

**THE EFFECT OF AWT (ASK, WRITE, THROW) TECHNIQUE ON
STUDENTS' WRITING ABILITY**

*(A Pre-Experimental Study at the Seventh Grade Students of SMP Negeri 2
Takalar)*



A THESIS

*Submitted to the faculty of Teacher Training and Education
Makassar Muhammadiyah University in part Fullfillment
of the Requirrement for the Degree of Education in English
Department*

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Day / Date	Chapter	Note	Sign
		chapter in chose of the table or graphic first you want to use in your findings Denny	 

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3/1/18	1-5	- add some theories of AWT itself - check citation in biblio / ref. - Give 1 example of student writing in pre-post test.	
8/1/18	1-5	fa	

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3. Saya tidak akan melakukan penjiplakan (Plagiat) dalam menyusun skripsi.
4. Apabila saya melanggar perjanjian saya seperti pada butir 1, 2 dan 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

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MOTTO

“Two things define you: Your patience when you have nothing and your attitude when you have everything.” - Imam Ali

“Where is a will, there is a way.” – English Proverb

“If you can dream it, you can do it.” – Walt Disney

“Knowledge increases by sharing but not by saving.” – Lyrikal

“Keep Learning and Sharing Knowledge.”

DEDICATION

In the name of Allah, I dedicated my thesis to

My beloved parents, Wagiman and Rubiati

My beloved brother, Rudi Anwar

My beloved sisters, Nur Azizza and Rohmatul Insani

My lovely cousin brother, Sumadi and his wife Syaharia

My lovely nephews and nieces, Zahra, Sandi, Rafi and Sheila

My beloved best friends and friends.

I thank them for all the love, prayers, support, and patience.

I LOVE YOU ALL.

ABSTRACT

Naimatunisa. 2018. *The Effect of AWT (Ask, Write, Throw) Technique on Students' Writing Ability (A Pre-Experimental Study at the Seventh Grade Students of SMP Negeri 2 Takalar)*. Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Erwin Akib and Farisha Andi Baso)

This research aimed to find the effect of using Ask, Write, Throw (AWT) Technique on the students' writing ability in terms of content which covered unity and also in terms of organization which covered coherence. The researcher applied Pre-experimental Method with one group pretest-posttest design, and collected the data by giving pre-test and post-test. The sample of the research was class VII/2 of SMP Negeri 2 Takalar which consisted of 31 students. The sample was taken by using cluster random sampling technique. The research findings showed that the Seventh grade students of SMP Negeri 2 Takalar had poor score in pre-test. After treatment, their writing ability was significantly increase.

The findings indicated that the students' score of content (unity) was improved 51.01% from the mean score 39.52 in pre-test to be 59.68 in post-test. The score of organization (coherence) was also improved 45.83% from the mean score 38.71 in pre-test to be 56.45 post-test. It was found that the result of the t-test was higher than the result of the t-table ($13.54 > 2.042$) for content and organization. It indicated that the result of t-test value in all of variable and indicator was higher than t-table value. It means that there was a significant enhancement between the result of the pre-test and post-test. The alternative hypothesis (H_1) which express the used of AWT Technique effective in improving students writing ability was accepted and the null hypothesis (H_0) was rejected.

Keywords: AWT Technique, Descriptive text, Writing Content and Writing Organization.

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The Researcher

Naimatunisa

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CHAPTER I

INTRODUCTION

A. Background

Written language is one of the language products and the means of communication. As a means of communication, it connects people to interact each other. Ruddel (2005:281) states that writing is a tool that enables people in every discipline to wrestle with facts and idea. It is used to express ideas, thoughts, and feelings. Writing is also used to share and exchange information in written forms. Writing is effective because in writing the readers are able to know and understand more about the information because they are able to read it repeatedly it until they get the point. It can be said that writing is important in the communication.

The ability to communicate through writing is an essential skill for success in the educational environment and the workplace and for participation in a democratic society. Unfortunately, theory of learning, high expectation or education system can not solve the real current problem of writing mastery. There are some problems that often occur when students write. Eagleton (2009:1) argues that the reason most people never write is concerned with mistakes. The students were fear of making mistakes when they began their writing. They did not have idea what to write, they were confused to organize their ideas and did not have motivation to write due to their limited range of vocabulary, they cannot recognize and improve a sentence or paragraph correctly. As a result, students need to spend so

much time to finish their writing and may not be able to continue their writing. Moreover, those problems really give bad effect toward students' writing result.

Based on pre-observation of researcher, those problems are also found in SMP Negeri 2 Takalar where many students still have not been able to create a good and meaningful writing. Some students get a score which is under the minimum requirements. Their score are under seventy. The problems are caused by lack motivation of the students. Most of students' parents in this school are not well educated or do not have good background study. Most of them were parking-workers, housemaids, farm workers, and many more. These conditions made the parents not concern about the behaviour and the education of their children.

Another problem comes from the teacher used a conventional technique in the teaching process. Many Indonesian teachers do not realize their responsibilities that being a teacher is not only dealing with their attendance in the class but also dealing with their technique to facilitate the learner needs, the tools they used and the result that students achieved, the media, the good material, and many more necessary aspects. By using the conventional techniques, the teacher is unable to increase the students' motivation for learning. That is why they feel bored and do not have any spirit to join the learning activity. Therefore, the teachers as the facilitators should be responsible to find the solution of the problem. They should change and develop their teaching strategy in writing, so the satisfaction of teaching

and learning activities will be able to be obtained and student's motivation can be increased.

In order to minimize those problems, the researcher considers that it is necessary to find out an alternative technique to create suitable and interesting teaching. The teacher needs to help students encourage students anxiety, motivate them to learn better especially help the students to overcome the writing ability problems, and they need any practices to assist them in developing their writing ability. For this reason, many techniques can be applied including Ask, Write, Throw (AWT) Technique which was designed to implement an environment where learners can interact via writing, come across new sentences and vocabulary, feel free and relaxed.

AWT Technique starts with learners writing questions on a piece of paper to be asked to their friends. Then throw the piece of paper where the recipient answers the question and writes a new one. Takil (2016: 428) states that AWT Technique allows students to see their peers sentences to imitate, dynamically interact, and receive feedback to improve on their writing skills, thus creating an effective and permanent learning environment. Learners are given freedom in "ask, write, throw" technique to write whatever they want to whomever they want. They are involved in the activity utilizing their cognitive, sensual and psychomotor skills.

Based on the problems above it is necessary to apply the method or technique to solve students from writing problems in English. The researcher wants to conduct an experimental research in teaching writing with the title:

The Effect of AWT (Ask, Write, Throw) Technique on Students' Writing Ability (A Pre-Experimental Study at the Seventh Grade Students of SMP Negeri 2 Takalar).

B. Problem of Research

Based on the background of the problem above, the researcher formulates the problem research as follows:

1. Does the use of Ask, Write, Throw (AWT) Technique enhance the students' writing content (unity) in descriptive text at the Seventh Grade Students of SMP Negeri 2 Takalar?
2. Does the use of Ask, Write, Throw (AWT) Technique enhance the students' writing organization (coherence) in descriptive text at the Seventh Grade Students of SMP Negeri 2 Takalar?

C. Objective of the Study

Based on the relation of the research question above, the objectives of the study as follows:

1. To find out the effect of using AWT Technique on the students' writing content (unity) in descriptive text at the Seventh Grade Students of SMP Negeri 2 Takalar.
2. To find out the use of AWT Technique on the students' writing organization (coherence) in descriptive text at the Seventh Grade Students of SMP Negeri 2 Takalar.

D. Significance of the Study

The research is expected to give useful contributions as follows:

1. For students

By using the AWT Technique, it will help students to enhance their writing ability using different techniques, especially in descriptive text. Cooperation with other student can make them interest and more enthusiastic in learning writing.

2. For Teachers

The teachers can use the result of this study as a reference when they want to improve their ability and get more variation techniques in teaching writing. So, the students will get better achievement by using AWT Technique. AWT Technique can be an effective way for the class to stay focus and keep together.

3. For the Writer

The writer can use AWT Technique to improve her skill on writing. This research can be evaluation for the writer who frequently use monotonous technique in teaching writing in the classrooms.

E. Scope of the Research

This research is focused on the use of Ask, Write, Throw (AWT) Technique in enhancing the students' writing ability at the Seventh Grade Students of SMP Negeri 2 Takalar which covers: the students focused to their skill in writing content (unity) and organization (coherence), especially in descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

Some researchers have done studies on the writing process and its contribution of English teaching. The first research has been conducted by Takil (2016: 426), his journal investigation was done to explore the effectiveness of Ask, Write, Throw (AWT) Technique in improving the student's writing skills of B2 level Students of Gazi University Turkish Research and Education Center. The method used in this research was quasi-experimental study. Results clearly showed that the AWT Technique significantly improved the learners' writing skills compared to traditional techniques and principles. Learners in the AWT group were more successful in vocabulary, punctuation, relevancy in writing, form of constructed sentences and vocabulary error count.

