AN UNDERGRADUATED THESIS
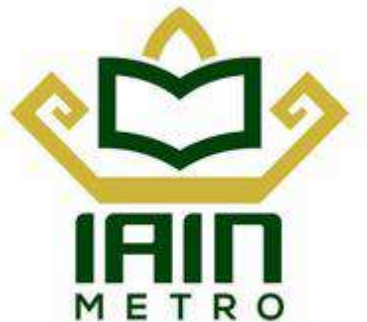
THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHT GRADERS OF SMPN 1 TULANG BAWANG BARAT

BY :

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022 M

THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHT GRADERS OF SMPN 1 TULANG BAWANG BARAT

Presented as a Partial Fulfillment of the Requirement

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

TRISA RAMA DEWI

Student Number. 1801070066

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ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M

NOTIFICATION LETTER

Number   :
Appendix :
Matter   : **In order to hold the munaqosyah of Trisa Rama Dewi**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Trisa Rama Dewi

Student Number   : 1801070066

Department   : English Education

Faculty   : Tarbiyah and Teaching Training

Title   : THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW)
                    STRATEGY IN WRITING DESCRIPTION TEXT AT THE
                    EIGHTH GRADERS OF SMPN 1 TULANG BAWANG BARAT

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education
Departement

Andianto, M.Pd
NIP. 19871102 201503 1 004

Metro, 08 Desember 2022
Sponsor

Rika Dartiara, M.Pd
NIDN. 2015099101

APPROVAL PAGE

Title : THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHTH GRADERS OF SMPN 1 TULANG BAWANG BARAT

Name : Trisa Rama Dewi

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APPROVED BY:

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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi Trisa Rama Dewi**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Trisa Rama Dewi

NPM   : 1801070066

Prodi   : Tadris Bahasa Inggris (TBI)

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHTH GRADERS OF SMPN 1 TULANG BAWANG BARAT

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

	Metro, 08 Desember 2022
Mengetahui,	Sponsor
Ketua Prodi TBI	
Andianto, M.Pd.	**Rika Dartiara, M.Pd**
NIP. 19871102 201503 1 004	NIDN. 2015099101

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RATIFICATION PAGE

No: B-6055/In·28·1/D/PP·00·9/12/2022

An Undergraduate thesis entitled: THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHT GRADERS OF SMPN 1 TULANG BAWANG BARAT, Written by: Trisa Rama Dewi, Student Number 1801070066 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on December 16th, 2022, at 13.30-15.30.

BOARD OF EXAMINERS

Chairperson   : Rika Dartiara M.Pd   (.....................)

Examiner I   : Dr. Widhiya Ninsiana, M. Hum   (.....................)

Examiner II   : Eka Yuniasih M.Pd   (.....................)

Secretary   : Vifty Oktanarlia N., M.Pd   (.....................)

The Dean of Tarbiyah
and Teacher Training Faculty

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NIP. 19620612 198903 1 006

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THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHT GRADERS OF SMPN 1 TULANG BAWANG BARAT

ABSTRAK
By:
TRISA RAMA DEWI

The purpose of this research was to determine the positive effect and effectiveness of the use Think-Talk-Write (TTW) strategy in writing description text.The problem faced by students is the difficulty to find ideas and do not have self-confidence in writing process. This research was held to discuss how the effectiveness of the Think-Talk-Write (TTW) strategy in writing description text.

This research was quantitative research. The methods used in collecting data are tests, documentation and observation.The researcher was using purposive sampling technique to select the sample of this research. There are two classes, one as the experimental class and the other as control class. The classes were selected based on the information provided by the English teacher about the students writing skill average scores. This study uses t-test to analyze the data.

From the data analysis computed by using SPSS version 22. Based on Statistical significance was shown by the post-test data analyzed which resulted in a p-value or sig (2-tailed) = 0.000 which was lower than the significance level of sig = 0.05. Statistical results show that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it is implied that there is an effect of using the Think-Talk-Write strategy on the students' ability to write descriptive texts. It can be concluded that the used of the Think-Talk-Write (TTW) strategy in writing description text was effective to applied at the eighth graders of SMPN 1 Tulang Bawang Barat.

*Keywords:*Think-Talk-WriteStrategy,WritingAbility,DescriptiveText

EFEKTIVITAS STRATEGI THINK-TALK-WRITE (TTW) DALAM MENULIS TEKS DESKRIPSI PADA SISWA KELAS DELAPAN SMPN 1 TULANG BAWANG BARAT

ABSTRAK
Oleh:
TRISA RAMA DEWI

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh positif dan keefektifan penggunaan strategi Think-Talk-Write (TTW) dalam menulis teks deskripsi. Masalah yang dihadapi siswa adalah kesulitan menemukan ide dan kurang percaya diri dalam proses menulis. Penelitian ini diadakan untuk membahas bagaimana keefektifan strategi Think-Talk-Write (TTW) dalam menulis teks deskripsi.

Penelitian ini merupakan penelitian kuantitatif. Metode yang digunakan dalam pengumpulan data adalah tes, dokumentasi dan observasi. Peneliti menggunakan teknik purposive sampling untuk memilih sampel penelitian ini. Ada dua kelas, satu sebagai kelas eksperimen dan satu lagi sebagai kelas kontrol. Kelas dipilih berdasarkan informasi yang diberikan oleh guru bahasa Inggris tentang skor rata-rata keterampilan menulis siswa. Penelitian ini menggunakan uji-t untuk menganalisis data.

Dari analisis data dihitung dengan menggunakan SPSS versi 22. Berdasarkan signifikansi statistik ditunjukkan dengan analisis data post-test yang atau sig (2-tailed) = 0,000 yang lebih rendah dari tingkat signifikansi sig = 0,05. Hasil statistik menunjukkan bahwa hipotesis nol ditolak dan hipotesis alternatif diterima. Oleh karena itu, tersirat bahwa terdapat pengaruh penggunaan strategi Think-Talk-Write terhadap kemampuan siswa dalam menulis teks deskriptif. Dapat disimpulkan bahwa penggunaan strategi Think-Talk-Write (TTW) dalam menulis teks deskripsi efektif diterapkan pada siswa kelas VIII SMPN 1 Tulang Bawang Barat.

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

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name   :Trisa Rama Dewi

Student Number   : 1801070066

Department   : English Education Department

Faculty   : Tarbiyah and Teacher Training Faculty

States that this undergraduated thesis is originally the result of the writer's research, in exception of certain parts which are excepted from bibliographies mentioned.

Metro, 28 November 2022

Trisa Rama Dewi
St.ID 1801070066

PERNYATAAN ASLI PENELITIAN

x

Bertandatangan di bawah ini:

    Nama   : Trisa Rama Dewi

    Nomor Mahasiswa : 1801070066

    Jurusan   : Jurusan Pendidikan Bahasa Inggris

    Fakultas   : Fakultas Tarbiyah dan Keguruan

Menyatakan bahwa skripsi ini pada mulanya merupakan hasil penelitian penulis, kecuali pada bagian-bagian tertentu yang dikecualikan dari daftar pustaka tersebut.

Metro, 28 November 2022

Trisa Rama Dewi
St.ID 1801070066

MOTTO

The wind does not blow to shake the trees, but to test the strength of the

roots."

– Ali bin Abi Talib

DEDICATION PAGE

This thesis is dedicated to:

1. My beloved parents, beloved father Mr. Bukhari and beloved mother Mrs. Suyatmi who always imagined, prayed for and supported my success, because of their great sacrifice, my daughter was able to finish her studies at this campus.

2. My beloved brothers, my brother Sutrisno and my sister Afifatul Istiqomah who always support me to finish my thesis as soon as possible.

3. Mr. Mijan's big family who always support my success.

4. My dear friends "Madang Official" (Yudha, Elly, Intan, Azriel, Ahmad, Baim, Noer, David, Alan, Erni, Diyan) who are always by my side to accompany, support and encourage me from the beginning to the end of the semester.

5. Myself, thank you for being strong until this thesis is finished.

6. Beloved Metro State Islamic Institute Alma mater.

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In the name of Allah, the most charitable, the most benevolent praise be to Allah, king of kings, lord of the world, and ruler of the next day, who has given us blessings and direction because of generosity and liberality. The researcher realizes and feels very confident that without blessing, benevolence and guidance, it would be possible to complete this paper Prayers and Sallam may Allah sendthem to our Prophet Muhammad, family, friends and followers.

This under a research entitles "**The Effectiveness Of The Think-Talk-Write (TTW) Strategy In Writing Description Text At The Eight Graders Of SMPN 1 Tulang Bawang Barat**" could finish successfully. On this occasion the researchers would like to express her deepest gratitude to:

1. Dr. Siti Nurjanah, M.Ag., as the Rector of State Institute for Islamic Studies of Metro.
2. Dr. Zuhairi, M.Pd., as The Dean of the Faculty of Tarbiyah and TeacherTraining
3. Andianto, M.Pd., as the Head of English Education Department.
4. Rika Dartiara, M.Pd., as the sponsor.
5. All of the lecturers at the State Institute for Islamic Studies (IAIN) of Metro.

Last, but far from the end, sincere gratitude to those not mentioned in person here, without their patience, guidance, support and cooperation, this paper could never have been written.

Metro, 28 November   2022

Researcher

TRISA RAMA DEWI
St. Number: 1801070066

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CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is one of the language skills that plays important roles in human communication. Writing is a form of communication where people can express their idea, feeling and knowledge. Writing is a kind of activity where the students express all their ideas in their mind in the paper from word to sentence, sentence to paragraph, and from paragraph to essay. In other words, writing is an activity in conveying the ideas, thought and feeling into simple paragraph systematically.

Writing is one of the hardest things that people do because it requires thinking. There are several components in writing that should be mastered in writing such as content, organization, vocabulary, grammar, and mechanic.[1] Those components are related to one another in order to produce a good writing. The absence of one those components will produce poor result of writing.

