

AN UNDERGRADUATE THESIS
THE EFFECT OF THINK-TALK-WRITE (TTW) STRATEGY
ON THE EIGHTH GRADE STUDENTS' ABILITY
IN WRITING DESCRIPTIVE TEXT
AT SMPIT WAHDATUL UMMAH METRO

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TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION STUDY PROGRAM

STATE ISLAMIC INSTITUTE OF METRO
1444 M/ 2023 H

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IN WRITING DESCRIPTIVE TEXT
AT SMPIT WAHDATUL UMMAH METRO**

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

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APPROVAL PAGE

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THE EIGHTH GRADE STUDENTS' ABILITY IN WRITING
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE EFFECT OF THINK-TALK-WRITE (TTW) STRATEGY ON THE EIGHTH GRADE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SMPIT WAHDATUL UMMAH METRO. Written by: DINDA SOLEHAH, Student Number 1901052011, English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, May 25th, 2023 at 09.00 – 11.00 p.m.

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**THE EFFECT OF *THINK-TALK-WRITE (TTW)* STRATEGY
ON THE EIGHTH GRADE STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT AT SMPIT WAHDATUL UMMAH METRO**

ABSTRACT

**BY
DINDA SOLEHAH**

The primary goal of this research is to find out whether the Think-Talk-Write (TTW) strategy can give effect of descriptive text writing ability at SMPIT Wahdatul Ummah Metro. The object of this research was totaling 54 students, was divided into 2 classes consisting of classes VIII A as control class and VIII B as experimental class.

This present research is a quantitative research which was conducted in the form of quasi-experimental design. For gathering information of this research, the researcher determines simple random sampling. The researcher gave writing test to gather the data. There were pre-test and post-test. The formula that was used to analyze the data was t-test. The purposes of pre-test and post-test are to determine differences in the ability to write descriptive text before and given treatment. It can be seen that the result pre-test in the experimental class with an average score of 49,7 and in control class with an average score of 49,6. After pre-test doing the treatment and the result post-test in experimental class with an average score of 78,7 and in control class with an average score of 55,5.

Based on the analysis result, it comes to the conclusion that if the probability or $\text{Sig.} > \alpha (0.05)$, the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant effect of variable X on variable Y. In other words, H_a is accepted and H_o is rejected. Based on the result, it could be said that Think-Talk-Write Strategy can improve the students' writing on descriptive text of the eighth graders of SMPIT Wahdatul Ummah Metro.

Keywords: *Quantitative Research, Think-Talk-Write Strategy, Writing Descriptive Text,*

**PENGARUH STRATEGI *THINK-TALK-WRITE* (TTW) TERHADAP
KEMAMPUAN MENULIS TEKS DESKRIPTIF SISWA DI
KELAS VIII SMPIT WAHDATUL UMMAH METRO**

ABSTRAK

Oleh:

DINDA SOLEHAH

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah strategi Think-Talk-Write (TTW) dapat memberikan pengaruh terhadap kemampuan menulis teks deskriptif di SMPIT Wahdatul Ummah Metro. Objek penelitian ini berjumlah 54 siswa yang terbagi menjadi 2 kelas yang terdiri dari kelas VIII A sebagai kelas kontrol dan kelas VIII B sebagai kelas eksperimen.

Penelitian ini merupakan penelitian kuantitatif yang dilakukan dalam bentuk quasi-experimental design. Untuk mengumpulkan informasi penelitian ini, penulis menentukan simple random sampling. Penulis memberikan tes tertulis untuk mengumpulkan data, ada pre-test dan post-test. Rumus yang digunakan untuk menganalisis data adalah uji-t. Tujuan pre-tes dan pos-tes adalah untuk mengetahui perbedaan kemampuan menulis teks deskriptif sebelum dan diberi perlakuan. Terlihat bahwa hasil pre-test di kelas eksperimen dengan skor rata-rata 49,7 dan di kelas kontrol dengan skor rata-rata 49,6. Setelah dilakukan pre-test dilakukan treatment dan hasilnya post-test di kelas eksperimen dengan skor rata-rata 78,7 dan di kelas kontrol dengan skor rata-rata 55,5.

Berdasarkan hasil analisis diketahui bahwa jika probabilitas atau $\text{Sig.} > \alpha$ (0,05), maka hipotesis alternatif (H_a) diterima. Artinya ada pengaruh positif dan signifikan variabel X terhadap variabel Y. Dengan kata lain H_a diterima dan H_o ditolak. Berdasarkan hasil tersebut, dapat dikatakan bahwa Strategi Think-Talk-Write dapat meningkatkan kemampuan menulis teks deskriptif siswa kelas VIII SMPIT Wahdatul Ummah Metro.

Kata Kunci: *Penelitian Kuantitatif, Strategi Think-Talk-Write Kemampuan, Menulis Teks Deskriptif .*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

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States that this undergraduate thesis is originally the result of researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, May 16th, 2023

The Writer,



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ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali pada bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 16 Mei 2023

Yang membuat pernyataan,



Dinda Solehah
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MOTTO

...وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مِنْ أَمْرِهِ يُسْرًا ﴿٤﴾

And whoever is mindful of Allah, He will make their matters easy for them.

(Q.S.At-Talaq: 4)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My Beloved Parents

(Mr. Hairil Bangsawan and Mrs. Yusniyati)

My Beloved Sisters

(Santiya Pratiwi and Putri Juwita)

My Beloved Supporters

(All of My Friends and My Lecturers)

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In the name of Allah, the most gracious and most merciful. Praise be to Allah, the Lord of the worlds whom without His mercy and blessings, none of these would be possible. The researcher is very grateful for the chances. He has given the researcher blessing and mercies to accomplish this undergraduate thesis.

In writing this undergraduate thesis, the researcher is fully aware of the shortcomings without the help, guidance and suggestions from various parties it is impossible for this thesis proposal to be completed. Therefore, on this occasion the researcher would like to thank :

1. Dr. Siti Nurjanah, M.Pd. as the Rector of IAIN Metro.
2. Mr. Dr. Zuhairi, M.Pd., as the Dean of the Fakultas Tarbiyah dan Ilmu Keguruan
3. Mr. Andianto, M.Pd., as the Head of the English Department as well as the research mentor who in the midst of his busy schedule has been willing to guide and provide a lot of direction for the writing of this thesis.
4. Dr. Umi Yawisah, M.Hum as the advisor who has given support and guidance for the researcher.
5. My beloved family and all my friends.

I am indebted to many people that I cannot mention one by one. I recognize the imperfection of this work; however, I hope that this work can contribute something to the advancement of teaching and learning English in general.

Therefore, critique and suggestion are needed to build up this undergraduate thesis to be better. It is Allah who bestows success and guides to the right path.

Metro, May 16th, 2023
The Researcher,



Dinda Solehah
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the languages in the world. It has become an international language that is almost used by all countries as the first, the second or the foreign language. Moreover, English has been declared as a formal language on international communication for a long time ago.

Indonesia is one of the countries that declared English as a foreign language. Muriel explain “Foreign language is one not widely used in the learners’ immediate social context which might be used for future travel or other cross-cultural communication situation, or studied as a curricular requirement or elective in school, but with so immediate or necessary practical application”.¹ The proof, it could be known of the education in Indonesia that English is learned by the students as one of subjects at school from Elementary school until University. Moreover, English has become a constant curriculum of each education.

Moreover, English instruction in Indonesia plays a very important role that is carried out in formal and non-formal institutions. English teaching includes four language ability consisting of listening, speaking, reading and writing. As part of the English process, writing is very useful. Writing is one of the language ability that should be taught besides the other ability. Writing

¹ Muriel Saville, *Introduction Second Language Acquisition*, New York: Cambridge University. 2006, p.4.

is regarded as a productive ability that aims at assisting students in expressing their idea written.

In addition, writing is a ability that is required in written communication. Writing ability has special benefits in the teaching and learning process as instruments to safeguard the knowledge, opinions, thoughts, and arguments of sacrifice. Writing will display a wise and polite person. It will produce new ideas.

Furthermore, the ability to write in English is effect by various aspects that can be categorized into aspects of linguistics and non-linguistic aspects. Aspects that affect writing include of vocabulary mastery, grammar mastery, reading ability, mechanic punctuation and writing ability. English vocabulary mastery will make the researcher to disclose information through writing using the right word diction.

However, writing is not an easy thing for English learners to master. There are many problems experienced by the researcher in the process of writing in English. Writing problems are effect by linguistic and non-linguistic aspects. Linguistic limitations that cause writing ability include lack of English vocabulary, poor grammar mastery.

In line with the writing problems above, researcher have conducted a pre-survey at SMPIT Wahdatul Ummah in Metro, on January 11, 2023 to find out students' writing problems. Researcher have investigated that the eighth grade students have problems in writing ability, especially on writing

in descriptive text. The results of the pre-survey are illustrated in the following table. Below the data of pre-survey :

Table 1.1

The Data of Pre-Survey Result among the Eighth Graders
of SMPIT Wahdatul Ummah in Metro

No	Score	Frequency	Percentage	Explanation
1	≥ 75	7	13%	Complete
2	< 75	47	87%	Incomplete
<u>Total</u>		54	100%	

Source: The teacher's archive, taken on January 11, 2023.

The data above shows students writing descriptive ability get low score. There are only 7 from 54 students get good score, and 47 students get bellow of 75 as The Minimum Mastery Criteria (MMC). The students writing descriptive ability of SMPIT Wahdatul Ummah, Metro it can be inferred that the students' descriptive text writing ability is as still low.

Based on observation, in descriptive text the students are not able to write correctly, and they have low ability in writing subject, especially in descriptive text. In addition, the students are difficult to construct the descriptive text, because the students are less in vocabularies and grammatical. So, it needs a strategy that is Think-Talk-Write Strategy. Think-Talk-Write Strategy can be an appropriate strategy to increase the student ability in writing descriptive text. Therefore, the researcher would like to conduct a research on the title "The Effect of Think-Talk-Write (TTW) Strategy on The Eighth Grade Students' Ability in Writing Descriptive Text at SMPIT Wahdatul Ummah, Metro".

B. Problem Identification

Referring to the background above, the researcher would like to assume that there are some problems as follows:

1. The students have low ability in writing, especially in descriptive text.
2. Most of students are less in vocabularies and grammatical in writing.
3. The students have difficulties to express their ideas in writing.

C. Problem Limitation

Based on the problems above, the researcher limits the problems on the students have low ability in writing subject, especially in descriptive text. So, the researcher uses Think-Talk-Write Strategy on the students writing descriptive text of the eighth grade at SMPIT Wahdatul Ummah, Metro.

D. Problem Formulation

Based on the problem above, the researcher formulated the problem as follows:

“Is there any positive and significant effect of Think-Talk-Write (TTW) strategy on the students writing descriptive text of the eighth grade students at SMPIT Wahdatul Ummah, Metro?”.

E. Objectives and Benefits of The Study

1. Objectives of the Study

In relation to the problem formulated above this research is intended to examine whether there is a positive and significant effect of Think-Talk-Write Strategy on the students' writing descriptive text.

2. Benefits of the Study

a. For the Students

The results of the research are expected to be a positive contribution for students to improve their ability to write descriptive text by using the Think-Talk-Write Strategy in learning English in class.

b. For the Teachers

The results of the research is is suggested that teachers be more creative in motivating students in learning English and incorporate the Think-Talk-Write (TTW) Strategy as a strategic reference in the teaching process, especially in writing descriptive texts to involve students to be active in learning.

c. For other Researcher

This research can be used as a consideration source for the next researcher who wants to investigate the similar problem about the effect of using Think-Talk-Write Strategy on students writing descriptive text at the eighth grade of SMPIT Wahdatul Ummah, Metro.

F. PRIOR RESEARCH

Literature review is used as a comparison against existing research, both on the excess or shortage that existed before. The formulation in the study of literature fully excavated from material written by experts in the field related to the research.

1. The thesis *entitled “The Implementation of Think Talk Write Strategy to Improve the Students’ Motivation in Writing Narrative Texts (A Classroom Action Research of the Tenth Grade Students of SMA N 3 Sragen in the Academic Year of 2014/2015)”*. Written by Nur Maila Kusumaningrum.² (Bachelor Program of English Language Education of Semarang State University, 2015. The different between Nur Maila Kusumaningrum's research and this research are: Nur Maila Kusumaningrum taught narrative text, with Classroom Action Research (CAR) design and used observation and writing test. While this research used Think Talk Write strategy to improve students’ writing ability in descriptive text, the researcher applied Quantitative Research.
2. The thesis *entitled “The Use of Think Talk Write Technique to Improve Students’ Creative Writing Ability in Narrative Text (A Classroom Action Research in the Eight Grade Students of MTs Abadiyah Gabus, Pati in the Academic Year 2015/2016)”*. Written by Puji Lestari.³ (Bachelor Program

² Nur Maila Kusumaningrum, *The Implementation of Think Talk Write Strategy to Improve the Students’ Motivation in Writing Narrative Texts (A Classroom Action Research of the Tenth Grade Students of SMA N 3 Sragen in the Academic Year of 2014/2015)*, Semarang:Semarang State University, 2015.

³ Puji Lestari, *The Use of Think Talk Write Technique to Improve Students’ Creative Writing Skills in Narrative Text (A Classroom Action Research in the Eight Grade Students of*

of English Language Education of University of Walisongo Semarang, 2015. According to the result, Think Talk Write method is more effective than the traditional technique in writing. Puji Lestari taught narrative text, with Classroom Action Research (CAR) design and used writing test. While in this research, the researcher taught descriptive text, applied Quantitative Research.

3. The thesis entitled *“The Implementation of Think Talk Write in Teaching Writing (A Classroom Action Research for the Eighth Grade Students of SMPN 2 Kalinyamatan Jepara in Academic Year 2013/2014)”*. Written by Nui Takania (Students of English Education Department, Teacher Training and Education Faculty of University of Walisongo Semarang, 2015. Thesis: Bachelor Program of English Department. This research is a classroom action research (CAR). In 1 cycle of CAR consist of 4 steps; planning, acting, observing, and reflection. The subject of this research is the eighth grade students of SMPN 2 Kalinyamatan Jepara class B which consist of 35 students. In this research, the researcher uses two instruments: test and observation sheet. The result of this research shows that there were improvement in writing ability of the students taught by using Think-Talk-Write strategy. It was proved by the improvement of the students’ score from the cycle 1 to the cycle 2. In cycle 1, many students got score under passing grade. 20 students were failed and 14 were passed in doing the first test. The average score of the students in cycle 1 was 64.1. While in cycle

2, 24 students were passed and only 9 students were failed in doing the test.