The second research has been conducted by Dewi (2015) on her journal about improving students' writing competence by using snowball throwing at the Eighth Grade of SMP Negeri 26 Surakarta. The method used in this research was an Classroom Action Research (CAR). She found that the improvements of the students can be seen that the students are able to develop the supporting details of the topic, organize the supporting idea to make well formed text, can use the correct spelling and punctuation; and can use effective words and grammar. The improvement of class condition includes the students' participation are better, they are

more active and enthusiastic during the teaching learning process, the students pay more attention and more focus on the activities during the teaching learning process. In conclusion, Snowball Throwing Technique that included in AWT Technique can improve students' writing competence and the condition in the classroom.

The third research has been conducted by Hidayah (2015: 3), on her thesis about the effectiveness of guided questions towards students' writing skill of descriptive text at the Eighth Grade Students of SMPN 3 Tangerang Selatan. The method used in this research was quasi-experimental study. She found that teaching descriptive text by using guided questions is effective to improve the students' score in writing. It means that teaching writing by using of asking question can improve the students' writing ability.

Based on the findings above the researcher conclude that AWT Technique is one of learning technique which can be implemented in the classroom activity. It consists of asking questions and snowball throwing games which can help the teacher to increase students' ability in writing. It is effective to motivate students and increase writing ability. Different from the previous study, the researcher will focus on using a pre-experimental study in her study. It is different from the previous study which used classroom action research and quasi-experimental design in conducting their research.. Then, by using AWT Technique, the researcher hopes that the students will be easier to write descriptive text coherently.

B. The Concept of Writing

1. Definition of Writing

According to Harmer (2004: 86) writing is a process and the influence of genre forces. It is a form of thinking, but it is thinking for a particular audience and a particular occasion. Besides, Olshtain in Mirlohi et al (2012: 328) argues that writing is an interactive process between the perceived reader audience and the writer, an act of communication which occurs by way of the text.

The statements above are different from Brown (2001: 336) states that writing is indeed a thinking process. This is almost similar to Meyers (2005: 2) states that writing is an action or a process of discovering and organizing ideas, putting them on a paper reshaping and revising them. It means that writing is a kind of activity where the writer puts all the ideas in his mind on the paper from words to the sentences, sentences to paragraph and paragraph to essay.

Another statement about writing comes from Crystal in Bouabsa (2015: 5) that writing is a way of communication uses a system of visual marks made on some kind of surface. It is the graphic representation of a language that follows some systematic orders, pictures, or graphics symbols that can be grasped by the readers' familiar with the system.

Based on statements above, the researcher concludes that writing is a means of communication which is used to transmit message or ideas in our mind in written materials.

2. The Importance of Writing

There are a lot of reasons that writing is important. Some of them states by Heaton (2001) below:

- a. Writing is a tool for discover, the writers stimulate their though process by the act writing into information and image their unconscious mind.
- b. Writing generates new ideas by helping writers and readers to make connection and relationship.
- c. Writing helps the writers to recognize their ideas. The writers can arrange them in coherent form.

Furthermore Dietsch (2006: 7) states that writing has four purposes that became the reasons that writing is important. Those are to inform, to persuade, to express, or to certain. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge, it means that writers share interest knowledge to readers knows. Second, writing to persuade, it means that writers convince the readers to accept the ideas. Third, writing to express, it means that writer can express her or his feelings, opinion, and also experience. And the last is writing to certain, it means that writer can make readers certain about her or his argument to explain ideas to readers. When ideas are organized very well, they will be pleasant to read and even to enjoy. Whether they are writing a love letter or a term paper, they write to inform, to persuade, to express, and to certain.

From the opinions above, writing is the way of thinking or sending message from the writers to the readers which becomes the part of language or language skills and it also means communication.

3. Components of Writing

Tardif (2007) states that the writing skills are complex and sometimes difficult to teach. To require mastery not only of grammatical and rhetorical devices but also conceptual and judgemental elements. On the other hand, Jacobs (2008: 31) points out the five significant components in writing. Those are content, organization, vocabulary, language use, and mechanics. Below the explanation of each component:

a. Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristics of good writing. Below the explanation about unity and completeness:

1) Unity

The writing regards to have good unity if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each supported sentence is related to that idea of the topic sentences. The writing is unified if it includes the sentences that support the main idea of the topic sentences.

2) Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

b. Organization

In organization of the writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing this organization is mainly recognized as order. There are two parts of organization in this case, they are below.

1) Coherence

Coherence means that sticking together and in coherence essay, all the ideas stick together. A coherence paragraphs is each idea in supporting sentence related to the topic sentence or idea. One in which the ideas are put in the right order and never confused. This makes the writers through essay to follow sentence paragraph.

2) Spatial Order

If the purpose of the paragraph is to tell something looks most effective organization pattern is usually spatial, if the

writers write a description of neighborhood, a room, or a holding that they want the readers have a mental picture of what they are describing a house of building, they will probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

c. Vocabulary

Vocabulary is one of language aspect dealing with the process of writing. The writers always think about putting the words into sentences, putting sentences into paragraph until they can create a place of writing. The effective used of words will always result good writing both specific and technical writing.

d. Language Use

In writng description and other form of writing involves correct language and point grammar. An adequate grammar shall be one that is capable of producing grammar. We shall not be able to do anything more than utter separate function. Grammar also can help students to improve the use of formal language.

e. Mechanics

There are at least two main parts of mechanics in writing namely punctuation and capitalization. Punctuation is important as the way to clarify meaning. Besides in English writing capital letters have to principles. First, they are used to distinguish between

particulars and things. Second, it is used as first word in quotations, as formal statement and proper adjectives.

4. Forms of Writing

Writing has several genre or forms. According to Robert Scholes and Comley (1985: 9), the forms of writing fall into three categories. They are *writer-oriented forms*, *reader-oriented forms*, and *topic oriented forms*.

a. **Writer-Oriented Forms**, it means the forms of writing in which the writer is the center of attention. There are two forms of this category. Those are expression and reflection.

1) *Expression*, in this form the writer writes to express their feeling or thoughts.

2) *Reflection*, in this form the writer's self is doubled. In reflection we look back – that is, our present, writing self looks back upon some previous self and measures, in some way, the distance between *then* and *now*. Reflection allows us to discover significance in the events of our own lives.

b. **Reader-Oriented Forms**. There are two forms of reader-oriented writing. Those are *Direction* and *Persuasion*.

1) *Direction*, it provides information and arranges the information in the most useful and comprehensible order such as cook book and instruction book.

- 2) *Persuasion*, it is designed to persuade or to motivate the reader to do something. It gives an opinion and try to influence the reader's way of thinking with supporting evidence.
- c. **Topic-Oriented forms.** The six forms of topic-oriented writing are *narration, description, classification, argumentation, analysis, and synthesis.*
- 1) *Narration* is the writing form which shared to the reader about an event that happens in time. It tells the readers an experience, event, or sequence of events in the form of story.
 - 2) *Description* is to take a scene or an object and capture it in language. It describe a person, place, or event so that the topic can be clear seen in the readers' mind. The writer must use vivid details that paint a picture for a reader.
 - 3) *Classification* is the form that puts a premium on organization. It uses category or subtopic.
 - 4) *Argumentation* differs from persuasion by being more rational. It includes a thesis to be argued and the evidence to support the thesis.
 - 5) *Analysis* is both a way of observing and a way of writing about what writer have observed.
 - 6) *Synthesis* is the fullest and most complete form of academic writing.

5. Process of Writing

If someone wants to write something and he or she wants to make a perfect piece of writing, he or she has to know the process of writing. Not all writers write in the same way, but experienced writers can point to particular elements that generally occur in the act of writing, even though these elements may be combined in different ways. Similar to Scholes and Comley (1985: 10) find that there are three phases in the process of writing. They are:

a. Prewriting

The most productive way to begin your writing task is to collect your thoughts on paper without the pressure of structuring your expression into its final form. Prewriting is your chance practice what you have to say begin to worry about how your audience will judge the eventual form of your work. The writer must begin by choosing a subject to write about. It means making a list to potential subjects. It purposes to narrow the focus, to discover the limits that will allow working productively.

b. Drafting

Drafting is the point at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce: a beginning, a middle, and an end. Before begin drafting, some writers make an outline to remind themselves of how they wish to order their ideas.

c. Revising

The writers should revise after drafting, because to revise their writing is important if they want to be a professional writer. It is an advantage writers can all have if they revise and rewrite before they present their work to the reader. The professional writer's secret is revision and revision and revision.

