Assessment: Principles and Classroom Practices*. New york, NY: Pearson Education, Inc.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York, NY: Longman, Inc

- Brown, H. D. (2007). *Teaching by Principle: An Interactive Approach for language pedagogy* (2nd ed.). New York, NY: Longman, Inc
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research method in education* (6th ed.). New York, NY: Madison avenue, Inc.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Boston, MA: Pearson Education, Inc.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education, Inc.
- Dwintan, D. A. (2017). Improving the eleventh grade student's speaking achievement through whole brain teaching method at SMK Farmasi Bina Medika Palembang. *Ta'dib Journal of Islmic Education*, 4(1), 125-136.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to evaluate research in education* (8th ed.). New York, NY: McGraw-Hill.
- Graham, S., & Perin, D. (2007). Writing next effective strategies to improve writing of adolescents in middle and high school carnegie, corporation of NY: alliance for Excellent education. Retrieved from <http://www.all4ed.org/files/WritingNext.pdf>.
- Habibi, A., wachyuni, S., Husni, N. (2017). Students' perception on writing problem: A survey at one islamic university in Jambi. *Ta'dib Journal of Islamic Education*, 22(1), 96-108.
- Harmer, J. (2004). *How to teach writing*. Essex, England: Pearson Education Limited.

- Hammond, A. (2014). The most widely spoken languages [Blog post]. Retrived from <http://blog.esl-languages.com/blog/esl/most-spoken-languages-world/>
- Herizal, Afriani, N. (2014). Improving descriptive writing text through picture word inductive model (PWIM) strategy for seventh grade of SMP INABA Palembang. *Ta'dib Journal of Islamic education*, 17 (2), 25-34.
- Iskandar, J. (2017). Teaching descriptive writing by using cubing strategy to the eighth grade students of SMP 22 Palembang. *Edukasi Jurnal Pendidikan dan Pengajaran*, 4(1), 52-66.
- Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Kane, Thomas. S. (2000). *The Oxford Essential Guide to Writing*. Retrived from http://en.wikipedia.org/wiki/Text_linguistics.
- Khansir, A., A., & Abdolahi, Z. (2014). Self-esteem and writing achievements of iranian EFL learners. *International Journal of English Language and Literature Studies*, 3(2), 155-164.
- Lestri, A., Holandiyah, M. (2016). The correlation between reading attitude and writing achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang. *Edukasi Jurnal Pendidikan dan Pengajaran*, 2(2), 42-52.
- Marzulina, L., Saputra, H. (2015). Tecaching writing by using process genre approach to the eighth grade students of SMP negeri 22 Palembang. *Edukasi Jurnal Pendidikan dan Pengajaran*, 2(2), 1-12.
- Muspawi, M., Arifin, Z., Nadhila, F. (2017). Teacher methods in Teaching Arabic: A case study of senior high school in Jambi City. *Ta'dib Journal of Islamic Education*, 22(1), 58-68.
- Nisa, A.F. (2014). Improving students' writing skill by using unquiry technique at the eighth grade students of MTS negeri 2 Palembang. *Edukasi Jurnal Pendidikan dan Pengajaran*, 2 (2), 79-86

- Nunan, D. (2003). *Practical English language teaching*. New York, NY: McGraw-Hill.
- Pitaloka, N. L. (2014). Developing interactive multimedia with local-content-based narrative texts for grade eight. *Lingua Jurnal Bahasa and Sastra*, 15(1), 1-22.
- Pratiwi, W. (2016). Teaching narrative reading by using paired storytelling technique to the eight grade students at SMP Adabiyah Palembang. *Edukasi Jurnal Pendidikan dan Pengajaran*, 3(2), 147-161.
- Putri, D. R. (2017). Developing materials for students with visual impairment at language development center (P2B) state Islamic university (UIN) Sunan Kalijaga. *Ta'dib Journal of Islamic Education*, 6(1), 11-18.
- Rad, R., S., Khojasteh., L., & Kafipour, R. (2014). The relationship between multiple intelligences and writing skill of medical students' in Iran. *Acta Didactica Napocensia*, 7(3), 1-10.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge, UK: Cambridge University Press.
- Sandi, F., A. (2014). *Enhancing the students' writing skill using triple gold writing technique of whole brain teaching method (a car for the first grade students of MAN 1 salatiga in academic year of 2014/2015)* (undergraduates' thesis), UIN Salatiga.
- Wardiman, et. al. 2008. *English in Focus for Grade VII Junior High School*. Jakarta, IN: Pusat Perbukuan Departemen Pendidikan Nasional.

LIST OF APPENDICES

APPENDIX A
LEVEL OF APPROPRIATENESS OF WRITING TEST

Name : Deta Desvitasari Institution : FSI UIN RF
Occupation : English Lecturer Date : November 20, 2017

Information: The writing test will be conducted for the eighth grade students of MTs Muhammadiyah 1 Palembang

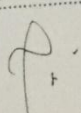
The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Test Items					Categorization
		1	2	3	4	5	
		1	Instruction				
2	Topic				✓		Appropriate
3	Time Allocation				✓		Appropriate
4	Content				✓		Appropriate
5	Rubric					✓	Very Appropriate

Comment:
Revise as suggested!

Palembang, 20 Nov' 2017
Validated by:

Deta Desvitasari, M.Ps.
English Lecturer

LEVEL OF APPROPRIATENESS OF LESSON PLAN

Petunjuk : Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda !

Keterangan :

1. = berarti "kurang baik"
2. = berarti "cukup baik"
3. = berarti "baik"
4. = berarti "sangat baik"

- a : dapat digunakan tanpa revisi
- b : dapat digunakan sedikit revisi
- c : dapat digunakan banyak revisi
- d : belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	Perumusan Indikator Belajar				
	1. Kejelasan rumusan			✓	
	2. Kelengkapan cakupan rumusan indikator			✓	
	3. Kesesuaian dengan kompetensi dasar			✓	
	4. Kesesuaian dengan standar dasar			✓	
II.	Pemilihan Atau Pengorganisasian Materi Pembelajaran				
	1. Kesesuaian dengan kompetensi yang akan dipakai			✓	
	2. Kesesuaian dengan karakteristik peserta didik			✓	
	3. Keruntutan dan sistematik materi			✓	
	4. Kesesuaian materi dengan alokasi waktu			✓	
III.	Pemilihan Sumber Belajar/Media Pembelajaran				
	1. Kesesuaian sumber/media pembelajaran dengan kompetensi (tujuan yang ingin dicapai)			✓	
	2. Kesesuaian sumber/media pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian sumber/media pembelajaran dengan karakteristik peserta didik			✓	
IV.	Skenario/Kegiatan Pembelajaran				
	1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi/tujuan pembelajaran			✓	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			✓	
V.	Penilaian Hasil Belajar				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai			✓	
	2. Kejelasan prosedur penilaian			✓	
	3. Kelengkapan instrument soal			✓	

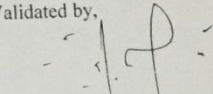
VI.	Penggunaan Bahasa Tulis				
	1. Ketepatan ejaan			✓	
	2. Ketepatan pilihan kata			✓	
	3. Kebakuan struktur kalimat			✓	
	4. Bentuk huruf dan angka baku			✓	
VII.	Penilaian Validasi Umum	a	b	c	d

Kesimpulan :

.....
 Reuse as suggested!