The average score of the students in cycle 2 was 72.7.⁴

The similarity between Nui Takania 's research and this research is using Think-Talk-Write in improving students writing ability.

The differences between Nui Takania 's research and this research are conducted the research by classroom action research and the research still general. Though, my research uses quantitative research in conducting this research and my research more focus. It is about students' writing ability in Descriptive text.

⁴ Nui Takania, Teacher Training and Education Faculty of Kudus *The Implementation of Think-Talk-Write in Teaching Writing (A Classroom Action Research for the Eight Grade Students of SMPN 2 Kalinyamatan Jepara in Academic Year 2013/2014)*. Unpublished Thesis.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing

1. Definition of Writing

According to Sanggam Siahaan, writing is the written productive language ability. It is a ability to convey information to a reader or group of readers. It is realized by researcher ability to apply the rules of the language she or he is writing to transfer the information she or he has in her or his mind.¹

Meanwhile David Nunan that writing can be defined by a series of contrast it is both a physical and a mental act, its purpose is both to express and impress and it is both a process and a product.² It is clear that writing is physical action to make some word or idea and our mental to think how to express into some word and arranging statements and paragraphs to be understood by the readers. Express and impress mean our self and desires to express an ideas or feeling and readers. Process and product mean that a researcher needs some steps of working to get a product of writing form.

Beside Pinnel and Fountas writing is a complex process and teacher have a vital role in helping children, as they work through the challenges

¹ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.2

² David Nunan, *Language Teaching Methodology: A Textbook for Teacher*, (Sydney: Macquarie University, 1991), p.88

that allow them to become competent and confident researcher.³ It is clear that writing is complex process and the teacher help and allowed the students to become competent and confident researcher in writing ability.

According to M.F. Patel and Praveen M. Jain writing is a ability which must be taught and students and writing is essential features of learning a language because it provides a very good means foxing the vocabulary, spelling and sentence pattern.⁴

Based on the above, the researcher assumes that writing is productive language. Writing can be defined by a series of contrast it is both a physical and a mental act, its purpose is both to express and impress and it is both a process and a product and the teacher have a vital role in helping children, as they work through the challenges that allow them to become competent and confident researcher. So writing is the peoples' act to show their ability in compose idea and develop it creatively and systematically.

2. Composition of Writing

Related to the final product of writing, it has to agree with the several compositions in writing. Brown H.Douglas said that," A good deal of attention was place on "model" compositions that students would emulate and on how well a student's final product measured up against a list of criteria that include content, organization, vocabulary use,

³ Pinnel and Fountas, *Primary Literary Programme-Reading and Writing*, (HKSAR: Education Bureau, 2008) , p.21

⁴ M.F. Patel & Praveen M. Jain, *English Language Teaching*, Vaishali Nagar: Sunrise Publishers& Distribution, 2008. P 125

grammatical use, and mechanical considerations such as spelling and punctuation.⁵

It can be noted that the final product of writing has to well organized, the message comprehensible, argument are relevant and related to the researcher view. Main ideas and effective supporting ideas are clearly stated. Also, the language is clear, smooth, and interesting. There are no major errors of vocabulary, spelling, punctuation, and grammar.

3. The Process of Writing

According to Jeremy Harmer process of writing is learning how to write by writing. He suggested that the process of writing has four main elements:⁶

a. Planning

Planning is a series of strategies designed to find and produce information in writing.

b. Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing.

c. Editing (Reflecting and Revising)

Reflecting and revising are often helped by other readers (editors) who comment and make suggestion, a series of strategies designed to

⁵ H.Douglas Brown, *Teaching by Principles on Interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, P.23

⁶ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p. 4-5

re-examine and re-evaluate the choice that have created a piece of writings.

d. Final Version

Final version is when the researcher have edited their draft, making the change they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process, but the researcher is now ready to send the written text to its intended audience.

4. Kinds of Writing

According to Thomas S. Kane, there are three kinds of writing as follows:⁷

a. Exposition

Exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically, it is organized around cause or effect, true or false, less or more, positive or negative, general or particular, and assertion.

b. Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see in to significant pattern. Description helps the reader, through his or her

⁷ Thomas S. Kane, *The Oxford Essential Guide To Writing*, (New York: Oxford University Press, 1988), p. 6

imagination, to visualize a scene or person or understand a sensation or an emotion.

c. Narration

Narration is a series of related events a story. Its problem is twofold to arrange the events in a sequence of time to reveal their significance.

Based on kinds of writing above the researcher in this research focus in writing descriptive text, to know what the effect that make by students, especially in using the direct method in descriptive writing performance.

5. The Stages of Writing

According to Stephen Bailey any four stage in writing, there are;⁸

a. Planning a text

Planning gives essays coherent structure and most importantly.

Planning a text help student to write the basic of topic. So the student can began to write because the researcher known what will to write.

b. Organizing paragraph

Paragraphs are the basic building blocks of the text. The paragraph content a topic sentence except to reason and information with the result help the researcher to organize the idea and helps the reader to know the argument.

⁸ Stephen Bailey, *Academic Writing*, New York: Nelson Turned Ltd, 2003. p 39-50

c. Organizing the main body

The structure of the main body depends on the length of the subject. In the other word when the researcher writes some assignment or paragraphs it is often better to write the main body before introduction. So the researcher can arrange the idea.

d. Introduction

An introduction is crucial, not just for what it says about the topic, but for what it tells the reader about the researcher's style and approach. Unless you can introduce the subject clearly the reader may wish to continue. In addition introduction consists of some background information of the idea.

e. Conclusion

There is usually a link between the starting points. The reader may look at the conclusion first to get a summary of the main argument or points.

f. Re-reading and Proof- Reading

When you have finished the conclusion it may be tempting to hand in your work immediately. However, it is almost certain that it can be improved by being revised. With longer assignments, it may be worth asking a classmate to read your work and make criticisms. Re-Writing is a step after finished the conclusion in this steep you must check what you write. And Proof-reading is a vital

final step, which can prevent confusion or misunderstanding due to simple errors.

6. Teaching Writing

Teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the result can be evaluate directly by the listener, but in writing the researcher might have enough time to express the idea in written form. In English there are four reasons for teaching writing, include: reinforcement, language development, learning style and writing as a ability:

a. Reinforcement

Many students crucially welfare when see the language written down, but any students get language in oral way. Learners often find it useful writing sentences employing new language shortly after they have learned it.

b. Language Development

Seemingly, the authentic process of writing helps the students learning within long time, but it is not persuade. The psychological persuit we have to go among instruction to arguments suitable written texts is all stages of the continuously studying knowledge.

c. Learning Style

Any students are quickly at selecting language by seeing and hearing. For the adult it might take a long. Most of the students, producing language in a relaxing way is illimitable of the time think something. Writing is suitable for such learners. It can also noiseless activity rather than busy and difficulty of personal face to face communication.

d. Writing as a ability

Merely crucial as speaking, listening and reading, and the most essential reason for teaching writing as a basic language ability. Learners need to know some of writing special habits (punctuation, paragraph, argumentation, etc.), and the students need knowing how to pronounce spoken English contextually.⁹

Based on the theories above, the scoring rubric applied as follow.

Table 2.1

Assessment of Writing Ability

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic	

⁹ Jeremy Harmer, *How To Teach English* (Longman 1998), p.79

	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuses of connectives	
	1	Identification is not complete and descriptions are arranged with misuse connectives	
Grammar (G) 20% -Use Present Tense -Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical	

		or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and words form	1,5 x
	3	Few misuses of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \underline{3C + 2O + 2G + 1,5V + 1,5 M} \times 10$$

B. The Concept of Descriptive Text

1. Definition of Descriptive Text

Karen Blanchard and Christine Root assert that description is to create a picture using words. The most important part of writing a description is using clear and effective words that create exactly the picture you want.¹⁰

Faisal and Krisna Suwandita explains that descriptive text is characterized by sensory details, which appeal to the physical senses, and details that appeal to a readers emotional, physical, or intellectual sensibilities.¹¹

An addition, Allice Oshima stated that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. A good description is a word picture the reader can imagine the object, place or person in his or her mind.¹²

Meanwhile Thomas S. Kane that the description is about sensory experience how something looks, sounds and taste. Mostly it is about visual experience, but description also deals with other kinds of perception.¹³

Based on the above, the researcher assumes that the descriptive writing is description of particular thing, animal, persons, place,

¹⁰ Karen Blanchard and Christine Root, *Ready To Write*, (California: Harvard University, 1994), p.57.

¹¹ Faisal and Krisna Suwandita, *The effectiveness of FRESH Technique to Teach Descriptive Paragraph*, (Purwokerto: Muhammadiyah University, 2013), p.242

¹² Allice Oshima, *Introduction to Academic Writing (Third Edition)*, (England: Pearson Longman, 2007), p.61

¹³ Ibid, p.351

or others in a way to visualize it. The social function of descriptive text is to describe a particular person, place, or thing.

2. The Generic Structure of Descriptive Text

a. Generic Structure

The generic structure of descriptive text consists of:

- 1) Identification: Identifies phenomenon to be described.
- 2) Description: Describe parts, qualities, characteristic, etc.

b. Language Feature

- 1) Focus on specific participants (My English Teacher, My favorite place, etc.)
- 2) Use of simple present tense.
- 3) Use of adverbial verb.
- 4) Use of action verb.

Example of Descriptive Text

Table 2.2

My classroom

This is my classroom. My classroom is big, neat and clean.	Identification
It is about 10 x 9 meters. The wall color is white. There are four glass doors and 6 windows. There are thirty desks for students and two desks for teachers. One teacher desk is	Description

<p>in front of the class and another one is in the back. The students' desks are gray and light blue. While the teachers' desks are white and brown. All desks are made of wood and iron. There are two bookshelves and two whiteboards in front of the class. I feel really comfortable studying in my classroom.</p>	
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C. The Concept of Think-Talk-Write Strategy

1. The Definition of Think-Talk-Write Strategy

Think-Talk-Write strategy is one of methods in cooperative learning model. It means that the students work in a group in doing an assignment from the teacher. TTW is a method which is introduced by Huinker & Laughlin, "The TTW strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progress from student engaging in thought or reflective dialogue with themselves, to talk and share ideas with one another, to writing".¹⁴

This strategy can be facilities the students in writing because the students practice work together or cooperative learning. The student will be relax if they work together, the student can think what they know and they

¹⁴ Huinker, D., and Connie Laughlin, C. *Talk Your Way into Writing*. In P.C. Elliott (Ed.), *Communication in Mathematics K-12 and Beyond* (p. 81-88). (Reston, VA: National Council of Teachers of Mathematics.1996).

share with a group, finally they can write on paper after they discussion with their group.¹⁵

Cooperative learning is appropriate with human nature as a social creature that has the dependence with others, purpose and responsibility. Therefore, in cooperative learning model students are thought to share the knowledge, experience, responsibility and assignment. Cooperative learning is a miniature of society life. So, with cooperative learning the students also can learn about life condition in the society.

According to Robert "Cooperative learning refers to many kinds of teaching method in which students work in small groups to help each other in learning material".¹⁶ On the other word the methods used in the teaching and learning process where the students work and act together in a group in producing the product or doing the task can be called as cooperative learning.

From this elaboration, the experts created some methods that more specific to prop up the cooperative learning application such as Learning together Method (Johnson and Johnson), Group Investigation Method (Sharan), Student Team Learning Method (Slavin) and others.

According to Heather Wolpert Gawron Think-Talk-Write is a strategy I originally learned from the California writing project. For secondary students, this strategy is vital. The students used TTW and work

¹⁵ Ratna Prasasti Suminar., and Giska Putri, "*The Effectiveness of TTW (The Think-Talk-Write) Strategy in Teaching Writing Descriptive Text*", JELT Vol 2 May 2015, p.299.

¹⁶ Robert E. Slavin, *Cooperative Learning: Theory, Research and Praticce*, Bandung: Penerbit Nusa Media, 2005), p.4

with partners. Working with partners and reading/talking about what we are learning or what they have written about helps students retain information and helps them learn how to get better in communicating their knowledge. But with teenagers especially, brainstorming and discussion is key in honing in on the highest-level (or appropriate) ideas on which to write.¹⁷

According Edith Babin and Kimberly Harrison Think-Talk-Write is often seen as an alternative to the Cognitive Model of composing. He opposes the "think-write" metaphor of writing and describes his method as based on the "paradigm of responsive man" as opposed to the "paradigm of metalistic man". Therefore, think-talk-write model give attention to students' observable behaviors which can be change.¹⁸

Rosemary Fryer said that Think-Talk-Write is set a purpose, set a goals and model. Give the students the reasons for the work, and then state the targets students will achieve and the last make your thinking transparent, show students how. Rosemary Fryer conclude that from the case her student, her student's name is Aron.¹⁹

Think-Talk-Write is an a strategy introduced by Huinker and Laughlin these strategies basically built through thinking, speaking, and writing.²⁰

¹⁷ Heater Wolper Gawron, *Writing Behind Every Door (Teaching Common Core Writing in the Content Areas)*, Routledge, New York, p.131

¹⁸ Edith Babin and Kimberly Harrison, *Contemporary Composition Studies A Guide to Theoriets and Term*, Greenwood Press 1999, p. 249

¹⁹ Randi Stone. *Best Practice for Teaching WRITING (what award-winning classroom teacher do)*, Corwin Press, California 2007, p.51

²⁰ Yohana Faulina Tambunan and Amrin Saragih, *Improving the students' achievement in writing descriptive paragraphs by applying Think-Talk-Write strategy*. P.2

2. The Principle of Think-Talk-Write Strategy

From David W. Johnson and Roger T. Johnson the principles of TTW Strategy are in five types: ²¹

a. Positive Interdependence

Students perceive that they need each other to complete the group's task. Teachers may structure positive interdependence by establishing mutual goals.

b. Face-to-Face Promotive Interaction

Students promote each other's learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach what they know to classmates.

c. Individual Accountability

Each student's performance is frequently assessed and the results are given to the group and the individual.

d. Interpersonal and Small Groups Ability

Groups cannot function effectively if students do not have and use the needed social ability. Collaborative ability includes leadership, decision-making, trust-building, communication and conflict-management ability.