Writing is a progressive activity. This means that when you first write down something, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read it and make a correction of it. Therefore, writing is a never a one-step action.[2]

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[1] Schwegler, *Pattern in Action*, Boston:Little Brown Company. USA:1985, p.120.
[2] Alice Oshima and Anne Hogue, *Introduction to Academic Writing,* Third Edition, New York: Pearson Education Inc. 2007, p.2.

Based on the results of the interview with one of the English teacher in SMPN 1 TulangBawang Barat named Mrs. Feny Mei FitriasihS.Pd. [3]She said that most of the students could not write in English well. students find it difficult to find ideas and do not have a lot of vocabulary, and students do not have self-confidence.

The students write only for assignments, not to increase their knowledge. The students are not interested in writing because they do not understand what they want to write. When students are given a writing task, they immediately write down the answer without thinking first.

One of strategies that can be used to improve the students' writing skill is think talk write strategy. This strategy can encourage students to think, talk, and then write based on the topic. Think talk write can help students to develop their knowledge. Students are also able to communicate or discuss with their friends. So, the students can help each other.

In the preliminary study, the researcher found that some students had low writing scores. The data on the grades of the Eighth Grade West TulangBawang students are as follows:

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[3]*Based on interviews conducted by researchers with teachers at SMPN 1 TulangBawang Barat, on Marc 11, 2022*

Figure 1.1
Results of Student Value Data in the Pre-Survey of Eighth Grade
Students of SMPN1 TulangBawang Barat
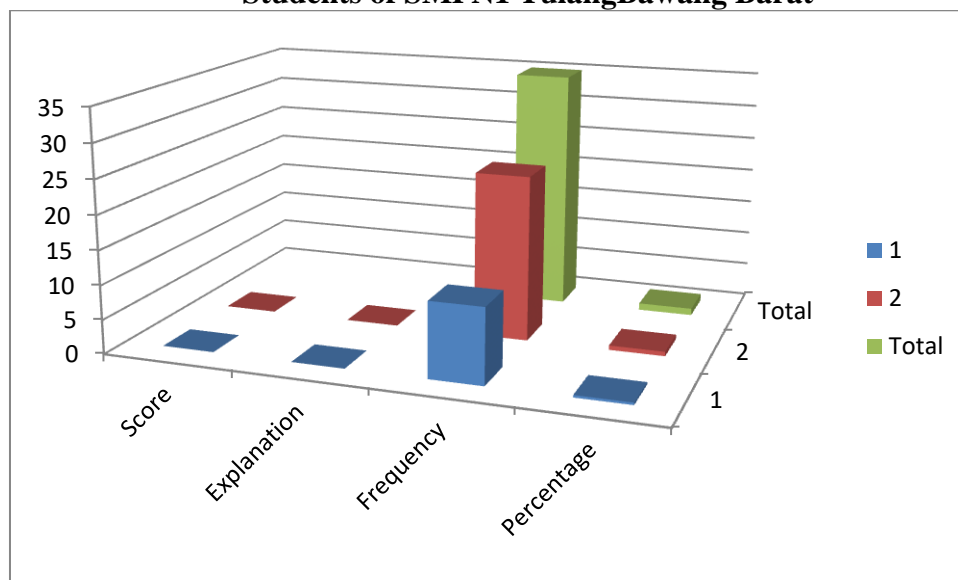
Source: English teacher's archives, taken on the March 24, 2022

Based on the results of the student score data above, it can be concluded that the students' writing ability is still low because the Minimum Completeness Criteria (MMC) for English subjects at SMPN 1 TulangBawang Barat is 70. It can be seen that 11 students passed the exam and 24 students did not pass because did not reach the standard of completeness criteria (MMC).

Then from the collection of problems and student score data above, the researcher is interested in using the Think Talk strategy as a medium to help students' understanding of writing texts.

Finally, the researcher used the Think Talk Write strategy as a medium in this study, to make it more effective in encouraging students to learn English and also making it more interesting. In this study, the researcher wanted to find out whether the Think Talk strategy had a positive effect on

the understanding of writing texts by eighth graders of SMPN1 TulangBawang Barat.

Based on the explanation above, the writer will conduct a research on the title " The Effectiveness Of The Think-Talk-Write (TTW) Strategy In Writing Description Text At The Eighth Graders Of SMPN 1 TulangBawang Barat ".

B. Problem of Identification

Based on the background of the interview, it can be seen that there are several problems that arise in teaching English in writing skills in descriptive texts, such as:

1. Students' writing ability is still low.

2. The students' vocabulary is lacking.

3. In understanding the textDescriptive, students still face difficulties.

4. In finding topics and main ideas students still have difficulties.

5. Students find it difficult to find ideas and students do not have self-confidence.

C. Problem Limitation

From the identification of the problems above, the researcher limits the problem to only focusing on students who have difficulty finding main ideas and have a lot of vocabulary and difficulties in text descriptive in English well in the eight grade at SMPN 1 TulangBawang Barat.

D. Problem Formulation

Based on the research background and problems above, the researcher formulated the problem in this study: Does the Think Talk Write (TTW) strategy effective for writing descriptive text skills for class eight students of SMPN 1 TulangBawang Barat?

E. The Objectives and Benefit of the Study

At the end of this research, the researcher hopes that it can provide benefits for the teaching and learning process.

1. Study Objectives

In accordance with the formulation of the problem, this study aims to determine whether the Think Talk Write strategy is effective for writing descriptive text skills in class eight students of SMPN 1 Tulang Bawang Barat.

2. Study Benefits

a. For Students

By using the think talk write (TTW) strategy, it is hoped that students will be more interested and interested in learning English. So that students' writing comprehension skills will increase.

b. For English Teachers

1) They can use think talk write (TTW) strategy as an alternative strategy in teaching writing.

2) The results of this study can be used as a starting point to become creative students in doing things, especially in writing English texts.

c. For The Head Master

The results of this study are as material for consideration in the learning process in schools and principals can convey to teachers that they must know students' problems in order to achieve an effective learning process.

F. Prior Research

NurMailaKusumaNingrum (2014) wants to know the improvement of students taught by Think Talk Write technique and to know the application of Think Talk Write technique in learning to write. The result of this research is that students' skills in writing narrative texts can be improved by using the Think Talk Write strategy. The differences between Nur Maila KusumaNingrum's research and this research are: NurMailaKusumaNingrum teaches narrative texts, applies the Classroom Action Research (CAR) design and uses observation and writing tests. While this study uses the Think Talk Write strategy to improve students' writing skills in descriptive text, the author applies a quantitative design and uses a writing test.[4]

Puji Lestari (2015) aims to determine the effect of using the Think Talk Write method compared to traditional techniques in learning to find out whether there is a relationship between students' beliefs about the Think Talk Write method and strategies they prefer to use. Results Based on the research, the Think Talk Write method is more effective than traditional writing techniques. Puji Lestari teaches narrative texts, she applies the Classroom

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[4]NurMailaKusumaningrum, *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.

Action Research (CAR) design and uses a writing test. Meanwhile, in this research, the writer teaches descriptive text, applies quantitative design and uses a writing test.[5]

Nui Takania (2014)wants to know the improvement of students taught by Think Talk Write technique and to know the application of Think Talk Write technique in learning to write. The result of this research is that students' skills in writing recount text can be improved by using the Think Talk Write strategy. The differences between Nui Takania's research and this research are: Nui Takania teaches recount text, it applies Classroom Action Research (CAR) design and uses observation and interviews. While this study uses the Think Talk Write strategy to improve students' writing skills in descriptive text, the author applies a quantitative design and uses a writing test.

Based on the previous research above, the author uses the Think Talk Write method in teaching to compare between using the Think Talk Write method and traditional techniques in teaching. In this study, the writer used Think Talk Write to improve students' writing skills in descriptive texts.[6]

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[5]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 MTs AbadiyahGabus, Pati in the Academic Year 2015/2016),* Semarang: University of Walisongo Semarang, 2015.

[6] Nui Takania, *The Implementation of Think Talk Write in Teaching Writing (A Classroom Action Research for the Eighth Grade Students of SMPN 2 KalinyamatanJepara in Academic Year 2013/2014)*, Kudus:Muria Kudus University, 2014.

CHAPTER II

THEORETICAL REVIEW

A. **Concept of Dependent Variabel**
1. **Concept of Writing**
    a. **Definition of Writing**

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes and it is produced in different pattern.[7] Based on definition above, writing is one productive skill through sets of symbols to represent the sounds of speech for such things as punctuation and numerals. It is important to note that writing is process, not a product. The results in a text but the text must be read and comprehended. Writing can be defined as the activity to make letters or number on a surface, especially using pen or pencil.[8]

It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purposes. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. Most of people have little time to write. They spend more their time to listen, speak, or read. It is because the writing is a conversation that is written down, it includes a sequence of sound, from letter,

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[7] Jeremy Harmer, *How to Teach Writing,* Longman:Person Education Limited, 2004, p. 31.

[8] Victoria Bull, *Oxford Learner's Pocket Dictionary,* New York:Oxford University press, 2003, 4th edition, p. 502.

vocabulary, grammatical structures, and punctuation.