Palembang, 20 Nov' 2017

Validated by,



Deta Desvitasari, M.Ps.
 English Lecturer

APPENDIX A
LEVEL OF APPROPRIATENESS OF WRITING TEST

Name : Sanita Noirena, M.Pd Institution : UIN Raden Fatah
Occupation : English Lecturer Date : 20 Nov 2017

Information: The writing test will be conducted for the eighth grade students of MTs Muhammadiyah 1 Palembang

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

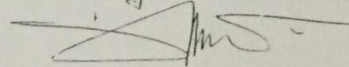
Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Test Items					Categorization
		1	2	3	4	5	
1	Instruction					✓	
2	Topic				✓		
3	Time Allocation				✓		
4	Content					✓	
5	Rubric					✓	

Comment: Please reuse your instruction. I suggest to change the first topic since the students can copy it from the internet. For the second topic, I think it's better if it is singular.

Palembang, ...20...Nov...2017

Validated by,



Sanita Noirena, M.Pd

LEVEL OF APPROPRIATENESS OF LESSON PLAN

Petunjuk : Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda !

Keterangan :

1. = berarti "kurang baik"
2. = berarti "cukup baik"
3. = berarti "baik"
4. = berarti "sangat baik"

- a : dapat digunakan tanpa revisi
- b : dapat digunakan sedikit revisi
- c : dapat digunakan banyak revisi
- d : belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	Perumusan Indikator Belajar				
	1. Kejelasan rumusan				√
	2. Kelengkapan cakupan rumusan indikator				√
	3. Kesesuaian dengan kompetensi dasar			√	
	4. Kesesuaian dengan standar dasar			√	
II.	Pemilihan Atau Pengorganisasian Materi Pembelajaran				
	1. Kesesuaian dengan kompetensi yang akan dipakai				√
	2. Kesesuaian dengan karakteristik peserta didik				√
	3. Keruntutan dan sistematis materi				√
	4. Kesesuaian materi dengan alokasi waktu				√
III.	Pemilihan Sumber Belajar/Media Pembelajaran				
	1. Kesesuaian sumber/media pembelajaran dengan kompetensi (tujuan yang ingin dicapai)				√
	2. Kesesuaian sumber/media pembelajaran dengan materi pembelajaran				√
	3. Kesesuaian sumber/media pembelajaran dengan karakteristik peserta didik				√
IV.	Skenario/Kegiatan Pembelajaran				
	1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi/tujuan pembelajaran				√
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran				√
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			√	
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			√	
V.	Penilaian Hasil Belajar				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai				√
	2. Kejelasan prosedur penilaian				√
	3. Kelengkapan instrument soal				√

VI.	Penggunaan Bahasa Tulis				
	1. Ketepatan ejaan			✓	
	2. Ketepatan pilihan kata				✓
	3. Kebakuan struktur kalimat			✓	
	4. Bentuk huruf dan angka baku				✓
VII.	Penilaian Validasi Umum	a	b	c	d

Kesimpulan :

Please revise as suggested. I don't think your syllabus
is appropriate to your lesson plan. You mentioned 6
in your lesson plan but I can't find it in your
syllabus.

Palembang, 20 Nov 2017

Validated by,

Ainia Warena N.Pd.

APPENDIX A
LEVEL OF APPROPRIATENESS OF WRITING TEST

Name : Eka Kartika, M.Pd. Institution : UN Paden fatah
Occupation : lecturer Date : November 20, 2017

Information: The writing test will be conducted for the eighth grade students of MTs Muhammadiyah 1 Palembang

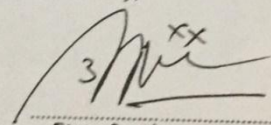
The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Test Items					Categorization
		1	2	3	4	5	
1	Instruction						
2	Topic						
3	Time Allocation						
4	Content						
5	Rubric						
Comment:							

Palembang, 20 Nov 2017
Validated by,


 Eka Kartika, M.Pd.

LEVEL OF APPROPRIATENESS OF LESSON PLAN

Petunjuk : Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda !

Keterangan :

- | | |
|--|--|
| <ul style="list-style-type: none"> 1. = berarti "kurang baik" 2. = berarti "cukup baik" 3. = berarti "baik" 4. = berarti "sangat baik" | <ul style="list-style-type: none"> a : dapat digunakan tanpa revisi b : dapat digunakan sedikit revisi c : dapat digunakan banyak revisi d : belum dapat digunakan |
|--|--|

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I. Perumusan Indikator Belajar					
	1. Kejelasan rumusan				✓
	2. Kelengkapan cakupan rumusan indikator				✓
	3. Kesesuaian dengan kompetensi dasar			✓	
	4. Kesesuaian dengan standar dasar			✓	
II. Pemilihan Atau Pengorganisasian Materi Pembelajaran					
	1. Kesesuaian dengan kompetensi yang akan dipakai			✓	
	2. Kesesuaian dengan karakteristik peserta didik			✓	
	3. Keruntutan dan sistematis materi				✓
	4. Kesesuaian materi dengan alokasi waktu				✓
III. Pemilihan Sumber Belajar/Media Pembelajaran					
	1. Kesesuaian sumber/media pembelajaran dengan kompetensi (tujuan yang ingin dicapai)			✓	
	2. Kesesuaian sumber/media pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian sumber/media pembelajaran dengan karakteristik peserta didik				✓
IV. Skenario/Kegiatan Pembelajaran					
	1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi/tujuan pembelajaran				✓
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran				✓
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik		✓		
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu				✓
V. Penilaian Hasil Belajar					
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai				✓
	2. Kejelasan prosedur penilaian				✓
	3. Kelengkapan instrument soal			✓	

VI.	Penggunaan Bahasa Tulis				
	1. Ketepatan ejaan			✓	
	2. Ketepatan pilihan kata				✓
	3. Kebakuan struktur kalimat			✓	
	4. Bentuk huruf dan angka baku			✓	
VII.	Penilaian Validasi Umum	a	b	c	d

Kesimpulan :

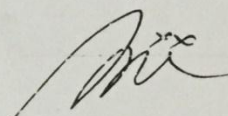
.....

.....

.....

.....

Palembang, 20 Nov 2017
Validated by,



.....
Eka Sartika, M.Pd.

APPENDIX B

SILABUS PEMBELAJARAN

Sekolah : MTs Muhammadiyah 1 Palembang

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Menulis

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

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dan berterima untuk berinteraksi dengan lingkungan sekitar	<p>sederhana</p> <ul style="list-style-type: none"> - mengundang - mengumumkan - menyampaikan pesan <p>3. Kosa kata</p> <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks <p>4. Tanda baca</p> <p>5. Spelling</p>	<p>sederhana terkait jenis teks</p> <p>4. Menulis teks fungsional pendek berdasarkan konteks</p>	<p>bermakna</p> <p>3. Menulis teks fungsional pendek</p>	Tes tulis	Essay	<p><i>the situation given</i></p> <p>4. Write an invitation/ an announcement / message based on the situation given.</p>		
6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima	<p>1. Teks rumpang berbentuk</p> <ul style="list-style-type: none"> - <i>descriptive</i> - <i>recount</i> <p>2. Tata bahasa Kalimat sederhana</p> <ul style="list-style-type: none"> - Simpel present 	<p>1. Review ungkapan-ungkapan yang terkait jenis teks descriptive dan recount.</p> <p>2. Menulis kalimat yang berdasarkan yang terkait jenis teks descriptive</p>	<p>1. Melengkapi rumpang teks essai pendek berbentuk <i>descriptive</i></p> <p>2. Menyusun kalimat menjadi teks yang</p>	Tes tulis	<p>1. <i>Completion</i></p> <p>2. <i>Jumbled sentences</i></p>	<p>1. <i>Complete the paragraph using the suitable words.</i></p> <p>2. <i>Rearrange the Following sentences</i></p>	4 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar terkait tema/topik</p> <p>3. Benda-benda</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>tense</p> <ul style="list-style-type: none"> - Simpel past tense - past cont tense <p>3. Kosa kata</p> <ul style="list-style-type: none"> - kata terkait tema dan jenis teks - kata penghubung and, then, after that, before dsb <p>4. Tanda Baca, Spelling</p>	<p>dan <i>recount</i> gambar/realia.</p> <p>3. Melengkapi rumpang dalam teks <i>descriptif</i> dan <i>recount</i> dengan kata yang tepat.</p> <p>4. Menyusun kalimat acak menjadi teks <i>descriptif</i> dan <i>recount</i> yang terpadu.</p> <p>5. Membuat draft teks <i>descriptive</i> dan <i>recount</i> secara mandiri.</p> <p>6. Mengekspos teks <i>descriptive</i> dan <i>recount</i> yang ditulis di kelas.</p>	<p>bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i>.</p> <p>3. Menulis teks esai dalam bentuk</p> <p>a. <i>descriptive</i> dan <i>recount</i> .</p>	Tes tulis	3. <i>Essay</i>	<p><i>correctly.</i></p> <p>3. <i>Write an essay</i></p> <p>a. <i>describing something or a certain place.</i></p> <p>b. <i>Telling what you did last Sunday</i></p>		sekitar