²¹ David W. Johnson and Roger T. Johnson, "*Cooperative in the classroom*" Edina MN, Interaction Book Company 1991, p.1

e. Group Processing

Groups need specific time to discuss how wills they are achieving their goals and maintaining effective working relationships among members.

3. The Procedure of Think-Talk-Write Strategy

According Huinker and Laughlin clarifies that the processes of Think-Talk-Write are in three procedures, they are : ²²

a. Think

In this step, students are engaged in thought-a reflective dialogue with themselves. The students write down the ideas and anything they are thinking about something in their own language in a piece of paper.

b. Talk

The next step is talk activity which is the student begin talking. In talking step, the student divided into groups of four or five academically. This step allows students to discuss about what they have done in the first step. In this step, the students reflect, arrange, and share ideas in group discussion form. In addition, Reid in Huinker and Laughlin say that by talking to a sympathetic partner, a student can test ideas, explore words, experiment with different methods of organization and not lose valuable thoughts.

²² Novita sari, Saunir Saun and Rusdi Noor Rosa, “*The Effect of Using The Think-Talk-Write Strategy in Teaching Writing an Analytical Exposition Text Toward Grade XI Students writing Achievement at SMA N 10 Padang*”, JELT Vol 2 March 2014, p.214.

c. Write

In this step, the students write the result of discussion they get from the previous step.

According to Silver and Smith think-talk-write is filed and provides task that allow students to engage actively thinking, encourage and listen carefully presented ideas that students orally and in writing, to consider and provide information on what students explored in the discussion, and to monitor, assess and encourage students to actively participate.²³

According to Silver and Smith there are series that should be following setting up (steps) Think-Talk-Write Strategy:²⁴

- 1) The researcher divides classroom into several groups. In group consists of 4-6 students.
- 2) The researcher explains Descriptive Text. (Generic structure and Language Features).
- 3) The researcher divides the text descriptive relating to students' daily environment. Example: Going to the Father/ Mother
- 4) Students describe a moment of "Father/ Mother" in their imagination and make notes individually small (think). Each student in a group discusses "Father/ Mother" individually, what they think about the text. These activities are intended for the students to distinguish or

²³ Yohana Faulina Tambunan and Amrin Saragih, *Improving the students achievement in writing descriptive paragraphs by applying Think-Talk-Write Strategy*, p.2-3.

²⁴ *Ibid*, p.3

bring together the ideas containing in the readings and then being translated into their own language itself.

- 5) Students discuss with their friends in the groups the content of the note they made (talk). In this activity, students discuss the result of a collection of ideas that they make individually in the note about what they know about the Father/ Mother.
- 6) After students collect and discuss the results of their ideas, they conclude the results of their ideas into a text descriptive and then they determine where the generic structure of the text that they make (write).
- 7) The final activity is that the students are writing down the text descriptive that they make in a paper.

4. Advantage and Disadvantage of Think-Talk-Write Strategy

According Yamin and Ansari, there are some points of advantages and disadvantages of Think-Talk-Write Strategy, such as:

a. Advantages of TTW Strategy

- 1) TTW strategy can help the students to increase their right brain, because this strategy will develop their ideas spontaneously through the picture.
- 2) The learning main of this strategy is students' activities in discussion of the material or topic, so the teacher is not the main point in learning teaching more and the students can be more active.

- 3) This strategy can help students to expand their ideas because it can be supported from their group and it will make faster understand
- 4) TTW strategy makes the students learn to think the concepts, share their ideas, and discussing a wording in a writing task.
- 5) Ideas from the other groups and corrections from the English teacher will be an essential thing to make a better writing.

b. Disadvantages of TTW Strategy

- 1) This strategy is same as other cooperative strategy that is difficult to control the class and the group discussion, especially there is the students that more active too dominant. So, it can make the other students don't get chance part in the role of discussion.
- 2) The English teacher needs more time to hold the group discussion. So, it is impossible and so difficult to success in a big class. This strategy is effective in description and narrative only.
- 3) Sometimes, it needs more time to presenting and correcting.
- 4) Some of students still difficult to express their ideas, it depends on their group dividing not the strategy.
- 5) The reality is not always same with the expectation.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

A research must have a theoretical framework as a concept for basic in research. Theoretical framework in this research is a systematic thought to write some problems that to give the tentative proposition toward the problems.

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Think-Talk-Write Strategy and the dependent variable (Y) is students' writing descriptive text.

Writing is one of four basic ability that important that must be mastery by the students. Many students consider that writing is difficult language ability to learn, this is because writing involves content, form, grammar, vocabulary, and mechanic. The problems faced in the class are students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. One of problem in writing learning is choosing the right strategy.

There are so many strategies in teaching writing descriptive paragraph. In this research, the researcher uses Think-Talk-Write Strategy to teaching descriptive paragraph that focus students writing descriptive text at the eighth grade of SMPIT Wahdatul Ummah, Metro. The researcher assumes that better using Think-Talk-Write Strategy in

teaching writing descriptive text because the students will be more interest and enjoyable in learning process.

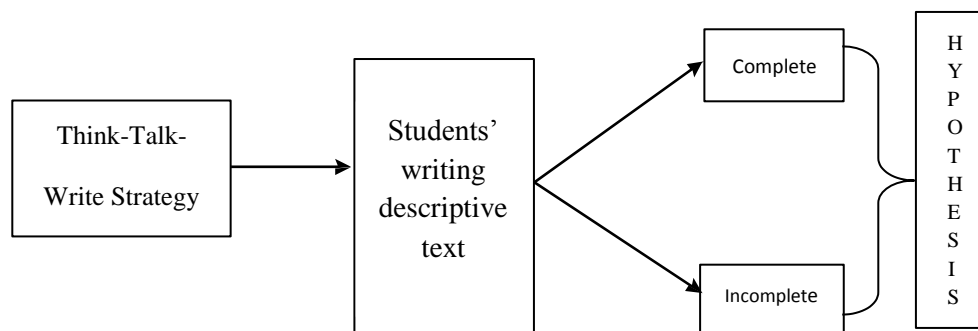
Base on description above, the researcher assumed that there is any effect of Think-Talk-Write Strategy on students writing descriptive text at the eighth grade of SMPIT Wahdatul Ummah, Metro.

E. Paradigm

Paradigm is simple scheme, but contain with main element of the research that point out of the research indication and the relationship each other. Based on the theoretical framework above, the researcher describes the paradigm as following:

Figure 2.1

The Scheme of Paradigm



Below the figure above, the researcher concludes that if the grade of the students' Think-Talk-Write Strategy is good, the grade of writing descriptive text is also good. So, there is positive and significant effect of using Think-Talk-Write Strategy to enhance students' writing descriptive text. But, if the grade of the students' Think-Talk-Write Strategy is bad, the grade of the writing descriptive text is also bad. So, there is no positive and

significant effect of using Think-Talk-Write Strategy to enhance students writing descriptive text.

F. Hypothesis

1. Hypothesis Formulation

“Hypothesis is usually considered as the principal instrument in research.”²⁵ It can be understood that hypothesis as a statement about the condition of the parameter of the research with a sample.

Daniel Muijs explain “a hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation”.²⁶

Furthermore, Donal Ary defines the “hypothesis presents the researcher’s expectations about the relationship between variables within question”.²⁷ In other opinion, hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.²⁸ It used in experiment in which researcher compare group.

Based on the quotation above, it can be understood that hypotheses may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomenon.

²⁵ Kothari, C.R. *Research Methodology*. New Delhi: New Age International (P) Limited, Publishers. 2004, p.184

²⁶ Daniel Muijs. *Doing Quantitative Research in Education with spss*, New Delhi, London: Thousand Oaks, 2004, p.8

²⁷ Donal Ary, *Introduction to Research in Education*, New Yorks, holth. Rinchart and Wiston 1979, p.81

²⁸ John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Pearson Education: University of Nebraska–Lincoln(4th ed), 2012, p.111

The researcher formulates the hypotheses as follows:

a) Alternative Hypothesis (H_a)

There is positive and significant effect of using Think-Talk-Write Strategy on students' writing descriptive text at the eighth grade of SMPIT Wahdatul Ummah, Metro.

b) Null Hypothesis (H_0)

There is not any positive and significant effect of using Think-Talk-Write Strategy on students' writing descriptive text at the eighth grade of SMPIT Wahdatul Ummah, Metro.

2. Statistics Hypothesis

Based on the explanation above, the researcher make a conclude that hypothesis are

- a. If $t_{observed} > F_{table}$, H_a is accepted and H_0 is rejected.
- b. If $t_{observed} < F_{table}$, H_a is rejected and H_0 is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

C. R. Kothari said that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.¹ The researcher uses the quantitative approach for conducting this research. According to Daniel Muijs defines quantitative research as the explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).²

The research is conducted by using experimental design. The model of the experimental design of this study is quasi-experimental research. Quasi-experimental research is the researcher assigned intact groups, the experimental and control group using pre-test and post-test to both groups.³ This research use two groups, experimental and controlled group and these groups are chosen by using simple random sampling. The experimental group doing pre-test, receive the treatment, and doing the post- test, therefore the controlled group doing pre-test and post-test only with conventional method in the class. The treatment is conducted after pre-test. The pre-test is intended

¹ C.R. Kothari, *Research Metodology*, Jaipur: New Age International, 1990,p.31

² Daniel Muijs, *Doing Quantitative Research in Education*, London: Sage Publication,2004,p.1

³ Brunce W. Tuckman, *Conducting Educational Research* (Harcourt Brace College,1999).

to find out the students' writing ability before the treatment. Meanwhile, the post-test is intended to find out the students' writing ability after the treatment given. This research is intended to investigate whether there is any positive and significant effect of Think-Talk-Write Strategy on students' writing descriptive text.

B. The Operational Definition of Variable

The operational definition is the definition which is based on characteristic of things that will be defined, observed, and measured. Furthermore, Creswell 2002 states that "The variable need to be specified an experimental so that it is clear to readers what groups are receiving the experimental treatment and what outcomes are being measured".⁴ The variables used in this study are:

1. Independent Variable

Independent variable is the element that the researcher believes may in some way relate to, or effects the dependent variable.⁵ It means the variable which selected, manipulated, and measured by the researcher.

That the independent variable in this study is the use of the Think Talk-Write (TTW) strategy in learning descriptive text.

- a. The researcher share an object.
- b. Students identify an object. **(Part of Thinking)**

⁴ John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, London: Sage Publication, 2004, p.157

⁵ Grame Keith Porte, *Approixing Research in Second Language Learning. A Pratical Approach to Critical Analysis of Quantitative Research*, Amsterdam: John Benjamis B.V. 2000,P.23

- c. Students discuss in groups to tell their identity. **(Part of the Talk)**
- d. Students record the results of the discussion in a paper. **(Part of Write)**
- e. The researcher provides feedback.

2. Dependent Variable

Dependent variable is variable that depends on the independent variable. In this research, dependent variable is students writing descriptive text. Writing descriptive text is to describe someone, place or thing that details to the reader in from writing as though the reader can be feel, seeing, and hearing through in writing.

The dependent variable of this research is students' writing ability in descriptive text. The indicators are as follows:

- a. Identify social function, generic structure, and language features of descriptive text.
- b. Expressing the construct of ideas.
- c. Create a descriptive text.

C. Population, Sample and Sampling Technique

1. Population

Fraenkel and Wallen define population as the larger group on which in formatting is obtained.⁶ The populations of this study were all students of

⁶ Frenkel and Wallen, *How to Design and Evaluate Research in Education*, McGraw- Hill Higher Education. 2009. San Fransisco, p.90

class VIII SMPIT Wahdatul Ummah Metro in the academic year 2022/2023. The total population is 54 students divided into two classes.

Table 3.1

List of the Population

No	Class	Total Students
1	VIII A	25
2	VIII B	29

2. Sample and Sampling Technique

According to Prof. Dr. Samy Tayie sample is a subset of the population that is taken to be representative of the entire population.⁷ Based on the opinion above, it can be understood that what is meant by a sample is part of the population that is taken in certain ways and is selected as a data source. The population in this study were all class VIII SMPIT Wahdatul Ummah, then the sample was the researcher will use that is later that will come out of the technique sampling.

Yogesh Kumar Singh states that sampling technique is a indispensable technique of behavioral research, the research work cannot be undertaken without use of sampling.⁸ The sampling technique which was used by the researcher is Simple Random Sampling. Then in this study the entire population of class VIII, totaling 54 students, was divided into 2

⁷ Prof. Dr. Samy Tayie, *Research Methods and Writing Research Proposals*, Cairo: Center for Advancement of Postgraduate studies and Research in Engineering Science, 2005,p.32

⁸ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, New Delhi: New Age International, 2006,p. 81

classes consisting of classes VIII A and VIII B. In order that each member of the population in this research has an opportunity to become a sample, the researcher used class VIII A as control class and class VIII B as experimental class.

D. Data Collection Technique

1. Observation

An important component in any scientific investigation is observation. In the context of science, observation means much more than observing the world around us to come up with ideas for research. This strategy is expected to be useful for obtaining information about the learning process, the facilities there and others. In this study the researcher was the only participant who observed class VIII students of SMPIT Wahdatul Ummah Metro.

2. Test

According Yogesh In educational research achievement tests are most commonly used.⁹ Therefore in this research, test will be used as data collecting method to measure dependent variables. The researcher will use written test to measure students' descriptive writing for the students through Think-Talk-Write Strategy by pre-test as data collecting method.

⁹ Yogesh Kumar Singh, p. 209

a. Pre-test

Geoffrey said that pre-test is focused on assessing the level of a variable before application of the experimental intervention (or independent variable).¹⁰ Pre-test will be given to the experimental class and controlled class before giving a treatment to measure students' writing ability. The experimental and control class acquire the same pre-test. To measure the students' writing ability, by written test. The type of test used is the composition test. In this case the researcher will ask the students to write an English composition about descriptive text.

b. Post-test

Post-test is conducted to assess the effectiveness of the independent variable.¹¹ After giving the treatment, the researcher will give the post-test both to the experimental and control class to find out the result of the treatment whether the use of triple entry strategy is effective or not to teach ability students' in writing. To measure the students' writing ability, by written test. The type of test used is the composition test.