Writing a composition means we compose meaning of something what we want to tell through a written material. Writing is a major tool for learning. Writing is productive skill. Writing is the process of inscribing characters on a medium.[9] Langan said that writing is a skill that anyone can learn with a practice. When we write, we give full shape to our thought and feelings then put into written form.[10]

In addition, writing is one of language skills in English and it is one activity that students should do most in their study. Through writing assignment, the students can express their ideas, respond the other ideas tell stories and convey information and they are expected to be able to compose well organized pieces of writing. Writing is the skill to express ideas, feeling opinion and other in the written form.[11]

According to Lingdblom, "Writing is a study to focus our mind on important matters, and learning about them.[12] By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language

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[9] Jeremy Harmer, *The Practice of English Language Teaching,* America:1991,p.54

[10] John Langan. *English Skill,* Seventh Edition, New York:AtlanticCapeCommunity College, 2000, P.2

[11] Abdul Rafab, *Increasing Students'writing Ability Through Free Topic Writing.*Makassar:UniversitasMuhammadiyah Makassar, 2008, P.4

[12] Peter Lingdblom, *Writing With Confidence*, New York. Harper Collins Publsher:1983,P.1

system. When we are writing, there are two problematic areas rarely "what to write and how to write it". It is then understandable that language skills are meant as the skill to manipulate the rules of language usage conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Writing is not a simple language skill to perform because of it is large areas that must be involved. In producing a piece of writing, linguistic competence and extra linguistic competence are always involved. The fact is that writing is not only a means of expression, but it is also an essential of competence in any field. This means that to write is to seek expression or to have something to say through the application of linguistic system.

Based on definition above, the writer concludes that writing just not writing and speaking but we must think about what you write, the writer must have idea, express about some imagination, and writer have to usually think about what to say and how to say it.

b. **The Indicators of Writing**

There are five components of writing: contents, organization, vocabulary, grammar, and mechanic.[13]

1) Contents

The contents of writing should be clear to readers so that the reader can understand the message convoyed and gain information from it. There are at least think that can be measure

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[13] J. B Heaton, *Writing English Language Test*, New York:1998, p.146

in connecting with component, the composition should contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed.

2) Organization

In organization of writing concerns with the way he writes arrange and organized the ideas or the massage in the writing. The purpose of the organizing materials in writing involves coherence, order of importance, general to specific, specific to general, chronological order which happened from the beginning to the end.

3) Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fails to compose what they are going to say, because she/he feels difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understand.

4) Grammar

Language use in writing description and other form of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate items of language for separate function. And also

grammar can help students improve the use of formal language.

5) Mechanic

There are at least two parts of mechanic in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English, writing capital letter has to participles. First, they used to distinguish between. Particular and things. Second, it used as first word in quotations, a formal statement and proper adjective, act. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

Based on the explanation above, the writer conclude that in composing writing, the writer firstly have to pay attention of five components mentioned above, in order to make our writing be good.

c. **The Characteristic of Good Writing**

There are some characteristic of good writing,[14] as follows:

a. Good writing reflects the writing skill to organized the material into coherence whole so that it moves logically from a sentence, dominate idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought put plan.

b. Good writing reflects the writing skill to write to interest readers in subject and demonstrate a thought sound understanding of it.

c. Good writing reflects the writer skill to write to criticize the draft and revise it. Revision is the key of effectives writing.

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[14]Adhelstein, Michael E, and Prival, Jean G, *The Writing Commitment*, New York:1980, P. 124

d. Good writing reflects the write skill to use the approach vice suit the purpose and audience of the occasion.

Good writing is the result of much practice and hard work. This fact should encourage you: it means that the skill to write well is not a gift that some people are born with, not a privilege extended to only a few.

d. Type of Writing

Students will study four main forms of writing as the session becomes increasingly writing intense, such as:

1) Narrative

A narrative text is a story that deals with a complication or a tough situation and strives to solve the difficulties. The narrative mode, or the set of techniques utilized to convey the story through process narration, is an essential component of narrative text. The purpose of narrative writing is to entertain or amuse the reader by narrating a story.

2) Descriptive

A descriptive text outlines the features of a person or thing. Its purpose is to characterize and reveal a certain person, location, or thing.

3) Expository

Expository writing is direct and factual. Definitions, instructions, directions, and other fundamental comparison and explanation fall under this type of writing.

4) Persuasive

The goal of persuasive writing is to persuade the reader to accept the author's point of view. The author will convey personal ideas in the work and use enthusiastic effort to persuade the reader to agree with him or her.[15].

e. Process of Writing

Writing is a complex collection of skills that are best taught by breaking them down. The writing process is made up of a series of steps that must be accomplished in order to generate a finished piece of writing. The writing process is divided into four basic steps.[16] These are planning, drafting, editing (editing and rewriting), and final version.

1) Planning

Students must consider three major topics. The first step is for students to determine the goal of their writing. Second, students must consider their linguistic style. Finally, pupils must think about the topic.

2) Drafting

The first version of a piece of writing is referred to as drafting. Students should be allowed plenty of time at this phase because they need to focus on the creation of ideas and the structure of those ideas rather than the development of perfect grammar, punctuation, or spelling.

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[15]Anderson, M & Anderson, K. 2003.*Text Types in English* 3. Melbourne: Macmillan
[16]Harmer, Jeremy. *How to Teach Writing*. Harlow: Pearson Education. Ltd. 2004. p. 4

3) Editing

The students reread what they wrote as a draft to see if there are any errors. After the kids have spotted any errors, edit it. By doing so, errors can be reduced.

4) Final Version

After the entire procedure is completed, the students create the final edition. It is likely that the final product differs significantly from the plan and draft. It occurs as a result of the numerous modifications made during the editing process. Any unnecessary information in the draft can be removed.[17] After completing that procedure, the finished product is ready to be transmitted to the reader. It is different when pupils write on their own. As a result, adhering to those practices will improve the quality of your writing.

2. **Concept of Descriptive Text**

   a. **Definition of Descriptive Text**

   In broad sense, description as described by Kane is defined as in the following sentences and is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. So, to conclude from the above explanation Kane, writing descriptive text is describing the meaning associated with the sensory experience, such as what form, sound and taste. Most text is descriptive of the

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   [17]ibid

visual experience, but in fact the experience apart from the sense of sight can be used in the descriptive paragraph.

Descriptive text is a type of text that aimed to describe something in detail in order to invite readers to feel and to see the whole characteristics of a thing without touching it immediately. This kind of text is usually used to describe things such asanimals,stuff,people or places. An excellent descriptive text contains vivid details of a particular thing that enable readers to feel, touch, smell,sight,and hear that particular thing.

Asstated by Choirul from Hegarthy, descriptive text is a text which describes details of an object to a reader as clearly as possible. Therefore, itdescribes animals, places, people, things, or places in detail words so that readerscanimagineand knowwell howthe thingslookalike.[18]

But specifically, descriptive text is a text which says what a person or a thing is like. Its purpose is to describe, good shape, properties, number and others. Goal of the descriptive paragraph was clear, namely to explain, describe or express a person or an object.[19]

A descriptive text is organized with generic structure of identification in the first paragraph to introduce what is exactly going to be described. After stating the identification may contain parts or physical characteristic, value or quality, usage or function.

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[18] Abid Choirul Fikri, *The Effectiveness of Dictogloss Technique on Students' Writing ofDescriptiveText,*Skripsiin UINJakarta,2016,p.11Unpublished.
[19] Ahmad Sugeng, *Descriptive Text* http://www.englishindo.com/2013/01/penjelasan-contoh.html. accesses, on 24 July, 2018.

b. GenericStructure in Descriptive Text

When writing descriptive paragraph, there are several sets of common generic structure, the structure is:

1) Identification, contains the identification of matter a will be described.

2) Description contains the explanation description of the thing person to mention a few properties.

c. Characteristic of Descriptive Text

1) Descriptive paragraph using present tense, for example: go, eat, fly, etc.

2) Descriptive paragraph using a variety of adjectives are adjectives describing, numbering, and classifying, for example: two strong legs, sharp white fangs, etc.

3) Descriptive paragraph relating verbs used to provide information about the subject for example: my mum is really cool, it has very thick fur, etc.

4) Descriptive paragraph using thinking verbs, (believe, think, etc) and feeling verbs to express the authors' personal views about the subject for example: police believe the suspect is armed, I think it is a clever animal.

5) Descriptive paragraph adverbs are also used to provide additional information regarding the adjective described for example: it is extremely high; it runs definitely past, etc.

3. Purpose of Descriptive Text

According to the definition of descriptive text provided above, the objective of description is to describe the characteristics of a person, location, or specific item as they are. Descriptive text has numerous purposes.[20]

a. To perceive means to aid the reader in visualizing the thing, person, or place you are describing; as you might imagine, description is essential for all rhetorical aims, not only expressiveness.

b. Explaining implies educating the reader on the issue. For example, a scientific writer will explain the shape of an airplane wing to assist readers grasp how mechanical flight is possible.

c. To persuade, the writer describes something to stimulate the reader's interest. An attorney, for example, may describe the damage done to a bedroom window in order to prove forcible entry and persuade the jury that the accused committed burglary.

4. Kind of Descriptive Text

A descriptive text is one that is used to describe anything, such as a person, location, or item. As a result, it often takes three forms, which are as follows:

a. Description of a person

To describe a person, we can use:

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[20] Anderson, M. & Anderson, K. *Text Types in English* 3. Melbourne: MacMillan. 2003. p.26

1) Identification

Identification is solely based on statistics such as height, weight, and age; physical characteristics such as skin, eyes, and hair colour and identifying markers such as birthmarks and scars.[21] The children can identify the people based on their visual characteristics.

2) Impression

An impression, unlike identification, does not identify a person but does provide an overall impression of him or her. Many specifics may be missing, but the students provide a general overview of the subject in a few broad strokes. Although impression is less comprehensive and informative than identification, it may be more effective in capturing an individual'sunique or distinctive features.

