

**TEACHING WRITING DESCRIPTIVE TEXT BY IMPLEMENTING  
THINK ALOUD TECHNIQUE  
(A Classroom Action Research At The Eighth Grade Students of SMP.N 12 Langsa  
In The Academic Year of 2016-2017)**

**THESIS**

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**STATEMENT OF APPROVAL**  
**TEACHING WRITING DESCRIPTIVE TEXT BY IMPLEMENTING**  
**THINK ALOUD TECHNIQUE**  
**(A CLASSROOM ACTION RESEARCH AT THE EIGHTH GRADE**  
**STUDENTS OF SMPN.12 LANGSA IN THE ACADEMIC YEAR OF**  
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Putri Soraya

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**THE EFFECTIVENESS OF USING CONTEXTUAL VIDEO  
TO IMPROVE LISTENING COMPREHENSION SKILL  
OF NARRATIVE TEXTS**

**(An Experimental Research at the Second Grade of SMA. N 1 Langsa  
in the Academic Year of 2016/2017)**

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## ABSTRACT

Writing is an important skill in English material which must be mastered by all students especially for junior high school. SMP Negeri 12 Langsa is one of school chosen for being a research. The research in that school focused on mastering descriptive text as one of writing material. The students can not master well descriptive text. Therefore, the writer should have a new alternative technique to teach writing of descriptive text. One of alternative technique is think aloud technique that can be applied in teaching learning. The researcher aimed to elaborate classroom action research as one of research types used in this research. It could be realized by a teacher in which involved a group of students to improve the teaching and learning process, especially in writing skill. The researcher used quantitative and qualitative data form to analyze the data. The data was collected from interview, observation, and test. Observation was aimed to see and know the condition of class and students during learning process. Test was used to know students achievement, so the researcher can know the students improvement and achievement in mastering descriptive text. The technique used by the researcher in this study is think aloud technique . The results of this study indicate that think aloud can improve the students writing skill of descriptive text at VIII grade students of SMP Negeri 12 Langsa the academic year of 2016/2017 based on the result of the research was done two cycles (cycle 1 and cycle 2). It can be taken the conclusions that there was good significance. The students writing skill of descriptive text improved after being taught by using think aloud technique. The implementation of think aloud technique as a learning aid to improve the students writing skill of descriptive text was very effective. It was supported by significance result of the students average in pre-cycle was 64.3 and observation checklist students' got 52% because the students' still confused about the material. In cycle 1 began used think aloud to improve students writing skill of descriptive text got average was 72.64 and observation checklist students' got 72%. In the cycle 2, the students' more understood and enthusiastic in learning process and got average was 77.77 and observation checklist students' got 88%. These proven that the students' participation in writing descriptive text had improved after taught by using think aloud technique.

*Keywords: Think aloud technique, writing skill, and descriptive text.*



## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English is one of an interactional languages which has an important role in the world. In some countries the power language is the official language which is used for government, education, commerce and international communication. In Indonesia English is a foreign language that is taught from elementary school to university. English is a foreign language used as a medium of instruction at school, many students think that English is the most difficult subject.

Hordvanced stated that language is the most important means of communication. It has many roles such as to communicate with the others, to make a relationship, to give information, to express our felling, etc. Language is the key of communication, so by using language will help us to make easy our life.<sup>1</sup>

The goal of teaching and learning English is to produce and to comprehend language that are spoken and written. Some people think that a successful English learner is a person who can speak English fluently. They do not know that a person who is said a success English learner is a person who is master in all of English skills.

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<sup>1</sup> Hordvanced. A. S. *Learners Dictionary of Current English*. (New york: Oxford University Press, 1995), P.287.

There are four main skills in English: those are listening, speaking, reading, and writing. Reading and listening are called as receptive skill. While writing and speaking are called productive skills.<sup>2</sup> Writing which belongs to productive skill means that process in which the writer produces something that the content is about writer's thoughts, feelings, and or ideas.

Writing is still being one of difficult skills to be mastered and it is a complex activity. It requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in written form as a mean of communication.

Carroll stated “ the most important invention in human history is writing. Since it provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our contemporaries, but also with future generation”.<sup>3</sup> In other words, writing is important to be learnt and to be mastered because it can record the information or messages that the writer wants to share to other people, not only for people in the country but also peoples in the world. How we can share our written text to people in the world without having ability in writing using foreign language or English. Therefore, writing is one important skill that should be mastered by students if they want to master English in general.

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<sup>2</sup> Jeremy, Harmer. *Longman Handbooks for Language Teachers.*( Essex, England: Longman 1991),P. 44.

<sup>3</sup> Robert, T. Carroll. *Student Success Guide-Writing Skills.* (Usa: Longman,1990),P.117.

In order to make writing more interesting, good strategies are needed. According to Munadi, to select the appropriate strategy, the teacher must consider the characteristics of the students, which directly related to the learning process such as verbal abilities, visual and audio perception skills. Other factors which also ought to be considered in strategies selection come from our instructional system model, that is, the organization of groups, the time available and the space in which the media will be used.<sup>4</sup>

According to oshima and hogue descriptive writing appeals to the sense, so it tell how something looks, feels, smells, tastes, and or sounds. Didi sukyadi stated in their article that teaching is able to cover those state need think aloud. Think aloud is not a new product of education research even though its effectiveness toward students' learning is still being investigated. The history of the use of think aloud began in psychological research. The think aloud is developed from an old method called *Introspection Method* whose idea is that a student can observe events that take place in consciousness, more or less as one can observe events in the outside world.<sup>5</sup>

Think aloud also provided the data that can be interrogated and investigated by teacher in the clases.<sup>6</sup> Then, according to the problems encountered in students writing and strength of think aloud to overcome them, the writer put his interest on conducting a research focusing on the use think aloud.

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<sup>4</sup> Yudhi, Munadi. *Media Pembelajaran Sebuah Pendekatan Baru*.(Ciputat: Gaung Persada Press 2008), P. 255.

<sup>5</sup> Marteen W.van Someren,F.Barnard, and Jacobiin A.C. Sanberg, "*The Think Aloud: A Practical Guide to Modelling Cognitive Process*", (London, Academic Press, 1994), P.38.

<sup>6</sup> Maarten W. Van Someren, et. Al, "*The Think Aloud: A Practical Guide to Modelling Cognitive Process*....",P. 31.

Sharok Jahadar et al, stated that think aloud is a technique used in an interview context to students' better view of mental process in which readers are engaged in writing process.<sup>7</sup>

Think aloud technique is one of teachers' techniques in teaching writing. In fact, based on the writer experience, the teachers of SMP.N 12 Langsa have difficulty in applying their strategy to improve students' writing ability. The students at the eighth grade, has less ability in understanding and making sentences about descriptive text. Based on the problem above the writer will implement think aloud technique to improve students' writing skill at the eighth grade of SMP.N 12 Langsa. The writer wants to know whether implementing think aloud as a technique in teaching writing can develop students' creativity and writing ability by using their imagination.

Based on the fact above, the writer will conduct classroom a action research to increase the students' writing skill through think aloud as a teaching technique. The writer hopes that by think aloud, students will be active as participants and they have more chances to expresstheir minds, ideas and imagination. They will feel something new and different from what they usually get in their class. This technique is expected to help the students in generating ideas before writing.

As for the type of text being studied by the eighth grade students of SMP.N 12 Langsa varies greatly, therefore the writer also limit the study to be more effective,the writer chooses one of the types of text that is descriptive text. The writer also considers at students are not able to write the descriptive text.

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<sup>7</sup> Shahrokh Jahadar, Morteza Khodabandehlou, Gohar Seyedi, and Reza Mousavi Dolat Abadi, "The Think-Aloud Method in EFL Reading Comprehension" *International Journal of Scientific and Engineering*, Vol.3, No.9, 9<sup>th</sup> September 2012,P.1.

They do not understand the form of writing descriptive text. Therefore, the writer is eager to know the influence of think aloud toward the students' ability in writing descriptive. The research that is going to be conducted entitled : *Teaching Writing Descriptive Text By Implementing Think Aloud Technique ( A Classroom Action Research At The Eighth Grade Students of Smp.N 12 In The Academic Year of 2016-2017 ).*

### **B. Research Question**

Based on the background of study above, the writer write the reseach question is formula as follow:

Does *think aloud* technique improve the students' ability in writing descriptivie text?

### **C. Purpose of Study**

Based on the research problem above, the objectives of the research is to find out whether *think aloud* technique improve the students' ability in writing descriptive text.