2. Documentation

According, Jane Richie documentation will help the uses of the research to understand the boundaries of deviance in the tern of any wider

¹⁰ Marczyk, Geoffrey, *Essentials of Research Design and Methodology*. John Wiley. Hoboken. New Jersey. 2005, p.187

conclusion that can be drawn.¹² The researcher uses this method to get the data about:

- a. The history of SMPIT Wahdatul Ummah Metro.
- b. The condition of teacher and officials employees in SMPIT Wahdatul Ummah Metro
- c. The quantity of the students in SMPIT Wahdatul Ummah Metro
- d. Organization structure of SMPIT Wahdatul Ummah Metro.

E. Research Instrument

John W. Creswell explains an instrument is a tool for measuring, observing, or documenting quantitative data.¹³ Identified before the researcher collect data, the instrument is a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument. The Researcher uses instruments to measure achievement, assess individual ability, observe behavior, develop a psychological profile of an individual, or interview a person.¹⁴ Furthermore, for this research, the instruments that will be involved are :

1. Instrument Blueprint

The research instrument in this research held the test which has explained follows:

¹² Jane Ritchie and Jane Lewis, *Qualitative Research Prattice*, (Witshine: Great Britian The Cromwell Press (Ltd),2003),p.278

¹³ John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Pearson Education: University of Nebraska–Lincoln(4th ed), 2012,p.151

¹⁴ *Ibid*,p.151

The researcher used pre-test before treatment as a control and post-test instrument after treatment as an experimental. The research about writing ability in descriptive text. So, the research instrument which is used in present research is in the form of writing test or composing descriptive text writing. Here is the blue print:

- a. The instrument which was used in documentation method was documentation guidance as follows:
 - 1) Documentation about condition of the teachers and officials in SMPIT Wahdatul Ummah, Metro
 - 2) Documentation about the students of state SMPIT Wahdatul Ummah, Metro
 - 3) Documentation about the organization structure of SMPIT Wahdatul Ummah, Metro
- b. The instrument which was used in test in this research, in included the pre-test and post-test. The researcher use test, like written test in form composing. So, the researcher gets the result by the test.

2. Instrument Calibration

Beside instrument blueprint, the researcher will be use instrument calibration. Instrument calibration is the scale of measurement that will be used to describe the instrument standard that will be use. Furthermore, instrument calibration is screening or examination of items of instrument that made by the researcher. From the quotation above, it can be inferred

that the instruments calibration is scale of measurement which will be used to screening or examination of items instruments that made by researcher.

3. Measurement of Research Instruments

Data processing techniques are carried out using the validity test process.

a. Validity test

Validity test is data that can be trusted to be true according to reality. According to Sugiyono valid means that the instrument can be used to measure what should be measured. Validity can show the degree of accuracy between the data that actually occurs on the object and the data collected by the researcher.

To simplify the process of data collection and data calculation, in this study the researcher used the IBM SPSS Statistics 22 application program. The steps to test the validity of the data are as follows:

- 1) Open the IBM SPSS application.
- 2) Enter data in DataView
- 3) Select Menu, click Analyze, then select Correlate sub menu then Bivariate.
- 4) Next, the Bivariate Correlations box appears, then enter all data into the Variables box. In the Correlation Coefficients section, select Pearson and in the Test of Significance box, select Two-tailed. Then check Flag Significant Correlations.
- 5) Finally click OK.

b. Reliability Test

Reliability test can be used as a data collection tool, indicating the level of accuracy, level of accuracy, stability or consistency, in expressing certain symptoms. The reliability test in this study was also calculated using the IBM SPSS Statistics 22 application program. The reliability test steps are as follows:

- 1) Open the IBM SPSS application.
- 2) Enter data in Data View.
- 3) Select the Analyze menu, then select the Scale sub menu, then Reliability Analysis.
- 4) Move the data to be tested, in the Model section select Split-half. Then click Statistics, in the Descriptives for box select Scale if item deleted. Then click Continue.
- 5) Finally click OK.

F. Data Analysis Technique

Data analysis technique is a method used to classify data according to the problem raised to make it easier to understand. Meanwhile, data analysis in quantitative research aims to provide categories, systematize, and produce meaning and find out what is the center of research.

1. Test Requirements Analysis

Prerequisite analysis test is a test performed before carrying out the hypothesis test. The analysis prerequisite tests carried out in this study included the normality test and homogeneity test.

a. Normality test

The normality test aims to determine whether the data from the residual values of the two variables are normally distributed or not. The method used to test the normality of the data in this study is by using the Lilliefors test in the IBM SPSS Statistics 22 application program, with the criterion if the Asymp.Sig. (2-tailed) is greater than 0.05, namely $p > 0.05$, then the data is declared normally distributed. The Lilliefors normality test steps are as follows:

- 1) Enter data in Data View.
- 2) Click Analyze, then select Descriptive Statistics then select Explore.
- 3) Enter the variable to be tested for normality in the Explore window.
- 4) Then click Plots, then in the Boxplot box select Factor levels together, in the Descriptive box select Stem-and-leaf and Histogram, then select Normality plots with tests, in the Spread vs Level with Levene Test box select None, then click Continue.
- 5) Finally click OK.

b. Homogeneity Test

Homogeneity test is a test of whether the variances of two or more distributions are the same. The homogeneity test aims to test whether the variance of the group average in variable X and variable Y is homogeneous or not. The homogeneity test formula in this study uses the Levene Test in the IBM SPSS Statistics 22 application program. Homogeneity test was conducted to find out whether two or more groups

of sample data from populations have the same variance with a significance level greater than 0.05 ($p > 0.05$). The following are the Levene Test homogeneity test steps:

- 1) Enter data in Data View.
- 2) Then click Analyze, select Compare Means then select One-Way ANOVA.
- 3) Enter the variable being tested (dependent variable) in the Dependent List box. Then enter the variables that will differentiate the groups (independent variables) in the Factor box.
- 4) Click Options, then in the Statistics box select Homogeneity of variance test. Then click Continue.
- 5) Finally click OK.

2. Data Analysis Test

To investigate whether the effect of Think-Talk-Write Strategy on students' writing descriptive text at the eighth grade of SMPIT Wahdatul Ummah, Metro. The researcher apply inferential statistic to find out the significant different between post-test in experimental group and post-test in control group.

The formula as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n} + \frac{S_2^2}{n}}}$$

Notes:

- \bar{x}_1 = Mean score of experimental group
- \bar{x}_2 = Mean score of control group
- s_1 = Standar deviation of experimental group
- s_2 = Standar deviation of control group
- s_1^2 = Varians of experimental group
- s_2^2 = Varians of control group
- N = The total of sample

In addition, in testing the effects of an variable to another variable SPSS (statistical package for the social science) is outer native way to computer the effect. In this case, in investigating the effect variable x to variable y in pre-experimental study the researcher will use SPSS applications. t-test is use to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS:¹⁵

1. Opening SPSS applications for windows
2. Loading the excel file with all the data.
3. Opening *Show data view*.
4. Copying the grades of pre-test and post-test in the data view
5. Opening variable view by changing VAR. 1 to be pre-test and VAR-2 to be post-test.
6. Editing label VAR.1 to be pre-test and VAR.2 to be post-test.
7. Selecting analyze, compare means, independent sample T-Test.
8. Moving pre-test and post-test to the right.

¹⁵ Alan Bryman & Duncan Cramer, *Quantitative Data Analysis With SPSS 12 and 13* (New York: Routledge, 2005), 186-188.

9. Selecting OK.

Independent Sample T-Test Guidelines;

- a. If the probability or Sig. $< \alpha$ (0.05), then the null hypothesis (H_0) is rejected.
- b. If the probability or Sig. $> \alpha$ (0.05), then the alternative hypothesis (H_a) is accepted.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Profile at SMPIT Wahdatul Ummah Metro

a. The Historical Backgorund at SMPIT Wahdatul Ummah Metro

SMPIT Wahdatul Ummah Metro is a private junior high school in East Metro sub-district, Metro City, Lampung. This school is located on Jl. Inspection No 5 RT 13 RW 05. Established since 2017 or more precisely, it has been around for 5 years.

b. The Condition of the Teachers and Official Employees at SMPIT Wahdatul Ummah

The numbers of the teachers and official employers in SMPIT Wahdatul Ummah can be seen on the table below:

Table 4.1
The Condition of Teachers and Official Employers
in SMPIT Wahdatul Ummah Metro

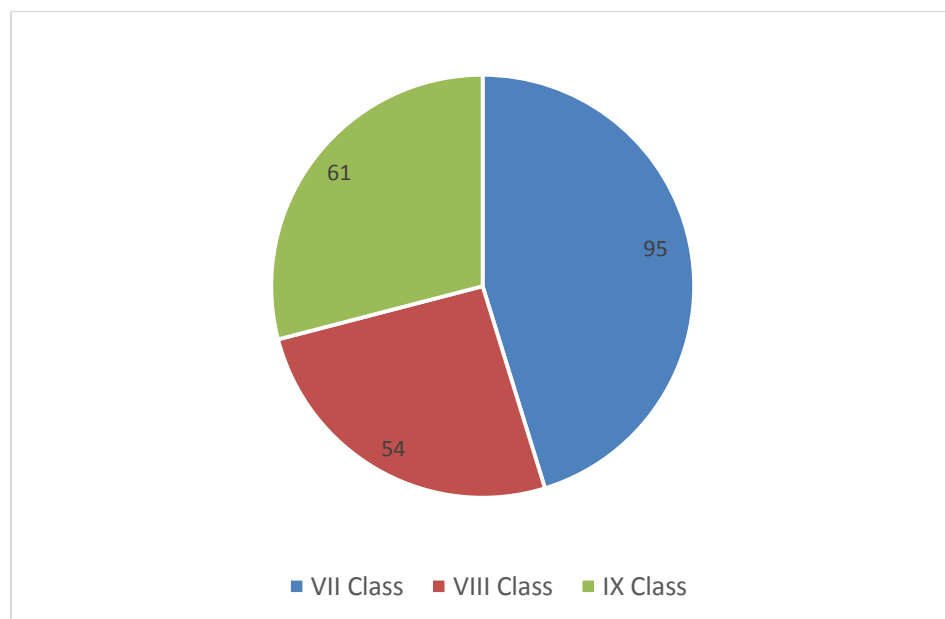
No	Name
1.	Andi Setiawan, S.Pd., Gr., M.Pd
2.	Ahmad Burdah
3.	Rizki Herdiyanti, S.Pd
4.	Pandu Eka Saputra, S.Pd.I
5.	Dino Kiki Ardiyanto, A.Md
6.	Ilham Prayudha
7.	Sa'id Ramadhan AnNadawi, Lc
8.	Anhar Firdaus, S.Pd.I
9.	Baiti Kurniasari, S.Pd

10.	Wiwin Nuraeni, Lc
11.	Nia Erlita, S.Si
12.	Nadia Amaturrofi'ah
13.	Siti Aisah, S.Pd
14.	Sarah Luthfiah, S.Pd
15.	Nurma Dwi Putri, S.Pd
16.	Lutfi Qurrota A'yun
17.	Rina Apriyanti, S.Pd.I
18.	Sunarto
19.	Sopian

c. Students' Quantity at SMPIT Wahdatul Ummah Metro

The students' quantity at SMPIT Wahdatul Ummah Metro is that can be seen on the figure below:

Figure 4.1



(Source: The Data of Students Quantity Got from the English Researcher at SMPIT Wahdatul Ummah Metro Central Lampung). The Students' Quantity at SMPIT Wahdatul Ummah Metro.

d. The Condition of Infrastructure Facilities at SMPIT Wahdatul Ummah Metro

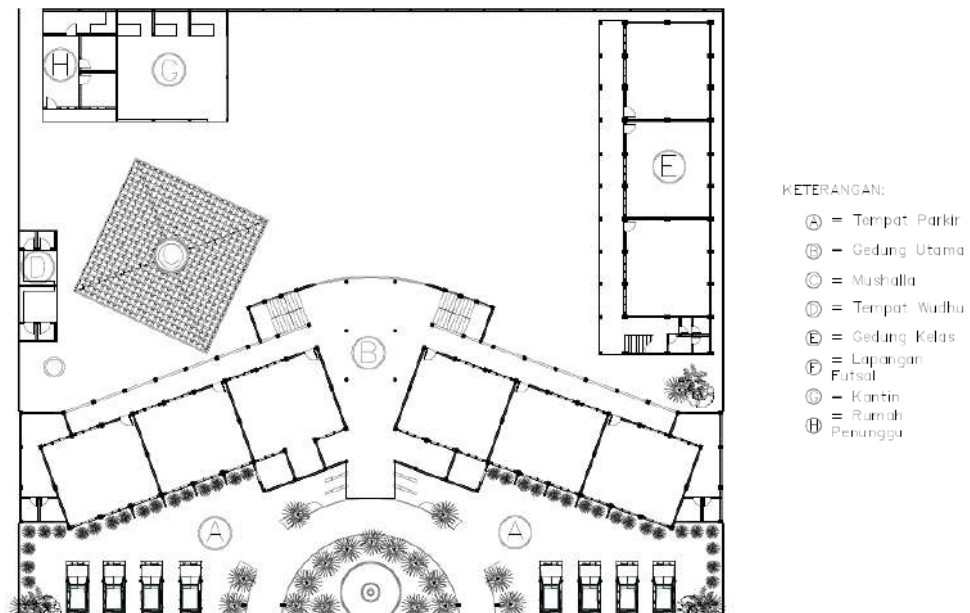
Overall, the facilities and infrastructure in SMPIT Wahdatul Ummah Metro are very adequate, it can be seen from the list of supporting infrastructure for the learning process below :

Table 4.2
The Total of Classroom at SMPIT Wahdatul Ummah Metro

Class	Total of Classroom
VII	2
VIII	2
IX	2

e. Location Sketch at SMPIT Wahdatul Ummah Metro

Figure 4.2



Source : The observation of location sketch got From the English Researcher at SMPIT Wahdatul Ummah Metro. The Location Sketch at SMPIT Wahdatul Ummah Metro.