3) Character Sketch

Character sketches are in-depth descriptions of people; they are also known as profiles, literally portraits, and biographical sketches. A character profile may be about a type rather than a person, displaying characteristics of members of a group such as college jocks, cheerleaders, art students, religious fanatics, and television addicts. A character sketch, as the name indicates, depicts a person's personality. It may include

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[21] Adelstain, Michael. E. *The Writing Commitment*. New York: Harcourt Brace Jovanonich. 1976.p.149-151

identification and an impression, but it will do more than describe how they seem or seem; it will reveal how they are.[22]

b. Description of a place

Unlike a historically produced paragraph, there is no prescribed pattern for grouping paragraphs in descriptive writing. It is not necessary to begin with one area and then go on to another. The sentence, however, should not be arranged at random. Provide a controlling concept that displays an attitude or perspective regarding the area being described to spice up the paragraph.[23] Furthermore, the arrangement of the information in your description is dictated by your subject and goal. The description must be written in such a way that the reader can readily see the scan being described.

c. Description of things

To explain anything, students must have a vivid idea about what they are describing. Furthermore, students might employ appropriate nouns and powerful verbs to make the subject as exciting and vivid to readers as possible.

1) Using proper nouns

Students may opt to include a number of proper nouns, which are the names of specific persons, places, and things, in addition to exact facts and figures of speech. Take, for example, Arizona and the University of Tennessee. Incorporating suitable

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[22] Ibid., 20
[23] Smalley. Regina L. and Ruetten, Marry K. 2001. *Refining Composition Skill*. New York: International Thompson Pubishing Company, 4th Edition

terminology that the reader will recognize can assist them in comprehending what the students are describing.

2) Using effective verbs

Verbs are essential in storytelling, but they may also be employed in description. The verb chiseled also depicts the wind's movement more accurately than the term produced.[24] Verbs are used to increase a description's specificity, correctness, and intrigue. For example, "the wind had etched deep grooves into the sides of the cliffs" is more descriptive than "the wind had more grooves."

5. **The Generic Structure and Language Features of Descriptive Text**

Identification and description are the two general structures of descriptive writing.[25] The person, location, or thing to be described is identified. The description describes an object's pieces, traits, and characteristics.[26] The general structure of descriptive writing is divided into two parts. They are known as identification and description." As a result, the generic structure of descriptive text is shown in the table below:

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[24] Anderson, Mark and Kathy Anderson. 1998. *Text Types in English* 3. Australia: MacMillan

[25] Hammond, Jennifer. 1996. *English for Second Purpose*. Sidney: Australian Print Group

[26] Gerot, L., & Wignell, P. (1995). *Making Sense of Functional Grammar*. Australia: Gerd Stabler

Table 2.1.General Structure Of Writing Descriptive Text

Generics' structure	Function
Identification	Identification phenomenon to be described
Descriptions	Describe the following structures in ascending direction of importance: - Components or item (corporeal appearance) - Characteristics (step of beauty, excellence, or worth) - Personality (projecting aspect that are unique)

Based on the description of the stage of creating the descriptive text, the research has reached its own conclusion, which is that a descriptive text often consists of two components. The two words are identification and description.

Aside from the social function and general structure, descriptive text contains linguistic qualities that aid in the formation of a descriptive text. The following linguistic qualities are commonly seen in descriptive texts:

a. Concentrate on only one person. When writing about something, you must concentrate on a single subject, such as the Borobudur temple, a kitten, my new house, and so on.

b. The present simple tense is utilized. In descriptive literature, the passive voice is frequently used, especially when describing a specific region.

c. The use of attributional and identification techniques. It is about how the terms have and has are used.

d. The use of common noun epithets and classifiers, such as attractive and gorgeous.[27]

According to the definition above, the researcher may claim that there are some constraints associated with the linguistic qualities of descriptive writing. A descriptive text must have particular qualities, such as the use of the simple present tense, attributive and identifying processes, a focus on a specific participant, and the use of descriptive adjectives to construct a nominal group.

B. Concept of Think Talk Write Strategy

1. Think Talk Write Strategy

a. DefinitionofThink-Talk-WriteStrategy

Think Talk Write (TTW) is a strategy that facilitates the practice verbally speaks and writes the language fluently. The first strategy was introduced by Huinker and Laughlinis based on the understanding that learning is a social behaviour.[28] Think Talk Write is a learning that begins with thinking through reading material (listening, critiquing, and alternative solutions); the results of reading communicated through the presentation, discussion, and then make a report based on the results of presentation.[29] TTW strategies encourage students to think, talk, and write a specific topic. Think means using your mind to form opinions, make decisions etc. talk

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[27]Gerot, L., & Wignell, P. (1995). *Making Sense of Functional Grammar*. Australia: Gerd Stabler

[28]Miftahul Huda, Models of teaching and learning, Yogyakarta: Pustaka Pelajar, 2014, Cet.4, p. 218.

[29]Fridayan Hamdayama, Creative and Character Learning Models and Methods, Bogor: Ghalia Indonesia, 2014, p. 217.

means say/speak things to give information's and write means produce something in written form so that people can read, perform or use it. This strategy is used to develop writing fluently and trains the language before written.

1) Think

Students identify the reading texts related to everyday problems or contextual. At this stage the students individually think of an answer, make a note of the ideas contained in reading, and things that are not understood by using their own language. Make notes enhance the knowledge of students and improve thinking and writing skills. One of benefit from this process is to make a note will be an important part of learning.

2) Talk

After the students think and document the results, the next aspect that must be done is talk it's mean as the stage of discussion. Students are given the opportunity to read the results of the discussion on the first stage. In this stage the students arrange and share ideas in group discussions. The progress students of communication will be seen in the dialogue in the discussion; be obtained from change the ideas with others students or their own reflection are expressed to others.

Based on the above, the phase to communicate (talk) on this strategy enables students to perform talk. Communication skills can accelerate the ability of students expressing ideas

through writing. Furthermore, communicate or dialogue both among students and the teacher can increase understanding. This can occur because when students are given the opportunity to speak or dialogue, as well as construct a variety of ideas to write through dialogue.

3) Write

In this stage, the students write down their ideas and activities were obtained first and second stages.[30] This paper consists of grounding concepts used, the relation with previous material, its completion strategy, and the obtained solution.

b. The Steps of Think Talk Write Strategy

1) Think, Think is a student activity to think. This can be seen from the process of reading a text or story and then making notes about what has been read. In making or writing notes, students distinguish and unify the ideas presented in the translated text and then translate them into their own language.

Talk notes means analyzing the purpose of the text and examining the written materials. In addition, learning to take/write notes after reading can stimulate thinking activities before, during and after reading. notes to be able to expand knowledge, even improve thinking and writing skills. One of the benefits of this process is taking notes that will become integral to the learning setting. The ability to read which includes

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[30]ibid

reading line by line or reading only what is important according to Wiederhold is generally considered thinking. Sometimes a reading text is accompanied by a guide that aims to facilitate discussion and develop student understanding.[31]

2) Talk, Talk is a student activity in communicating by using words and language they understand. The benefits of talk are: (a) it is a writing, picture, conversation or conversation as a human language (b) understanding is built through interaction and conversation (roles) between fellow individuals which is a meaningful social activity, (c) ways The main part of participation is communication of students using language to present ideas to their friends and make definitions, (d) formation of ideas, (e) internalization of ideas formed through thinking and solving problems, (f) improving and assessing the quality of thinking.

Talk can also help teachers to find out the level of students' understanding in learning mathematics, so that they can prepare the required learning equipment. Communication in the Think-Talk-Write model allows students to be skilled in speaking. The process of student communication through life as individuals who interact with their social environment. The communication process can be built in the classroom naturally and easily and can be used as a tool before writing. For example,

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[31] Veronika,UnunPratiwi,(2019),*ImplementingThinkTalkWriteStrategytoEnhanceofHighSchool'sWritingSkillinNarativeText,*EuropanJournalofSocialScience,Vol:57,p.3.

students communicate about mathematical ideas that are done with their experiences, so that they are able to write about those ideas. In addition, communication in a discussion can help collaboration and improve learning activities in the classroom.

3) Write, Write is a student activity in writing the results of the discussion/dialogue on the student activity sheet. Writing activity means constructing ideas after discussing between friends.[32] Writing in mathematics can help realize one of the learning objectives, namely students' understanding of the material that students are studying. Writing activities will also help students make connections and also allow teachers to see students' conceptual development. In addition, according to that students' writing creativity helps teachers to monitor student errors, misconceptions and students' conceptions of the same idea.

c. **The Advantages and Disadvantages**

There are some advantages and disadvantages from this strategy, as follows:[33]

1) Advantages

a) The advantages of Think-Talk-Write strategy are to sharpen the entire visual thinking skills.

b) The advantages of Think-Talk-Write strategy are to sharpen the entire visual thinking skills.

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[32] ibid

[33] Martinis Yamin and Bansu, Ansari, Tactics for Developing Students' Individual Ability, Jakarta: GaungPersada Press, 2009 Cet.2, p.84.

c) Develop a meaningful solution in order to understand the teaching materials.

d) Can develop critical and creative thinking skills of students.

e) By interact and discuss with the group will engage. Students would learn actively.

f) Allowing the students to think and communicate with friends, teachers, and even with themselves.

2) Disadvantages

When students work in group, they are easy to lose the ability and confidence, because dominated by affluent students.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

Think Talk Write (TTW) is a strategy that facilitates the practice of speaking and writing languages fluently. Think Talk Write is learning that begins with thinking through reading materials (listening, criticizing, and alternative solutions); reading results are communicated through presentations, discussions, and then make a report based on the results of the presentation. The TTW strategy encourages students to think, speak, and write on specific topics.

Thinking means using your mind to form an opinion, make a decision, speaking means to say/say something to provide information; and writing means producing something in written form so that people can read, do or use it. This strategy is used to develop fluent writing and practice language before writing. And the researcher believes that it can

have a significant effect on students' comprehension ability in writing descriptive text.