APPENDIX D**TRY OUT SCORES**

No	Nama Siswa	Score			Mean
		R1	R2	R3	
1	Ade Erlangga Rakhmat	32,5	37,5	25	32
2	Alihin	32,5	28,75	25	29
3	Ananda Putri	91,25	28,75	50	57
4	Bintang Helga R	25	25	27,5	26
5	Budi Saputra	25	42,5	25	31
6	Fathia Azahra Putri	66,25	40	25	44
7	Fathur Rachman	25	31,25	25	27
8	Guruh Zikri Ramadhan	32,5	31,25	25	30
9	Hesti Nurfallah	43,75	36,25	50	43
10	Ine Febrianti	43,75	45	50	46
11	Karmila Farda	32,5	45	41,25	40
12	Kgs Akbar Muslimin	32,5	35	37,5	35
13	Melynd	32,5	42,5	50	42
14	Monica Febryani	43,75	46,25	50	47
15	m. Akbar Syafei	25	41,25	36,25	34
16	M. Gunawan	25	46,25	25	32
17	M. Haikal	25	46,25	25	32
18	M. Ramadhan	25	36,25	25	29
19	M. Rizki	32,5	36,25	25	31
20	M. Waijun Mustakim	32,5	33,75	30	32
21	Mutiara Hamidah	57,5	45	46,25	50
22	Putri Sabrina	25	28,75	25	26
23	R.A Sara Aulia Rahma	36,25	25	32,5	31
24	Rendi Adi Pangestu	25	30	25	27
25	Rusdi	25	35	28,75	30
26	Shesilya Anggraini	46,25	28,75	36,25	37
27	Siti Nurfadiah Firdina	48,75	46,25	50	48

APPENDIX F

STUDENTS' PRETEST SCORES IN EXPERIMENTAL AND CONTROL GROUP

STUDENTS' PRETEST SCORE IN EXPERIMENTAL GROUP

No	Name	Scores			Mean
		R ₁	R ₂	R ₃	
1	Aan Irham	32,5	46,25	50	43
2	Adi Supriyadi	32,5	50	55	46
3	Alya Echa G	32,5	37,5	32,5	34
4	Amara Yuri Nadhira	25	32,5	25	28
5	Asrin Muhtadin	66,25	41,25	50	53
6	Ayu Wandira	32,5	50	50	44
7	Bagas Kuncoro	25	36,25	35	32
8	David Kurniawan	36,25	32,5	25	31
9	Hardiansyah	32,5	36,25	32,5	34
10	Ines Ramadhanti	45	37,5	50	44
11	Juita Elpiza	32,5	50	50	44
12	Khiorunnisa	67,5	50	37,5	52
13	Lia Astuti	53,75	50	53,75	53
14	Mangkardi	32,5	50	50	44
15	M. Agus Syaputra	25	36,25	32,5	31
16	M. Farhan	32,5	32,5	40	35
17	M. Fathur Rahman	25	28,75	28,75	28
18	M. Rizky Takbirul S	41,25	25	30	32
19	M. Syahibul A	25	50	50	42
20	M. Wahyudi	32,5	41,25	50	41
21	Putri Cantika	32,5	36,25	41,25	37
22	Putri Nur'aini	25	37,5	32,5	32
23	Putri Marsela	50	36,25	28,75	38
24	Regina Agustina	32,5	36,25	36,25	35
25	Rosa Amelia	25	25	32,5	28
26	Rufina Andini	32,5	30	25	29
27	Tri Nurdini	32,5	40	37,5	37
28	Yoga Alfian	32,5	41,25	41,25	38
29	Zasrin Muhtadin	25	45	41,25	37
30	Zul Fitra	25	25	25	25

STUDENTS' PRETEST SCORES IN CONTROL GROUP

No	Nama Siswa	Score			Mean
		R1	R2	R3	
1	Ahmad Karmensyah	61,25	46,25	50	53
2	Ahmad Sanusi	32,5	32,5	25	30
3	Ahyarudin	32,5	50	46,25	43
4	Ananda Salsabillah	48,75	25	50	41
5	Andi Rahmad	25	25	25	25
6	Deltha Sri Wahyuni R	37,5	37,5	37,5	38
7	Deska Aprianti	32,5	37,5	45	38
8	Doari Al Malik	32,5	37,5	40	37
9	Elma	36,25	36,25	45	39
10	Ferry Irawan	86,25	50	50	62
11	Iqbal Syaidina Ali	32,5	41,25	32,5	35
12	Irhamudin	32,5	50	45	43
13	Jennyar Putra	66,25	45	50	54
14	Mardhalena	32,5	50	36,25	40
15	Marhama	32,5	50	36,25	40
16	Muklisin	32,5	50	50	44
17	M. Afrathsin	32,5	58,75	50	47
18	M. Dzaffran	32,5	36,25	36,25	35
19	M. Fadli	32,5	32,5	36,25	34
20	M. Poernomo Adjie R	36,25	32,5	36,25	35
21	M. Rafi	25	25	25	25
22	M. Rayyis	32,5	36,25	37,5	35
23	Naflah Farhani	50	41,25	40	44
24	Pinkan Ananta	25	32,5	30	29
25	Rahma Dini	25	25	25	25
26	Reisy Nabila	32,5	32,5	36,25	34
27	Satria Afriani	32,5	32,5	36,25	34
28	Susi Susanti	32,5	45	50	43
29	Sabrina	32,5	36,25	32,5	34
30	Warhani Sri Wahyuni	45	50	50	48

APPENDIX G

Lesson Plan

School	: MTs Muhammadiyah 1 Palembang
Subject	: English
Material	: Descriptive Text
Skill	: Writing
Class/Semester	: VIII/ 1
Time Allocation	: 2 x 40 minutes
Meeting	: 1

I. Standard Competence

Writing

6. Expressing meaning of the functional text and short essay in the form of descriptive and recount to interact with their surroundings

II. Basic Competence

6.2 Expressing meaning and rhetorical stages and short essay by using a variety of written language accurately, fluently and thoughtfully to interact with the surrounding environment in the form of descriptive text and recount

III. Indicators

The students are able to :

1. Complete a short essay of descriptive text
2. Write a descriptive text.

IV. The objective of study

At the end of study, students are able to:

1. Complete a short essay of descriptive text
2. Write a descriptive text.

V. Learning Strategy

Triple Gold Writing (TGW) Technique

APPENDIX H

STUDENTS' POSTTEST SCORES IN EXPERIMENTAL AND CONTROL GROUP

STUDENTS' POSTTEST SCORES IN EXPERIMENTAL GROUP

No	Nama Siswa	Score			Mean
		R1	R2	R3	
1	Aan Irham	78,75	71,25	71,25	74
2	Adi Supriyadi	61,25	70	62,5	65
3	Alya Echa G	82,5	62,5	66,25	70
4	Amara Yuri Nadhira	65	61,25	58,75	62
5	Asrin Muhtadin	65	55	53,75	58
6	Ayu Wandira	57,5	67,5	70	65
7	Bagas Kuncoro	57,5	53,75	62,5	58
8	David Kurniawan	61,25	53,75	53,75	56
9	Hardiansyah	73,75	58,75	61,25	65
10	Ines Ramadhanti	86,25	62,5	75	75
11	Juita Elpiza	61,25	55	63,75	60
12	Khiorunnisa	61,25	70	67,5	66
13	Lia Astuti	78,75	63,75	62,5	68
14	Mangkardi	62,5	63,75	63,75	63
15	M. Agus Syaputra	61,25	62,5	63,75	63
16	M. Farhan	71,25	62,5	60	65
17	M. Fathur Rahman	66,25	57,5	53,75	59
18	M. Rizky Takbirul S	57,5	55	75	63
19	M. Syahibul A	78,75	58,75	70	69
20	M. Wahyudi	86,25	57,5	66,25	70
21	Putri Cantika	82,5	50	62,5	65
22	Putri Nur'aini	91,25	58,75	75	75
23	Putri Marsela	91,25	55	60	69
24	Regina Agustina	86,25	50	62,5	66
25	Rosa Amelia	53,75	53,75	71,25	60
26	Rufina Andini	32,5	53,75	66,25	51
27	Tri Nurdini	46,25	58,75	62,5	56
28	Yoga Alfian	32,5	45	58,75	45
29	Zasrin Muhtadin	82,5	55	63,75	67
30	Zul Fitra	61,25	53,75	57,5	58

APPENDIX I

DISTRIBUTION OF DATA FREQUENCY ON STUDENTS' PRETEST SCORES IN EXPERIMENTAL GROUP

Pretest_Experiment				
	Frequency	Percent	Valid Percent	Cumulative Percent
25,00	1	3,3	3,3	3,3
28,00	3	10,0	10,0	13,3
29,00	1	3,3	3,3	16,7
31,00	2	6,7	6,7	23,3
32,00	3	10,0	10,0	33,3
34,00	2	6,7	6,7	40,0
35,00	2	6,7	6,7	46,7
37,00	3	10,0	10,0	56,7
Valid 38,00	2	6,7	6,7	63,3
41,00	1	3,3	3,3	66,7
42,00	1	3,3	3,3	70,0
43,00	1	3,3	3,3	73,3
44,00	4	13,3	13,3	86,7
46,00	1	3,3	3,3	90,0
52,00	1	3,3	3,3	93,3
53,00	2	6,7	6,7	100,0
Total	30	100,0	100,0	

APPENDIX J

DISTRIBUTION OF DATA FREQUENCY ON STUDENTS' POSTTEST SCORES IN EXPERIMENTAL GROUP

Posttest_Experiment				
	Frequency	Percent	Valid Percent	Cumulative Percent
	45,00	1	3,3	3,3
	51,00	1	3,3	6,7
	56,00	2	6,7	13,3
	58,00	3	10,0	23,3
	59,00	1	3,3	26,7
	60,00	2	6,7	33,3
	62,00	1	3,3	36,7
	63,00	3	10,0	46,7
Valid	65,00	5	16,7	63,3
	66,00	2	6,7	70,0
	67,00	1	3,3	73,3
	68,00	1	3,3	76,7
	69,00	2	6,7	83,3
	70,00	2	6,7	90,0
	74,00	1	3,3	93,3
	75,00	2	6,7	100,0
	Total	30	100,0	100,0

APPENDIX K

DISTRIBUTION OF DATA FREQUENCY ON STUDENTS' PRETEST SCORES IN CONTROL GROUP

Pretest_Control				
	Frequency	Percent	Valid Percent	Cumulative Percent
25,00	3	10,0	10,0	10,0
29,00	1	3,3	3,3	13,3
30,00	1	3,3	3,3	16,7
34,00	4	13,3	13,3	30,0
35,00	4	13,3	13,3	43,3
37,00	1	3,3	3,3	46,7
38,00	2	6,7	6,7	53,3
39,00	1	3,3	3,3	56,7
40,00	2	6,7	6,7	63,3
41,00	1	3,3	3,3	66,7
43,00	3	10,0	10,0	76,7
44,00	2	6,7	6,7	83,3
47,00	1	3,3	3,3	86,7
48,00	1	3,3	3,3	90,0
53,00	1	3,3	3,3	93,3
54,00	1	3,3	3,3	96,7
62,00	1	3,3	3,3	100,0
Total	30	100,0	100,0	

APPENDIX L

DISTRIBUTION OF DATA FREQUENCY ON STUDENTS' POSTTEST SCORES IN CONTROL GROUP

Posttest_Control				
	Frequency	Percent	Valid Percent	Cumulative Percent
	47,00	1	3,3	3,3
	48,00	2	6,7	10,0
	49,00	1	3,3	13,3
	50,00	2	6,7	20,0
	52,00	1	3,3	23,3
	54,00	3	10,0	33,3
	55,00	2	6,7	40,0
	56,00	2	6,7	46,7
	57,00	2	6,7	53,3
Valid	58,00	3	10,0	63,3
	59,00	1	3,3	66,7
	62,00	1	3,3	70,0
	63,00	2	6,7	76,7
	65,00	2	6,7	83,3
	66,00	1	3,3	86,7
	67,00	2	6,7	93,3
	68,00	1	3,3	96,7
	69,00	1	3,3	100,0
	Total	30	100,0	100,0

APPENDIX M

DESCRIPTIVE STATISTICS OF STUDENTS' PRETEST AND POSTTEST SCORES IN EXPERIMENTAL AND CONTROL GROUPS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experiment	30	25,00	53,00	37,5667	7,67299
Valid N (listwise)	30				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Experiment	30	45,00	75,00	63,5333	6,76060
Valid N (listwise)	30				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	30	25,00	62,00	38,8000	8,58387
Valid N (listwise)	30				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Control	30	47,00	69,00	57,6667	6,56707
Valid N (listwise)	30				

APPENDIX N

RESULT OF NORMALITY TEST OF STUDENTS' PRETEST AND POSTTEST SCORES IN EXPERIMENTAL GROUP

One-Sample Kolmogorov-Smirnov Test

		Pretest_Experi ment
N		30
Normal Parameters ^{a,b}	Mean	37,5667
	Std. Deviation	7,67299
	Absolute	,111
Most Extreme Differences	Positive	,111
	Negative	-,073
Kolmogorov-Smirnov Z		,607
Asymp. Sig. (2-tailed)		,855

a. Test distribution is Normal.

b. Calculated from data.

One-Sample Kolmogorov-Smirnov Test

		Posttest_Experi ment
N		30
Normal Parameters ^{a,b}	Mean	63,5333
	Std. Deviation	6,76060
	Absolute	,119
Most Extreme Differences	Positive	,069
	Negative	-,119
Kolmogorov-Smirnov Z		,653
Asymp. Sig. (2-tailed)		,787

a. Test distribution is Normal.

b. Calculated from data.

APPENDIX O

RESULT OF NORMALITY TEST OF STUDENTS' PRETEST AND POSTTEST SCORES IN CONTROL GROUP

One-Sample Kolmogorov-Smirnov Test

		Pretest_Control
N		30
Normal Parameters ^{a,b}	Mean	38,8000
	Std. Deviation	8,58387
	Absolute	,121
Most Extreme Differences	Positive	,106
	Negative	-,121
Kolmogorov-Smirnov Z		,665
Asymp. Sig. (2-tailed)		,769

a. Test distribution is Normal.

b. Calculated from data.