2. The Description of Research Result

The result of this research is described based on the effort to answer the research objectives in order to investigate whether there any positive and significant the effect of Think-Talk-Write (TTW) Strategy on writing ability among the eighth graders at SMPIT Wahdatul Ummah Metro.

To describe the result of this research, the researcher explained the following parts :

a. Analysis of Research Instrument Trial Results

1. Validity Test

Table 4.3

The Validity Result

		C	O	V	L	M	Total
Content	Pearson Correlation	1	,764**	-,289	-,809**	,866**	-,710**
	Sig. (2-tailed)		,000	,217	,000	,000	,000
	N	20	20	20	20	20	20
Organization	Pearson Correlation	,764**	1	,378	,606**	,630**	,808**
	Sig. (2-tailed)	,000		,100	,005	,003	,000
	N	20	20	20	20	20	20
Vocabulary	Pearson Correlation	,289	,378	1	-,024	,200	,497*
	Sig. (2-tailed)	,217	,100		,920	,398	,026
	N	20	20	20	20	20	20
Language	Pearson Correlation	,809**	,606**	-,024	1	,774**	,760**
	Sig. (2-tailed)	,000	,005	,920		,000	,000
	N	20	20	20	20	20	20
Mechanic	Pearson Correlation	,866**	,630**	,200	,774**	1	,756**
	Sig. (2-tailed)	,000	,003	,398	,000		,000
	N	20	20	20	20	20	20
Total	Pearson Correlation	,710**	,808**	,497*	,760**	,756**	1
	Sig. (2-tailed)	,000	,000	,026	,000	,000	
	N	20	20	20	20	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Based on the table it can be seen that the results of the validity test are all variables greater than r table 0.224, namely r observed $>$ 0.224. So, it can be said that the results of the validity test calculation above, the statement variables are all valid. Thus, all of these items can be used for actual data collection.

2. Reliability Test

Table 4.4

The Reliability Result

Cronbach's Alpha ^a	N of Items
1,484	5

Based on the table it can be seen that the reliability test results are greater than the r table of 0.224, namely r observed $>$ 0.224. So, it can be said that the results of the reliability test calculations above are in the moderately reliable category so that the indicators in this study are said to be reliable. The benchmark level of reliability is presented in the following table:

Table 4.5

Classification Coefficient of Reliability

r Value	Level of confidence
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Currently
0.60 - 0.799	Tall
0.80 – 1.00	Very High

Based on the table, it can be concluded that the indicators in this study are said to be reliable with a very high category.

b. Pre- Test Result

The researcher conducted a Pre-test on March 28th, 2023 by giving writing ability test to the eighth graders in SMPIT Wahdatul Ummah Metro. The type of writing ability test is composition text in the form of descriptive text in English. In the pre-test process, the researcher asked the students to answer the questions of writing ability test in order to know to their writing descriptive text. The pre-test results are illustrated in the following table:

Table 4.6

The Pre-Test Result of the Students' Writing Ability of
Class 8A (Control Class) of SMPIT Wahdatul Ummah Metro

No.	Name	Data	Grade
1.	AD	47	8A
2.	AA	47	8A
3.	EV	48	8A
4.	FR	50	8A
5.	HF	45	8A
6.	IS	57	8A
7.	MB	49	8A
8.	ML	58	8A
9.	MA	48	8A
10.	MD	46	8A
11.	MF	50	8A
12.	MA	45	8A
13.	MA	47	8A
14.	MD	46	8A
15.	MF	40	8A
16.	MI	45	8A
17.	MJ	52	8A

18.	NA	57	8A
19.	PY	55	8A
20.	RY	55	8A
21.	RS	53	8A
22.	SA	53	8A
23.	SR	55	8A
24.	TN	45	8A
25.	ZA	45	8A
Total		1238	
The average grade		49,6	

Table 4.7

The Pre-Test Result of The Control Class

No.	Score	Frequency	Percentage	Criteria
1.	<75	25 Students	100%	Incomplete
2.	>75	0 Students	0%	Complete
Total		25 Students		

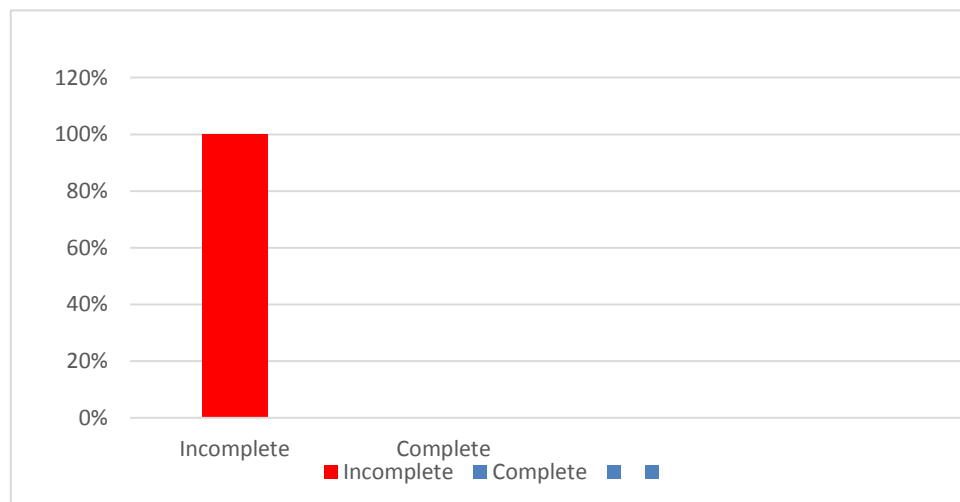
Figure 4.3 The Pre-Test Result of Control Class

Table 4.8

The Pre-Test Result of the Students' Writing Ability of
Class 8B (Experimental Class) of SMPIT Wahdatul Ummah Metro

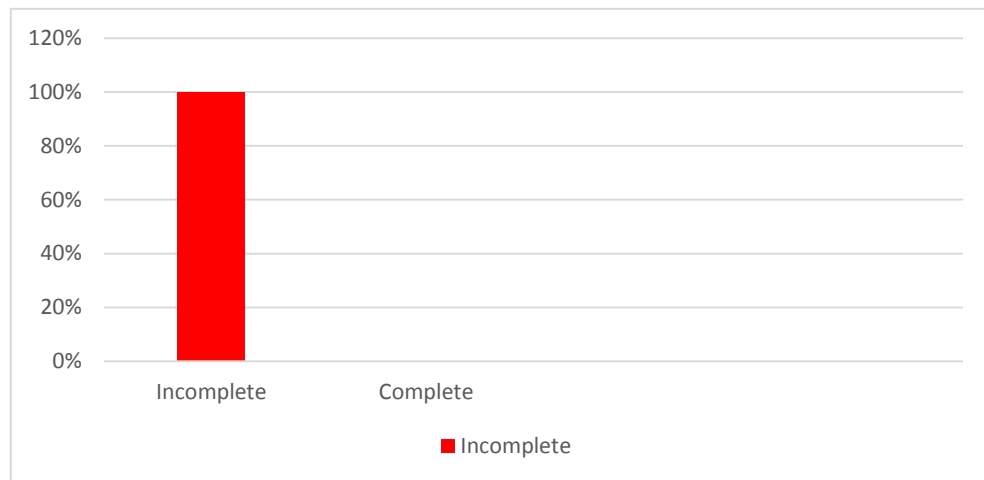
No.	Name	Data	Grade
1.	AA	58	8B
2.	AN	52	8B
3.	AR	56	8B
4.	AM	53	8B
5.	AI	45	8B
6.	AP	55	8B
7.	AP	38	8B
8.	CO	47	8B
9.	DN	49	8B
10.	DM	48	8B
11.	FA	53	8B
12.	HU	43	8B
13.	HA	46	8B
14.	KA	52	8B
15.	KR	48	8B
16.	KK	48	8B
17.	KA	47	8B
18.	LZ	52	8B
19.	MN	45	8B
20.	NS	50	8B
21.	NH	55	8B
22.	NS	55	8B
23.	NC	60	8B
24.	NR	45	8B
25.	RH	55	8B
26.	RA	44	8B
27.	RH	48	8B
28.	SS	46	8B
29.	UH	47	8B
Total		1440	
The average grade		49,7	

Table 4.9

The Pre-Test Result of The Experimental Class

No.	Score	Frequency	Precentage	Criteria
1.	<75	29 Students	100%	Incomplete
2.	>75	0 Students	0%	Complete
Total		29 Students		

Figure 4.4 The Pre-Test Result of Experimental Class



Based on the result of pre-test above, it was investigated that the average grade in experimental class is 49,7 and the average grade in control class is 49,6. It shows the students' writing ability before the treatment. To follow up the pre-test, the researcher had done the teaching treatment using Think-Talk-Write (TTW) Strategy.

c. Treatment by Using Think-Talk-Write (TTW) Strategy

In this research, the researcher conducted the treatment by applying Think-Talk-Write (TTW) Strategy in the process of the research. In do the treatment, the research did it in 3 meetings. For the first meeting, this research was conducted on March 30th, 2023. Then the second research was conducted on April 4th, 2023 and the third research was conducted on April 6th, 2023. It was also carried out directly by researcher who were

directly at SMPIT Wahdatul Ummah Metro to the eighth guard to carry out treatment with Think-Talk-Write (TTW) Strategy .

d. Post-Test Result

The researcher conducted a Post-test on April 11th, 2023 by giving writing ability test to the eighth graders in SMPIT Wahdatul Ummah Metro. The type of writing ability test is composition text in the form of descriptive text in English. In the the post-test process, the researcher asked the students to answer the questions of writing ability test in order to know to their writing descriptive text. The post-test results are illustrated in the following table:

Table 4.10

The Post-Test Result of the Students' Writing Ability of
Class 8A (Control Class) of SMPIT Wahdatul Ummah Metro

No.	Name	Data	Grade
1.	AD	53	8A
2.	AA	58	8A
3.	EV	53	8A
4.	FR	57	8A
5.	HF	54	8A
6.	IS	55	8A
7.	MB	57	8A
8.	ML	52	8A
9.	MA	57	8A
10.	MD	56	8A
11.	MF	53	8A
12.	MA	58	8A
13.	MA	57	8A
14.	MD	52	8A
15.	MF	50	8A
16.	MI	52	8A
17.	MJ	65	8A
18.	NA	60	8A

19.	PY	57	8A
20.	RY	58	8A
21.	RS	55	8A
22.	SA	52	8A
23.	SR	55	8A
24.	TN	56	8A
25.	ZA	57	8A
Total		1389	
The average grade		55,5	

Table 4.11

The Post-Test Result of The Control Class

No.	Score	Frequency	Precentage	Criteria
1.	<75	25 Students	0%	Incomplete
2.	>75	0 Students	100% %	Complete
Total		25 Students		

Figure 4.5 The Post-Test Result of Control Class

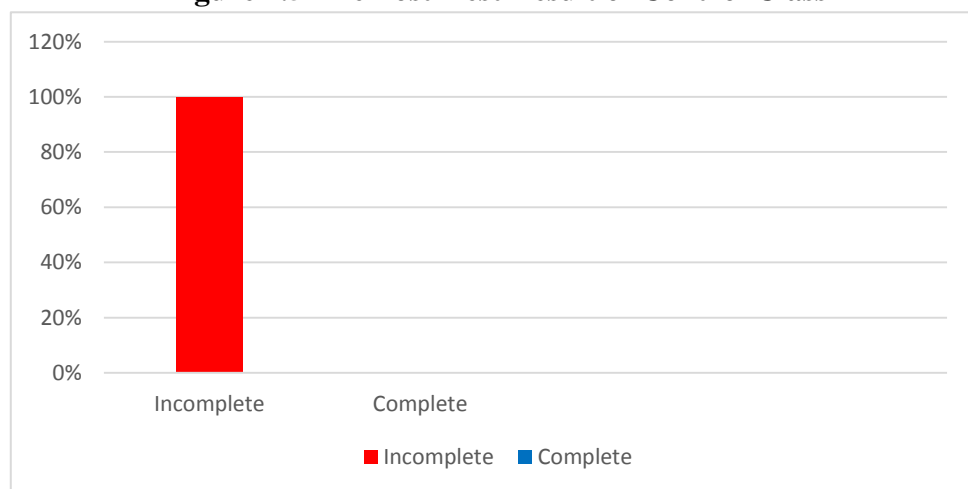


Table 4.12

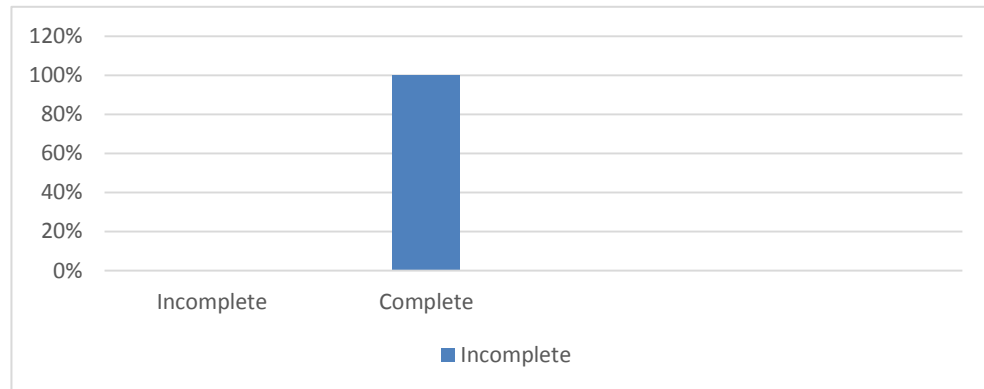
The Post-Test Result of the Students' Writing Ability of
Class 8B (Experimental Class) of SMPIT Wahdatul Ummah Metro

No.	Name	Data	Grade
1.	AA	80	8B
2.	AN	80	8B
3.	AR	77	8B
4.	AM	77	8B
5.	AI	77	8B
6.	AP	76	8B
7.	AP	80	8B
8.	CO	75	8B
9.	DN	77	8B
10.	DM	79	8B
11.	FA	82	8B
12.	HU	83	8B
13.	HA	75	8B
14.	KA	80	8B
15.	KR	85	8B
16.	KK	78	8B
17.	KA	81	8B
18.	LZ	78	8B
19.	MN	77	8B
20.	NS	79	8B
21.	NH	75	8B
22.	NS	75	8B
23.	NC	79	8B
24.	NR	81	8B
25.	RH	78	8B
26.	RA	80	8B
27.	RH	75	8B
28.	SS	78	8B
29.	UH	85	8B
Total		2282	
The average grade		78,7	

Table 4.13

The Post-Test Result of The Experimental Class

No.	Score	Frequency	Precentage	Criteria
1.	<75	0 Students	0%	Incomplete
2.	>75	29 Students	100%	Complete
Total		29 Students		

Figure 4.6 The Post-Test Result of Experimental Class

Based on the result of post-test above, it was investigated that the average grade in experimental class is 78,7 and the average grade in control class is 55,5. It shows the students' writing ability after the treatment. After getting the complete data, the researcher investigated the effect of Think-Talk-Write (TTW) Strategy on writing ability by using SPSS.

d. Analysis Requirements Test Results

1. Normality Test

Table 4.14

The Normality Result

Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Post Test	Kelas 8A	,142	25	,200*	,927	25	,075
	Kelas 8B	,114	29	,200*	,933	29	,065

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it is shown that the data is normally distributed with a significance level of more than 0.05, namely $p = 0.200 > 0.05$.