In a broad sense, the description is defined as in the following sentence and about the sensory experience of how something looks, sounds, feels. It's mostly about visual experiences, but descriptions also have to do with other types of perception. So, to conclude from the explanation above, writing descriptive text is to describe the meanings associated with sensory experiences, such as what form, sound, and taste look like.

Most descriptive texts are about visual experiences, but in fact experiences other than the sense of sight can be used in descriptive paragraphs. Therefore, using the Think Talk Write strategy will be able to influence the reading comprehension ability of eighth graders at SMPN1 TulangBawang Barat.

2. Paradigm

Paradigm is the correlation pattern among variables that will be researched. Based on the theoretical framework above the researcher describes the paradigm as follows:
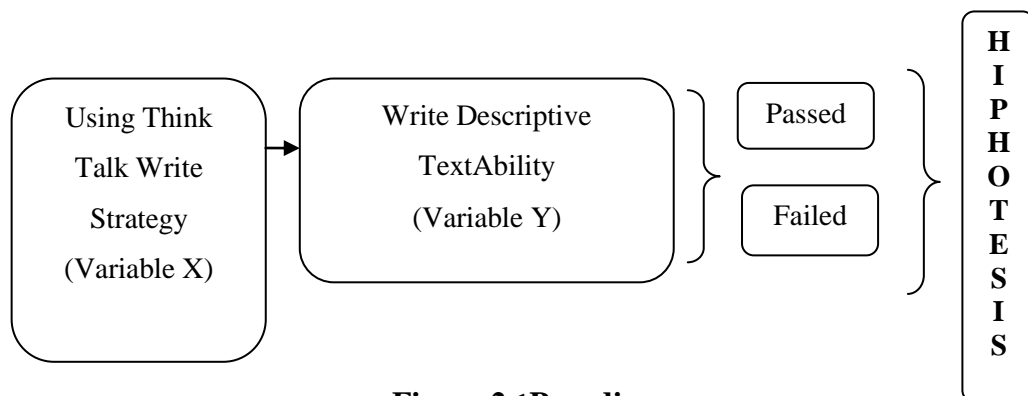
Figure 2.1Paradigm

Based on the description of the paradigm above, the researcher explains that the paradigm criteria can describe: if the students' writing comprehension scores pass, it means that the Think Talk Write strategy is good to implement, so there is a positive and significant effect by using the Think Talk Write strategy. However, if the students' writing comprehension scores fail, it means that the Think Talk Write strategy cannot be applied. So there is no positive and significant effect of using Think Talk strategy on students' writing comprehension ability.

D. Hypothesis Formulation

Hypothesis is a possible answer that we expect after we have carried out our research project. Based on the statement above, there are two forms of hypotheses.[34] The first is the alternative hypothesis and the second is the null hypothesis. The null hypothesis indicates that the variable does not work. The alternative hypothesis means that there really is a correlation between the two variables and the two variables work. Therefore, researchers formulate hypotheses and alternative hypotheses. It can be used that there is still a positive impact or influence on the use of Think Talk Write Strategy on the ability to write descriptive text in eighth graders at SMPN 1 TulangBawang Barat.

Then, the researcher formulates a hypothesis, focusing on the following conceptual assumptions:

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[34] Ebrahim Khodadady, *Research Principl Method And Statistic In Applied Linguistic,* (Fardowsi University Of Mashhad: September 2012),33.

1. **Alternative Hypothesis (H$_a$)**

   "There is a positive and significant effect of using Think Talk Write Strategy on the ability to write descriptive texts in eighth graders at SMPN 1 TulangBawang Barat".

2. **The Null Hypothesis (H$_O$)**

   There is no positive and significant effect of using Think Talk Write Strategy on the ability to write descriptive texts in eighth graders at SMPN 1 TulangBawang Barat.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, researchers used quantitative research with the name of the research design being quasi-experimental. The quasi-experiment included assignment, but not random assignment of participants to groups. This is because experimenters cannot artificially create groups for experiments.[35] In addition, the researcher used a pre-test and post-test design approach in the research process. The researcher gave pre-test and post-test to both classes, control and experimental classes to determine the difference between the two groups.

In this study, the researcher used two classes, one as the experimental class which was treated with the Strategy Think-Talk-Write method and the other as the control class which was treated with the Brainwriting method. The researcher gave a final writing test in both the experimental class and the control class after being given a pre-test. The research design is as follows:

Table 3.1.
Quasi-Experimental Design

Select Control Group	Pre-test	Using Brainwriting Method (lecturing, group discussion and individual task)	Post-test
Select Experimental Group	Pre-test	Experimental Treatment (lecturing and using **Think-Talk-Write Strategy** both individually and in the group)	Post-test

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[35] John W. Creswell, *Educational Research*, (Boston: Pearson, 2012),309.

As shown in the table above, the researcher intends to find out whether there is a significant effect of Think-Talk-Write strategy on students' descriptive text writing. It involves two classes which are divided into experimental class and control class. In the experimental class students were given treatment using the Think-Talk-Write strategy while in the control class students were not given treatment using the Think-Talk-Write strategy but the author used brainwriting method.

B. Definition of Operational Variable

The operational definition is a definition based on the characteristics of something to be defined, and can be observed or measured. Meanwhile, a variable can be defined as an attribute of a person or object that 'varies' from person to person or from object to object.[36] A variable is a construct or characteristic that can take on a difference.[37]

Based on the understanding of each of the variables above, the operational definitions of variables are as follows:

2) Independent Variable

According to Evelyn Hatch, The independent variable is the main variable you want to investigate. These are the variables selected, manipulated, and measured by the researcher. The independent variable in this research is Think Talk Write Strategy. The Think Talk Write strategy is used to support the traditional approach used by researchers by implementing ability-based descriptive text writing groups. And Think

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[36] *Evelyn* Hatch and HesseinFarhady, *Research Design and Statistic for Applied Linguistics* (Los Angeles: Rahnama Publications, 1981).p.12.
[37] *Donald*Ary, *Introduction to Research in Education*, Eighth Edition (USA: Wadsworth, Cengage Learning, 2010).p.37.

Talk Write will be used by researchers as a strategy to improve students' writing comprehension.

The independent variable (X) in this study is the Think Talk Write Strategy. In this study, students can write using Think Talk Write as one of the strategies applied by researchers in this study. Then to measure this variable the researcher will do it based on the pretest and posttest. The researcher will take a class where students are given a pretest before being given an explanation and material about Think Talk Write Strategy. Furthermore, they will also be given a post test after being given treatment. The indicators of this variable are:

a) Students are skilled at making descriptive texts

b) The researcher explains what descriptive text is, the characteristics of descriptive text, objectives, generic structure, and examples.

3) Dependent Variable

According to Evelyn Hatch, the dependent variable is the variable that you observe and measure to determine the effect of the independent variable. [38] Furthermore, McNamara as quoted by KarwanSaeed et al. defines comprehension as the ability to perform writing tasks beyond words and understand the relationship between ideas conveyed in a text.[39]

The dependent variable (Y) in this study is the ability to write comprehension which can be interpreted as knowledge to identify texts such as: descriptive text characteristics, Generic Structures, and others. In

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[38]Evelyn Hatch and HesseinFarhady, *Research Design*.,p.15.
[39] ibid

this lesson, students can write descriptive texts and describe things such as animals, humans, plants, objects, etc.

C. Population,Sampling and Sample

SMPN1 TulangBawang Barat. The research location was chosen because the location could be reached by researchers to conduct research, namely one of the junior high schools in TulangBawang Barat.

1. Population

The population is all research subjects. Population is a group of individuals who have the same characteristics.[40] Donald Ary assumes that "population is all members of any well-defined class of people, events, or objects".[41] Meanwhile, Jack R. Fraenkel explained that the term population refers to all members of a particular group. This group is interesting to be generalized by researchers in their research results. This means that the population is all members of a group such as people, objects, or events determined in a study.[42]

Therefore, a population is a group of elements or cases, whether individuals, objects, or events, that fit certain criteria and for which we intend to generalize the results of the study. The population in this study was class VIII SMPN1 TulangBawang Barat. Consisting of six classes, each class consisting of 35 students, so to simplify and equalize the

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[40] John W. Creswell, *Educational Research,* (Boston: Pearson, 2012),142 .

[41] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

[42] JackFraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education,* (New York: McGraw-Hill, 2009), 7th Edition, p.105

number of each class, the researcher took a sample of 70 students from two classes, namely class VIII(B) and VIII(C).

2. Sampling Technique

Sampling is a process carried out to select and take samples correctly from the population, so that it can be used as a valid representative for the population. Sampling refers to the process of selecting individuals who will participate in a research study. [43] In determining the sample. To conduct the research, the researcher chose two classes, namely VIII(B) as the sample for the control group and VIII(C) as the experimental group. The author uses a random sampling technique to select the sample for this study. There are 2 classes, one class as the experimental class and one as the control class. These classes are selected based on the results carried out by lottery. For that researchers took samples based on systematic random.

3. Sample

The sample is a subgroup of the target population that the researcher plans to study to generalize about the target population.[44] The sample is a small group that is observed or part of a population.[45] The sample is each part of the population of individuals whose information is obtained. It may, for various reasons, differ from the sample originally selected.[46] The sample of this study will be divided into two classes, namely the first class, namely VIII(C) totaling 35 students and as an

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[43]*Ibid.*
[44]*Ibid.*,142.
[45] Donal Ary, *Introduction to Research,* p. 148
[46]Fraenkel, *How to Design,* p. 105

experimental class that will be taught with Think Talk Write Strategy, while the other class is VIII (B), there are 35 students as a control class that will be taught. using brainstorming techniques.