### **D. Significant of study**

#### a. Theoritically

The result of this study is expected to give contribution for the teachers as feed back to improve their strategy in teaching English especially in writing achievement of descriptive text.

The writer hopes that the result of this study is expected to give feedback to motivate the students' to get a good result especially in writing descriptive text.

b. Practically

This research is expected to be used as a reference in conducting further research in the same field. The result of this study can be used as a reference for teachers to increase knowledge in the teaching process and increase knowledge in English learning.

a. For school

Think aloud can be used not only in teaching English in general, yet it can be used in teaching other lessons that emphasize on the process rather than the product. The finding is hopefully useful as informative data focusing on the appropriate teacher's technique in English class.

b. For the readers in general

This research is expected to give contribution of any value to the other writers in conducting further research of a similar topic.

## **E. Terminology**

To avoid misunderstanding about the terms in this research, the term of this research are defined as follows:

a. Writing

Writing is one of English skills. It is an act of communication in which people make marks on a paper surface or other in the form of

graphic symbols: that is letters or combinations of letters which relate to the sound that the learners make when they speak, to make meaning.<sup>8</sup>

b. Descriptive text

It is a genre that has social function to describe a particular person, place or thing.<sup>9</sup>

c. Think aloud

Think aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text.<sup>10</sup>

## G. Previous Study

Studies relating to the implementation think aloud in teaching Reading has been done by researchers in many countries including in Indonesia like Eneng Uswatun Hasanah.<sup>11</sup> In the study, she chose students in Indonesia that is students of EFL as the object of research. Students of 10<sup>th</sup> grade from a state senior high school in Banten Province is chosen as her research sample. The purpose of her research was to find out whether the think aloud protocol given in reading will give a significance difference. She compare think aloud with conventional technique used by

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<sup>8</sup> Hornby, A. Sidney. *Oxford Advance Learner's Dictionary*. (England: Oxford University Press 1974), P. 994.

<sup>9</sup> Peter knapp & megan watkins, genre, text, grammar (sydney: UNSW, 2005), P. 27.

<sup>10</sup> Bauman, Jhones. *Oxford Advanced Learner's Dictionary of Corrent English*, (Oxford University Press 1983), P.112

<sup>11</sup> Eneng Uswatun Hasanah " Scaffolding Students' Reading Comprehension with Think aloud Strategy" accesed on 9<sup>th</sup> January 2014 from [http://file.upi.edu/Diretori/FPBS/JUR.PEND.BAHASA\\_INGGRIS/196706091994031\\_DIDI\\_SUKYADI/Scaffolding reading.pdf](http://file.upi.edu/Diretori/FPBS/JUR.PEND.BAHASA_INGGRIS/196706091994031_DIDI_SUKYADI/Scaffolding%20reading.pdf).P.3

a teacher in the students of 10<sup>th</sup> grade from a state senior high school in Banten.

Uswatun stated in the researcher that while think aloud protocol enable students to conduct before, during, and after-reading activity that help students to increase their comprehension. The conventional technique simply led the students to read the text, translate, and then answer the questions related to the text.

Samples in her research is put in two classes namely experimental and control group. Pre-test as well as post-test were distributed to each class. Beside the test, researchers also distributed Metacognitive Awareness of Reading Strategies Inventory (MARSIS) questionnaire. The test was intended to check the influence of think aloud towards students' reading comprehension, while the questionnaire was used to analyze students' strategy to help themselves in understanding a text.

The next study is conducted by Leslie Oster. In this study, Oster chose high school learners as the participants. The first thing Oster did in the research was modelling think aloud in the front of the class. Oster told students some of things that readers should consider in their writing which are: what they notice information they think might be important, facts and possible facts about characters or the story-things they are figuring out, predictions what might happen next, questions they have about words or phrases, or about what characters do or say, and personal reactions-how they feel about what the character did or what happened in the story.



After the process was done, Oster discussed his think aloud he just did with students in the class. Oster told the students what kind of comments he had made, and which of comments could help him understand the story.

Next, Oster conducted think aloud in class, in pair, and at last individually. By conducting think aloud, Oster revealed that think aloud can trigger students to give more advanced interpretation such as the meaning of a metaphor. Moreover, think aloud can help students to relate students' background knowledge with a text.<sup>12</sup>

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<sup>12</sup> Leslie Oster, "Using Think-Aloud for writing Instruction", *The writing Teacher*, Vol.55, No.1, 1st September 2001, P.64.

## CHAPTER II

### LITERATURE REVIEW

#### A. Writing

##### a. Definition of Writing

There are many definitions of writing available in literature. Writing is one of English skills. It is an act of communication in which people make marks on a paper surface or other in the form of graphic symbols: that is letters or combinations of letters which relate to the sound that the learners make when they speak, to make meaning.<sup>13</sup>

Writing is a type of thinking. It means that writing is an action of process to clarify ideas, issues, events, feeling or thinking to the others through written form. Its believed that ability to able to write is a special talent. Yakhontova states that writing is a complex process that require a number of various skill.<sup>14</sup> Futhermore, Ken stated that writing and its product; text was a communication way through mechanical and systematical process in order to transfer idea from one to another.<sup>15</sup> In addition, Jeremy mentioned that writing involve planning what we are going to write. First, drafting it. Then reviewing and editing what we have written and producing a final version.<sup>16</sup> Finally it can be summarized that writing is a complex process that need a number of various skill and it also consist

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<sup>13</sup> Hornby, A. Sidney. *Oxford Advance Learner's Dictionary*.( England: Oxford University Press 1974), P.994.

<sup>14</sup> Yakhontova, *English Academic Writing: for Students and researchers* (2003),P. 18

<sup>15</sup> Ken Hayland, *Teaching and Researching Writing* ( Harlow: Pearson Education, 2002),P.7.

<sup>16</sup> Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson Education, 2004),P.5.

of standardized system of processes planning, drafting, editing and making final version.

Writing is described as the use of the visual medium to manifest the graphological and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usage. But of course, writing is not just a production of a sequence of English sentences. The sentences can be used to create a discourse and each sentence takes on a particular value as a part of this discourse. In this case, writing can be said as the act of making up correct sentences and transmitting them through the visual medium as marks on paper. This kind of activity is called composing (writing as usage).

Writing as use can be said to be receptive in the sense that it proceeds by reference to the writer's own interpretation of what has preceded and to the writer's assessment as to how what has been written and is being written will be received by the reader.<sup>17</sup> According to Longman Dictionary, writing means the activity of creating pieces of written work, such as stories, poems or articles.

Byrne stated that we produce a sequence of sentences arranged in a particular order and linked together in certain ways.<sup>18</sup> The sequences maybe very short-perhaps only two or three sentences but, because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a 'text'. Writing also involves the encoding of a message

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<sup>17</sup> Weisman, Herman M. 1980. *Basic Technical Writing* (Ohio: A Bell & Howell Co, 1980),P.63.

<sup>18</sup> Donn, Byrne. *Teaching Writing Skills*. (New York: Longman, Inc, 1997).P,1.

of some kind : that is, we translate our thoughts into language. Hughes stated that the best way to test people's writing ability is to get them to write.<sup>19</sup>

From several definitions of writing in the previous section, it can be concluded that writing means the activity of creating pieces of written work, a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others into language that linked together in certain ways and form a coherent whole in its purposeful selection and organization of experience and also as the production of sentences as instances of usage.

#### **b. Writing Skill**

Heaton stated that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.<sup>20</sup>

- 1) Language use: the ability to write correct and appropriate sentences;
- 2) Mechanical skills: the ability to use correctly those conventions peculiar to the written language - e.g. punctuation, spelling;
- 3) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;

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<sup>19</sup> Arthur, Hughes. *Testing for Language Teachers*. (Cambridge: University Press, 2003), P.75.

<sup>20</sup> Heaton, J.B.. *Writing English Language Tests*. (New York: Longman, Inc, 1975), P.175.

- 4) Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;
- 5) Judgment skills; the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Brown states there are 12 micro skills for writing. They are as follows:<sup>21</sup>

- 1) Producing graphemes and orthographic patterns of English;
- 2) Producing writing at an efficient rate of speed to suit the purpose;
- 3) Producing an acceptable core of words and use appropriate word order patterns;
- 4) Using acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules;
- 5) Expressing a particular meaning in different grammatical forms;
- 6) Using cohesive devices in written discourse;
- 7) Using the rhetorical forms and conventions of written discourse;
- 8) Appropriately accomplishing the communicative functions of written texts according to form and purpose;
- 9) Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
- 10) Distinguishing between literal and implied meaning when writing;

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<sup>21</sup> Brown, H, Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy*. (New York: Addison Wesley,2001), P.343.