2. Homogeneity Test

Table 4.15
The Homogeneity Result

Levene Statistic	df1	df2	Sig.
.213	1	52	.647

Based on the table it can be seen that the results of the homogeneity test were 0.647 which means greater than 0.05, namely $p = 0.647 > 0.05$. So, it can be said that both variables are homogeneous.

e. Testing of Hypotesis

In testing of hypothesis of this research, the researcher refers to two hypothesis, as follow:

1. H_0 : There is no positive and significant effect of using Think-Talk-Write (TTW) Strategy on writing descriptive text at the eighth graders of SMPIT Wahdatul Ummah Metro.
2. H_a : There is positive and significant of using Think-Talk-Write (TTW) Strategy on writing descriptive text at the eighth graders of SMPIT Wahdatul Ummah Metro.

This is the statistical hypothesis:

1. If the sign.2-tailed is lower than 0.05 and t-value is higher than f-table, so the null hypotesis (H_0) is rejected, and alternative hypotesis (H_a) is

accepted. While, if sig.2-tailed is higher than 0.05 and t-value is lower than f-table, so the null hypostesis (H_0) is accepted and alternative hypotesis (H_a) is rejected.

2. If mean score in experimental and control group to be compared. If the mean score in experimental group is higher than the mean score in control group, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. While, if the mean score in experimental group is lower than the mean score in control group, so the null hypothesis (H_a) is accepted and the alternative hypothesis (H_a) is rejected.

After performing a series of SPPSS calculations in variable X (Think-Talk-Write (TTW) Strategy) tests to variable Y (writing descriptive text), the researcher obtained the results described as follows:

Table 4.16
The SPSS Computation Result about the Effect of
Think-Talk-Write Strategy on Writing Ability

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Has Positive Test	,213	,647	28,360	52	,000	23,12966	,81556	24,76620	21,49311
			28,088	48,272	,000	23,12966	,82348	24,78514	21,47417

Based on the SPSS result, it is clear that if the probability or Sig. $> \alpha$ (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant effect of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant effect of Think-Talk-Write (TTW) Strategy on writing descriptive text.

In addition, the table above illustrated that *t observed* was 28,360 with degree of freedom was 52 to confidence interval of the difference 95%. After considering the t-test table by using *df* 52. It can be found that:

Table 4.17

Critical Value of f-table

Level of significant	5%	1%
<i>Df</i>	4.02	7.14

1. The critical value of t-test (ttable) for the 5% level is 4.02
2. The critical value of t- test (ttable) for the 1% level is 7.14

From all the data analysis above, it can be found that :

- a. “t-observed” = 28,360
- b. “f-table” level of significant 5% = 4.02
- c. “f-table” level of significant 1 % = 7.14

It means that” t-observed” is higher than “f-table” or it can be written as $4.02 < 28,360 > 7.14$. It means that from the value above there was any positive and significant effect of Think-Talk-Write (TTW) Strategy on writing descriptive text among the eighth graders at SMPIT Wahdatul Ummah Metro. It can be seen from the result of the students’ pre-test and post-test.

- a. If $t\text{-observed} > f\text{-table}$, H_a is accepted and H_o is rejected.
- b. If $t\text{-observed} < f\text{-table}$, H_a is rejected and H_o is accepted.

The researcher has formulated the alternative Hypothesis (H_a) such as: “There is a positive and significant effect of Think-Talk-Write (TTW) Strategy on writing descriptive text among the eighth graders at SMPIT Wahdatul Ummah Metro”.

Finally, the data confirmed that $t_{\text{observed}} = 28,360$ was higher than t_{table} level of significant $5\% = 4.02$ and t_{table} level of significant $1\% = 7.14$. Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that there was a positive and significant the effect of effect of Think-Talk-Write (TTW) Strategy on writing descriptive text among the eighth graders at SMPIT Wahdatul Ummah Metro.

B. Discussion

In presenting the discussion of results of this research, the researcher considered theories that support her to answer the problem formulation. In conducting the pre-test, the researcher gave a writing test by asking the students to write the composition text. The pre-test results of writing ability presents the average grade in experimental class is 49,7 and the average grade in control class is 49,6. Pre-test had been done before the researcher applied the treatment using Think-Talk-Write (TTW) Strategy. After pre-test, the researcher implemented Think-Talk-Write (TTW) Strategy directly in the class.

While the researcher applied Think-Talk-Write (TTW) Strategy teaching directly in the class, so the steps include of:

1. First section, the students are engaged in thought-a reflective dialogue with themselves. The students write down the ideas and anything they are thinking about something in their own language in a piece of paper.
2. Second section, the next step is talk activity which is the student begin talking. In talking step, the student divided into groups of four or five

academically. This step allows students to discuss about what they have done in the first step. In this step, the students reflect, arrange, and share ideas in group discussion form.

3. Last section, the students write the result of discussion they get from the previous step.

After conducting treatment with Think-Talk-Write (TTW) Strategy implementation, the researcher conducted post-test to the eighth graders by giving a test is is composition text in the form of descriptive text in English based on *Animals or Fruits* topic. The post-test results showed the average student grade in experimental class was 78,7 and the average grade in control class was 55,5. Furthermore, to test if there was a positive and significant effect of variable Think-Talk-Write (TTW) Strategy on writing descriptive text. This strategy is beneficial in guiding the students to develop their idea by using three columns in process of writing. It can also be used by the students for explore their ideas in deep reflection.

The researcher conducted SPSS tests, the researcher applied SPPSS computation. After conducting the SPSS test on the pre-test and post-test results, the researcher got the following results.

Table 4.18

The Result of the Effect of
Think-Talk-Write (TTW) Strategy on Writing Descriptive Text
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Has Pos Tes	,213	,647	28,360	52	,000	23,12966	,81556	24,76620	21,49311
			28,088	48, 272	,000	23,12966	,82348	24,78514	21,47417

To test hypothesis, If the probability or *Sig.* $< \alpha$ (0.05), the null hypothesis (Ho) is rejected. If the probability or *Sig.* $> \alpha$ (0.05), the alternative hypothesis (Ha) is accepted. While this result shows the number 0.00, the alternative hypothesis (Ha) is accepted.

Based on the results of the research, if the probability or *Sig.* $> \alpha$ (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive and significant effect of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant effect of Think-Talk-Write (TTW) Strategy on writing descriptive text. Finally, the data confirmed that "t-observed" = 28,360 was higher than "f-table" level of significant 5% = 4.02

and “f-table” level of significant 1 % = 7.14.

Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that there was a positive and significant the effect of Think-Talk-Write (TTW) Strategy on students writing descriptive text among the eighth graders at SMPIT Wahdatul Ummah Metro.

The effect of Think-Talk-Write (TTW) Strategy on students’ writing descriptive text is indicated by the indicators of writing ability on the test items that are effected significantly through the implementation of Think-Talk-Wite (TTW) Strategy. The indicators of positive and significant effect are that the students are able to write the English composition by using correct language structure. The students are able to write the English composition by using correct English vocabullary. Futhermore, the students’ are able to write the English Composition in which the content is appopriate aspects of writing mechanics. Moreover, the students are able to write the English composition by using the correct organization structure.

Furthermore, the reasons of the significant effect of Think-Talk-Write (TTW) Strategy on the students’ writing ability are caused by the implementation of Think-Talk-Write (TTW) strategy that guides the students to write the text.

Moreover, by implementing Think-Talk-Write (TTW) Strategy in the treatment, the students can transfer their knowledge from the real of life story. By using Think-Talk-Write (TTW) Strategy, the students are encouraged to form personal meaning and evaluation of perception. In addition, the students’ level knowledge can be developed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher concludes this research. It can be seen that the result pre-test in the experimental class with an average score of 49,7 and in control class with an average score of 49,6. After pre-test doing the treatment and the result post-test in experimental class with an average score of 78,7 and in control class with an average score of 55,5.

Based on the SPSS result, it is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant effect of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. Therefore, it is concluded that there is a positive and significant effect of Think-Talk-Write (TTW) Strategy on writing descriptive text. In addition, this strategy is beneficial in guiding the students to develop their idea by using three steps in process of writing to explore their ideas in deep reflection.

B. Suggestions

The researcher provides some suggestion for the students, the teacher, and the headmaster, as follow:

1. For the Students

It is suggested that the students to be more active in learning English, particularly in learning to write the English text. Therefore, the

students can understand and write the material which researcher has given and effects their write especially in writing descriptive text.

2. For the Teachers

It is suggested that teachers be more creative in motivating students in learning English and incorporate the Think-Talk-Write (TTW) Strategy as a strategic reference in the teaching process, especially in writing descriptive texts to involve students to be active in learning.

3. For the Headmaster

It is suggested that headmaster to support the teacher in using Think-Talk-Write (TTW) Strategy in learning process because it could teach the students' writing ability and the students to be more active.

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APPENDICES



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di-

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	: DINDA SOLEHAH
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Semester	: 7 (Tujuh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: PENGARUH STRATEGI THINK-TALK-WRITE (TTW) TERHADAP KEMAMPUAN MENULIS TEKS DESKRIPTIF SISWA KELAS VIII SMPIT WAHDATUL UMMAH KOTA METRO

untuk melakukan *pra-survei* di SMPIT WAHDATUL UMMAH KOTA METRO, PROVINSI LAMPUNG.

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 November 2022

Ketua Jurusan

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Telah kami setuju untuk mengadakan Prasurvey dalam rangka penulisan skripsi dengan judul:

“The Effect of Think-Talk-Write (TTW) Strategy on the Eighth Grade Students’ Ability in Writing Descriptive Text at SMPIT Wahdatul Ummah, Metro City ”.

Demikian surat ini kami sampaikan, dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 09 Desember 2022
Kepala SMPIT Wahdatul Ummah Metro



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RATIFICATION PAGE

Number :

The Research Proposal entitled: THE EFFECT OF THINK-TALK-WRITE (TTW) STRATEGY ON THE EIGHTH GRADE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SMPIT WAHDATUL UMMAH METRO. Written by: Dinda Solehah, Student Number 1901052011, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Wednesday, March 08, 2023 at 08:00 - 09:30 a.m.

BOARD OF EXAMINERS:

Chairperson: : Dr. Umi Yawisah, M.Hum

(.....)

Examiner I : Dr. Ahmad Subhan Roza, M.Pd

(.....)

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(Pembimbing 2)
di-

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Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
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Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

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SURAT TUGAS

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

Nama : **DINDA SOLEHAH**
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Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPIT WAHDATUL UMMAH METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF THINK-TALK-WRITE (TTW) STRATEGY ON THE EIGHTH GRADE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SMPIT WAHDATUL UMMAH METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

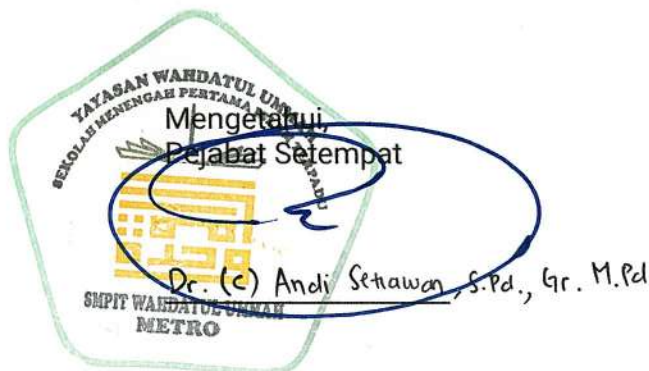
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 27 Maret 2023

Wakil Dekan Akademik dan
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Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1376/In.28/D.1/TL.01/03/2023, tanggal 27 Maret 2023 atas nama saudara:

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Semester : 8 (Delapan)
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Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPIT WAHDATUL UMMAH METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF THINK-TALK-WRITE (TTW) STRATEGY ON THE EIGHTH GRADE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SMPIT WAHDATUL UMMAH METRO".

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

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Telah kami setuju untuk melaksanakan izin *research* di SMPIT Wahdatul Ummah sebagai syarat penyusunan skripsi dengan judul "THE EFFECT OF THINK-TALK-WRITE (TTW) STRATEGY ON THE EIGHTH GRADE STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT AT SMPIT WAHDATUL UMMAH METRO".

Demikian surat ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.