C. The Concept of Ask, Write, Throw (AWT) Technique

1. Overview Ask, Write, Throw (AWT) Technique

Ask, Write, Throw (AWT) Technique is one of the active learning technique for the direct attention of learners to the material presented. Takil (2016: 428) states that AWT Technique was designed to implement an environment where learners can interact via writing, come across new sentences and vocabulary, feel free and relaxed, not under pressure and socialize through the dynamic environment in the learning process. This method starts with learners writing questions on a piece of paper to be asked to their friends. Then throw the piece of paper where the recipient answers the question and writes a new one. This accommodates the circulation of asking questions, writing and throwing.

According to Giyoto (2013: 48), AWT Technique can make the teaching learning process more attractive, increasing the readiness of students and students can show their knowledge to each other in group discussion. Richards and Rodgers (2001) state that AWT Technique can

be used as a grouping strategy or as a way of having students assume responsibility for randomly assigned parts of a larger body of information.

Lie (2010) also finds that AWT Technique focuses on involving the students to work in groups and gives chances to them to construct some questions based on the task or reading text given by the teacher. As a consequence, students not only think, write and ask questions but they also do physical activities, that is, rolling papers and throw them to other students.

AWT Technique was designed to lower the affective filter thus allowing learners to overcome their anxiety, prejudice, and difficulties in learning. This way learners improve both cognitively (asking questions, writing, responding) and sensually (interacting with their friends, being actively involved in the lesson).

Based on above explanation, AWT Technique is one of the asking techniques modification that emphasize to arrange questions skill and it made in an interesting game, that is throwing the snowball. And the inside of snowball is question that students have to throw the snowball to other students and the other students have to answer it. This method needs students' skill that's very easy and all of students can make it where they give question based on material.

AWT Technique encourages the students' active writing participation in the classroom, because this method contains a rich

communication where students must be active to write the questions and answers.

AWT Technique also has capability to increase self-confidence of hesitant students, because in the students will have different role and have to write, which means they do not have to take the same responsibilities. AWT Technique as a teaching technique are hoped can increase students' writing ability, because of this technique is also give high motivation to the students to write through give and answer vocabulary questions by them each other.

2. The Steps of Using Ask, Write, Throw (AWT) Technique

According to Lie (2010), step by step of using AWT technique are as follows:

- a. Teacher deliver the material that will be learnt.
- b. Teacher make groups and call the chairman of each group to give an explanation about the material being taught to their students.
- c. The group heads back to each group and explain any material submitted by the teacher to his friends.
- d. Each student is given a sheet of paper, to write down one question concerning any matter which has been described by the group leader.
- e. The paper containing these questions was made into a ball and tossed to another student until each student have one ball or one question.
- f. Give the opportunity for students to answer questions by writing down their answers below questions in ball-shaped paper.

- g. Then the students write a new questions that related with previews questions below their answers and tossed again to another students until each students have one ball.
- h. Next give the opportunity for students to make a descriptive text by using the first and the second answer as main idea.
- i. Evaluation.
- j. Closing.

D. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Similar to Wilbur in Nawawi (2011: 12) states that descriptive writing is to create a clear picture or impression of person, place or object. White (1986: 32) also argues that descriptive text is drawing in words.

Descriptive text is also a text which describes something that appeal directly to the sense like Warriner (1982: 327) states that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He finds a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the readers interest.

According to George and Julia (1980: 128), descriptive is used to create a visual image of people, place, and things, even units of time or seasons. It may be used also to describe more than the outward appearance

of people, and it may tell about their traits of character or personality. Description also gives sense impressions such as the feel, sound, taste, smell, and look of things. Emotions (feelings) may be described too, like happiness, fear, loneliness, gloom, joy, comfort, etc. In addition, description helps the reader through his or her imagination to visualize a scene or a person, or to understand a sensation or an emotion. It means that descriptive text is used to describe physical appearance and personality of people, places, things or objects, feelings and emotions, and units of time.

From the opinions about descriptive above, so the researcher concludes that the descriptive text is a text which is describes person, place, mood, situation, and etc., it also describes an object that appeal to the sense impressions such as the feel, sound, taste, smell, and look of things..

2. Purpose of Descriptive Text

There are so many purposes of descriptive text developed by some experts. Thus, Rosa and Eschholz (2003:287) find that description is to create a verbal picture. A place, person, a thing, even an idea or a state of mind can be made vividly concrete through description. Writing any description requires the writer gather many details about a subject, relying not only on what the eyes see but on the other sense impression, touch, taste, smell, hearing as well. So it can be said that description is drawing a subject through the words to make the reader see and feel the subject.

Meanwhile, White in Hidayah (2013: 13) points out the five aims of descriptive text, they are:

- a. To see; means to help the reader to see the objects, persons, and sensations you present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.
- b. To explain; means to explain the reader about a subject. For example, a science writer will describe the shape of an airplane to help explaining the reader how mechanized flight is possible.
- c. To persuade; means the writer describes something to make readers interested.
- d. To re-create; means to make a reader create something. For example, the description allows the reader to re-create the experience, particularly the sensory pleasures of that experience in their own minds.
- e. To demonstrate; means that the writer wants to demonstrate something to readers.

Another purpose stated by Anderson (1998: 26) is that descriptive is to tell about the subject by describing its features without including personal opinion. It means that the aim of description is to enable the reader what something looks like generally.

In addition, according to Clouse (2004: 143), the purposes of description are to entertain, to express feelings, to relate experience, to inform (for a reader unfamiliar with the subject), to inform (to create a

fresh appreciation for the familiar), to persuade (to convince the reader that some music degrade women). It means when the readers read the text of description they will probably be entertained, it also becomes the way of the writer to express their feeling or drawing their experiences through the words because the writer can inform unfamiliar subject or gives the appreciation for the familiar subject to the reader.

From those statements above, it can be concluded that the purpose of descriptive text is to describe the subject of the text specifically. It is also to entertain the readers, to express the writer's feeling and emotion.

3. Language Features of Descriptive Text

Clouse (2004) language features of descriptive text are:

a. Generic Structure of Descriptive Text

- 1) Identification: Identifies the phenomenon to be described
- 2) Description of features: Describes features in order of importance:
 - a) Parts/things (physical appearance).
 - b) Qualities (degree of beauty, excellence, or worth/value).
 - c) Other characteristics (prominent aspects that are unique).

b. Generic Features of Descriptive Text

- 1) Use of simple present tense
- 2) Use of "be (is, are)" for the identification and showing qualities.
- 3) Use of "verb (has,have)" to give detailed description of the object's features.

- 4) Use of action verbs related to the topic. Especially when describing behaviors or personalities (for person).
- 5) Use of adjectives in describing the objects, especially the qualities.

4. Kinds of Descriptive Text

According to George and Julia (1980: 131), there are three kinds of descriptive text. They are:

a. Describing People

People are different, and writing descriptions of people is different. In direct description, the writer tells how the person looks like. While in indirect description, the character is revealed through what he or she does, thinks, or says in certain situations.

b. Describing Places and Scenes

In describing place, it would be better for the writer to describe a place that he or she enjoys. In description, the writer chooses words that will create vivid mental picture for the reader, and some other aspects such as using proper noun, effective verb, and including action and people.

c. Describing Things or Objects

When the writer describes a thing or an object, he or she must have good imagination about a thing or an object that will be described. Besides, pictures also have the important roles in describing a thing or object. Meanwhile, to make a thing or an object as

interesting and as vivid to the readers as it is to writer, the writer should use proper nouns and effective verbs.

E. Conceptual Framework

The conceptual framework is a basic of this research and can be visualized in figure below. The figure shows the activity process of the teaching and learning of English in writing through Ask, Write, Throw (AWT) Technique. The components of figure are described as follows:

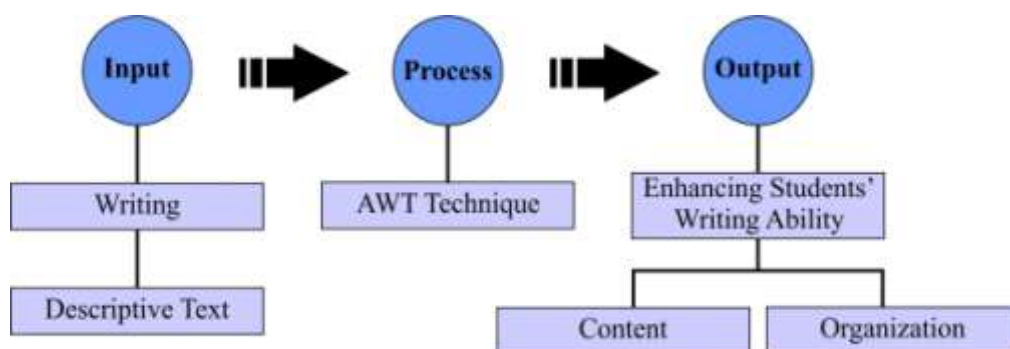


Figure 2.1 Conceptual Framework

Writing is an essential skill for success in the educational environment and the workplace. To improve the students' writing ability, the teacher could use the various ways to fire up the student's reading comprehension. It could be done by monitoring the student's reading comprehension by modelling some learning techniques in teaching writing. One of the effective techniques to improve the students' writing ability is Ask, Write, and Throw (AWT) Technique. To know the effectiveness of using AWT Technique, the researcher takes two aspects of writing ability that consist of content and organization. The content involves the unity of the text

and organization involves the coherence of the text. Both of those aspects of writing ability can help the students' to improve their writing skill.