- 11) Correctly conveying culturally specific references in the context of the written text;
- 12) Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

**c. Writing Process**

A process is a sequence of operations or actions by which something is done. In writing, writers are supposed to know the process thoroughly. Then, they divide it into steps or stages. Finally, he needs to explain each step into details so that readers will see how it works. Writing process refers to everything a writer does from the moment he or she starts thinking about what to write until the final copy is completed. This process emphasizes on ideas to write down as well as the form in which the ideas are written down.

According to Hedge Writing Process Approach is an approach to teach writing that allows students to write their own ideas with their own process.<sup>22</sup> The writing process approach includes five steps: pre writing, drafting, revising, editing and publishing. The steps are not separated and not happen in a sequence. But, they might occur at the same time. Some people may edit as they revise a draft, while others edit when the whole draft is completed. Still, others revise as they draft. As the term suggests, the teaching of writing focuses on

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<sup>22</sup> Tricia.,Hedge. *Writing: Resource Books for Teachers*. (Oxford: University Press, 1988), P. 20-22.

what goes on when learners write and what the teacher can do to help the learners get into a good writing.

#### **d. Writing Assessment**

There are two different approaches for assessing writing ability according to Weir.<sup>23</sup> Firstly, writing can be divided into discrete levels, e.g., grammar, vocabulary, spelling, and punctuation, and these elements can be tested separately by the use of objective tests. Secondly, more direct extended writing tasks of various types could be constructed.

One example of direct writing task is controlled writing task. Free, uncontrolled writing would seem to be an invalid test of the writing ability required by most students. It is easier to extrapolate writing test when care is taken in specifying for each task: the media, the audience, the purpose and the situation in line with the target level performance activities.

When the task is determined more precisely in this manner it is also easier to compare performances of different students and to obtain a greater degree of reliability in scoring. If the writing task is uncontrolled, examinees may also be able to cover up weaknesses by avoiding problems. By controlling the writing tasks, we might improve their validity and reliability.

There was a need for 'controlled' writing sub-tests in which the register, context and scope of the writing task were determined for the candidate. This would facilitate marking and allow more reliable comparison across students.

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<sup>23</sup> Weir, Cyril J. *Communicative Language Testing*. (Prentice: Hall Europe, 1990), P.58.

There are various types of stimuli that can be used in controlled writing tasks. Stimuli can be written, spoken or most effectively nonverbal, e.g., a graph, plans or drawing which the student is asked to interpret in writing.

According to Madsen a wide variety of writing tests are also needed to test many kinds of writing tasks that we engage in. There are usually distinct stages of instruction in writing, such as pre-writing, guided writing, and free writing.<sup>24</sup> Each stage tends to require different types of evaluation. Another reason for the variety of writing tests in use is the great number of factors that can be evaluated: mechanics (including spelling and punctuation), vocabulary, grammar, appropriate content, diction (or word selection), rhetorical matters of various kinds (organization, cohesion, unity; appropriateness to the audience, topic, and occasion); as well as sophisticated concerns such as logic and style. The list is enough to boggle the mind.

Madsen also says that there are some techniques for evaluating writing in its various stages, from pre-writing to free writing. For evaluating prewriting, they are as follows:<sup>25</sup>

1. Sentence combining: a common pre-writing task takes many forms.

We will look at just two of them: combining by adding a connective and combining by putting one sentence inside the other.

2. Sentence expansion is another kind of pre-writing evaluation. This can involve simply adding words such as adjectives and adverbs. Or it can require adding phrases and clauses.

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<sup>24</sup> Madsen, Harold S. *Techniques in Testing*. (Oxford: University Press, 1983), P.101.

<sup>25</sup> Madsen, Harold S. *Techniques in Testing*, P.102.



3. Sentence reduction, often provides a cue word to show how to begin the new phrase.
4. Copying (sometimes timed) can make students more aware of extended discourse and also of mechanics (especially punctuation and spelling).

For evaluating beginning writing, among the limited-response techniques is the task of simply changing questions to statements, thus ‘writing’ a paragraph. Several multiple-choice items are introduced to test mechanics (such as spelling and capitalization). Easy dictation passages can be given on material such as dialogs that students are already familiar with. Picture can also be used to cue the writing of short, easy paragraphs

In guided writing, Madsen explains that the objective is to check student ability to handle controlled or directed writing tasks. One way is to make certain kinds of changes in a story (text manipulation). Another is to expand the outline of an article. Another guided-writing test is dictation. Most teachers know about this technique, but few handle it properly. Actually, this is one of the easiest tests to use, and it gives very good information on the student’s language ability. But, this is true only if you prepare it right, present it right, and score it right.

Few teachers have students write without giving them a specific topic. One reason for this is that the skills used in telling a story are quite different from those used in making analogies or refuting arguments. We need to make sure that we are testing what we have taught. Also we need

to be certain that each student is performing the same kind of task. Otherwise, we cannot make a fair comparison of their writing. For these reasons, we have to provide clear and rather detailed guidelines for writing-even for advanced students.

The minimum criteria for the candidate's performance according to Heaton are as follows:<sup>26</sup>

**Basic Level:** No confusing errors of grammar or vocabulary; a piece of writing legible and readily intelligible; able to produce simple unsophisticated sentences.

**Intermediate Level:** Accurate grammar, vocabulary and spelling, though possibly with some mistakes which do not destroy communication; handwriting generally legible; expression clear and appropriate, using a fair range of language; able to link themes and points coherently.

**Advanced Level:** Extremely high standards of grammar, vocabulary and spelling; easily legible handwriting; no obvious limitations on range of language candidate is able to use accurately and appropriately; ability to produce organized, coherent writing, displaying considerable sophistication.

#### e. Types of Writing Performance

Brown also states that there are at least five types of classroom writing performance. The first is imitative or writing down. At the

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<sup>26</sup> Heaton, J.B.. *Writing English Language Test*. P.185.

beginning level of learning to write, students will simply write down English letters, words, and possibly sentences in order to learn the conventions of orthographic code. The second is intensive or controlled. A common form of controlled writing is to present a paragraph to students in which they have to alter

A given structure through out for example, the students may be asked to change all present tense verbs to past tense; in such a case, students may need to alter other time references in the paragraph. The next type is self-writing. The most salient instance of this category in classrooms is note taking, where students take notes during a lecture for the purpose of later recall. Diary or journal writing also falls into this category.

The last type is real writing. The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lay some combination of display and real writing. Three subcategories illustrate how reality can be injected: academic, vocational/technical or personal.<sup>27</sup>

From several definitions of writing in the previous section, it can be concluded that writing means the activity of creating pieces of written work, a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others into language that linked together in certain ways and form a coherent whole in its purposeful

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<sup>27</sup> Brown, H. Douglas. *Principle of Language Learning and Teaching* ( New York: Person Education,2000), P.112.

selection and organization of experience and also as the production of sentences as instances of usage. In conclusion, there are some aspects to be evaluated in writing activity according to some experts.

Some of them are: mechanics that relate to spelling, punctuation, handwriting, etc., contents that have relation with relevance, originality, logic, etc., word choices that include vocabulary, idiom, diction, etc., organizations that have something to do with paragraphs, topic and support sentence, cohesion, unity, etc., and grammar in relation to the rules for verbs, articles, pronouns, etc.

Since the subjects of the research are the eighth grade students of junior high school, they belong to intermediate level. In the intermediate level, it needs not too many aspects to be evaluated or it does not need too high standard of evaluation, as stated by Heaton The minimum criteria for the intermediate level are: accurate grammar, vocabulary and spelling, though possibly with some mistakes which do not destroy communication, handwriting generally legible, expression clear and appropriate, using a fair range of language, able to link themes and points coherently.<sup>28</sup>

## **B. Descriptive Text**

Descriptive writing is one of the writing texts. Descriptive writing is taught by teacher in order to make students know how to describe themselves and their surrounding although still in simply way.

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<sup>28</sup> Heaton ,J.B. *Writing English Language Test*,.....P.136.

Descriptive text is a kind of genre which paints a colorful picture of a person, place, thing or idea concrete and also vivid details. As stated by Abilene. "It should make the reader see, hear, smell. taste. and feel what the author is describing."<sup>29</sup>

The aim of description is to reveal character, set the scenes. and to establish the mood. The writer first should decide the topic that will he talked about specifically, because to understand the point of paragraph is not easy for the reader if it is not specified. Then the writer should create some sentences as supporting details that refer to the main idea. Those details will absolutely help the readers to make a better understanding of them to feel the text vividly.