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1.	Rabu / 08 Februari 2023	✓	- table of contents - miswaring - Bibliography	

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No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
2.	Kamis 16/2-23	✓	miswrit ip - revisi. Enrich Re Reamy 7 TTW	
3.	Senin 20/2-23	✓	miswrit ip → Revisi	
4.	Rabu 22/2-23	✓	- Revision is OK - Acc for seminar	

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

Nama : Dinda Solehah
NPM : 1901052011

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jumat / 20-4-23		Revise based on the notes. (page numbers, mistype)	
2.	Senin, 8 mei 2023		Abstract → Rense	
3.	Kamis / 11 mei 2023		<ul style="list-style-type: none">- Conclusion ✓- Revisian Ok.- Acc for muraqayah.	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd

NIP. 1987110 2201503 1 004

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum

NIP. 19620424 199903 2 001

SILABUS PEMBELARAN

Mata Pembelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

1. Memahami dan menerapkan pengetahuan (Faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
2. Mengolah, menyaji, dan menalar dalam ranah konkret (Menggunakan, mengurai, merangkai, memodifikasi dan membuat dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan menggarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
1.1 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif sesuai dengan	<ul style="list-style-type: none"> Descriptive Text and Grammar (Simple Present Tense) 	<p>Mengamati</p> <ul style="list-style-type: none"> Peserta didik mengamati sebuah teks deskriptif pengalaman pribadi. Kemudian mendengarkan guru yang membacakan teks descriptive tersebut. Lalu peserta didik membacakan Kembali apa yang telah dibacakan gurunya dengan baik <p>Menanya</p>	<p>Sikap Observasi</p> <ul style="list-style-type: none"> Penilaian diri, penilaian antarpeserta didik, atau jurnal tentang informasi terkait teks deskriptif, pendek dan sederhana (descriptive text) dan Grammar (Simple present tense). <p>Pengetahuan: Tes tertulis</p>	12 jp	<ul style="list-style-type: none"> Bahasa Inggris SMP/ MTs Kelas VIII, Quadra Tim Penyusun, Bahasa Inggris untuk SMP dan MTs. Quadra Website Terkait

konteks penggunaannya. 2.1 Teks deskriptif 2.1.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (deskriptif) 2.1.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait lingkungan sekitar (deskriptif), dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.		<ul style="list-style-type: none"> • Peserta didik berdiskusi dengan teman dan guru terkait dengan deskriptif teks dengan baik dan benar. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Peserta didik mencari beberapa teks deskriptif yang berkaitan lingkungan sekitar dari berbagai sumber atau referensi. Kemudian mencatatnya dengan baik. <p>Menalar/ Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik membuat teks deskriptif yang berkaitan dengan lingkungan sekitar <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Peserta didik membacakan hasil teks deskriptif masing-masing di depan kelas. 	<ul style="list-style-type: none"> • Uraian dan penugasan berkaitan dengan informasi terkait teks descriptive, pendek dan sederhana (descriptive text) dan grammar (Simple present tense). <p>Keterampilan</p> <ul style="list-style-type: none"> • Membuat portofolio dan tes praktik tentang deskriptif teks, pendek dan sederhana (descriptive text) dan grammar (Simple present tense). 	
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THE LESSON PLAN 1

The Name of School : SMPIT Wahdatul Ummah Metro
Class : VII (Eighth)
Subject : English
Kind of Text : Descriptive Text
Skill : Writing
Time Allocation : 2 x 45 Minutes

A. Standar Competences

- K11 : Appreciate and practice the value of religion trust.
- K12 : Appreciate and practice of the behavior likes honest, discipline, responsibility caring to each other (cooperation, tolerance, and peacefull), polite, responsive and pro-active and demonstrates behavior as solution of some problem in interacting effectively with the social environment and the nature to put themselves as the reflection of the nation in the association of the world.
- K13 : Understanding, applying, and analyzing of the factual knowledge, conceptual, prosedural and metacognitive about sciences, technology, art, culture and humanities with insight humanity, natioanality, country, and civilization that related to cause of the phenomena and chain, and apply the procedural knowledge on the specific study, that is accordance with the talent and capability to solve the problem.
- K14 : Managing, thinking and showing in a domain concrete and domain abstract with development that is learned in the shool independently, capable to use in the accordance method.

B. Basic Competences

Basic Competences K1:

- 1.1 : Appreciative of chance are able to study of English as a language introductory communication International in achieving of the spirit in leraning process.

Basic Competences K2

- 2.1 : Shows the behavior likes responsibility, care, cooperation and peaceful in a communication fuctional.

Basic Competences K3

- 3.1 :Analyze of the social functional, structure and linguistic element of the simple descriptive text about the people, the resort, and the historic building according in using context.

Basic Competences K4

- 4.1 :Responsive the meaning of the descriptive text in the form oral or simple written.
- 4.2 :Summarize the descriptive text in the form oral and simple written about the people, the resort, and the historic building according in using context.
- 4.3 :Arrange the descriptive text in the form oral and simple written about the people, the resort, and the historic building according in purpose and structure text, and linguistic according in context.

C. Indicators

Indicator Basic Competences K3

1. Students are able to respond the material
2. Students are able to respond the main idea

Indicator Basic Competences K4

1. Students are able to read the descriptive text
2. Students are able to summarize the descriptive text
3. Students are able to analyze the structure and language feature of descriptive text
4. Students are able to clarify of descriptive text based on the social function

D. The Purpose of Learning

1. Students are able to understand in the form of descriptive text
2. Students are able to write a text in the form descriptive text

E. The Material

Descriptive is a text that has purpose to describe a particular person, place or thing. The main purpose is it presents informations by describing object in general to specific way. It means that report text discuss about in specific object. Example "My Mother" that is considered as one special person for writer.

Generic structure of descriptive text can be organized are as follows:

- 1) Identification : It identifies as particular person.
- 2) Description : Mention the physical feature , the way he/she dresses and his/her personality.

1. Language Feature of Descriptive

There are language forms of descriptive as follows:

- a. Using linking verb or verb of sense such as look, smell, taste, see, seem.
- b. Using three parameter of sense: visual, auditory, and smell.
- c. Using spatial order in which preposition precedes the verb and the subject.
- d. Using multiple tenses based on the time: past, present and future.

2. Example of Descriptive Text

My Lovely Dog

(Identification)

My Father Bought me a present I've wanted for years. It's a dog. A puppy to be exact. I called him Ross.

(Description)

Ross is a small puppy. His size is as big as the palm of my hand. Ross is so fragile. Sometimes I am afraid I will hurt him if I want to take him up. Dad said he found Ross near our house, crying looking for his mom.

F. Teaching Strategy

Think-Talk-Write Strategy

G. Strategies of Teaching

Writing activities (2x45 minutes)

- **Personal Connection :**

Before start in writing activities, teacher give greeting to students likes (good morning,hello class?), then asks the students to pray and calls roll of the students after that teacher gives warming up (game, simulation, etc) to students.

- **Genre Connection :**

Activity (treatment), the teacher explains the material about descriptive text ; definition, structure, language feature, and example. The students divides students into five groups. Then the teacher asks each group to sit with their group.

The teacher give different topic for every group and provides managing time before start to apply Think-Talk-Write Strategy. The student do the discussion with their own group and all of the member have to follow as participant and the teacher walk around and move from one group to an other group to check them. Every group only has 20 minutes to present in front of the class the result of discussion. When one group present, the teacher guide the students to correct all of project together. The last, the teacher tell the best group that has least mistakes.

The teacher evaluate and explain more about descriptive text that concern to students mistake in writing. Teacher give reflection. After that teachers give closing greeting.

H. Media in Learning Activities

1. White board
2. Board marker
3. English books
4. English dictioanary
5. A piece of paper

I. Referencies

1. Dedi Turmudi, Smart and Skillful Writer: Developing Writing 2, Metro:Laduny Alifatama, 2014.
2. Text book: Intan Pariwara
3. <http://www.cerita-descriptive-text.co.id>

J. Evaluation

1. Technique : Skill-assessment
2. Type : Writing test
3. Instrument : Write a descriptive text based on the topic which you have gotten. At least two paragraph.
4. Scoring Standart :

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1,5V + 1,5 M}{40} \times 10$$

40

Aspect	Score	Performance Description	Weighting
	4	The topic is complete and clear and the details are relating to the topic	

Content (C) 30% -Topic -Details	3	The topic is complete and clear but the details are almost relating to the topic	3 x
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse connectives	
Grammar (G) 20% -Use Present Tense -Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and words form	1,5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	

Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation and capitalization	

English Teacher of The Eighth Grade of
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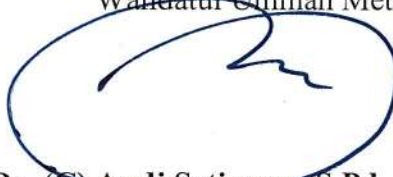
Dr. (C) Andi Setiawan, S.Pd., Gr. M.Pd
NIY. 198807082016070703

Metro, April 2023
The Researcher,



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St.ID. 1901052011

The Head of SMPIT
Wahdatul Ummah Metro,



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NIY. 198807082016070703

THE LESSON PLAN 2

The Name of School : SMPIT Wahdatul Ummah Metro
Class : VII (Eighth)
Subject : English
Kind of Text : Descriptive Text
Skill : Writing
Time Allocation : 2 x 45 Minutes

A. Standar Competences

- K11 : Appreciate and practice the value of religion trust.
- K12 : Appreciate and practice of the behavior likes honest, discipline, responsibility caring to each other (cooperation, tolerance, and peacefull), polite, responsive and pro-active and demonstrates behavior as solution of some problem in interacting effectively with the social environment and the nature to put themselves as the reflection of the nation in the association of the world.
- K13 : Understanding, applying, and analyzing of the factual knowledge, conceptual, prosedural and metacognitive about sciences, technology, art, culture and humanities with insight humanity, nationality, country, and civilization that related to cause of the phenomena and chain, and apply the procedural knowledge on the specific study, that is accordance with the talent and capability to solve the problem.
- K14 : Managing, thinking and showing in a domain concrete and domain abstract with development that is learned in the school independently, capable to use in the accordance method.

B. Basic Competences

Basic Competences K1:

- 1.1 : Appreciative of chance are able to study of English as a language introductory communication International in achieving of the spirit in learning process.

Basic Competences K2

- 2.1 : Shows the behavior likes responsibility, care, cooperation and peaceful in a communication functional.

Basic Competences K3

- 3.1 :Analyze of the social functional, structure and linguistic element of the simple descriptive text about the people, the resort, and the historic building according in using context.

Basic Competences K4

- 4.1 :Responsive the meaning of the descriptive text in the form oral or simple written.
- 4.2 :Summarize the descriptive text in the form oral and simple written about the people, the resort, and the historic building according in using context.
- 4.3 :Arrange the descriptive text in the form oral and simple written about the people, the resort, and the historic building according in purpose and structure text, and linguistic according in context.

C. Indicators

Indicator Basic Competences K3

1. Students are able to respond the material
2. Students are able to respond the main idea

Indicator Basic Competences K4

1. Students are able to read the descriptive text
2. Students are able to summarize the descriptive text
3. Students are able to analyze the structure and language feature of descriptive text
4. Students are able to clarify of descriptive text based on the social function

D. The Purpose of Learning

1. Students are able to understand in the form of descriptive text
2. Students are able to write a text in the form descriptive text

E. The Material

Descriptive is a text that has purpose to describe a particular person, place or thing. The main purpose is it presents informations by describing object in general to specific way. It means that report text discuss about in specific object. Example "My Mother" that is considered as one special person for writer.

Generic structure of descriptive text can be organized are as follows:

- 1) Identification : It identifies as particular person.
- 2) Description : Mention the phsycal feature , the way he/she dresses and his/heer personality.

1. Language Feature of Descriptive

There are language forms of descriptive as follows:

- a. Using linking verb or verb of sense such as look, smell, taste, see, seem.
- b. Using three parameter of sense: visual, auditory, and smell.
- c. Using spatial order in which preposition precedes the verb and the subject.
- d. Using multiple tenses based on the time: past, present and future.

2. Example of Descriptive Text

My Lovely Dog

(Identification)

My Father Bought me a present I've wanted for years. It's a dog. A puppy to be exact. I called him Ross.

(Description)

Ross is a small puppy. His size is as bid as the palm of my hand. Ross is so fragile. Someimes I am afraid I will hurt him if I want to take him up. Dad said he found Ross near our house, crying looking for his mom.

F. Teaching Strategy

Think-Talk-Write Strategy

G. Strategies of Teaching

Writing activities (2x45 minutes)

- **Personal Connection :**

Before start in writing activities, teacher give greeting to students likes (good morning,hello class?), then asks the students to pray and calls roll of the students after that teacher gives warming up (game, simulation, etc) to students.

- **Genre Connection :**

Activity (treatment), the teacher explains the material about descriptive text ; definition, structure, language feature, and example. The students divides students into five groups. Then the teacher asks each group to sit with their group.

The teacher give different topic for every group and provides managing time before start to apply Think-Talk-Write Strategy. The student do the discussion with their own group and all of the member have to follow as participant and the teacher walk around and move from one group to an other group to check them. Every group only has 20 minutes to present in front of the class the result of discussion. When one group present, the teacher guide the students to correct all of project together. The last, the teacher tell the best group that has least mistakes.

The teacher evaluate and explain more about descriptive text that concern to students mistake in writing. Teacher give reflection. After that teachers give closing greeting.

H. Media in Learning Activities

1. White board
2. Board marker
3. English books
4. English dictioanary
5. A piece of paper

I. Referencies

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J. Evaluation

1. Technique : Skill-assessment
2. Type : Writing test
3. Instrument : Write a descriptive text based on the topic which you have gotten. At least two paragraph.
4. Scoring Standart :

Adapted from Brown (2007)

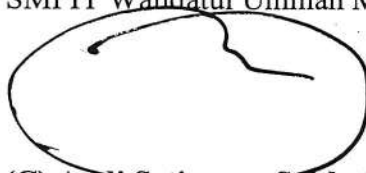
$$\text{Score} = \frac{3C + 2O + 2G + 1,5V + 1,5 M}{40} \times 10$$

Aspect	Score	Performance Description	Weighting
	4	The topic is complete and clear and the details are relating to the topic	

Content (C) 30% -Topic -Details	3	The topic is complete and clear but the details are almost relating to the topic	3 x
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse connectives	
Grammar (G) 20% -Use Present Tense -Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and words form	1,5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	

Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
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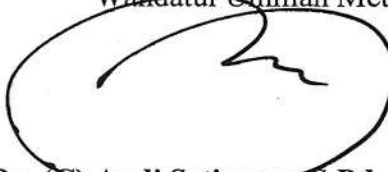
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THE LESSON PLAN 3

The Name of School : SMPIT Wahdatul Ummah Metro
Class : VII (Eighth)
Subject : English
Kind of Text : Descriptive Text
Skill : Writing
Time Allocation : 2 x 45 Minutes

A. Standar Competences

- K11 : Appreciate and practice the value of religion trust.
- K12 : Appreciate and practice of the behavior likes honest, discipline, responsibility caring to each other (cooperation, tolerance, and peacefull), polite, responsive and pro-active and demonstrates behavior as solution of some problem in interacting effectively with the social environment and the nature to put themselves as the reflection of the nation in the association of the world.
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B. Basic Competences

Basic Competences K1:

- 1.1 : Appreciative of chance are able to study of English as a language introductory communication International in achieving of the spirit in learning process.