D. Data Collecting Method

In the data collection technique, there are three steps as follows:

1. Test

The research instrument is a test. Anderson explained that the instruments included tests and questionnaires, observation schedules and other tools used to collect data.[47] The test is an assessment instrument used to measure students' abilities. The researcher used a writing test as an instrument of this research. The test was given to the experimental class and control class before and after treatment or also known as pre-test and post-test.

a. Pre-test

Pre-test is given to measure or know the students' initial ability in writing, especially descriptive text.

b. Post-Test

The post-test was given to the experimental class and the control class after the treatment was given to the experimental class. It is intended to compare whether the treatment will affect the

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[47]Gary Anderson, *Fundamentals of Educational Research*, 2nd Edition (USA: Falmer Press Place, 2005).p.94.

students' writing ability. Furthermore, the pre-test and post-test were scored using the rubric scoring proposed by Arthur Hughes.[48]

Table 3.2.
Rubric for Assessing Students' Writing

	LEVEL AND SCORE	**CRITERIA**
CONTENT	Excellent to Very Good **(30 - 27)**	- Knowledgeable - Substantive - Thorough development of a thesis - Relevant to the assigned topic
	Good to Average **(26 - 22)**	- Some knowledge of the subject - Adequate range - Limited development of the thesis - Mostly relevant to the topic, but lack detail
	Fair to Poor **(21-17)**	- Limited knowledge of the subject - Little substance - Inadequate development of the topic
	Very Poor **(16 - 13)**	- Does not show knowledge of subject Non-Substantive - Not pertinent - Not to evaluate
ORGANIZATION	Excellent to Very Good **(20 - 18)**	- Fluent expression - Ideas clearly stated/supported - Succinct - Well-organized - Logical sequencing - Cohesive
	Good to Average **(17 - 14)**	- Somewhat choppy - Loosely organized but the main idea stand out - Limited support - Logical but incomplete Sequencing

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[48]

ArthurHughes,*TestingforLanguageTeacher*,SecondEdition,(UK:Cambridge,2003),p.104.

	Fair to Poor **(13 - 10)**	- Non-fluent - Ideas confused orDisconnected - Lacks logical sequencing and development
	Very Poor **(9 - 7)**	- Does not communicative - No organization - Not to evaluate
	Excellent to Very Good **(20 - 18)**	- Sophisticated range - Effective word/idiom choice and usage - Word form mastery - Appropriate register
VOCABULARY	Good to Average **(17 - 14)**	- Adequate rangeOccasional errors of word/idiom form, choice, usage *but meaning not obscured*
	Fair to Poor **(13 - 10)**	- Limited range - Frequent errors of word/idiom form, choice, usage*Meaning confuse or obscured*
	Very Poor **(9 - 7)**	- Essentially translation - Little knowledge of English vocabulary, idiom, word form - Not enough to evaluate
	Excellent to Very Good **(25 - 22)**	- Effective complex constructions - Few errors of agreement, tense, number, word order/function, article, pronoun, preposition
LANGUAGE USE	Good to Average **(21 - 18)**	- Effective but simple construction - Minor problem in complex construction - Several errors of agreement, tense, number, word order/function, article, pronoun, preposition *but meaning seldom Obscured*
	Fair to Poor **(17 - 11)**	- A major problem in simple/complex construction rules dominated by error - Frequent errors of negation, agreement, tense, number,

		word order/function, article, pronoun, preposition and/or fragments, run-ons, deletions - *Meaning confused or obscured*
	Very Poor **(10 - 5)**	- Virtually no mastery of sentence construction rules - Dominated by error - Does not communicate - Not enough toEvaluate
	Excellent to Very Good **(5)**	- Demonstrates mastery of conventions - Few errors of spelling, punctuation, capitalization, paragraphing
	Good to Average **(4)**	- Occasional errors of spelling,punctuation, capitalization, paragraphing but *meaning not obscured*
MECHANICS	Fair to Poor **(3)**	- Frequent errors of spelling, punctuation, capitalization, paragraphing - Poor handwriting = *Meaning confused or obscured*
	Very Poor **(2)**	- No mastery of conventions - Dominated by error errors of spelling, punctuation, capitalization, paragraphing - Handwriting illegible- Not enough to evaluate

2. Documentation

Documentation as a method used to obtain information from language or written documents.[49] Documentation as a method used to obtain information from language or written documents. The researcher's uses this method to support and obtain detailed information from observational data such as data on English teachers at SMPN1 TulangBawang Barat about the method in English class.

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[49]ZinaO`leary, *The Essential Guide*.,p.177.

3. Observation

   Observation is a systematic data collection method that is on the researcher's ability to collect data through his senses. Observation is also defined as a data collection technique that is carried out by making observations with detailed and systematic notes.

   Moreover, observation involves more than studying the world around us from a scientific point of view to get inspiration for research. This strategy is expected to obtain information about the learning process, services there and others. In this study, the researcher used non-participant observation because the researcher only observed and recorded.[50] The researcher's observes the research location, the condition of students directly to get data. Researchers used observation sheets to record information in these observations.

E. **Research Instruments**

1. The procedure of this research is as follows:

   The data collected after conducting the pre-test and post-test were analyzed by comparing the scores obtained in the previous and post-test. The score was processed using the statistical calculation of the T-test formula with a significant level of 5%. The T-test in this study was used to determine the difference in the average obtained between the two tests, to obtain empirical results whether there was a significant difference between the experimental group and the control group. Meanwhile, the scores obtained are between the pre-test and post-test of each class of the

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[50] John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research–4th Ed.,* (Boston: Pearson Education, **2012**) p.310.

experimental and control groups. It also needs to be analyzed to determine the effect of Think-Talk-Write.

Before analyzing the data, it is necessary to test the distribution of normality and homogeneity. To analyze the data, the researcher used the IBM SPSS Statistics 22 program by performing the following steps[51]:

a. Data Setup and Entry

Entering the data correctly is important to prevent any error or inappropriate calculation in the following data analysis. The steps are:

1) Open IBM SPSS Statistics 22 program.

2) The *variable view* is the page to label the variables and *data view* shows the data labeled.

3) Click *variable view* and complete the columns with variables of the research to be measured as follow:

a) Fill in the *name* column *with* the variables categories (students" ID, groups, pre-test score, post-test score, gained scores).

b) Choose numeric in *Type* column.

c) *Width* column is filled with 8 and *decimal* is changed from 2 to 0.

d) *Label* is left blank and *value* column is none.

Except for *groups*, click *value* to label different groups by inserting "1" in *value* and "control class" in *label* then click

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[51] Adam Lund and Mark Lund, "Learn how to use SPSS Statistics to analyse your data". https://statistics.laerd.com/features-spss-procedure.php

"add". Insert "2" in *value* and "experimental class" in *label* then click "add". (*Do the same step for other sample groups that need to be labeled.*)

e) *Missing* column is none and *column* is filled with 8.

f) Choose right for *align*, leave the *measure* column unknown and *role* is filled with input.

g) Click *data view*, and compute/ insert the data according to the names. In "groups", compute "1" representing *experimental*

h) *Class*and "2" representing *control class*.

b. Normality Test

The normal distribution in statistical research is one of the important assumptions before the t-test can be performed. With the normality test, it is determined whether the samples collected are normally distributed or not. The normality test analysis in this study used the Kolmogorov Smirnov with $\alpha = 0.05$. This is defined as, if the normality test yields $< \alpha = 0.05$, then the data is not normally distributed. The way it works is the other way around, if the result is $> \alpha = 0.05$, then the data is normally distributed. Using SPSS 22, the normality test steps are:

1) Open the SPSS file of the entered data.

2) Click Analyze>>Descriptive Statistics>>Explore in the top menu.

3) In the Explore dialog box, fill in the dependent list with the variables to be tested for normality (pretest scores, posttest scores).

4) Then fill in the list of factors with the sample groups (control, experiment) to see if they are normally distributed in each group or class.

5) Click plots , then checklist >> normality plot with test, histograms and power estimation.

6) Click Continue and OK to see the results of the normality test.

   Formula:

   a) If sig $\geq \alpha$ means that the sample data taken is normally distributed

   b) If sig $\leq \alpha$ means that the sample data taken is not normally distributed

c. Homogeneity Test

   G. The assumption of equal variance is as important as the normality test. The variances of the data are tested to find out whether they are the same or homogeneous. To obtain these data, the Levene Statistical test was used in this study with $\alpha = 0.05$. Similar to the normality test, if the homogeneity test yields $< \alpha = 0.05$, then the data is not homogeneous. Meanwhile, if the result is $> \alpha = 0.05$, then the data is homogeneous or has the same variance. The steps to test homogeneity are:

H. 1) Open the SPSS file from the research data input.

I. 2) Click Analyze>>Compare Means>>One-Way Anova on the top menu.

J. 3) In the one-way ANOVA dialog box, fill in the dependent list with the variables to be tested for homogeneity (pretest scores, posttest scores).

K. 4) Then fill in the list of factors with the sample group (control, experiment) to see the homogeneity of the variants.

L. 5) Click options, then checklist>>homogeneity of variance test checkbox in the statistics area.

M. 6) Click Continue and OK to see the results of the homogeneity test.

N. Formula :

O.   (largest variant)

P. F $=$ ——————

Q.   (smallest variant)

R. The significance level used is α = 0.05. Homogeneity test using SPSS with the criteria used to draw conclusions if the calculated F is greater than the F table then it has a homogeneous variant. However, if F count is greater than F table, then the variance is not homogeneous.[52]

a.   T-Test

T-test is the main data analysis process that is purposed to test if any significant difference between the two classes can be identified. By t-test, it is determined which of the hypotheses offered, the null hypothesis or alternative hypothesis, is accepted or rejected. The t-test used in this research specifically is *independent-samples T-test* with a two-tailed test of significance. If the result indicates p-value or *sig (2-tailed)* higher than *sig* α= 0.05 (5 %), then the null hypothesis is accepted. On the contrary, if p-value is lower than *sig* α= 0.05 (5 %), then the alternative hypothesis is accepted.