F. Hypotheses of the Research

In this research, the researcher would like to find out whether there is a significant difference achievement in teaching writing before and after giving the treatment in the class. To accomplish this objective, the researcher proposes two hypotheses to be tested:

H_0 : There is no significant difference of the students' writing ability before giving the treatment through using AWT Technique.

H_1 : There is a significant difference of the students' writing ability after giving the treatment through using AWT Technique.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used pre-experimental research design. There was one class as the sample. Pre-test and post-test were given to the sample. The design of this research is follows:

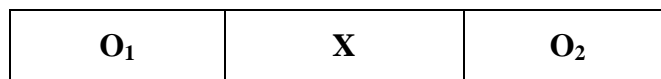


Figure 3.1 Research Design

Where: O₁ = Pre-test

X = Treatment

O₂ = Post-test

(Arikunto, 2013: 86)

B. Population and sample

1. Population

Population is the most significant factor in conducting a research. Arikunto (2013: 173) states that population is overall subject of research. In this case, the subject of the research was the seventh grade students of SMP Negeri 2 Takalar, which has 8 classes. The total populations were 270 students.

2. Sample

Sample of the research was one class that consisted of 31 students. The researcher applied cluster random sampling because every

class of population has the same quality such as the same material, teacher, and time allocation. Finally, researcher choosed class VII/2 of SMP Negeri 2 Takalar.

C. Research Variables and Indicators

1. Variables

There were two variables in this research. They were independent variable and dependent variable.

- a. Independent variable of this research was Ask, Write and Throw (AWT) Technique in teaching writing.
- b. Dependent variable of this research was students' writing ability in descriptive text at the Seventh Grade Students of SMP Negeri 2 Takalar.

2. Indicators

- a. The indicators of content are unity.
- b. The indicators of organization are coherence.

D. Research Instrument

In this research, the researcher used written test to asses and examine the students' writing ability. The test format consisted of the name of the school, subject, class, also the year of the study. There were directions that must get attentively by the students. The teacher gave several topics to the students, then the students choosed one of them to be their topic. They had to write descriptive paragraph base on the topic presented.

E. Data Collecion

The researcher conducted pre-test and post-test to collect data.

1. Pre-test

Before doing the treatment, the students were given pre-test to know their prior knowledge. The test consisted of free writing test. In this writing test, all students were given some topics and asked the students to choose one of them then they made it as free writing. It provided 90 minutes for the students to answer the test.

2. Post-test

After giving the treatment the teacher provided post-test to the students. with the same test in the pre-test namely writing test (90 minutes) but in this writing test, all students were given some difference topics and asked the students to choose one of them then they made it as descriptive writing.

In this research, the researcher focused attention on measuring the students' writing ability in terms of content which covered unity and also measuring the students' writing ability in terms of organization which covered coherence. To measure them, the following rating scale was used:

Table 3.1 Scale of Scoring System

Writing Aspect	Level	Criteria	Remark
Unity	4	Each paragraph very clearly	VG

		develops or relates to the central idea expressed in text. In addition, the supporting ideas in each paragraph clearly relate to and develop the central idea expressed in the topic sentence of that paragraph. Key words are used.	(Very Good)
	3	Each paragraph clearly develops or relates to the central idea expressed in text. In addition, the supporting ideas in each paragraph clearly relate to and develop the central idea expressed in the topic sentence of that paragraph.	G (Good)
	2	Each paragraph less clearly develops or relates to the central idea expressed in text.	F (Fair)
	1	Each paragraph not clearly develops or relates to the central idea expressed in text.	P (Poor)
Coherence	4	The sentences within each paragraph very clearly relate to each other and to the central idea	VG (Very Good)

		of the paragraph (topic sentence). Appropriate transitions are used within the paragraph.	
	3	The sentences within each paragraph clearly relate to each other and to the central idea of the paragraph (topic sentence). Appropriate transitions are used within the paragraph.	G (Good)
	2	The sentences within each paragraph less clearly relate to each other and to the central idea of the paragraph (topic sentence)	F (Fair)
	1	The sentences within each paragraph are not clearly related to each other and to the central idea of the paragraph (topic sentence)	P (Poor)

(Gunaria, 2014: 6)

F. Technique of Data Analysis

The data collected analyzed as follows:

1. Scoring the students correct answers of pre-test and post-test.

$$\text{Students score} = \frac{\text{Students 'Correct Answers}}{\text{Score Maximum}} \times 100$$

2. Calculating the collecting data from the students in answer the test, the researcher will use formula to get mean score of the students as follows:

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

Where: \bar{X} = Mean Score

$\sum X$ = The sum of all scores

N = the total number of sample

(Gay, 1981: 289)

3. After collecting the data of the students, the researcher will classify the score of the students into the following criteria:

Table 3.2 Students Score Classifications

Score	Classifications
80-100	Excellent
60-79	Good
50-59	Average
0-49	Poor

(Harris in Andari, 2014 : 38)

4. Calculating the percentage of the students' score:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = Frequency

N = The total number of students

(Gay, 1981: 298)

5. To know the percentage of the students' improvement by applying the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where: P = Percentage

X_1 = The first mean score

X_2 = The second mean score

(Depdiknas, 2015: 23)

6. Finding out the significant different between the pre-test and post-test by calculating the value of the test.

$$\bar{D} = \frac{\sum D}{N}$$

Where: \bar{D} = The mean of the different score

$\sum D$ = The sum of all scores

N = Number of students

(Gay, 1981: 332)

7. Finding out the effectiveness or ineffectiveness of the method, this formula below was used:

$$T = \frac{\bar{D}}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where: T = Test of significant

\bar{D} = The difference between matched pairs

$\sum D$ = The sum of all scores

N = The number of samples

(Gay, 1981: 331)

8. The criteria for the hypothesis testing is as follows:

Table 3.3 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
$t\text{-test} < t\text{-table}$	Accepted	Rejected
$t\text{-test} > t\text{-table}$	Rejected	Accepted

The table above meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answered of problem statement in the previous chapter and consisted of findings and discussion. Findings showed description of result from the data that had collected through writing test in pre-test and post-test. It was described in graphic or chart or table form. Then, discussion was explanation of findings but it still showed result of the data. In this discussion, the researcher used their own words to explain it.

A. Findings

The findings of the research that teaching writing through AWT Technique could enhance writing ability in content (unity) and also in organization (coherence). In the further interpretation of the data analysis were given below:

1. Students' Writing Ability in Terms of Content (Unity) Using AWT Technique

Students' writing ability in terms of content have different in pre-test and post-test. In pre-test students still less understand about unity of text but after applied AWT Technique the students more understand about unity of text, can be seen clearly in the following table:

Table 4.1 Students' Ability in Terms of Content (Unity) Using AWT Technique

No	Writing Ability in Terms of Content	The Students' Scores		Improvement (%)
		Pre-Test	Post-Test	
	Unity	39.52	59.68	51.01

The table 4.1 above shows that the students' content (unity) scores in post-test were higher than students' score in pre-test after conducted the treatments. There were 51.01% content (unity) scores of students in post-test improved after teaching writing by using AWT Technique. The mean scores of the students in pre-test were 39.52 and post-test which to be 59.68. It proves that applying AWT Technique to teach writing has significant effect in enhancing students' writing ability.

Table 4.2 The Score Classification of the Students' Writing Ability in Terms of Content (Unity) from Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	80-100	0	0
2	Good	60-79	1	3.23%
3	Average	50-59	16	51.61%
4	Poor	0-49	14	45.16%
Total			31	100%

Based on the table 4.2 above, it shows that the classification of the students score writing ability in terms of content (unity) from pre-test there was only 1 (3.23%) student in good score. Then there were 16 (51.61%) students in average score and 14 (45.16%) students got poor score.

Table 4.3 The Score Classification of the Students' Writing Ability in Terms of Content (Unity) from Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	80-100	0	0
2	Good	60-79	12	38.71%

3	Average	50-59	19	61.29%
4	Poor	0-49	0	0
Total			31	100%

Based on the table 4.3 above, it shows that the classification of the students score writing ability in terms of content (unity) from post-test there were 12 (38.71%) students in good score and 16 (51.61%) students got average.