Basic Competences K2

- 2.1 : Shows the behavior likes responsibility, care, cooperation and peaceful in a communication functional.

Basic Competences K3

- 3.1 :Analyze of the social functional, structure and linguistic element of the simple descriptive text about the people, the resort, and the historic building according in using context.

Basic Competences K4

- 4.1 :Responsive the meaning of the descriptive text in the form oral or simple written.
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- 4.3 :Arrange the descriptive text in the form oral and simple written about the people, the resort, and the historic building according in purpose and structure text, and linguistic according in context.

C. Indicators

Indicator Basic Competences K3

1. Students are able to respond the material
2. Students are able to respond the main idea

Indicator Basic Competences K4

1. Students are able to read the descriptive text
2. Students are able to summarize the descriptive text
3. Students are able to analyze the structure and language feature of descriptive text
4. Students are able to clarify of descriptive text based on the social function

D. The Purpose of Learning

1. Students are able to understand in the form of descriptive text
2. Students are able to write a text in the form descriptive text

E. The Material

Descriptive is a text that has purpose to describe a particular person, place or thing. The main purpose is it presents informations by describing object in general to specific way. It means that report text discuss about in specific object. Example "My Mother" that is considered as one special person for writer.

Generic structure of descriptive text can be organized are as follows:

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- c. Using spatial order in which preposition precedes the verb and the subject.
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2. Example of Descriptive Text

My Lovely Dog

(Identification)

My Father Bought me a present I've wanted for years. It's a dog. A puppy to be exact. I called him Ross.

(Description)

Ross is a small puppy. His size is as bid as the palm of my hand. Ross is so fragile. Someimes I am afraid I will hurt him if I want to take him up. Dad said he found Ross near our house, crying looking for his mom.

F. Teaching Strategy

Think-Talk-Write Strategy

G. Strategies of Teaching

Writing activities (2x45 minutes)

- **Personal Connection :**

Before start in writing activities, teacher give greeting to students likes (good morning,hello class?), then asks the students to pray and calls roll of the students after that teacher gives warming up (game, simulation, etc) to students.

- **Genre Connection :**

Activity (treatment), the teacher explains the material about descriptive text ; definition, structure, language feature, and example. The students divides students into five groups. Then the teacher asks each group to sit with their group.

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The teacher evaluate and explain more about descriptive text that concern to students mistake in writing. Teacher give reflection. After that teachers give closing greeting.

H. Media in Learning Activities

1. White board
2. Board marker
3. English books
4. English dictioanary
5. A piece of paper

I. Referencies

1. Dedi Turmudi, Smart and Skillful Writer: Developing Writing 2, Metro:Laduny Alifatama, 2014.
2. Text book: Intan Pariwara
3. <http://www.cerita-descriptive-text.co.id>

J. Evaluation

1. Technique : Skill-assessment
2. Type : Writing test
3. Instrument : Write a descriptive text based on the topic which you have gotten. At least two paragraph.
4. Scoring Standart :

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1,5V + 1,5 M}{40} \times 10$$

Aspect	Score	Performance Description	Weighting
	4	The topic is complete and clear and the details are relating to the topic	

Content (C) 30% -Topic -Details	3	The topic is complete and clear but the details are almost relating to the topic	3 x
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse connectives	
Grammar (G) 20% -Use Present Tense -Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and words form	1,5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	

Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation and capitalization	

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Dr. (C) Andi Setiawan, S.Pd., Gr. M.Pd
NIY. 198807082016070703

PRE-TEST

Name :

Class :

Direction : Write a descriptive text based on the topics belows (at least two paragraph)!

- Mother
- Father

Answer :

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Score :

[illegible]

POST-TEST

Name :

Class :

Direction : Write a descriptive text based on the topics belows (at least two paragraph)!

- Animal
- Fruit

Answer :

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Score :

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THE BLUE PRINT OF THE WRITING TEST

School : SMPIT Wahdatul Ummah Metro
 Subject : English
 Grade : VIII
 Academic Year : 2022/2023

Test Objective	Writing Aspect	Indicators	Instrument
To investigate the students' writing skill to compose descriptive text by considering account social functions, text structures, and linguistic elements that are correct based on context.	1. Idea/Content 2. Organization 3. Vocabulary 4. Language Uses/ Grammar 5. Mechanic	1. Students are able to create the substance of writing in descriptive text, the experience of the main idea (unity). 2. Students are able to write logical organization of the content (coherence) and the correct generic structure of descriptive text. 3. Students are able to select the words that are suitable with content in descriptive text. 4. Students are able to use the correct grammatical and syntactic pattern in descriptive text. 5. Students are able to the use of the mechanics of language.	Pre-test: Write a descriptive text essay about "Father/ Mother". Post-test: Write a descriptive text essay about "Animals/ Fruits". Your text should be five paragraphs into descriptive text consisting of five to seven sentences for each. Work on it based upon the steps which you learned and practiced in your group. Your essay will be evaluated based on five elements of writing, such as: Idea/content, organization, vocabulary, grammar, and mechanics.

DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	The Historical Background of SMPIT Wahdatul Ummah Metro	✓
2.	The Condition of Teachers and Official Employers SMPIT Wahdatul Ummah Metro	✓
3.	Students' Quantity SMPIT Wahdatul Ummah Metro	✓
4.	The Condition of Infrastructure Facilities SMPIT Wahdatul Ummah Metro	✓
5.	Location Sktech SMPIT Wahdatul Ummah Metro	✓

Note:

(✓) Tick for each positive availability

WRITING RUBRIC

The Post-Test Result of Control Class

No.	Students' Name	Writing Aspects					Grade
		Content	Organization	Vocabulary	Language structure	Mechanic	
1.	AD	2	2	2	2,7	2	53
2.	AA	2	2	3	3	2	58
3.	EV	2	2	2	2,7	2	53
4.	FR	2	2	2	3	3	57
5.	HF	2	2	2	3	2	54
6.	IS	4	1	1	2	2	55
7.	MB	2	2	2	3	3	57
8.	ML	3	1	2	2	2	52
9.	MA	2	2	2	3	3	57
10.	MD	2	1	2	4	3	56
11.	MF	2	2	2	2,7	2	53
12.	MA	2	2	3	3	2	58
13.	MA	2	2	2	3	3	57
14.	MD	3	1	2	2	2	52
15.	MF	1	2	2	3	3	50
16.	MI	3	1	2	2	2	52
17.	MJ	3	2	2	3	3	65
18.	NA	4	2	1	2	2	60
19.	PY	2	2	2	3	3	57
20.	RY	2	2	3	3		58
21.	RS	4	1	1	2	2	55
22.	SA	3	1	2	2	2	52
23.	SR	4	1	1	2	2	55
24.	TN	2	1	2	4	3	56
25.	ZA	2	2	2	3	3	57

WRITING RUBRIC

The Post-Test Result of Experimental Class

No.	Students' Name	Writing Aspects					Grade
		Content	Organization	Vocabulary	Language structure	Mechanic	
1.	AA	4	3	4	2	2	80
2.	AN	4	3	4	2	2	80
3.	AR	2	4	3	4	3	77
4.	AM	2	4	3	4	3	77
5.	AI	2	4	3	4	3	77
6.	AP	2	4	3	4	3	76
7.	AP	4	3	4	2	2	80
8.	CO	4	3	3	2	2	75
9.	DN	2	4	3	4	3	77
10.	DM	4	3	3	3	2	79
11.	FA	4	3	3	3	3	82
12.	HU	4	4	3	3	2	83
13.	HA	4	3	3	2	2	75
14.	KA	4	3	4	2	2	80
15.	KR	4	4	4	2	2	85
16.	KK	4	3	3	2,9	2	78
17.	KA	2	4	4	4	3	81
18.	LZ	4	3	3	2,9	2	78
19.	MN	2	4	3	4	3	77
20.	NS	4	3	3	3	2	79
21.	NH	4	3	3	2	2	75
22.	NS	4	3	3	2	2	75
23.	NC	4	3	3	3	2	79
24.	NR	2	4	4	4	3	81
25.	RH	4	3	3	2,9	2	78
26.	RA	4	3	4	2	2	80
27.	RH	4	3	3	2	2	75
28.	SS	4	3	3	2,9	2	78
29.	UH	4	4	4	2	2	85

PRE-TEST

Name : M. Fauwaz Fadlillah
 Class : VIII A
 Direction : Write a descriptive text based on the topics belows (at least two paragraph)!

- a. Mother
 ✗ Father

Answer :

MY father name is ^{sensor} ~~suberis~~ ~~mantia~~, MY father job is PNS teacher.
 MY father ~~hobby~~ HOBBY Fising, MY father from Bandar Lampung.
 MY father Ever ~~at~~ Persuide

$$3.1 + 2.2 + 2.2 + 1.5.3 + 1.5.3 = 27.6$$

27.6

Score :

Content		Organization		Vocabulary		Grammar		Mechanic		Total		Tanda Tangan	
1	2	1	2	1	2	1	2	1	2	1	2	1	2
1	1	2	2	3	3	2	2	3	3				

PRE-TEST

Name : Mucati Farhan Saputra
 Class : VIII A
 Direction : Write a descriptive text based on the topics belows (at least two paragraph)!

- a. Mother
- b. Father

Answer :

Hello every one I want tell you about my Father.

My Father name is Budiono my Father's is my hero. My Father given the best for me.

My Father Favourite Food is gabus Fish, my Father always wake up early my Father job is PNS, my Father when Monday's always washing the car

$$\frac{3.2 + 2.2 + 2.2 + 1.5.2.7 + 1.5.2 \times 10}{40} =$$

Score :

Content		Organization		Vocabulary		Grammar		Mechanic		Total		Tanda Tangan	
1	2	1	2	1	2	1	2	1	2	1	2	1	2
2	2	2	2	3,4	2	2	2	2	2				

POST-TEST

Name : Azzahra Putri
 Class : VIII B
 Direction : Write a descriptive text based on the topics belows (at least two paragraph)!

a. Animals

(b) Fruits

Answer :
 "APPLE".

Apples have a rounded shape with a depression at the top where the stem is attached. Some apples are almost perfectly round, while others are more rounded at the top and narrower at the bottom. In addition, some have knobby lobes at the calyx end (bottom) of the fruit. Apple fruits are firm and the skin is ~~shiny~~ shiny and smooth. The color of skin can be red, green, yellow, or a combination of those colors. The flesh is white or ivory.

$$3 \cdot 2 + 2 \cdot 4 + 2 \cdot 3 + 1 \cdot 4 + 1 \cdot 3 \times 10 =$$

20

Score :

Content		Organization		Vocabulary		Grammar		Mechanic		Total		Tanda Tangan	
1	2	1	2	1	2	1	2	1	2	1	2	1	2
2	2	4	4	4	4	4	2	2	2				

POST-TEST

Name : Kharinda almaghfir.
 Class : VIII B (Cakrawala)
 Direction : Write a descriptive text based on the topics belows (at least two paragraph)!

- a. Animals
- b. Fruits

Answer : MY ADORABLE DOG, JOJO

Jojo is the name of my pet dog. he is a male puppy. his fur is short and soft. I got him from my father as a birthday present. he has white fur over his legs and neck with black mark over his back and half of his tail. Brown fur covers both his ears, around eyes, and also both sides of his head. He has black nose. He is small and short, it makes him looks adorable.

I usually feed jojo two or three times a day. he loves to eat meat, fish weather it's raw or cooked. But his favorite one is fried chicken. so everytime I eat ^{fried} chicken, I always share half for him. He looks so happy when I give it to him.

Jojo is friend and companionable puppy. he likes to be taken for a walk to the town park. He always plays there, running here and there, or chasing for a bug and dragonfly. Sometimes, he also likes to play in dirt but it doesn't matter because I always wash her after that to keep him clean. I loved my young dog,

2.9 + 2.3 + 2.3 + 1.5 + 1.5 = 10.5

Score :

Content		Organization		Vocabulary		Grammar		Mechanic		Total		Tanda Tangan	
1	2	1	2	1	2	1	2	1	2	1	2	1	2
4	4	3	3	4	2	3	3	2	2				

The Documentation of Research Process

- Pre-Test



- Treatment



- Post-Test





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

Nama : Dinda Solehah
NPM : 1901052011
Prodi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECT OF THINK-TALK-WRITE (TTW) STRATEGY ON
THE EIGHTH GRADE STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT AT SMPIT WAHDATUL UMMAH METRO

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

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Mei 2023

Ketua Prodi TBI

Andianto, M.Pd.

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

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Metro, 12 Mei 2023
Kepala Perpustakaan



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

THE EFFECT OF THINK-TALK- WRITE (TTW) STRATEGY ON THE EIGHTH GRADE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SMPIT WAHDATUL UMMAH METRO

by Dinda Solehah 1901052011

Submission date: 15-May-2023 11:21AM (UTC+0700)

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CURRICULUM VITAE



The name of the researcher is Dinda Solehah. She was born in Jakarta on July 6th, 2001. She is the second child of the happy couple, Mr. Hairil Bangsawan and Mrs. Yusniyati. She has an older sister named Santiya Pratiwi and has a younger sister named Putri Juwita.

She was attended SDN 04 Pagi East Jakarta in 2006-2013. She continued her schooling at SMPN 02 Metro in 2013-2016. She continued her schooling at SMAS Kartikatama Metro in 2016-2019. In 2019, she was registrated as a students of S1 English Education Department State Institute for Islamic (IAIN) Metro. Furhermore, the researcher takes as an S1 Student of English Education Department of State Institute for Islamic Studies of (IAIN) Metro.