One-Sample Kolmogorov-Smirnov Test

		Posttest_Control
N		30
Normal Parameters ^{a,b}	Mean	57,6667
	Std. Deviation	6,56707
	Absolute	,113
Most Extreme Differences	Positive	,113
	Negative	-,101
Kolmogorov-Smirnov Z		,619
Asymp. Sig. (2-tailed)		,838

a. Test distribution is Normal.

b. Calculated from data.

APPENDIX P

RESULT OF HOMOGENEITY TEST ON STUDENTS' PRETEST SCORES IN EXPERIMENTAL AND CONTROL GROUPS

Test of Homogeneity of Variances

Ss_Scores

Levene Statistic	df1	df2	Sig.
,048	1	58	,827

ANOVA

Ss_Scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	22,817	1	22,817	,344	,560
Within Groups	3844,167	58	66,279		
Total	3866,983	59			

APPENDIX Q

RESULT OF HOMOGENEITY TEST ON STUDENTS' POSTTEST SCORES IN EXPERIMENTAL AND CONTROL GROUPS

Test of Homogeneity of Variances

Ss_Scores

Levene Statistic	df1	df2	Sig.
,044	1	58	,835

ANOVA

Ss_Scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	516,267	1	516,267	11,623	,001
Within Groups	2576,133	58	44,416		
Total	3092,400	59			

APPENDIX R

**ANALYSIS RESULT OF INDEPENDENT SAMPLE T-TEST IN
POSTTEST SCORE BETWEEN EXPERIMENTAL AND CONTROL
GROUPS**

T-Test

Group Statistics

	Ss_Category	N	Mean	Std. Deviation	Std. Error Mean
Ss_Score	1,00	30	63,5333	6,76060	1,23431
	2,00	30	57,6667	6,56707	1,19898

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	df
Ss_scores	Equal variances assumed	0,44	,835	3,409	58
	Equal variances not assumed			3,409	57,951

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Ss_scores	Equal variances assumed	,001	5,86667	1,72078
	Equal Variences not assumed	,001	5,86667	1,72078

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Ss_scores	Equal variances assumed	2,42216	9,31118
	Equal Variences not assumed	2,42210	9,31124

APPENDIX S

**ANALYSIS RESULT PAIRED SAMPLE T-TEST BETWEEN PRETEST AND POSTTEST
SCORE IN EXPERIMENTAL GROUP**

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-25,96667	8,61227	1,57238	-29,18254	-22,75079	-16,514	29	,000

LIST OF DOCUMENTS





KEMENTERIAN PENDIDIKAN NASIONAL
REPUBLIK INDONESIA

IJAZAH

SEKOLAH MENENGAH ATAS
PROGRAM : ILMU PENGETAHUAN SOSIAL

TAHUN PELAJARAN 2010/2011

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas
YPI Tunas Bangsa Palembang menerangkan bahwa:

nama	: DINA PRATIWI
tempat dan tanggal lahir	: Palembang, 20 Agustus 1993
nama orang tua	: Usman Jaidi
nomor induk	: 5807 / 9931775545
nomor peserta	: 3-11-11-01-100-273-8

LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Sekolah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.



[Handwritten signature]



Palembang, 16 Mei 2011

Kepala Sekolah,

[Handwritten signature]

Hj. Sumiati, BA

NIP. -



No. DN-11 Ma 0004203



Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln Prof. KH Zainal Abidin Fikri KM 3,5 Telp. (0711) 353347, Fax. (0711) 354668, Website: <http://radenfatah.ac.id>, Email: ftarbiyahdankeguruan@radenfatah.ac.id

TRANSKRIP NILAI SEMENTARA

NAMA : DINA PRATIWI
 TEMPAT, TANGGAL LAHIR : Palembang , 20 August 1993
 NIM : 11250015
 PROGRAM STUDI : S1 Pendidikan Bahasa Inggris

No.	Kode MK	Nama Mata Kuliah	SKS	Nilai	Bobot
1	INS 101	PANCASILA DAN KEWARGANEGARAAN	2	B	3.00
2	INS 102	BAHASA INDONESIA	2	B	3.00
3	INS 104	BAHASA ARAB I	2	C	2.00
4	INS 107	IAD/IBD/ISD	2	B	3.00
5	INS 110	METODOLOGI STUDI ISLAM	2	A	4.00
6	INS 111	TEKNOLOGI INFORMASI DAN KOMUNIKASI	2	B	3.00
7	INS 113	PENDIDIKAN AGAMA	2	B	3.00
8	INS 204	BAHASA ARAB II	2	C	2.00
9	INS 208	FIQH	2	B	3.00
10	INS 304	BAHASA ARAB III	2	B	3.00
11	INS 701	PEMBEKALAN KKN	2	A	4.00
12	INS 801	KULIAH KERJA NYATA (KKN) LAPANGAN	2	A	4.00
13	INS 802	SKRIPSI	6	B	3.00
14	PBI 101	LISTENING I	2	B	3.00
15	PBI 102	SPEAKING I	4	C	2.00
16	PBI 1022	STRUCTURE I	2	B	3.00
17	PBI 103	READING I	2	B	3.00
18	PBI 104	WRITING I	2	B	3.00
19	PBI 106	PRONUNCIATION PRATICE	2	B	3.00
20	PBI 107	VOCABULARY	2	A	4.00
21	PBI 201	LISTENING II	2	B	3.00
22	PBI 202	SPEAKING II	2	A	4.00
23	PBI 203	READING II	2	B	3.00
24	PBI 204	WRITING II	2	B	3.00
25	PBI 205	STRUCTURE II	2	B	3.00
26	PBI 206	INTRODUCTION TO LINGUISTICS	2	C	2.00
27	PBI 301	LISTENING III	2	A	4.00
28	PBI 302	SPEAKING III	2	B	3.00
29	PBI 303	READING III	2	C	2.00
30	PBI 304	WRITING III	2	B	3.00
31	PBI 305	STRUCTURE III	2	B	3.00
32	PBI 306	MORPHOLOGY	2	B	3.00
33	PBI 307	PHONOLOGY	2	B	3.00
34	PBI 401	LISTENING IV	2	B	3.00
35	PBI 402	SPEAKING IV	2	B	3.00
36	PBI 403	READING IV	2	B	3.00
37	PBI 404	WRITING IV	2	B	3.00
38	PBI 405	STRUCTURE IV	2	A	4.00
39	PBI 406	SOCIOLINGUISTICS	2	B	3.00
40	PBI 407	CROSS CULTURAL UNDERSTANDING	2	B	3.00
41	PBI 409	PRAGMATICS	2	B	3.00
42	PBI 410	SEMANTICS	2	B	3.00



Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln Prof. KH Zainal Abidin Fikri KM 3,5 Telp. (0711) 353347, Fax. (0711) 354668, Website: <http://radenfatah.ac.id>, Email: tarbiyahdankeguruan_uin