2. Students' Writing Ability in Terms of Organization (Coherence) Using AWT Technique

Students' writing ability in terms of organization (coherence) have different in pre-test and post-test. In pre-test students still less understand about organization (coherence) of the text but after applied AWT Technique the students more understand about organization (coherence) of the text, can be seen clearly in the following table:

Table 4.4 Students' Writing Ability in Terms of Organization (Coherence) Using AWT Technique

No	Writing Ability in Terms of Organization	The Students' Score		Improvement (%)
		Pre-Test	Post-Test	
	Coherence	38.71	56.45	45.83

The table 4.4 above shows that the students' organization (coherence) scores in post-test were higher than students' score in pre-test after conducted the treatments. There were 45.83% organization (coherence) scores of students in post-test improved after teaching writing by using AWT Technique. The mean scores of the students in pre-test

were 38.71 and post-test which to be 56.45. It proves that applying AWT Technique to teach writing has significant effect in enhancing students' writing ability.

Table 4.5 The Score Classification of the Students' Writing Ability in Terms of Organization (Coherence) from Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	80-100	0	0
2	Good	60-79	0	0
3	Average	50-59	17	54.84%
4	Poor	0-49	14	45.16%
Total			31	100%

Based on the table 4.5 above, it shows that the classification of the students score writing ability in terms of organization (coherence) from pre-test there were 17 (54.84%) students in average score and 14 (45.16%) students got poor score.

Table 4.6 The Score Classification of the Students' Writing Ability in Terms of Organization (Coherence) from Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	80-100	0	0
2	Good	60-79	8	25.81%
3	Average	50-59	23	74.19%
4	Poor	0-49	0	0
Total			31	100%

Based on the table 4.3 above, it shows that the classification of the students score writing ability in terms of organization (coherence) from post-test there were 8 (25.81%) students in good score and 16 (74.19%) students got average score.

3. Hypothesis Testing

The hypothesis is tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that is, a test to know the significant difference between the result of students' mean scores in pre-test and post-test. The researcher used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = $N - 1$, where N = Number of subject (31 students), thus $df = 31 - 1 = 30$, then the value of t-table is 2.04 the t-test statistical, analysis for independent sample is applied.

If the result of t-test was higher than t-table values, the alternative hypothesis (H_1) was accepted. While, if the result of t-test was lower than the t-table' value, the null hypothesis (H_0) was accepted. The result of the data analysis t-test of the students' writing ability by using AWT Technique can be seen in table below:

Table 4.7 The Comparison of T-test and T-table Value of the Students' Writing Ability

Writing Ability	T-test	T-table	Comparison	Classification
	13.54	> 2.042	t-test > t-table	Significant

Table 4.7 showed that t-test value for students' writing ability that focused in the terms of content and organization with the t-test value was $13.54 > 2.042$. It indicated that the result of t-test value in all of variable and indicator was higher than t-table value. It means that there was a significant improvement between the result of the pre-test and

post-test. The alternative hypothesis (H_1) which express the used of AWT Technique effective in improving students writing ability was accepted and the null hypothesis (H_0) was rejected.

B. Discussion

This discussion presented the result of the findings from pre-test and post-test. The pre-test was held before applying AWT Technique in teaching writing class. While, the post-test was held after applying the treatments. This discussion will describe the students' writing ability achievement in content and organization after conducting the treatments.

The researcher conducted a study which consisted of three stages. First, the researcher gave the pre-test in first meeting to the students by used writing test that consisted some topics and asked the students to choose one of them then they made it as free writing. The pre-test was given to know the result of the students before given the treatments. In the treatment process, the researcher had done six meetings to teach the students in the English class by using AWT Technique. In the last meeting after treatments, the researcher gave post-test to know the result of the students after given the treatments.

The using AWT Technique to enhance students' writing ability can be known by seeing the data analysis of the difference result between students' mean score of pre-test and post-test in unity and coherence. The students' pre-test mean score in unity was 39.52 (*poor*). The criteria of poor is if each paragraph not clearly develops or relates to the central idea expressed in text. While the students' post-test mean score in unity was 59.68 (*average*).

The criteria of average is if each paragraph less clearly develops or relates to the central idea expressed in text. It means that the using of AWT technique is effective on the students' writing ability in terms of unity.

Besides the students' pre-test mean score in coherence was 38.71 (*poor*). The criteria of poor is if the sentences within each paragraph are not clearly related to each other and to the central idea of the paragraph (topic sentence). While the students' post-test mean score in coherence was 56.45 (*average*). The criteria of average is if the sentences within each paragraph less clearly relate to each other and to the central idea of the paragraph (topic sentence). It can be said that the using of AWT Technique is effective on the students' writing ability in terms of coherence.

Based on the previous finding, the researcher would like to compare of the finding from Takil (2016: 426), his journal investigation was done to explore the effectiveness of Ask, write, throw (AWT) technique in improving the student's writing ability of B2 level students of Gazi University Turkish Research and Education Center. Results clearly showed that improvement occurred on the writing ability of the experimental group after the application of the technique ($p < 0.05$). Across all the criteria, average rank and total points show that the average writing skills of the experimental group before the experiment were elevated to higher levels after the technique was applied and performed. Moreover, the average error count of 8.72 before the experiment dropped

down as low as 5.39 afterwards. It means that AWT Technique is one of teaching technique which is useful to improved the students' writing ability.

The researcher compared t-test value to know whether the use of AWT Technique to enhance students writing ability in terms of content that covered unity. Also organization that covered coherence. The researcher used formula to find out the degree of freedom ($df = N-1, =31-1=30$), for the level of the significant $\alpha = 0.05$ and $df = 30$ and t-table got score 2.042. After calculating all of the score of writing ability in terms of content (unity) and organization (coherence) found that T-test of the students' writing ability got score 13.54, then comparing with t-table and t-test ($13.54 > 2.042$). It means that there was a significant different result of t-test and t-table value for the students' writing ability in terms of content that covered unity and organization that covered coherence of the text.

Based on the result above, the researcher found that the Seventh Grade Students of SMP Negeri 2 Takalar have good response in learning process by using of AWT Technique in writing English classroom. So, the researcher concluded that the use of AWT Technique to enhance students' speaking skill was significant and effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings in the previous chapter, the following conclusions were presented:

1. AWT Technique was effective to enhance the students' writing ability in terms of content (unity) at the Seventh Grade Students of SMP Negeri 2 Takalar. The mean scores of students in pre-test were 39.52 and post-test were 59.68. So, the enhancement of students' writing ability in terms of content (unity) was 51.01%. It indicated because the students' content (unity) scores in post-test were higher than in pre-test.
2. AWT Technique was effective to enhance the students' writing ability in terms of organization (coherence) at the Seventh Grade Students of SMP Negeri 2 Takalar. The mean scores of students in pre-test were 38.71 and post-test were 56.45. So, the enhancement of students' writing ability in terms of organization (coherence) was 45.83%. It indicated because the students' organization (coherence) scores in post-test were higher than in pre-test.

B. Suggestion

Based on the conclusion above, the researcher suggestions as follows:

1. For the English Teacher at the Seventh Grade of SMP Negeri 2 Takalar
 - a. The teacher should consider AWT Technique in arrange English material to made the students more active in learning process.

- b. The English teacher should apply AWT Technique in teaching English in order to enhance students' writing ability. It is important to create a lively, relaxed classroom environment with the teaching technique where students are not afraid to make mistakes.
2. For the next researchers
 - a. To the next researcher who used this teaching technique, it was suitable to be applied in experimental research. There were still many things that have to be observed by the next researcher related to the English subject, especially in writing ability.
 - b. The next researcher could use this thesis as an additional reference or further research with different discussion.

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A decorative graphic featuring the word "APPENDICES" in a bold, white, sans-serif font. The text is centered within a blue, stylized banner that has a complex, swirling, and ornate design. The banner is surrounded by several faint, light blue outlines of the same decorative pattern, creating a layered effect. The entire graphic is set against a plain white background.

APPENDICES

Appendix 1: Data Analysis

The Result of the Students' Writing Ability in Pre Test

No.	Row Score	Content (Unity)	Row Score	Organization (Coherence)	Σ
1	1	25	1	25	25
2	2	50	1	25	37.5
3	2	50	2	50	50
4	1	25	2	50	37.5
5	1	25	2	50	37.5
6	1	25	1	25	25
7	2	50	1	25	37.5
8	1	25	2	50	37.5
9	2	50	2	50	50
10	1	25	1	25	25
11	1	25	1	25	25
12	2	50	2	50	50
13	2	50	1	25	37.5
14	3	75	2	50	62.5
15	2	50	1	25	37.5
16	1	25	2	50	37.5
17	2	50	2	50	50
18	1	25	2	50	37.5
19	1	25	1	25	25
20	2	50	2	50	50
21	2	50	1	25	37.5
22	2	50	2	50	50
23	2	50	2	50	50
24	1	25	1	25	25
25	1	25	1	25	25
26	2	50	2	50	50
27	2	50	2	50	50
28	2	50	1	25	37.5
29	1	25	1	25	25
30	1	25	2	50	37.5
31	2	50	2	50	50
Σ		1225		1200	1212.5
\bar{X}		39.52		38.71	39.11