The writer actually may not cheat what he/she describes because it would not be concrete anymore like "the purpose of descriptive writing itself that it should make description as well as concrete often prefers dynamic details to static on. However, the focus of descriptive writing is to make an object visualized for the readers, consequently there are so many adjectives that are usually used in it, for instance: "There are many red flowers in front of the class". It is appropriate to "its primary function of descriptive writing is called a creative writer" Weaver, Sometimes a descriptive writer is called a creative writer actually because he/she should

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<sup>29</sup> Abilene, K.. *Teaching writing using Pictures as Teaching Aid*. A Final Project; English department of UNNES: Unpublished,2004. P. 5

be able to stimulate the readers' sense in giving contribution to see, hear, taste, or smell what he/she is actually talking about.<sup>30</sup>

### **C. Think Aloud Technique**

#### **a. The Definition of Think Aloud Technique**

Think aloud is defined as a technique in which students verbalize their thoughts as they read.<sup>31</sup> In think aloud students are encouraged to recognize the differences between reading the words and comprehending the text by uttering about what they thought. This metacognition awareness is a crucial component of learning, because it enables learners to assess their level of comprehension and adjust strategies for a greater success.

Think aloud is a technique used in teaching writing at which the concern of this technique is to make student verbalize or say what is in their mind while they are writing the text. Think aloud will lead students to extend their understanding on the text and not merely on the words. Furthermore, it also will enable teachers to check and re-check whether students understand a text they are writing or not. Hence, it will lead teachers to find most appropriate ways in teaching writing.

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<sup>30</sup> Wright, A *Visual Material for the Language teacher*. (London: Longman Group Ltd.1976), P.98.

<sup>31</sup> Bauman, John. *Oxford Advanced Learner's Dictionary of Current English*: (Oxford University Press,1983),P. 45.

## **b. The History of the use of Think Aloud Technique**

Think aloud is not a new product of education research even though its effectiveness toward students' learning is still being investigated. The history of the use of think aloud began in psychological research. The think aloud is developed from an old method called *Introspection Method* whose idea is that a student can observe events that take place in consciousness, more or less as one can observe events in the outside world.<sup>32</sup>

Marteen and Jacobiin stated in their book that in 1992, Tichener conducted an research and went as far as to claim that the events in consciousness were the actual object of psychology in contrast to the outside world which is the object of the natural sciences. In this view, psychologists study the type of events that take place in human consciousness and their casual structure just as other scientists study the events that occur in the outside world.

By the end of 1960s, the interest in internal cognitive processes grew very fast and thereby the interest in this method. A *major* result was the work by Newell and Simon who used the think aloud protocols in combination with computer models of problem solving processes to build very detailed models.

Using this methodology, Newell and Simon were able to explain protocol data from a theory of human memory and assumption about knowledge that subjects could bring to bear a task. That is work had a major influence, because it showed that very detailed explanations of verbal data can

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<sup>32</sup> Marteen W. van Someren, F. Barnard, and Jacobiin A.C. Sanberg, "*The Think Aloud: A Practical Guide to Modelling Cognitive Process*", (London: Academic Press, 1994), P.38.

be obtained. Although many psychologists were skeptical, the method gained more and more acceptance especially in the period from 1980.<sup>33</sup>

### c. **The Procedure in Conducting Think Aloud Technique**

In order to apply the think aloud effectively in the class, there are some procedures to be done. Many experts have their own procedure in conducting. In the book of *The Think Aloud Controversy in Second Language Research*, Melissa A. Bowels stated the procedures on conducting think aloud.<sup>34</sup> They are:

1. Provide the students with a clear instruction of think aloud in a plain language
2. Give students first or two sentences of think aloud instructions reiterates why students being asked to think aloud. For instance, “In this chance, I am interested in what you think about when you complete these task. In order to find out, I am going out to ask you to think aloud as you work through the mazes”.
3. Provide the students with a verbalization instruction. The verbalization instructions should detail specifically what the teacher intend the students to do. Minimally, this set of instruction should include a description of what is meant by think aloud the language students are

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<sup>33</sup> Marteen W. van Someren, F. Barnard, and Jacobiin A.C. Sanberg, “*The Think Aloud: A Practical Guide to Modelling Cognitive Proces...*”, P.40.

<sup>34</sup> Melissa A. Bowels, “*The Think Aloud Controversy in Second Language Research*,” (New York, Routledge, 2010) P.113.



allowed to use to verbalize their thoughts, and the level of detail and reflection required in the think aloud.

#### **d. The Strengths and Weaknesses of Think Aloud Technique**

Every technique has its own strength and weakness and so does the think aloud. Knowing the strength and the weakness of a technique is a must for a teacher as there is no perfect technique that is applicable in every condition and situation. By knowing the strengths and weaknesses of a technique we can calculate and adapt the most appropriate technique with the situation where we are teaching. The strengths and the weaknesses of think aloud will be explained as follow:

According to Jahadar, one of benefits of think aloud is that it enables student to assess their own comprehension in reading.<sup>35</sup> By conducting think aloud, students are able to know how deep their understanding toward a text, and hence they can make their own reading strategy for greater success. Moreover, Jahadar also states that by talking about their own strategy, students gain insights into the complexities of reading, and hence expand their understanding of what it means to be a “good reader.”

Another researcher, Elizabeth Charters, stated that think aloud will enable the teacher to see a detailed picture of students’ thought process and

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<sup>35</sup> Shahrokh Jahadar, Morteza Khodabandehlou, Gohar Seyedi, and Reza Mousavi Dolat Abadi, “The Think-Aloud Method in EFL Reading Comprehension” *International Journal of Scientific and Engineering*, Vol.3, No.9, 9<sup>th</sup> September 2012, P.1.

also help the teacher to highlight individual differences in response to a text.<sup>36</sup> Moreover, Charters also mentions that the think aloud technique will provide a data that are thoroughly reliable as a source of information about thought process. From the two opinions proposed by Jahadar and Charters, it can be concluded that think aloud has several advantages that is mainly about thought process.

The thought process that commonly hardly to be seen in learning process, can be analyzed by using think aloud. Think aloud enables students to express their thinking process they have in their mind while they are writing a text. Thus, for teachers, think aloud will give a reliable data that can be used for analyzing students difficulty in writing activity, it will give them information about their difficulties so that they can make their own strategy for their writing activity.

From the previous think aloud studies above, it can be seen that think aloud surely give students chance to understand a text better. think aloud enables students to relate the text they are writing with their background knowledge. Also, it help students to use a good reader's technique.

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<sup>36</sup> Elizabeth Charters, "*The use of Think Aloud in Qualitative Research; An Introduction to Think Aloud Methods*", *Brock Education*, Vol.12, No.2, 2003, P.69.

## CHAPTER III

### RESEARCH METHOD

#### A. Location and Time of the Research

Location of research is a place where a research is done. This classroom action research took place at SMP.N 12 Langsa which is located on Alue Brawe kec. Langsa Lama. The writer chose this setting because the geographical location is easy to reach. The students at the eighth grade also has the less ability in understanding and making sentences about descriptive text. The research carried out from 04 January to 25 January 2017.

#### B. Population and Sample

Population is a group about which the researcher is interested in gaining information and drawing conclusion.<sup>37</sup> The population of this study is the eighth grade students of SMP.N 12 Langsa which consisted of 100 students in the academic year of 2016/2017. The writer chose the students at the eighth grade as the population because they have ever been thought English from seventh grade, so they have had basic competence in learning English.

A sample is a group of people, thing or place where data is collected. A sample is actually a part, which is considered as a

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<sup>37</sup> Saleh, M. *Pengantar Statistik*. (Semarang : Ikip Press,2004), P.227.

representative of a population.<sup>38</sup> In this study, the writer selected one class as a sample from population.

### **C. Kind of Research**

In this research, the writer applied classroom action research. Classroom action research begins with a question or questions about classroom experience, issues, or challenges. It is a reflective process which helps teachers to explore and to examine aspects of teaching and learning and to take action to change and to improve students' achievement in teaching learning process.

Action research is the name given to a series of procedures in which teachers can engage in either they wish to improve aspect of their teaching or to evaluate the success and appropriacy of certain activities and procedures.<sup>39</sup> The writer did the research in teaching learning process to know the situation in the classroom. It is a small-scale classroom research implemented by teacher and directed at improving learning outcomes.