1)   Open the SPSS file of the input research data.

2)   Click **Analyse**>>**Compare Means** >>**Independent-Samples T Test** on the top menu.

3)   In **independent-Samples T Test** dialogue box, fill in the *test variables*with the variable to be tested for normality (pre-test score, post-test score).

4)   Then, fill in the *grouping variable* with the sample groups (control, experimental).

5)   Highlight the relevant groups by clicking *define groups;* then enter "1" in *Group 1* box and enter "2" in *group 2* box and click **continue** button. Note: (insert numbers according to the labels given in data).

6)   If the *confidence interval percentage* required to be changed for the research, click **options** button.

7) Click **OK** to see the independent-samples t-test result.

After the t-test, the effect size is calculated to measure the level of significance effect. As t-test give statistical result of the significance, the effect size results a statistic data but at the same time determined whether the effect size is strong or weak. In this research, the cohen'seffect size formula is adopted as follow:[53]

$$d = \frac{\text{mean of group1 mean of group 2}}{\sigma\text{poled}}; \sigma poled = \frac{1+\text{Std.Deviation 2}}{2}$$

To interpret the effect size, the Cohen's d effect size criterion was used as the basis for determining the level of significance. The effect size criteria for Cohen's d are:

a) 0-0.20 = **weak effect**

b) 0.21-0.50= **modest effect**

c) 0.51-1.00= **moderate effect**

d) > 1.00= **strong effect**

S. Statistical Hypothesis

This study aims to identify whether there are significant differences in the use of think-talk-write (TTW) strategies by students in writing descriptive texts. The hypothesis is formulated with the assumption of the t-test results as follows:

1) Alternative Hypothesis (Ha) = There is an effect of using the think-talk-write (TTW) strategy on students in writing descriptive texts or if the p-value <sig α= 0.05 (5 %). This

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[53] Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, (London: SAGE Publications, 2004), p.139.

means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

2) Null Hypothesis (Ho) = There is no effect of using think-talk-write (TTW) strategies on students' ability to write descriptive texts or if the p-value > sig α = 0.05 (5 %). This means that the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Result

1. Description of Research Area

SMPN 01 Tulang Bawang Barat is located in Tiyuh Marga Kencana, Tulang Bawang Udik Regency. In 1973, Tulang Bawang Udik Regency was a transmigration area from the island of Java. In 1980, Makarti Mukti Tama Middle School was established based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0206/01/1980 dated July 30, 1980. And in 1981 based on the Decree of the Minister of Education and the Republic of Indonesia Number: 1876/I.12.1/IA/ 1981 On August 31, 1981 became SMPN 2 Dayamurni.

During the leadership of Mr. Slumun, S.Pd. In 2001 there was a change in the name of the school to SLTPN 2 Tulang Bawang Udik (2001 to 2002). In 2003 there was another name change, namely SLTPN 1 Tulang Bawang Udik and from 2004 to 2020 SMPN 1 Tulang Bawang Udik according to the Decree of the Regent of Tulang Bawang Barat. Number : B/33/D1VIII/HK/TB/2004 dated February 3, 2004. And congratulations with Mr. Nurhamid, M.Pd. in 2021 the name changed again to SMP N 01 Tulang Bawang Barat.

B. Result of the Research

1. Result of Pre-test in Experimental Class

In this section the author describes the data obtained from the results of research in descriptive statistics. Because the test is the main data instrument used in data collection, two test results were collected from each experimental class and control class. The test results from both classes consisted of a pre-test given at the beginning of the study and a post-test at the end of the study.

In addition, secondary data is also presented in the interview as supporting data to see the results of students (experimental class) perceptions of the Think-Talk-Write strategy during the treatment process. In the following, descriptive statistics on the results of tests carried out by each class and the results of interviews are presented.

a. Experiment Class Result Data

In the experimental class, the results showed that from 35 students the average score of the pre-test was 65.54 with the highest score obtained 80 and the lowest score 40. While the average value increased on the post-test results, namely 76.45 with 88 as the score. highest score and 60 as the lowest score. Therefore, the data shows that the post-test results are higher than the pre-test with an average score of 10.91. The results can be seen in Table 4.1.

Table 4.1.

Students' Scores of Experimental Class

Students' ID	Experimental Class		Gained Score
	Pre-Test	Post-Test	
A1	72	83	11
A2	61	70	9
A3	73	79	6
A4	81	88	7
A5	50	69	19
A6	63	70	7
A7	62	78	16
A8	65	86	21
A9	71	81	10
A10	55	73	18
A11	81	85	4
A12	65	60	-5
A13	73	85	12
A14	43	63	20
A15	85	83	-2
A16	61	73	12
A17	66	75	9
A18	53	66	13
A19	74	70	-4
A20	62	69	7
A21	66	78	12
A22	68	80	12
A23	80	87	7
A24	40	71	31
A25	56	72	16
A26	66	73	7
A27	78	80	2
A28	62	79	17
A29	70	83	13
A30	50	67	17
A31	68	85	17
A32	88	88	0
A33	58	77	19
A34	44	64	20
A35	84	86	2
$\sum$	2294	2676	382
Mean	65.54	76.45	10.91
Maximum Score	88	88	31
Minimum Score	40	60	-5

Table 4.1 above has a sample of 35,$\sum$ the pre-test is 2294 and the Pre-Test has a mean value of 65.54, a maximum value of 88, and a minimum value of 40. While the post-test has a $\sum$ value of 2676 and has the mean value is 76.45, the maximum value is 88, and the minimum value is 60. and the gain score has a $\sum$ value of 382, with a mean value of 10.91, a maximum value of 31, a minimum value of -5.

b. **Control Class Result Data**

In contrast to the experimental class, the control class obtained a higher average score on the pre-test, which was 63.8 out of 35 students. The highest score is 83, and the lowest value is 40. Similar to the experimental class, the average can also be seen to increase in the post-test control class, which is 68. The results are shown in the following table:

Table 4.2.
Students' Scores of Control Class

Students' ID	Control Class		Gained Score
	Pre-Test	Post-Test	
A1	56	60	4
A2	44	50	6
A3	40	46	6
A4	56	56	0
A5	77	76	-1
A6	82	84	2
A7	77	80	3
A8	55	60	5
A9	51	51	0
A10	73	78	5
A11	72	78	4
A12	68	80	12
A13	50	58	8
A14	70	74	4
A15	68	70	2
A16	66	66	0

Students' ID	Control Class		Gained Score
	Pre-Test	Post-Test	
A17	50	59	9
A18	56	73	17
A19	62	69	7
A20	54	69	15
A21	82	77	-5
A22	74	78	4
A23	74	80	6
A24	77	88	11
A25	65	78	13
A26	63	74	11
A27	55	56	6
A28	82	70	-12
A29	83	80	-3
A30	40	40	0
A31	60	66	6
A32	52	56	4
A33	72	56	-16
A34	78	78	0
A35	49	66	17
$\sum$	2233	2380	150
Mean	63.80	68.00	4.28
Maximum Score	83	88	17
Minimum Score	40	40	-16

Table 4.2 above has a sample of 35, the $\sum$value of in the pre-test is 2233 and the Pre-Test has a mean value of 63.80, a maximum value of 83, and a minimum value of 40. While the post-test has a $\sum$value of 2380 and has a mean value of 68.00, a maximum value of 88, and a minimum value of 40. and the lugging score has a $\sum$value of 150, with a mean value of 4.28, a maximum value of 17, a minimum value of -16.

C. Data Analysis of the Treatment

1. The First Meeting

The first meeting was held on Tuesday, August 2, 2022. Each treatment lasted for 60 minutes. In the first treatment, the students looked nervous. Researchers explain the material to students, in this study is descriptive text. So, they got some general idea about descriptive text. The author explains about descriptive text, especially the theme and generic structure of descriptive text. The topic in the first treatment is "describe a person".

The author explains about the Think Talk Write dictation strategy used. Here, the researcher explains what the Think Talk Write strategy is and how the procedure for the Think Talk Write strategy is. After that, the writer started reading the descriptive text about describe a person for some time with normal speed and after they listened to the descriptive text they had to write from their memory, if necessary they could add their own words. After they finished at the end of the lesson the writer and students discussed together about their writing.

2. Second Treatment

In the second treatment the authors gave it on Tuesday, August 9, 2022. Like the previous treatment, each treatment lasted 60 minutes. The second treatment was better than the first treatment, because the students didn't look conspicuous anymore and they enjoyed the material provided. The second treatment topic is "my best friend".

After giving orders on the topic "My best friend", the writer told the students that they did the exercise while doing the Think Talk Write strategy like the first treatment. The procedure is the same as the previous treatment. After that the writer and discussed together, then the writer gave the opportunity to the students to ask if they had any difficulties.

3. **Third Treatment**

In the third treatment, the author gives it on Tuesday, August 9 2022. Like the previous treatment, each treatment lasts 60 minutes. Better than before because students feel familiar in the teaching and learning process through the Think Talk Write strategy. In this session, the writer discusses the topic of "favorite character".

After giving the command about the topic "favorite character", the writer told the students that they were doing exercises based on the topics given by using Think Talk Write strategies such as the first and second treatments. The procedure is the same as the previous treatment. Students look interesting in the teaching and learning process, they enjoy the material provided and are enthusiastic in doing assignments.

D. **Data Analysis**

In the data analysis section, the pre-test and post-test scores collected from both classes were statistically analyzed using t-test. The results of this t-test are called inferential statistics. However, before calculating the results with the t-test, the authors must determine whether the data collected is

normally distributed or not and to determine whether the variance of the study sample is homogeneous. In the final result of the t-test, the author also tested the effect size to determine the intensity of the effectiveness of the Think-Talk-Write strategy in this study.