44	PBI 502	EXTENSIVE READING	2	A	4.00
45	PBI 504	INSTRUCTIONAL DESIGN	2	B	3.00
46	PBI 506	TEFL METHODOLOGY I	2	A	4.00
47	PBI 507	CURRICULUM DEVELOPMENT	2	B	3.00
48	PBI 508	MATERIAL DEVELOPMENT	2	C	2.00
49	PBI 510	TOEFL PRACTICE	2	B	3.00
50	PBI 511	APPLIED LINGUISTICS	2	B	3.00
51	PBI 512	INTRODUCTION TO LITERATURE	2	B	3.00
52	PBI 519	LANGUAGE EVALUATION I	2	B	3.00
53	PBI 601	STATISTICS	2	B	3.00
54	PBI 602	TRANSLATION	2	B	3.00
55	PBI 603	PSYCHOLINGUISTICS	2	B	3.00
56	PBI 607	SEMINAR ON RESEARCH PROPOSAL	2	C	2.00
57	PBI 608	TEFL METHODOLOGY II	2	A	4.00
58	PBI 609	METODOLOGI PENELITIAN (RESEARCH IN TEFL)	2	A	4.00
59	PBI 619	LANGUAGE EVALUATION II	2	B	3.00
60	TAR 101	ILMU PENDIDIKAN	2	B	3.00
61	TAR 201	PSIKOLOGI PENDIDIKAN	2	B	3.00
62	TAR 301	ADMINISTRASI PENDIDIKAN	2	B	3.00
63	TAR 302	HADIST TARBAWI	2	A	4.00
64	TAR 303	TAFSIR TARBAWI	2	B	3.00
65	TAR 405	SAINS DAN ISLAM	2	B	3.00
66	TAR 503	FILSAFAT PENDIDIKAN	2	B	3.00
67	TAR 601	MICRO TEACHING / PPLK I	2	B	3.00
68	TAR 701	PPLK II	4	A	4.00
JUMLAH:			144		

Indeks Prestasi Kumulatif (IPK) : 3.08
 Predikat Kelulusan : Sangat Memuaskan

Palembang, 10 Jul 2018
 Ka. Prodi
 Hj. Lepny Marzulina, M.Pd
 NIP. 197101312011012001



UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
LANGUAGE CENTRE
JLN. PROF.ZAINAL ABIDIN FIKRI KM 3.5
PALEMBANG Telp : 0711 354668 psw 147

TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
48	49	50	490

TOEFL PREDICTION TEST

FULL NAME

DINA PRATIWI

SEX M / F	DATE OF BIRTH DD / MM / YY	TEST DATE DD / MM / YY
F	20 / 08 / 1993	01 / 03 / 2018



Drs. HERIZAL, MA
TOEFL Tester

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
This score is valid for six months.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
(UIN) RADEN FATAH
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Prof. K. H. Zainal Abidin Fikry Kode Pos : 30126 Telp. 0711-354668, Palembang

USUL JUDUL SKRIPSI

Nama : Dina Pratiwi
NIM : 11250015
Program Studi : PBI
Judul Skripsi :

1. Teaching Descriptive Writing by using Triple Gold Writing (TGW) Technique to the Tenth Grade Students of SMA Muhammadiyah 1 Palembang
- 2.
- 3.

Judul yang disetujui : Teaching Descriptive writing by using Triple Gold Writing (TGW) Technique to the Tenth Grade Students of SMA Muhammadiyah 1 Palembang
Nomor Index :

Palembang, 4 Januari 2017
Pembina Skripsi

Beni Wijaya, M.Pd./

Nova Lingga Pitaloka, M.Pd.

**Judul yang disetujui dan nomor index ditulis oleh Pembina Skripsi*



KEMENTERIAN AGAMA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI (UIN)RADEN FATAH
Jl. Prof. Dr. ZainalAbidinFikryPalembang
Telp. 0711-354668

PENUNJUKAN PEMBIMBING SKRIPSI

Nama : Dina Pratiwi
NIM : 11250015
Judul Skripsi : Teaching Descriptive Writing by using Triple Gold Writing (TGW) Technique to the Tenth Grade Students of SMA Muhammadiyah 1 Palembang

Pembimbing I : Dr. Dian Erlina S,Pd, M.Hum

Pembimbing II : Beni Wijaya M.Pd

Wakil Dekan I,

Dr. Dewi Warna, M.Pd
NIP. 19740723 199903 2002

Palembang, 4 Januari 2017
Ketua Prodi Pendidikan Bahasa Inggris

Hj. Lenny Marzulina, M.Pd.
19710131 201101 2 001

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG

Nomor : B-4992/Un.09/II.1/PP.009/8/2017

Tentang

PENUNJUKKAN PEMBIMBING SKRIPSI

DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

- Menimbang : 1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.
2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.
- Mengingat : 1. Undang – Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
2. Undang – Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengangkatan, Pemindahan dan pemberhentian Pegawai Negeri Sipil;
5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Keputusan Menteri Agama RI Nomor 53 Tahun 2015 tentang ORTAKER UIN Raden Fatah;
7. Peraturan Menteri Keuangan Nomor 53/FMK.02/2014 tentang Standar Biaya Masukan;
8. DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016;
9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 669B Tahun 2014 tentang Standar Biaya Honorarium dilingkungan Universitas Islam Negeri Raden Fatah Palembang;
10. Peraturan Presiden Nomor 129 Tahun 2014 tentang Alih Status IAIN menjadi Universitas Islam Negeri;

MEMUTUSKAN

Menetapkan
PERTAMA :

- Menunjuk Saudara I. Dr. Dian Erlina, M.Hum NIP. 19730102 199903 2 001
2. Beni Wijaya, M.Pd. NIK. 14020110992/BLU

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing – masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara :

Nama : Dina Pratiwi
NIM : 11250015
Judul Skripsi : Teaching descriptive writing by using Triple Gold Writing (TGW) Technique to the tenth grade students of SMA Muhammadiyah 1 Palembang.

- KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.
- KETIGA : kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.
- KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 3 Agustus 2017



Dr. H. Kasinyo Harto, M.Ag.
NIP. 19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang

2. Mahasiswa yang bersangkutan



Universitas Islam Negeri Raden Fatah Palembang

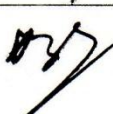

Fakultas Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347. Fax (0711) 354668. Website: <http://radenfatah.ac.id>, Email: tarbiyah@radenfatah.ac.id

PROPOSAL CONSULTATION CARD

Name : Dina Pratiwi
 Students's Number : 11250015
 Faculty : Tarbiyah
 Department : English Education Study Program
 Advisor II : Dr. Dian Erlina, M.Hum
 Thesis title : Teaching Descriptive Writing by Using Triple Gold Writing (TGW) Technique to The Tenth Grade of SMA Muhammadiyah 1 Palembang

No	Date	Aspect consulted	Comment	Signature
1	30-01-17	Proposal	<ul style="list-style-type: none"> - background - Problems - Objectives - Significance } Revise	 
		Background	<ul style="list-style-type: none"> - Describe the student's achievement is writing that need to be improved - The student's problems is writing descriptive text - Explain the teacher's strategy is teaching writing based on your preliminary study. - TGW as an alternative for solution explain some advantages of using TGW is teaching writing 	
		Problems & Objectives	<ul style="list-style-type: none"> - Revise TGW or WBT? 	

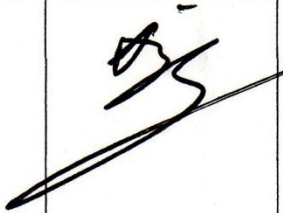


UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN

ALAMAT : JL. PROF. K.H. ZAINAL ABIDIN FIKRY KODE POS: 30126 KOTAK POS: 54 TELP. (0711) 353276 PALEMBANG

PROPOSAL CONSULTATION CARD

Name : **Dina Pratiwi**
Student's Number : 11250015
Faculty : Teaching and Tarbiyah
Department : English Education Study Program
Advisor II : Dr. Dian Erlina, M. Hum
Thesis Title : Teaching Descriptive writing by using Triple Gold Writing (TGW) to the eleventh grade students of SMA Muhammadiyah 1 Palembang

No	Date	Aspect Consulted	Comment	Signature
	22-05-17	OK proposal.		



UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBİYAH DAN KEGURUAN

ALAMAT : JL. PROF. K.H. ZAINAL ABIDIN FIKRY KODE POS: 30126 KOTAK POS: 54 TELP. (0711) 353276 PALEMBANG

PROPOSAL CONSULTATION CARD

Name : **Dina Pratiwi**
Student's Number : 11250015
Faculty : Teaching and Tarbiyah
Department : English Education Study Program
Advisor II : Beni Wijaya, M. Pd
Thesis Title : Teaching Descriptive writing by using Triple Gold Writing (TGW) to the eleventh grade students of SMA Muhammadiyah 1 Palembang

No	Date	Aspect Consulted	Comment	Signature
1.	13/3 2017	Introduction	Ok!	
2.	21/3 2017	Literature Review	Review as suggested!	
3.	11/4 2017	Literature Review	Review as suggested!	
4.	26/4 2017	Literature Review	Ok!	
5.	28/4 2017	Research Method	Review as suggested!	
6.	6/5 2017	Research Method	Ok!	



FORMULIR

KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Dina Pratiwi
NIM : 11250015
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Judul Skripsi : Teaching Descriptive Writing By Using Triple Gold Writing (TGW) Technique The Eight Grade Students Of MTs Muhammadiyah 1 Palembang
Penguji : M. Holandyah, M. Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
	30/1-18	see any notes in the proposal	
	2/2-18	Revise as suggested.	
	5/2-18	Revise as suggested.	
	6/2-18	ok	

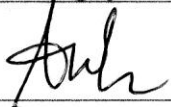
Palembang, Januari 2018
Dosen Penguji,

Holandyah, M. Pd
NIP.



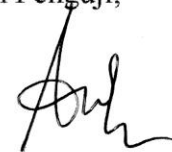
FORMULIR
KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Dina Pratiwi
NIM : 11250015
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Judul Skripsi : Teaching Descriptive Writing By Using Triple Gold Writing (TGW) Technique Of Tenth Grade Students Of SMA MUHAMMADIYAH 1 PALEMBANG
Penguji : Dr. Annisa Astrid, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
	Kamis / 19-10-2017	Proposal	

Commer
Acc

Palembang, Oktober 2017
Dosen Penguji,



Dr. Annisa Astrid, M.Pd



FORMULIR

KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Dina Pratiwi

NIM : 11250015

Jurusan : English Education Study Program

Fakultas : Tarbiyah Faculty

Judul Skripsi : TEACHING DESCRIPTIVE WRITING BY USING TRIPLE GOLD WRITING (TGW) TECHNIQUE THE EIGHT GRADE STUDENTS OF SMPN 14 PALEMBANG

Penguji : Hj. Lenny Marzulina, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Comment	Tanda Tangan Penguji
1	Jumat / 20-10-17	Proposal Acc!	Acc!	

Palembang, 20 Oktober 2017

Dosen Penguji,

Hj. Lenny Marzulina, M.Pd



FORMULIR

KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Dina Pratiwi

NIM : 11250015

Jurusan : English Education Study Program

Fakultas : Tarbiyah Faculty

Judul Skripsi : TEACHING DESCRIPTIVE WRITING BY USING TRIPLE GOLD WRITING (TGW) TECHNIQUE THE EIGHT GRADE STUDENTS OF SMPN 14 PALEMBANG

Penguji : NOVA LINGGA PITALOKA, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Comment	Tanda Tangan Penguji
	20/10/2017	Proposal	Acc	

Palembang, Oktober 2017

Dosen Penguji,

NOVA LINGGA PITALOKA, M .Pd



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Nomor : B 8362/Un.09/IL/PP.00.9/11/2017

Palembang 23 November 2017

Lampiran :

Perihal :

Mohon Izin Penelitian Mahasiswa/i
Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah
Palembang.

Kepada Yth,
Kepala Mts Muhammadiyah 1 Palembang

di

Palembang

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama : Dina Pratiwi
NIM : 11250015
Prodi : Pendidikan Bahasa Inggris
Alamat : Komplek Afilla Permai blok. 6 No. 1 Kenten Palembang
Judul Skripsi : Teaching descriptive writing by using Triple Gold Writing (TGW) Technique to the eight grade students of MTs Muhammadiyah 1 Palembang.

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

Wassalamu'alaikum. W. Wb

Dekan,



Prof. Dr. H. Kasinyo Harto, M. Ag. 0
19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip





**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH BUKIT KECIL PALEMBANG
MADRASAH TSANAWIYAH MUHAMMADIYAH 1 PALEMBANG
(TERAKREDITASI "B")**

Jalan KH.Ahmad Dahlan No.23B Bukit Kecil Telp. (0711) – 351750 Palembang

Nomor : 050 /IV.4/F/MTs.M.1/2018
Lampiran : ---
Perihal : Izin Penelitian

Palembang, 24 November 2017

Kepada Yth,
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah
Palembang
di –
Palembang

Assalamu'alaikum Wr.Wb,
Menindak lanjuti surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN
Raden Fatah Palembang nomor : B-8362/Un.09/II.1 /PP.00.9/II/2017, tanggal
23 November 2017 tentang Permohonan Izin Penelitian di MTs
Muhammadiyah 1 Palembang, maka dengan ini kami menyatakan :

Nama : Dina Pratiwi
NIM : 11250015
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : Teaching descriptive writing by using Triple Gold
Writing (TGW) Technique to the eight grade
students of Madrasah Tsanawiyah Muhammadiyah 1
Palembang.

Yang bersangkutan telah mengadakan penelitian di MTs Muhammadiyah 1
Palembang pada tanggal 25 November 2017 sampai dengan selesai dan
semua informasi yang dibutuhkan telah diberikan sesuai dengan keperluan.

Demikian surat keterangan ini agar dapat dipergunakan sebagaimana
mestinya.

Nashrunminallahi Wa Fathun Qorieb.
Wassalamu'alaikum Wr.Wb.





**SURAT KETERANGAN
KELENGKAPAN DAN KEASLIAN
BERKAS UJIAN KOMPREHENSIF**

**GUGUS PENJAMINAN
MUTU PENDIDIKAN
FAKULTAS ILMU
TARBIYAH DAN
KEGURUAN
UIN RADEN FATAH
PALEMBANG**

Kode:GMPFT.SUKET.01R0

Yang bertanda tangan dibawah ini adalah Ketua atau Sekretaris Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Raden Fatah Palembang, menerangkan bahwa mahasiswa:

Nama : Dina Pratiwi

NIM : 11250015

Fakultas/Jurusan/Prodi : Fakultas Ilmu Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris

Judul Skripsi : Teaching Descriptive Writing By Using Triple Gold Writing (TGW) Technique to the Eight Grade Students of MTs Muhammadiyah 1 Palembang

Dengan ini menyatakan bahwa mahasiswa tersebut telah dinyatakan **LULUS** dalam ujian komprehensif yang dilaksanakan pada hari senin tanggal 9 April 2018, dengan memperoleh nilai **B**.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang, 16 May 2018

Ketua/Sekretaris


Hj. Lenny Marzulina, M.Pd

NIP. 197401312011012001



Universitas Islam Negeri Raden Fatah Palembang



Fakultas Tarbiyah dan keguruan





Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347. Fax (0711) 354668. Website:<http://radenfatah.ac.id>, Email:tarbiyah@radenfatah.ac.id

THESIS CONSULTATION CARD

Name : Dina Pratiwi
Student's Number : 11250015
Faculty : Tarbiyah
Department : English Education Study Program
Advisor I : Dr. Dian Erlina, M.Hum
Thesis Title : Teaching Descriptive Writing By Using Triple Gold Writing (TGW) Technique to the Eight Grade Students of MTs Muhammadiyah 1 Palembang