Action research is about the systematic study of attempts to improve educational practical actions and by means of their own reflection upon the effects of that action.

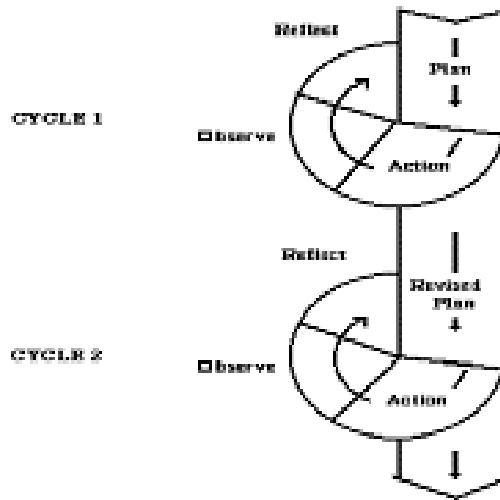
From the definition above, the writer concluded that classroom action research is the research that is done in teaching learning process to know the situation of students in learning process. In this research, the

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<sup>38</sup> Saleh, M. *Pengantar Praktik Pengantaran Bahasa*. (Semarang : Ikip Press, 2001), P.33.

<sup>39</sup> Jeremy, Harmer. *Longman handbook for procedure teacher*. (Essex, England : Longman, 2001), P.334.

researcher used Hopkins model of classroom action research. Hopkins model kind of action research consisted of four steps :<sup>40</sup>



## 1. Planning

In this step, the writer offered a new technique to improve students' writing skill. It was the implementation of think aloud as a learning technique. Beside that the writer also prepare materials that are going to be taught in the class, made lesson plans; prepare the form of observation in order the class can be observed well; prepare teaching aids, and test.

## 2. Acting

This step indicates the implementation of think aloud technique. The teacher carried out the lesson plan in the classroom step by step. It described the implementation of think aloud in class that can promote students' writing skill.

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<sup>40</sup> Hopkins ,David. *A Teacher's Guide to Classroom Research*. (Open University Press: Philadelphia,1993),P.165.

To obtain the purpose, the teacher had to create the classroom atmosphere as good as possible. In this case, the teachers took roles as a controller of the students' activities and also provided helps when they got difficulties in doing tasks.

### **3. Observing**

The writer was actively involved in this step. The writer was not only as the participant in the class but also as the observer. The writer observed the students' participation in the class. The students' writing skill improvement was observed directly by the writer through observing their active participation in discussion, doing exercise, and test result.

### **4. Reflecting**

After the writer do action of the teaching writing descriptive text, the writer evaluated both the process and the result of the implementation of think aloud technique in the class. The evaluation benefits to decide what the writer should do in the next cycle.

It was carried out to know the effect of think aloud in writing class. By analyzing the strength and the weakness of the implementation of think aloud technique, the writer can decide what the next action will be for the continuing improvement.

#### **D. Data Collecting Techniques**

This action research needs data to support the investigation. There are three methods used in this research to collect the data. They are performing achievement test, observation and interview.

There are two kinds of data, quantitative and qualitative data. The quantitative data were taken from the tests that were carried out before and after the cycles were implemented. The primary data was collected by using a test (written test) in each cycle, either in the form of the pre-test or the post-test.

##### **1. Test**

To get the data, the writer would precede the test that consisted of pre- test and post- test. The function of pre- test is to know how far the writing mastery of the students' before applying think aloud technique. And the function of post test to know the increasing of writing mastery after applying think aloud technique.

The writer needs a criteria of assesment in order to analyze data. In this research, the writer used an organized scoring test based on the main focus which is writing. The way of scoring the students' writing skill is based on the scoring rubric adapted from O'Malley which could be described in the following tables.<sup>41</sup>

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<sup>41</sup> J. Michael and Lorraine Valdez Pierce, O'Malley. *Authentic Assessment for English Language Learners, Practical Approach for Teachers.* (Massachussets: Addison- Wasley Publishing Company,1996),P.98

**Table III.1: Analytic Scoring Rubric of Writing**

| <b>Score Domain</b> | <b>Content</b>  |
|---------------------|---|
| 15-20               | Focuses on central ideas with an organized and elaborated text.                           |
| 10-15               | Central idea, but not as evenly elaborated and some deviations.                           |
| 5-10                | Not a focused idea or more than one idea, unclear elaboration and many deviations.        |
| 1-5                 | Not clear idea, little or no elaboration, and many deviations.                            |
| <b>Score Domain</b> | <b>Vocabulary</b>   |
| 15-20               | Purposefully chosen vocabulary, sentence variety, information and voice to affect reader. |
| 10-15               | Less precise vocabulary and less purposeful information                                   |
| 5-10                | Basic vocabulary and not purposeful selected; flat and inconsistent tone.                 |
| 1-5                 | Not controlled vocabulary, flat tone, halted or choppy sentence                           |



| <b>Score Domain</b> | <b>Syntax (Word Order)</b>   |
|---------------------|--|
| 15-20               | Standard word order, no enjambment (run on sentence), completeness (no sentence fragments), standard modifiers and coordinators and effective transitions. |
| 10-15               | Mostly standard word order, some enjambment (run-on line) or sentence fragment.  |
| 5-10                | Some non-standard word order, enjambment, (run-on line) and word omissions.  |
| <b>Score Domain</b> | <b>Grammar</b>   |
| 15-20               | Standard inflection (e.g. plurals, possessives, -ed, -ing, with verbs, and –ly with adverb), subject-verb agreement, and standard word meaning.            |
| 10-15               | Mostly standard inflection, agreement and word meaning   |
| 5-10                | Some error with inflection, agreement and word meaning   |
| 1-5                 | Shift from one tense to another, error in  |

|                     |  |
|---------------------|--|
|                     | conventions (them/those, good/well, double negative, etc).   |
| <b>Score Domain</b> | <b>Mechanic</b>  |
| 15-20               | Effective use of capitalization, punctuation, spelling and formatting (paragraph noted by indenting) |
| 10-15               | Mostly effective use of mechanic; error do not detract from meaning                                  |
| 5-10                | Some error with spelling and punctuation that detract from meaning                                   |
| 1-5                 | Misspell even simple words; little formatting evident.   |

Source : O'mally, J Michael Authentic Assessment For English Language Learners, Practical Approach For Teacher.1996

## 2. Observation

Besides doing the test, the writer would did a classroom observation. Observation is more then just looking and seeing. The task of observation is to be able to represent a social scene in a way is recognizable to the actors involved, is considered valid and a true representation of their action.

There are several types observation described by sugiyono, among others: participant observation, descriptive observation,

unstructured observation.<sup>42</sup> Here, the writer chose participant observation. In this observation, the researcher involved with the daily activities of students who are in observing pr being use as a source of research data.

### 3. Interview

Interview is a meeting of two person to exchange information and idea through and responses, resulting in communication and join construction of meaning about a particular topic.<sup>43</sup>

One of ways to get deep information in the classroom was by interview as the English teacher as a partner in the research and the students. It was to know the general description about the process of learning writing skill, students' situation in the learning activity, and the method or technique usually implemented by teacher in teaching writing descriptive text. The writer also interviewed the teacher and students to know their response toward the use of think aloud technique.

The writer chose semi – structured interview. It is a kind of in-depth interview, the implementation is more free than a structured interview, it is to find problems more clearly.<sup>44</sup>

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<sup>42</sup>Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Alfabeta: Bandung,Cet.Ke-16,2001), P.339.

<sup>43</sup> Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D* ,..... P.231.

<sup>44</sup> Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D* ..... P.340.

## E. Technique of Data Analysis

In this research, the writer used two ways in analyzing the data, they were :

### 1. Qualitative analysis

The observation of students and teacher's activities during the classroom and the interview before and after the classroom action research conducted were used as the qualitative data

### 2. Quantitative analysis

To analyze the quantitative data, first the writer measured the average or mean of students' achievement in writing descriptive text within one cycle. It was used to know whether the students' writing skill has improved. It use the formula as bellow: <sup>45</sup>

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

$\bar{X}$  : Mean

$\sum x$  : Total of students' score

n : Number of students'

Next, the writer tried to get the class percentage which passed the Minimal Mastery Level Criterion ( KKM) considering English subject gained score 75 at SMP.N 12 Langsa, the formula is :<sup>46</sup>

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<sup>45</sup> Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Pt Raja Grafindo Persada,2008),P.80.