The Result of the Students' Writing Ability in Post Test

No.	Row Score	Content (Unity)	Row Score	Organization (Coherence)	Σ
1	2	50	2	50	50
2	2	50	2	50	50
3	3	75	3	75	75
4	2	50	3	75	62.5
5	3	75	3	50	62.5
6	2	50	2	50	50
7	2	50	2	50	50
8	3	75	3	50	62.5
9	2	50	2	75	62.5
10	2	50	2	50	50
11	2	50	2	50	50
12	2	50	3	50	50
13	3	75	2	50	62.5
14	3	75	3	75	75
15	2	50	3	50	50
16	2	50	2	50	50
17	3	75	3	75	75
18	3	75	2	50	62.5
19	2	50	2	50	50
20	2	50	3	50	50
21	2	50	2	50	50
22	3	75	3	75	75
23	3	75	3	75	75
24	2	50	3	50	50
25	2	50	2	50	50
26	3	75	3	50	62.5
27	3	75	2	50	62.5
28	2	50	3	50	50
29	2	50	3	50	50
30	2	50	3	50	50
31	3	75	3	75	75
Σ		1850		1750	1800
\bar{X}		59.68		56.45	58.06

The Result of the Students' Writing Ability in Post-test

No.	Score of Pre Test	Score of Post Test	$D (x_1 - x_2)$	x_1^2	x_2^2	D^2
1	25	50	25	625	2500	625
2	37.5	50	12.5	1406.25	2500	156.25
3	50	75	25	2500	5625	625
4	37.5	62.5	25	1406.25	3906.25	625
5	37.5	62.5	25	1406.25	3906.25	625
6	25	50	25	625	2500	625
7	37.5	50	12.5	1406.25	2500	156.25
8	37.5	62.5	25	1406.25	3906.25	625
9	50	62.5	12.5	2500	3906.25	156.25
10	25	50	25	625	2500	625
11	25	50	25	625	2500	625
12	50	50	0	2500	2500	0
13	37.5	62.5	25	1406.25	3906.25	625
14	62.5	75	12.5	3906.25	5625	156.25
15	37.5	50	12.5	1406.25	2500	156.25
16	37.5	50	12.5	1406.25	2500	156.25
17	50	75	25	2500	5625	625
18	37.5	62.5	25	1406.25	3906.25	625
19	25	50	25	625	2500	625
20	50	50	0	2500	2500	0
21	37.5	50	12.5	1406.25	2500	156.25
22	50	75	25	2500	5625	625
23	50	75	25	2500	5625	625
24	25	50	25	625	2500	625
25	25	50	25	625	2500	625
26	50	62.5	12.5	2500	3906.25	156.25
27	50	62.5	12.5	2500	3906.25	156.25
28	37.5	50	12.5	1406.25	2500	156.25
29	25	50	25	625	2500	625
30	37.5	50	12.5	1406.25	2500	156.25
31	50	75	25	2500	5625	625
$\sum X$	1212.5	1800	587.5	50781.25	107500	12968.75
\bar{X}	39.11	58.06	18.95	1638.12	3467.74	418.35

The Mean Score of Pre-test and Post-test in Terms of Content (Unity)

1. Mean Score of Students' Pre-test

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

$$\bar{X} = \frac{1225}{31}$$

$$\bar{X} = 39,52$$

2. Mean Score of Students' Post-test

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

$$\bar{X} = \frac{1850}{31}$$

$$\bar{X} = 59,68$$

The Mean Score of Pre-test and Post-test in Terms of Organization (Coherence)

1. Mean Score of Students' Pre-test

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

$$\bar{X} = \frac{1200}{31}$$

$$\bar{X} = 38,71$$

2. Mean Score of Students' Post-test

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

$$\bar{X} = \frac{1750}{31}$$

$$\bar{X} = 56,45$$

The Rate Percentage of the Students' Score in Terms of Content (Unity)

1. Pre-test

a. Good

$$F = 1 \quad N = 31$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{31} \times 100\%$$

$$P = 3,23\%$$

c. Poor

$$F = 14 \quad N = 31$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{14}{31} \times 100\% = 45,16\%$$

b. Average

$$F = 16 \quad N = 31$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{16}{31} \times 100\% = 51,61\%$$

2. Post-test

a. Good

$$F = 12 \quad N = 31$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12}{31} \times 100\% = 38,71\%$$

b. Average

$$F = 19 \quad N = 31$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{19}{31} \times 100\% = 61,29\%$$

The Rate Percentage of the Students' Score in Terms of Organization (Coherence)

1. Pre-test

a. Average

$$F = 17 \quad N = 31$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{17}{31} \times 100\%$$

$$P = 54,84\%$$

b. Poor

$$F = 14 \quad N = 31$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{14}{31} \times 100\%$$

$$P = 45,16\%$$

2. Post-test

a. Good

$$F = 8 \quad N = 31$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{31} \times 100\% = 25,81\%$$

b. Average

$$F = 23 \quad N = 31$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{23}{31} \times 100\% = 74,19\%$$

The Improvement of the Students' Scores in Terms of Content (Unity)

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{59,68 - 39,52}{39,52} \times 100\%$$

$$P = \frac{20,16}{39,52} \times 100\%$$

$$P = 51,01\%$$

The Improvement of the Students' Scores in Terms of Organization (Coherence)

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{56,45 - 38,71}{38,71} \times 100\%$$

$$P = \frac{17,74}{38,71} \times 100\%$$

$$P = 45,83\%$$

The Significant Different between the Pre-test and Post-test

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{587,5}{31} = 18,95$$

The Effect of AWT Technique on Student's Writing Ability

$$T = \frac{\bar{D}}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T = \frac{18,95}{\sqrt{\frac{12968,75 - \frac{(587,5)^2}{31}}{30(31-1)}}$$

$$T = \frac{18,95}{\sqrt{\frac{12968,75 - \frac{345156,25}{31}}{30(30)}}$$

$$T = \frac{18,95}{\sqrt{\frac{12968,75 - 11134,07}{930}}$$

$$T = \frac{18,95}{\sqrt{\frac{1834,68}{930}}$$

$$T = \frac{18,95}{\sqrt{1,97}}$$

$$T = \frac{18,95}{1,40}$$

$$T = 13,54$$

Table Distribution of T-Value

Degree of freedom (df) = $N - 1 = 31 - 1 = 30$

T- table = 2.04227

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

Appendix 2: Instruments

PRE TEST

Name :

Class :

Choose one of pictures below and write down all you know about situation shown in the picture.

1. Cupboard



(Source: www.google.com)

2. Bed



(Source: www.google.com)

3. Desk



(Source: www.google.com)

POST TEST

Name :

Class :

Choose one of the topics below and create into a descriptive paragraph.

1. Best Friend
2. Beautiful Place
3. Favorite Food
4. Funny Pet

**Appendix 3:
Student's Writing
in Pre-test
and Post-test**

PRE TEST

Name : Moh Fathir Anif

Class : VII.2 (727)

Choose one of pictures below and write down all you know about situation shown in the picture.

1. Cupboard



(Source: www.google.com)

2. Bed



(Source: www.google.com)

3. Desk



(Source: www.google.com)

TITLE: Desk.

The object I have ^{Descriptions} a desk. The study table is rectangular. The study table was brown, and made of wood. The function of the desk is for writing and learning. The studying table contains books, flowers, photos, and dictionaries. The study desk has a small drawer of drawers that are above and below the desk. That's the desk I'm descriptions.



(Image generated by AI)



(Image generated by AI)

POST TEST

Name : Muhammad fatir arif

Class :

Choose one of the topics below and create into a descriptive paragraph.

1. Best Friend
2. Beautiful Place
3. Favorite Food
4. Funny Pet

Answer:

My Best Friend

I have best friend in My school. My best friend's name is Muti sahal Machfud. Sahal lives in Soreang. He is the third son of three brothers and one sister. he have two elder brother, ~~and~~ one little brother, and one little sister. two ~~elder~~ elder brother's name is Bobi, and Yusuf. one little brother name is Khabid, and one little sister is amanda.

sahal's Dream is entrepreneur. He always help his parents try to get ~~the~~ Dreams. Sahal's Father work is Seller toy's. And Mother's work is Housewife. sahal is good and polite. He is also smart in studying. sahal ~~is~~ also help me in trouble.

sahal's hobby is sport. he is someone who like to play a game, usually he is play game with me. ~~he is~~ ~~he~~ he like a fried rice.

Good Luck Sahal

Appendix 4: Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMP
Kelas/Semester : VII/2
Mata Pelajaran : Bahasa Inggris
Topik : *He is My Favourite Teacher*
Pertemuan Ke- : 1/2
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional.
- 2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.
- 4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Mengidentifikasi ungkapan yang digunakan untuk mendeskripsikan orang, hewan, serta benda (rumah).
3. Melakukan tindak tutur yang digunakan untuk mendeskripsikan orang, hewan, serta benda (rumah).
4. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan yang digunakan untuk mendeskripsikan orang, hewan, serta benda (rumah) melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris.
5. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan yang digunakan untuk mendeskripsikan orang, hewan, serta benda (rumah) melalui kegiatan terintegrasi menyimak-berbicara bahasa Inggris dengan percaya diri.