No	Date	Aspect consulted	Comment	Signature
1	19-2-18	Chapter I Chapter II Chapter III	- Have spelling & grammar check - Improve the sentences - Describe the steps of teaching descriptive writing by using TGW technique!	
2	22-2-18	Chapter I, II, III	OK	

No	Date	Aspect consulted	Comment	Signature
3	23-2-18	Chapter IV	Revise interpretation	
4	27-2-18	Chapter IV	Ok!	
5	17-5-18	Chapter V	Revise	
6	18-5-18	Ok.	Proceed to management plan	



Universitas Islam Negeri Raden Fatah Palembang

Fakultas Tarbiyah dan keguruan


Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347. Fax (0711) 354668. Website:<http://radenfatah.ac.id>, Email:tarbiyah@radenfatah.ac.id

THESIS CONSULTATION CARD

Name : Dina Pratiwi
Student's Number : 11250015
Faculty : Tarbiyah
Department : English Education Study Program
Advisor II : Beny Wijaya, M.Pd
Judul Skripsi : Teaching Descriptive Writing By Using Triple Gold Writing (TGW) Technique The Eight Grade Students Of MTs Muhammadiyah 1 Palembang

No	Date	Aspect consulted	Comment	Signature
1.	6/2 2018	Chapter I	Revise as suggested	
2.	7/2 2018	Chapter I	ok!	
3.	8/2 2018	Chptr 2	Revise as suggested	
4.	9/2 2018	chptr 2	ok!	
5.	12/2 2018	Chapter 3	Revise as suggested	
6.	13/2 2018	Chptr 3	ok!	
7.	14/2 2018	Chapter 4	Revise as suggested	
8.	15/2 2018	chptr 4	ok!	
9.	7 / 05 - 2018	chapter V	Revise	

No	Date	Aspect consulted	Comment	Signature
10	8/05.2018	chapter V	Proced to Monaqaryah Exam	



UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUPAN

HASIL UJIAN SKRIPSI/MAKALAH

Hari : Kamis
Tanggal : 31 Mei 2018
Nama : Dini Pratiwi
NIM : 11250115
Jurusan : PBI
Program Studi : S-1 Reguler

Judul Skripsi : *Theaching Descriptive writing by using triple gold writing (TGW Technique to the eight grade students of MTs Muhammadiyah Palembang*

Ketua Penguji : Hj. Lenni Marzulina, M.Pd (.....)

Sekretaris Penguji : Drs. Herizal, M.Pd.I (.....)

Pembimbing I : Dr. Dian Erlina, M.,Hum (.....)

Pembimbing II : Beni Wijaya, M.Pd (.....)

Penguji I/Penilai I : M. Holandiyah, M.Pd (.....)

Penguji II/Penilai II : Janeta Norena, M.Pd (.....)

Nilai Ujian : 72 IPK : 3,00

Setelah disidangkan, maka skripsi/makalah yang bersangkutan :

- (.....) dapat diterima tanpa perbaikan
- (.....) dapat diterima dengan tanpa perbaikan kecil
- (.....) dapat diterima dengan tanpa perbaikan besar
- (.....) belum dapat diterima

Ketua,

Hj. Lenni Marzulina, M.Pd
NIP. 19710131 201101 2 001

Palembang, 31 Mei 2018
Sekretaris,

Drs. Herizal, M.A.
NIP. 19651021 199407 1 001



LP2M LEMBAGA PENELITIAN DAN
PENGABDIAN KEPADA MASYARAKAT
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

Sertifikat

Nomor : In.03/8.0/PP.CO/400/2015

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M) UIN RADEN FATAH MENYERANGKAN :

Nama : Dina Pratiwi
Tempat/Tgl. lahir : Palembang, 20 Agustus 1993
Fak/Jur/NIM : Tarbiyah/PBI/11250015

TELAH MELAKSANAKAN PROGRAM KULIAH KERJA NYATA ANGKATAN 65 TEMATIK POSDAYA
DARI TANGGAL 10 FEBRUARI S/D 26 MARET 2015 DI :

Desa : Muara Payang
Kecamatan : Muara Payang
Kabupaten : Lahat
Lulus dengan nilai : A (Amat Baik)

KEPADANYA DIBERIKAN HAK SESUAI DENGAN PERATURAN YANG BERLAKU

Palembang, 01 Juni 2015



Dr. Kisman Fushli, MA
NIP. 19650519 199203 1 003

Jln. Prof. KH. Zainal Abidin Fikry Km. 3.5 Palembang Telp./Fax. : (0711) 362244





Ampera 2012

(Acara Mahasiswa Perkenalan Akademik 2012)



Sertifikat

No. /Pan-Pel/AMPERA/IAIN RF/IX/2012

Diberikan Kepada:

DINA PRATIWI

SEBAGAI PESERTA DALAM KEGIATAN

ACARA MAHASISWA PERKENALAN AKADEMIK (AMPERA 2012)

INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG

*"Memajukan Kepemimpinan Muda Yang Transendensi dan Humanisasi
Zatue Nusantara yang lebih baik"*

04-06 September 2012

Mengetahui,

Rektor IAIN Raden Fatah

Presiden Mahasiswa

Ketua Pelaksana

Sekretaris Pelaksana

Prof. Dr. H. Aflatun Muchtar, MA
NIP: 195206011985031002

M. Ali Alatas
NIM: 085222007

Mukarram
NIM: 09290049

Hardono Ciputra
NIM: 10140008





PUSAT TEKNOLOGI INFORMASI DAN PANGKALAN
INSTITUT AGAMA ISLAM NEGERI RADEN FAT

JL. PROF. K.H. ZAINAL ABIDIN FIKRY KM. 3,5 PALEMBANG 30126. ☎ 0711 - 354668 FAX. 0711 - 3

SERTIFIKAT

Nomor : In.03 / 10.1 / Kp. 01 / 005

Diberikan kepada :

NAMA : DINA PRATIWI
NIM : 11250015
FAKULTAS : TARBIYAH
JURUSAN : PENDIDIKAN BAHASA INGGRIS

Atas partisipasinya dalam mengikuti **PENDIDIKAN PROGRAM APLIKASI KEAHLIAN KOMPUTER** yang diselenggarakan pada semester I dan II Tahun A
2011 - 2012 dengan nilai sebagai berikut :

Program Aplikasi	Nilai	Akumulasi Nilai
Microsoft Office Word 2003	B	B
Microsoft Office Excel 2003	B	

Palembang, 06 Nopember 2011
Kepala PUSTIPD,



Sholeh Khudin, S.Ag
NIP. 197410252003121003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG
LEMBAGA PENGABDIAN MASYARAKAT (LPM)

Jl. Prof. KH. Zainal Abidin Fikri Telp. (0711) 354668 Kode Pos : 30126 Palembang

SERTIFIKAT

Nomor : In.03/8.0/PP.00/ 3798 /2012

Diberikan kepada

Nama : **Dina Pratiwi**

NIM : **11250015**

Fak/Prodi : **Tarbiyah/Pendidikan Bahasa Inggris (PBI)**

Yang telah Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA)
yang diselenggarakan oleh Lembaga Pengabdian Masyarakat (LPM)

Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqasyah
berdasarkan SK Rektor No.: In.03/1.1/Kp.07.6/266/2012

Palembang, 07 Februari 2014

Mengetahui,

Prof. Dr. H. Afiatun Muchtar, MA
Rektor IAIN Raden Fatah Palembang,



NIP. 19520601 198503 1 002

Dr. Muhajirin, MA
Ketua LPM,



NIP. 19730125 199903 1 002