<sup>46</sup> Anas Sudjiono, *Pengantar Statistik Pendidikan.....*P.43.

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

P : The Class Percentage

F : Total Percentage Score

N : Number of Students

Then after getting students mean score of test, the writer identified whether the students' improve their ability in writing descriptive text from pre- test up to post- test 1 in cycle 1, and post test 2 in cycle 2.

The writer use formula below to analyzed the data :

$$P = \frac{y1 - y}{y} \times 100 \%$$

P : Percentage of Students' Improvement

y : pre – test result

y1 : post- test 1

$$P = \frac{y2 - y}{y} \times 100 \%$$

P : Percentage of Students' Improvement

y : pre – test result

y2 : post- test 2



## **CHAPTER IV**

### **RESEARCH FINDINGS AND ANALYSIS**

#### **A. Profile SMP Negeri 12 Langsa**

SMP Negeri 12 Langsa is a junior high school located in Jl. Alue Berawe kec. Langsa Lama. This school contains 8 classes for each grade. SMP Negeri 12 Langsa has 350 students and 31 teachers. SMP Negeri 12 Langsa uses KTSP (Kurikulum Tingkat Satuan Pendidikan) in the teaching learning process. However, in its implementation there are some improvisations on it, such as in developing the material and assessment. SMP Negeri 12 Langsa enthusiastically encourages the students in English learning. Many activities are conducted to support English learning, that are intra-curricular activities and extracurricular activities.

#### **B. Description of the Implementation**

This chapter was on the implementation of the think aloud technique as a learning technique to improve students' ability in writing descriptive text. It was conducted through a classroom action research which consisted of several activities which include preliminary research, first cycle, and second cycle. Its purpose is to know students' improvement in writing descriptive text after being taught by using the think aloud technique. The researcher's results in every cycle are as follows:

## 1. Preliminary Research

### a. The Result of Students' Participation Preliminary Research

Preliminary research was held on Wednesday, January 04<sup>th</sup> 2017. There were 30 students as participants and 2 students absent. In this activity, the teacher taught English lesson to the students. It was done by Ms. Handayani, S.pd as an English teacher. The researcher only observed the classroom activity during the English lesson. First, she explained the material of English lesson, but only part of students did not pay attention to the teacher's explanation, they only spoke and joked with their friends. After that the teacher asked some questions to the students about the material. They did not respond and they were confused. The researcher observed the students' activities during teaching learning process.

**Table 4.1**

**The Students' Participation in Preliminary Research**

| No.                | Object of Observation   | Checklist |   |   |   |   | Score     |
|--------------------|---|-----------|---|---|---|---|-----------|
|                    |   | 1         | 2 | 3 | 4 | 5 |           |
| 1.                 | The students pay attention to the teacher's explanation.            |           |   | ✓ |   |   | 3         |
| 2.                 | The students ask questions to the teacher to clarify understanding. |           | ✓ |   |   |   | 2         |
| 3.                 | The students are enthusiastic in participating the lesson.          |           |   | ✓ |   |   | 3         |
| 4.                 | The students answer teacher's questions.                            |           | ✓ |   |   |   | 2         |
| 5.                 | The students are enthusiastic doing and complete the written test.  |           |   | ✓ |   |   | 3         |
| <b>Total Score</b> |   |           |   |   |   |   | <b>13</b> |



Explanation :

- 1) Poor : 0%
- 2) Fair : <20%
- 3) Average : 21-50%
- 4) Good : 51-74%
- 5) Excellent : > 75%

$$\begin{aligned}\text{Score} &= \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\% \\ &= \frac{13}{25} \times 100\% \\ &= 52\%\end{aligned}$$

According to the result of the students' participation above, it can be concluded that only part of the students who joined the class and gave their attention to the material well. Beside that, the students' English score was low. The researcher aware that the most of the students in class VIII 1 still had difficulties in English.

#### b. The Result of Students' Score in Preliminary Research

In the preliminary research, the researcher get the students' English score, the list of the students' English score is as follows:

**Table 4.2**

**The Students' English Score Test Preliminary Research**

| <b>No.</b> | <b>Students' Code</b> | <b>Score</b> |
|------------|-----------------------|--------------|
| 1.         | A-1                   | 60           |
| 2.         | A-2                   | 65           |
| 3.         | A-3                   | 75           |
| 4.         | A-4                   | 60           |
| 5.         | A-5                   | 60           |
| 6.         | A-6                   | 60           |
| 7.         | A-7                   | 65           |
| 8.         | A-8                   | 65           |
| 9.         | A-9                   | 65           |
| 10.        | A-10                  | 60           |
| 11.        | A-11                  | 60           |
| 12.        | A-12                  | 60           |
| 13.        | A-13                  | 65           |
| 14.        | A-14                  | 60           |
| 15.        | A-15                  | 65           |
| 16.        | A-16                  | 73           |
| 17.        | A-17                  | 60           |
| 18.        | A-18                  | Absent       |
| 19.        | A-19                  | 60           |
| 20.        | A-20                  | 80           |
| 21.        | A-21                  | 60           |
| 22.        | A-22                  | 60           |
| 23.        | A-23                  | 72           |
| 24.        | A-24                  | 60           |
| 25.        | A-25                  | 75           |
| 26.        | A-26                  | 63           |
| 27.        | A-27                  | 60           |
| 28.        | A-28                  | Absent       |
| 29.        | A-29                  | 60           |
| 30.        | A-30                  | 65           |
| 31.        | A-31                  | 65           |
| 32.        | A-32                  | 71           |
|            | <b>Total Score</b>    | 1929         |
|            | <b>Mean</b>           | 64.3         |
|            | <b>Highest</b>        | 80           |
|            | <b>Lowest</b>         | 60           |

Then from the result above, the researcher calculated the achievement of study used this formula: The average of the student results

$$= \frac{\text{The total of The Percentage}}{\text{The Number Of Students}} \times 100\%$$

**Table 4.3**  
**The Category of the Students' Score and Their Percentage in Preliminary Research**

| No. | Interval | Freq | Percentage | Category |
|-----|----------|------|------------|----------|
| 1.  | 85-100   | -    | -          |          |
| 2.  | 75-84    | 3    | 10%        |          |
| 3.  | <75      | 27   | 90%        |          |
|     |          |      | 100%       |          |

From the data above, there were 3 or 10 % of 30 students got good grade. There were 27 or 90 % of 30 students got fail grade. To know mean score of result of test, the researcher calculated the mean of test as follow:

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= 1929 \\ &= 64.3 \end{aligned}$$

Explanation :

M = the mean of score

$\sum x$  = the total of score

N = the sum of student number

From the result above, it can be seen that the average of the students' test result of preliminary research was 64.3. The highest score was 80 and the lowest was 60. The mean of students' English score was low. The result of the average score was 64.3. This score was still under from the minimum standard score

(KKM), it was 75. There were 27 or 90% of 30 students got fail grade and 3 or 10% of 30 student got good grade. The teacher intended to use think aloud technique to the next activity to make students interest and enjoy the learning process.

## 2. First Cycle

The first cycle was done on January 09<sup>th</sup> 2017. There were 31 students and 1 student absent. The students English score was not satisfied, so the researcher and the teacher decided to use think aloud technique. The treatment was focused on improving students' ability in writing descriptive text.

### a. Planning

In planning step, the teacher and the researcher prepared the teaching learning design, such as arranging lesson plan based on the teaching material, observation checklist, material paper, and evaluation test.

### b. Acting

The next action, the teacher conducted activities according to the schedule that was arranged in planning step. As acting, the teacher explained about the social function, language features, and generic structure of descriptive text. After that, the teacher gave an example of descriptive text and analyzed the language features of descriptive text. Then, the teacher implemented think aloud technique during learning process. The process of implementation of think aloud technique consists of four steps.

First, the teacher implemented think aloud using picture of people. The students were divided into 5 groups and given pictures then one of each groups

described by using body movement. The other groups tried to composed a descriptive text by their own sentences. Second, the teacher asked for students to write the task with discussion group. The students were divided into 5 groups, then each groups tried to fill in the blank by words. Third, students work with seriously in describe people of Sule. The last, each groups discussed to solve problem then composed a descriptive text based on the results of discussed.