D. Tujuan Pembelajaran

Melalui contoh, peserta didik dapat mendeskripsikan orang, hewan, serta benda (rumah) ke dalam praktik berbicara bahasa Inggris

E. Materi Pembelajaran

1. Mendeskripsikan seseorang: *Mr. Andre is smart and kind, Lina is tall and beautiful, Dewa has short and straight hair, etc.*
2. Mendeskripsikan hewan: *Lion is wild, A rabbit has soft fur; A deer can run fast, Duck likes to eat grains, etc.*
3. Mendeskripsikan benda (rumah): *Takalar. I live in a small and nice house. My house is located on Jl Jendral Sudirman No. 10. Its wall is painted in green. It has a small garden and an apple tree in front of the house. It looks so green and shady, etc.*
4. Kosakata yang berhubungan dengan mendeskripsikan orang, binatang, serta benda (rumah): *big, comfortable, gate, painted, fat, thin, beautiful, pointed, wild, tame, meat, grains, long, fast, etc.*

F. Model/Metode Pembelajaran

1. Pendekatan: *scientific*
2. Tehnik: *Ask, Write, Throw (AWT) Tehnique*
3. Metode: *Inquiry/Experiential learning.*

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta di pertemuan pertama.• Guru dapat menggunakan kalimat “<i>Do you have a pen?</i>”• Pastikan peserta didik merespon dengan menjawab kembali “<i>Yes, I do</i>”.• Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.• Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.	10 menit

	<ul style="list-style-type: none"> Siswa diberikan kesempatan untuk menjawab pertanyaan dengan mendeskripsikan jawaban pertama dan kedua dari kertas pertanyaan yang diperoleh. 	
Penutup	<ul style="list-style-type: none"> Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya (REFLEKSI). Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “<i>He is My Favourite Teacher</i>”. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. Siswa diberi tugas kelompok untuk pembelajaran minggu depan untuk penilaian proyek. 	10 menit

H. Penilaian

Penilaian diambil berdasarkan:

1. Tugas Individu
2. Bentuk Instrumen Penilaian: Tes tertulis
3. Rincian Tugas: Membuat teks deskriptif sederhana
4. Kriteria Penilaian: *Scoring Rubric*

Writing Aspect	Level	Criteria	Remark
Unity	4	Each paragraph very clearly develops or relates to the central idea expressed in text. In addition, the supporting ideas in each paragraph clearly relate to and develop the central idea expressed in the topic sentence of that paragraph. Key words are used.	VG (Very Good)
	3	Each paragraph clearly develops or relates to the central idea expressed in text. In addition, the supporting	G (Good)

		ideas in each paragraph clearly relate to and develop the central idea expressed in the topic sentence of that paragraph.	
	2	Each paragraph less clearly develops or relates to the central idea expressed in text.	F (Fair)
	1	Each paragraph not clearly develops or relates to the central idea expressed in text.	P (Poor)
Coherence	4	The sentences within each paragraph very clearly relate to each other and to the central idea of the paragraph (topic sentence). Appropriate transitions are used within the paragraph.	VG (Very Good)
	3	The sentences within each paragraph clearly relate to each other and to the central idea of the paragraph (topic sentence). Appropriate transitions are used within the paragraph.	G (Good)
	2	The sentences within each paragraph less clearly relate to each other and to the central idea of the paragraph (topic sentence)	F (Fair)
	1	The sentences within each paragraph are not clearly related to each other and to the central idea of the paragraph (topic sentence)	P (Poor)

I. Sumber/Media Pembelajaran

1. Sumber : Buku Paket Siswa (Bahasa Inggris : *When English Rings a Bell* untuk SMP/MTs Kelas VII)
2. Media : Audio/video, *white board*, *board marker*

Takalar, 27 September 2017

Mengetahui,

Guru Bahasa Inggris



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NIP 19621231 198303 2 136

Peneliti




Naimatunisa
NIM 10535543313

Menyetujui,

Kepala SMP Negeri 2 Takalar




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NIP 19720818 200312 2 009

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP
Kelas/Semester : VII/2
Mata Pelajaran : Bahasa Inggris
Topik : *This is My World*
Pertemuan Ke- : 3/4
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional.
- 2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.
- 4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Mengidentifikasi ungkapan yang digunakan untuk mendeskripsikan orang, hewan, serta benda (rumah).
3. Melakukan tindak tutur yang digunakan untuk mendeskripsikan orang, hewan, serta benda (rumah).
4. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan yang digunakan untuk mendeskripsikan orang, hewan, serta benda (rumah) melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris.
5. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan yang digunakan untuk mendeskripsikan orang, hewan, serta benda (rumah) melalui kegiatan terintegrasi menyimak-berbicara bahasa Inggris dengan percaya diri.

D. Tujuan Pembelajaran

Melalui contoh, peserta didik dapat mendeskripsikan orang, hewan, serta benda (rumah) ke dalam praktik berbicara bahasa Inggris

E. Materi Pembelajaran

1. Mendeskripsikan seseorang: *Mr. Andre is smart and kind, Lina is tall and beautiful, Dewa has short and straight hair, etc.*
2. Mendeskripsikan hewan: *Lion is wild, A rabbit has soft fur; A deer can run fast, Duck likes to eat grains, etc.*
3. Mendeskripsikan benda (rumah): *Takalar. I live in a small and nice house. My house is located on Jl Jendral Sudirman No. 10. Its wall is painted in green. It has a small garden and an apple tree in front of the house. It looks so green and shady, etc.*
4. Kosakata yang berhubungan dengan mendeskripsikan orang, binatang, serta benda (rumah): *big, comfortable, gate, painted, fat, thin, beautiful, pointed, wild, tame, meat, grains, long, fast, etc.*

F. Model/Metode Pembelajaran

4. Pendekatan: *scientific*
5. Tehnik: *Ask, Write, Throw (AWT) Tehnique*
6. Metode: *Inquiry/Experiential learning.*

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris• Guru dapat menggunakan kalimat “<i>Do you have a pet?</i>”• Pastikan peserta didik merespon dengan menjawab kembali “<i>Yes, I do</i>”.• Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.• Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.	10 menit

Inti	<p><u>Observing</u></p> <ul style="list-style-type: none"> • Guru mengajak peserta didik untuk mengamati gambar dan menanyakan beberapa hal yang berkenaan dengan deskripsi orang: <i>tall, short, pointed, talkative, fat, slim, etc.</i> • Guru mengajak peserta didik untuk mengamati gambar dan menanyakan beberapa hal yang berkenaan dengan deskripsi hewan: <i>wild, run, eat, meat, grass, fly, etc.</i> • Guru mengajak peserta didik untuk mengamati gambar dan menanyakan beberapa hal yang berkenaan dengan deskripsi benda (rumah): <i>small, big, painted, comfortable, clean, etc.</i> • Dalam mendeskripsikan orang, hewan, maupun benda (rumah) digunakan pola <i>simple present tense</i>. <p><u>Communicating</u></p> <ul style="list-style-type: none"> • Guru membagi siswa kedalam beberapa kelompok • Kemudian masing-masing siswa dari tiap kelompok diberikan satu lembar kertas, untuk menuliskan satu pertanyaan apa saja yang menyangkut materi yang sudah dijelaskan. • Kemudian kertas yang berisi pertanyaan tersebut dibuat seperti bola dan dilempar dari satu siswa ke siswa yang lain hingga setiap siswa mendapatkan satu bola atau pertanyaan. <p><u>Experimenting</u></p> <ul style="list-style-type: none"> • Siswa diberikan kesempatan untuk menjawab pertanyaan dengan menulis jawabannya dibawah pertanyaan. • Siswa kembali menulis pertanyaan yang menyangkut dengan pertanyaan sebelumnya. • Kemudian kertas yang berisi pertanyaan tersebut kembali dibuat seperti bola dan dilempar ke siswa yang lain hingga setiap siswa mendapatkan satu bola atau pertanyaan 	<p>30 menit</p> <p>30 menit</p>
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	<ul style="list-style-type: none"> Siswa diberikan kesempatan untuk menjawab pertanyaan dengan mendeskripsikan jawaban pertama dan kedua dari kertas pertanyaan yang diperoleh. 	
Penutup	<ul style="list-style-type: none"> Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya (REFLEKSI). Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “<i>This is My World</i>”. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. Siswa diberi tugas kelompok untuk pembelajaran minggu depan untuk penilaian proyek. 	10 menit

H. Penilaian

Penilaian diambil berdasarkan:

1. Tugas Individu
2. Bentuk Instrumen Penilaian: Tes tertulis
3. Rincian Tugas: Membuat teks deskriptif sederhana
4. Kriteria Penilaian: *Scoring Rubric*