After the teacher implemented think-aloud, the teacher did evaluation test for the first cycle individually.

c. Observing

1) The Result of Students' Participation in First Cycle

In this phase, the researcher tried to notice all activities in the classroom using observation checklist. It might be about the students' activities, class situation, and the students' responses. The score of observation were as follow:

**Table 4.4**  
**The Students' Participation in Cycle 1**

| No | Indicator  | Poor | Fair | Average | Good | Excellent | Total score |
|----|--|------|------|---------|------|-----------|-------------|
|    |  | 1    | 2    | 3       | 4    | 5         |             |
| 1. | Students' attendance   |      |      |         | ✓    |           | 4           |
| 2. | The students are enthusiastic in listening teacher explanation about think aloud technique in writing descriptive text |      |      | ✓       |      |           | 3           |
| 3. | The students practice to make descriptive text using think aloud technique through discussion in group                 |      |      |         | ✓    |           | 4           |

|                    |   |  |  |   |   |  |           |
|--------------------|---|--|--|---|---|--|-----------|
|                    |   |  |  |   |   |  |           |
| 4.                 | The students are brave to presentation the discussion |  |  | ✓ |   |  | 3         |
| 5.                 | The students more active in their group activity      |  |  |   | ✓ |  | 4         |
| <b>Total Score</b> |   |  |  |   |   |  | <b>18</b> |

Explanation :

- 1) Poor : 0%
- 2) Fair : <20%
- 3) Average : 21-50%
- 4) Good : 51 – 74%
- 5) Excellent : > 75%

$$\begin{aligned} \text{Score} &= \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\% \\ &= \frac{18}{25} \times 100 \\ &= 72\% \end{aligned}$$

| No. | Students' Code | Score |
|-----|----------------|-------|
| 1.  | A-1            | 75    |
| 2.  | A-2            | 75    |
| 3.  | A-3            | 78    |
| 4.  | A-4            | 75    |
| 5.  | A-5            | 60    |
| 6.  | A-6            | 75    |
| 7.  | A-7            | 78    |
| 8.  | A-8            | 60    |
| 9.  | A-9            | 74    |
| 10. | A-10           | 75    |
| 11. | A-11           | 75    |
| 12. | A-12           | 60    |
| 13. | A-13           | 76    |
| 14. | A-14           | 75    |
| 15. | A-15           | 60    |

|     |                    |        |
|-----|--------------------|--------|
| 16. | A-16               | 70     |
| 17. | A-17               | 70     |
| 18. | A-18               | 70     |
| 19. | A-19               | 75     |
| 20. | A-20               | 79     |
| 21. | A-21               | 75     |
| 22. | A-22               | Absent |
| 23. | A-23               | 74     |
| 24. | A-24               | 76     |
| 25. | A-25               | 76     |
| 26. | A-26               | 74     |
| 27. | A-27               | 80     |
| 28. | A-28               | 78     |
| 29. | A-29               | 60     |
| 30. | A-30               | 74     |
| 31. | A-31               | 75     |
| 32. | A-32               | 75     |
|     | <b>Total Score</b> | 2252   |
|     | <b>Mean</b>        | 72.64  |
|     | <b>Highest</b>     | 80     |
|     | <b>Lowest</b>      | 60     |

According to the result of the students' participation above, it can be seen the improvement of the students' in participating the lesson increase from 52% (Preliminary Research) to be 72% (Cycle 1). It means that the students have paid attention and enjoyed the lesson. But in asking and responding the question, the students ability still low.

## 2) The Result of Students' Score in First Cycle

After doing treatment to the students, the researcher calculated the result of the test in the first cycle. It was better than score in the preliminary research. It was because some of the students have enough understood the material on the descriptive text. The list of students' test score after treatment was as follow:

Then from the result above, the researcher calculated the achievement of study used this formula:

$$= \frac{\text{The total of The Percentage}}{\text{The Number of Student}} \times 100\%$$

**Table 4.5**  
**The Category of the Students Score and Their Percentage in Cycle 1**

| No. | Interval | Freq | Percentage | Category  |
|-----|----------|------|------------|-----------|
| 1.  | 85-100   | -    | -          | Excellent |
| 2.  | 75-84    | 19   | 61.29%     | Good      |
| 3.  | <75      | 12   | 38.71%     | Fail      |
|     |          | 31   | 100%       |           |

From the data above, there were 19 or 61.29% of 31 students got good grade. There were 12 or 38.71% of 31 students got fail grade. To know mean score of result of test, the researcher calculated the mean of test as follow:

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= \frac{2252}{31} \\ &= 72.64 \end{aligned}$$

Explanation :

M = the mean of score

Ex = the total score

N = the sum of student number

The calculation result showed that the average of students' test of the first cycle was 72.64. The highest score was 80 and the lowest score was 60. It was from 64.3 to be 72.64. The researcher concluded that students' writing skill of descriptive text was improved. But it was unsatisfied yet, because there were 12 or



38.71% of the total students still got under the minimum standard score (KKM). The problems faced by the researcher and the teacher in this cycle were some of the students still confused and difficult to express their ideas and words in written text although they understood what they heard. The researcher found the students had limited vocabulary. The result of their writing was also still disorganized on the content, organization, vocabulary, language use. So, the researcher had to continue to the next cycle.

#### d. Reflecting

The teaching had been done by the teacher and the students' respond was good, because the class was conducive. When the activity in progress, the students' work in learning process was good. It could be seen from the most of the students actively in joining the lesson and were able to appreciate the teacher's explanation. But it was found that the most of the students were passive and did not ask the teacher to clarify understanding. It was happened when the teacher tried to give some questions related to the subject to stimulate the students.

'The time management was very crucial factor in teaching learning process. When the students work in group needed a bit of longer time to do the task. So, the teacher tried to manage and provide time perfectly. The students' writing result was good enough. The students could explore the ideas what they have been to write. But grammatically, there were little wrong words. The students' average achievement in writing descriptive text was improved. It was from 64.3 to be 72.64. But it was unsatisfied yet, because there were 12 or 38.71% of the total students' still got under the minimum standard score (KKM). The

mean of the students' in first cycle was 72%. It means that the students' participation was good.

### 3. Second Cycle

The second cycle was done based on the result of reflection from the first cycle. This cycle was done on January 11<sup>th</sup> 2017. This activity was done like the previous research that was teaching and learning process of writing descriptive text using think aloud technique.

#### a. Planning

In this activity, the researcher as a teacher also prepared the teaching learning design, such as arranging lesson plan based on the teaching material, observation checklist, material paper, paper game, and evaluation test.

#### b. Acting

In the second cycle was done improvements in teaching descriptive text using think aloud that had not complete in the first cycle. First, the teacher implemented think aloud by using group. The students were divided into 5 groups and given pictures then one of each groups described by using body movement. The other groups tried to composed a descriptive text by their own sentences. In cycle 2 the writer not used group in implemented think aloud technique. The writer give written test for students with individually, and in this section the writer give place for material in write descriptive text, in first cycle the writer see students less focused in discussion with group, the writer want to know students

ability in writing descriptive text with personality. In cycle 2 the writer want to improve students creativity with implemented think aloud technique. After the writer implemented think aloud technique, the teacher did evaluation test for the second cycle individually.

c. Observing

1) The Result of Observation Checklist in Second Cycle

In the second cycle, the researcher observed the learning process to monitor the class situation and students enthusiastic using observation checklist.

The purpose of this activity was to evaluate the results, collect data, and monitor the teaching learning process. The score of observation were as follow:

**Table 4.6**  
**The Students' Participation in Cycle 2**

| No. | Indicator  | Poor | Fair | Average | Good | Excellent | Total score |
|-----|--|------|------|---------|------|-----------|-------------|
|     |  | 1    | 2    | 3       | 4    | 5         |             |
| 1.  | Students' attendance   |      |      |         | ✓    |           | 4           |
| 2.  | The students are enthusiastic in listening to teacher explanation about writing descriptive text |      |      |         | ✓    |           | 4           |
| 3.  | Students practice to make descriptive text   |      |      |         | ✓    |           | 4           |

|                    |   |  |  |  |  |   |           |
|--------------------|---|--|--|--|--|---|-----------|
|                    | using think aloud technique   |  |  |  |  |   |           |
| 4.                 | Students involvement very good in writing through think aloud technique |  |  |  |  | ✓ | 5         |
| 5.                 | The students become active in the Class                                 |  |  |  |  | ✓ | 5         |
| <b>Total Score</b> |   |  |  |  |  |   | <b>22</b> |

Explanation:

- 1) Poor : 0%
- 2) Fair : <20%
- 3) Average : 21 – 50%
- 4) Good : 51 – 74%
- 5) Excellent : > 75%

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Score}}{\text{Maximum}} \times 100\% \\
 &= \frac{22}{25} \times 100\% \\
 &= 88\%
 \end{aligned}$$

From the result of the observation checklist above, it was found different condition between first and second cycle. The students' participation was increasing from 72% (Cycle 1) to 88% (Cycle 2). It means that the students have more enjoyed and enthusiastic in learning process.