Writing Aspect	Level	Criteria	Remark
Unity	4	Each paragraph very clearly develops or relates to the central idea expressed in text. In addition, the supporting ideas in each paragraph clearly relate to and develop the central idea expressed in the topic sentence of that paragraph. Key words are used.	VG (Very Good)
	3	Each paragraph clearly develops or relates to the central idea expressed in text. In addition, the supporting	G (Good)

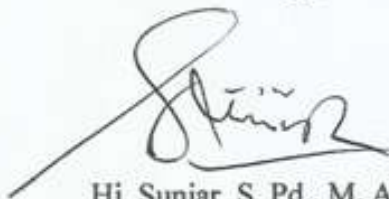
		ideas in each paragraph clearly relate to and develop the central idea expressed in the topic sentence of that paragraph.	
	2	Each paragraph less clearly develops or relates to the central idea expressed in text.	F (Fair)
	1	Each paragraph not clearly develops or relates to the central idea expressed in text.	P (Poor)
Coherence	4	The sentences within each paragraph very clearly relate to each other and to the central idea of the paragraph (topic sentence). Appropriate transitions are used within the paragraph.	VG (Very Good)
	3	The sentences within each paragraph clearly relate to each other and to the central idea of the paragraph (topic sentence). Appropriate transitions are used within the paragraph.	G (Good)
	2	The sentences within each paragraph less clearly relate to each other and to the central idea of the paragraph (topic sentence)	F (Fair)
	1	The sentences within each paragraph are not clearly related to each other and to the central idea of the paragraph (topic sentence)	P (Poor)

I. Sumber/Media Pembelajaran

1. Sumber : Buku Paket Siswa (Bahasa Inggris : *When English Rings a Bell* untuk SMP/MTs Kelas VII)
2. Media : Audio/video, *white board*, *board marker*

Takalar, 27 September 2017

Mengetahui,
Guru Bahasa Inggris



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Peneliti



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Appendix 5: documentation

PHOTOGRAPHS



**ABSENSI SISWA SMP NEGERI 2 TAKALAR
TAHUN PELAJARAN 2017/2018
KELAS : VII/2**

No	NIS	Nama Siswa	L/P	Tanggal					
				30/9	7/10	10/10	14/10	17/10	21/10
1	11952	Arika Triana Puteri	P	✓	✓	✓	✓	✓	✓
2	11953	Chindi Aulia Cahyani	P	✓	✓	✓	✓	✓	✓
3	11954	Egin Tirta Kencana	P	✓	✓	✓	✓	✓	✓
4	11955	Eka Apriyanti	P	✓	✓	✓	✓	✓	✓
5	11956	Feby Anggini Saleha	P	✓	✓	✓	✓	✓	✓
6	11957	Fitria Ramadanani	P	✓	✓	✓	✓	✓	✓
7	11958	Hardianti	P	✓	✓	✓	✓	✓	✓
8	11959	Hasnia	P	✓	✓	✓	✓	✓	✓
9	11960	Hindun Bastia	P	✓	✓	✓	✓	✓	✓
10	11961	Iqra Faturrahman Rikram	L	✓	✓	✓	✓	✓	✓
11	11962	Khaeriatul M	P	✓	✓	✓	✓	✓	✓
12	11963	Muh. Agung Saputra	L	✓	✓	✓	✓	✓	✓
13	11964	Muh. Arsal Alhabsy Faris	L	✓	✓	✓	✓	✓	✓
14	11965	Muh. Fathir Arif	L	✓	✓	✓	✓	✓	✓
15	11966	Muh. Ilham	L	✓	✓	✓	✓	✓	✓
16	11967	Muh. Nur Fajar	L	✓	✓	✓	✓	✓	✓
17	11968	Muh. Sahal Machfud	L	✓	✓	✓	✓	✓	✓
18	11969	Nozatul Erza Novianti	P	✓	✓	✓	✓	✓	✓
19	11970	Nur Afriana	P	✓	✓	✓	✓	✓	✓
20	11971	Nur Haliza	P	✓	✓	✓	✓	✓	✓
21	11972	Nur Hasan Triadi	L	✓	✓	✓	✓	✓	✓
22	11973	Nur Hijrah Syaharani	P	✓	✓	✓	✓	✓	✓
23	11974	Nur Insani Salihin	P	✓	✓	✓	✓	✓	✓
24	11975	Nurfadilah	P	✓	✓	✓	✓	✓	✓
25	11976	Nurhikmayana	P	✓	✓	✓	✓	✓	✓
26	11977	Nurul Eyma	P	✓	✓	✓	✓	✓	✓
27	11978	Nurul Isnaeni Asirah	P	✓	✓	✓	✓	✓	✓
28	11979	Rini Hamzah	P	✓	✓	✓	✓	✓	✓
29	11980	Risqal	L	✓	✓	✓	✓	✓	✓
30	11981	Serlianti	P	✓	✓	✓	✓	✓	✓
31	11983	Zulfirah Afrilia Kartika	P	✓	✓	✓	✓	✓	✓

Mengetahui,
Kepala SMP Negeri 2 Takalar



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NIP. 19720818 200312 2 009

Peneliti



Naimatunisa
NIM 10535543313



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Naimatunisa
 NIM : 10535 5433 13
 Judul Penelitian : The Effect of AWT (Ask, Write, Throw) Technique on Students' Writing Ability (A Pre-Experimental Study at the Seventh Grade Students of SMP Negeri 2 Takalar)
 Tanggal Ujian Proposal : 16 September 2017
 Tempat/Lokasi Penelitian : SMP Negeri 2 Takalar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Rabu, 27 September 2017	Mengantar Surat Izin Penelitian	Hj. Nuramin, S.Pd., M.Pd.	
2	Kamis, 28 September 2017	Perkenalan dengan Guru Pamong	Hj. Suniar, S.Pd., M.AP.	
3	Sabtu, 30 September 2017	Pre Test	Hj. Suniar, S.Pd., M.AP.	
4	Sabtu, 07 Oktober 2017	Treatment	Hj. Suniar, S.Pd., M.AP.	
5	Selasa, 10 Oktober 2017	Treatment	Hj. Suniar, S.Pd., M.AP.	
6	Sabtu, 14 Oktober 2017	Treatment	Hj. Suniar, S.Pd., M.AP.	
7	Selasa, 17 Oktober 2017	Treatment	Hj. Suniar, S.Pd., M.AP.	
8	Sabtu, 21 Oktober 2017	Post Test	Hj. Suniar, S.Pd., M.AP.	
9				
10				

.....2017

Mengetahui,

Ketua Jurusan

Ummi Khaerati Syam, S.Pd., M.Pd.
 NBM: 977 807

Pimpinan/Kepala Sekolah

NIP 19710818 200312 2 009



PEMERINTAH KABUPATEN TAKALAR
DINAS PENDIDIKAN
SMP NEGERI 2 TAKALAR

Alamat : Jln. H. M. Dg. Manjarungi Tlp.(0418) 21129 Takalar

SURAT KETERANGAN PENELITIAN

Nomor : 171 /Disdik/SMPN.2/XI/2017

Yang bertanda tangan dibawah ini, kepala SMP Negeri 2 Takalar Provinsi Sulawesi Selatan menerangkan bahwa:

Nama : **NAIMA TUNISA**
Tempat / Tanggal Lahir : Takalar, 06 April 1995
Jenis Kelamin : Perempuan
Pekerjaan : Mah. FKIP UNISMUHI Makassar
Alamat : Jl. Jend. Sudirman Kel. Pattallassang Kec. Pattallassang
Kab. Takalar

Telah melaksanakan penelitian pada SMP Negeri 2 Takalar, dalam rangka penyusunan *Skripsi* dengan judul "*The Effect Of AWT (Ask, Write, Throw) Technique On Students' Writing Ability (A Pre Experimental Study At The The Seventh Grade Students Of SMP Negeri 2 Takalar*"

Yang dilaksanakan pada tanggal 30 September s/d 30 November 2017

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya



4 Desember 2017

Kepala Sekolah

Hj. NURMIN, S.PdI.,M.Pd

NIP. 19720818 200312 2 009

CURRICULUM VITAE



Naimatunisa was born on April 6th, 1995 in Pari'risi. She is the third child and only has one brother and two sisters from marriage couple of Wagiman and Rubiati, her beloved parents. She began her education at play group at TK Pertiwi Takalar in 2000 and graduated in 2001. She as a student of elementary school at SDN No. 1 Center Pattallassang in 2001 and graduated in 2007. In the same year she registered as a student in SMP Negeri 2 Takalar and graduated in 2010. Then, she continued her education in SMA Negeri 3 Takalar and graduated in 2013. Next, the researcher decided to continue her study at English Department of Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis entitled “*The Effect of AWT (Ask, Write, Throw) Technique on Students’ Writing Ability (A Pre-Experimental Study at the Seventh Grade Students of SMP Negeri 2 Takalar).*”