2) The Result of Students' Score in Second Cycle

The results of evaluation test in second cycle was as follow:

**Table 4.7**

**The Student' Score of Evaluation Test Cycle 2**

| <b>No.</b> | <b>Students' Code</b> | <b>Score</b> |
|------------|-----------------------|--------------|
| 1.         | A-1                   | 77           |
| 2.         | A-2                   | 77           |
| 3.         | A-3                   | 77           |
| 4.         | A-4                   | 78           |
| 5.         | A-5                   | 71           |
| 6.         | A-6                   | 77           |
| 7.         | A-7                   | 78           |
| 8.         | A-8                   | 75           |
| 9.         | A-9                   | 72           |
| 10.        | A-10                  | 77           |
| 11.        | A-11                  | 78           |
| 12.        | A-12                  | 77           |
| 13.        | A-13                  | 78           |
| 14.        | A-14                  | 77           |
| 15.        | A-15                  | 71           |
| 16.        | A-16                  | 86           |
| 17.        | A-17                  | 77           |
| 18.        | A-18                  | 86           |
| 19.        | A-19                  | 77           |
| 20.        | A-20                  | 86           |
| 21.        | A-21                  | 85           |
| 22.        | A-22                  | Absent       |
| 23.        | A-23                  | 77           |
| 24.        | A-24                  | 85           |
| 25.        | A-25                  | 77           |
| 26.        | A-26                  | 71           |
| 27.        | A-27                  | 77           |
| 28.        | A-28                  | 78           |
| 29.        | A-29                  | 71           |
| 30.        | A-30                  | 75           |
| 31.        | A-31                  | 78           |
| 32.        | A-32                  | 86           |
|            | <b>Total Score</b>    | 2411         |
|            | <b>Mean</b>           | 77.77        |
|            | <b>Highest</b>        | 86           |
|            | <b>Lowest</b>         | 71           |

Then from the result above, the researcher calculated the achievement of study used this formula: The average of the student results =

$$= \frac{\text{The total of The Percentage}}{\text{The Number of Students}} \times 100\%$$

**Table 4.8**

**The Category of the Students Score and Their  
Percentage in Cycle 2**

| No. | Interval | Freq | Percentage | Category  |
|-----|----------|------|------------|-----------|
| 1.  | 85-100   | 6    | 19.35%     | Excellent |
| 2.  | 75-84    | 19   | 64.52%     | Good      |
| 3.  | <75      | 12   | 16.13%     | Fail      |
|     |          | 31   | 16.13%     |           |

From the data above, there were 6 or 19.35% of 31 students got excellent grade, 20 or 64.52% of 31

Students got good grade, and 5 or 16.13% of 31 students got fail grade. To know mean score of result of test, the researcher calculated the mean of test as follow:

$$\begin{aligned} M &= \frac{\sum X}{N} \\ &= \frac{2411}{31} \\ &= 77.77 \end{aligned}$$

Explanation

M = the mean of score

$\sum x$  = the total of score

N = the sum of students number

The result showed that the average of students' test of the second cycle was 77.77. The highest score was 86 and the lowest score was 71. It was from 72.64 to be 77.77. The researcher concluded that students' writing skill of descriptive text was improved. In this cycle, the students' improvement of writing skill of descriptive text was improved in content, organization, vocabulary, language use. The teacher and the researcher concluded that the students' ability in descriptive text were improve after being given treatment using think-aloud technique.

#### d. Reflecting

In this cycle, the students' improvement in writing descriptive text was more significant. It could be seen from the average improvement score of the test and their enthusiastic in learning process. The students' average achievement in writing descriptive text was improved. The highest score was 86 and the lowest score was 71. It was from 72.64 to be 77.77. The mean of the students' participation in the second cycle was 88%. It means that the students' participation was excellent. The students' reached the minimum standard score (75) was 75% of the total students' in the research. From 32 students, 26 students' passed the test, 5 student was failed the test, and 1 student was absent. So, the teacher and the researcher decided to stop this cycle, because they concluded that the students' ability in writing descriptive text was improved from the pre-cycle until the second cycle.

### C. Analysis of the Whole Meetings

After the researcher implemented the use of think aloud in teaching writing descriptive text, the researcher got the data from each cycle. It was analyzed in each cycle, and then the researcher got the result of the classroom action research. The result of the research showed that there was significant improvement of the students' ability in writing descriptive text after taught using think aloud technique. It could be seen from the result of the test from the pre-cycle until the second cycle.

**Table 4.9**  
**The Result of Evaluation Test from Pre-Cycle until the**  
**Second Cycle as Follows :**

| No. | Cycle                | Mean  |
|-----|----------------------|-------|
| 1.  | Preliminary Research | 64.3  |
| 2.  | Cycle 1              | 72.64 |
| 3.  | Cycle 2              | 77.77 |

In the preliminary research, the mean result of the students' English score was 64.3. The highest score was 80 and the lowest score was 60. From the result above, the mean of the students' English score was low. The result of the average score was 64.3. This score was still low from the minimum standard score (KKM), it was 75. There were 27 or 90% of 30 students still got fail grade and 3 or 10% of 30 students got good grade. The mean of the students' participation during preliminary research was 52%. It means that the students' attention, participation, activity were good but it were still low.



In the first cycle, the mean result of the students' writing skill of descriptive text was 72.64. The teacher began to use think aloud in teaching descriptive text. It showed that there was some significant improvement in students' achievement. It was from 64.3 to be 72.64. The highest score was 80 and the lowest score was 60. The researcher concluded that the students' writing skill of descriptive text was improved. But it was unsatisfied yet, because there were 12 or 38.71% of the total students still got under the minimum standard score (KKM). The problems were face by the researcher and the teacher in this cycle were some of the students still confused and difficult to express their ideas and words in written text. But in teaching learning process, the students' paid more attention and joined the class enthusiastically.

The mean of the students' participation during first cycle was 72%. It means that the students' participation was good enough. In the second cycle, the mean result of the students' writing skill of descriptive text was 77.77. It was higher than previous cycle. It showed that the students' writing skill of descriptive text was improved. It was from 72.64 to be 77.77. The highest score was 86 and the lowest score was 71. The researcher concluded that the students' ability in writing descriptive text was improved. The mean of the students' participation during second cycle was 88%. It means that the students' participation was excellent It was passed the indicator of achievement (80%). It was higher 8% point than 80%.

From the description of the teaching learning process during the research above, it could be concluded that think aloud was effective to be implemented in teaching writing descriptive text.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusions

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. Based on the result of the research that had been done in two cycles in the research entitled “Teaching Writing Descriptive Text By Implementing Think Aloud Technique” in the Academic Year of 2016/2017, the researcher concluded that:

1. Think aloud technique can improve the students’ ability in writing descriptive text at the eighth grade students of SMP Negeri 12 Langsa in the academic year of 2016/2017 based on the result of the research was done two cycles (cycle 1 and cycle 2).
2. It can be taken the conclusions that there was good significance. The students’ ability in writing descriptive text improved after being taught by using think aloud technique. The implementation of think aloud as a learning aid to improve the students writing skill of descriptive text was very effective. It was supported by significance result of the students average in preliminary research was 64.3 and the students’ participation got 52% because the students’ still confused about the subject. In cycle 1 began used think aloud to improve students’ ability in writing descriptive text.

3. Got average was 72.64 and the students' participation got 72%. In the cycle 2, the students' more understood and enthusiastic in learning process and got average was 77.77 and the students' participation got 88%. These proven that the students' participation in writing descriptive text had improved after taught by using think aloud technique.

## **B. Suggestions**

From the conclusion above, there were some suggestions that are proposed by the writer:

1. For teacher
  - a. Think aloud technique is one of approach that can be applied on teaching writing.
  - b. The teacher can provide an attractive instrument in the implementation on think aloud so that the students can master the subject well.
  - c. Teaching learning using think aloud technique the teacher should be observe the participation and ability of the students.
2. For next researcher
  - a. The next researcher must have a theoretical framework in the assessment of student achievement to deliver research results and conclusions.
  - b. It would be better if the next researcher began applying think aloud to the students' imperfect senses.

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