Therefore, the normality test and homogeneity test were carried out before the data was analyzed further by t-test and effect size. All forms of data analysis and calculations were performed using IBM SPSS Statistics 22, except for the effect size test which was calculated manually with the help of supporting data obtained from the t-test.

1. Normality Test

To calculate the normality test, the authors use the Kolmogorov-Smirnov as presented in Table 4.3. This shows that the significance of the pre-test normality in the control class is 0.138 and the experimental class is 0.200. The two results of significance in the pre-test prove that the data is normally distributed because the above significance = 0.05 (0.138 > 0.05; 0.200 > 0.05).

While the post-test showed a significance of 0.200 for both the experimental class and the control class. The results also prove that the post-test data is normally distributed because the significance is above = 0.05 (0.200 > 0.05; 0.200 > 0.05).

Table 4.3.
Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre Test Experimental Class	,096	35	,200[*]	,980	35	,764
Post Test Experimental Class	,112	35	,200[*]	,954	35	,155
Pre Test Control Class	,131	35	,138	,950	35	,114
Post Test Control Class	,122	35	,200[*]	,947	35	,094

1. Pre Test Experimental Class Has a Sig Value of $0.200 > 0.05$ so it can be said that Pre Test Experimental Class is normally distributed.

2. Post Test Experimental Class Has a Sig Value of $0.200 > 0.05$ so it can be said that Post Test Experimental Class is normally distributed

3. Pre Test Control Class has a Sig Value of $0.138 > 0.05$ so it can be said that Pre Test Control Class is normally distributed.

4. Post Test Control Class Has a Sig Value of $0.200 > 0.05$ so it can be said that Post Test   Control Class is normally distributed.

2. Homogeneity Test

To calculate the homogeneity test, the author refers to the Levene Statistic test. The results of the homogeneity test in the pretest of both classes showed a data significance of 0.091, higher than $= 0.05$ $(0.091 > 0.05)$. Therefore, based on the results of the pretest, both classes have homogeneous variance.

Table 4.4.
Homogeneity Test Result of Pre-Test

Pre-test

Levene Statistic	df1	df2	Sig.
2,326	8	12	,091

The results of the homogeneity test in the pretest of both classes showed a data significance of 0.091 greater than = 0.05 (0.091 > 0.05). Therefore, based on the results of the pretest, both classes have homogeneous variance.

Table 4.5.
Homogeneity Test Result of Post-Test

Post-test

Levene Statistic	df1	df2	Sig.
1,287	7	16	,317

The results of the post-test homogeneity test from both classes showed a significance of 0.317 greater than = 0.05 (0.317 > 0.05). Therefore, it can be said that the results of the post-test data of the two classes are also homogeneous.

3. **Statistical Hypothesis Test**

Because the data collected has been proven normality and homogeneity, then the data is analyzed to test the research hypothesis using t-test. After testing the hypothesis, the results of the t-test provide answers to research questions about the effectiveness of the Think-Talk-Write strategy in this study. The results of the t-test were also supported

by calculating the effect size. In calculating the t-test, the post-test scores and the scores obtained for the experimental class and the control class were compared. The results are presented in the following table:

a. Post-test and Pre-Test Results

Table 4.13 shows the results of the t-test analysis of post-test scores in the experimental and control groups after the experimental group was treated with the Think-Talk-Write strategy and the control group with lectures and group discussions. The same variance assumption was used to read the results and refers to a significance level of sig = 0.05 (5%).

Table 4.6.
T-Test Result of Post-Test Scores

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test Experimental Class – Post Test Experimental Class	10,91429	7,86792	1,32992	13,61701	8,21156	8,207	34	,000
Pair 2	Pre Test Control Class – Post Test Control Class	4,20000	7,03270	1,18874	6,61582	1,78418	3,533	34	,000

Based on the table, the sample test produces a p-value or sig (2-tailed) as follows:

1. Pre Test Experimental Class – Post Test Experimental Class has a sig value of 0.000 < 0.05, this indicates that there is a significant difference.
2. Pre Test Control Class – Post Test Control Class has a sig value of 0.000 < 0.05, this indicates that there is a significant difference.

b. Effect Size

Finally, because the results of the t-test proved statistical significance in the post-test and obtained a score result, the authors analyzed the size of the effect of the t-test results in order to determine the level of significance of the effect (weak to strong).

To obtain the effect size, the calculation refers to the calculation of the effect size of Cohen's d. In this calculation, the mean and standard deviation of the post-test of the two classes (experimental and control) that have been obtained are needed. Previously, the results of the t-test from the Group Statistics table were needed. The effect size results are summarized in Table 4.14.

Table 4.7.
Effect Size Results

Statistic of Post-test	Control Class	Experimental Class
Mean	4,20000	10,91429
Std. Deviation	7,03270	7,86792
Effect Size	3,20	

* the results are obtained by manual calculations using the Cohen's

c. Formula

Calculation

$$d = \frac{\text{mean of group1 mean of group 2}}{\sigma\text{poled}}; \sigma poled = \frac{1+\text{Std.Deviation 2}}{2}$$

(1) σpoled $= \frac{7,03270+7,86792}{2} = 10,96$

(2) $d = \frac{4,20000-10,91429}{10,96} = 3,20417062044$ atau 3,20

In Table 4.14.it can be seen that the effect size or the level of significance of the effect is 3.20. This indicates that there is a moderate effect of the Think-Talk-Write strategy on students' writing skills which was carried out in this study. This is based on the Cohen's d effect size criterion, where the range of 3.20 in the moderate effect scale is only two points close to the strong effect scale.

E. Discussion

The results of this quasi-experimental study indicate that the Think-Talk-Write Strategy is effective on the ability to write descriptive texts for the seventh grade students of SMPN 1 TulangBawang Barat. It also confirms that the effectiveness is at a moderate level of significance. Therefore, the data that has been processed finally provides answers to the research questions posed at the beginning of the study. In addition, the results of the study are also in line with previous studies which revealed the Think-Talk-Write strategy as one of the effective writing strategies in improving students'

writing skills. The following paragraphs summarize the interpretation of the overall results.

The description of the data presents the general results of the two sample classes in the ability to write descriptive text through the pre-test and post-test given. At first, the results of the pre-test showed that students wrote descriptive texts in both the experimental and control classes before treatment. The experimental class pre-test resulted in an average of 65.54 and 63.80 in the control class which only showed a slight difference of 1.74 points.

After the pre-test was carried out the treatment process by applying the Think-Talk-Write strategy in the experimental class, it produced contrasting results in the writing ability between classes. The experimental class that was given the treatment was observed to have a higher achievement in the ability to write descriptive texts compared to the control class. This is indicated by a significant change in the average post-test score of those who got 10.91 points, compared to the control class which only got 4.28 points. This generally means that after the Think-Talk-Write strategy treatment, students in the experimental class experienced a significant improvement, in contrast to the control class who were not trained with the same treatment.

In addition, data analysis using an independent sample t-test showed statistically the effectiveness of the Think-Talk-Write strategy used during the treatment period. Statistical significance was shown by the post-test data analyzed which resulted in a p-value or sig (2-tailed) = 0.000 which was

lower than the significance level of sig = 0.05. Statistical results show that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it is implied that there is an effect of using the Think-Talk-Write strategy on the students' ability to write descriptive texts. In addition, the effect size is also calculated to determine the level of effectiveness using the Cohens'd formula. The result of the effect size value is 3.20 which shows the Think-Talk-Write strategy is quite effective in this study.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the results of the research in chapter IV, it is proven that the Think-Talk-Write strategy is quite effective in writing students' descriptive texts. This is indicated by the results of the independent sample t-test p-value (2-tailed) = 0.003 in the post-test and a score is obtained. As the research refers to the significance level of sig = 0.05 (5 %), then the obtained p-value is smaller than sig = 0.05 (5%) indicating statistical significance or effectiveness. In other words, when the p-value <sig = 0.05, the null hypothesis of the study is rejected, then the alternative hypothesis is accepted. In addition, the effect size is then calculated using Cohen's d which is generated from a value of 3,20. It can be interpreted that the level of significance ranges at the moderate level.

Thus, it can be concluded that the null hypothesis of the study was rejected and the alternative hypothesis was accepted. In other words, it is proven that the Think-Talk-Write strategy is effective in writing descriptive text for the seventh grade students of SMPN 1 Tulang Bawang Barat.

B. Suggestion

Based on the research that has been done, the Think-Talk-Write strategy has an effect on students' descriptive text writing. Therefore, the

writer would like to give some suggestions to teachers, students and readers as follows:

1. For English Teachers

    Teachers must be able to prepare learning materials and strategies. Teachers must also be able to manage time effectively and create a conducive atmosphere in the classroom by using Think-Talk-Write strategies.

2. For Students

    The students should be active in their team work by developing ideas with their vocabulary knowledge while Think-Talk-Write strategy is applied.

3. For other Researchers

    The think-talk-write strategy is interesting to study. Other researchers may apply this strategy or even modify this strategy for further research. This research can be useful for other studies because it can provide an idea of how it is applied to the same population.

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APPENDICES

Appendix 1 Syllabus

I. KOMPETENSI DASAR, MATERI, DAN KEGIATAN PEMBELAJARAN

A.KELAS VIII

Alokasi Waktu: 4 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karaktersitik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya	• Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan-ungkapan yang lazim digunakan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar. - Mengidentifikasi ungkapan yang sedang dipelajari - Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive) 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi sosial Berkenalan, memperkenalkan diri sendiri/orang lain. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya - Verba: *be, have, go, work, live* (dalam *simple present tense*) - Subjek Pronoun: *I, You, We, They, He, She, It* - Kata ganti possessive *my, your, his*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik,yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungakapan-ungkapan penting - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal - Memaparkan jati dirinya yang sebenarnya. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal) 4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dansesuaikonteks	• Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/ peristiwa/kegiatan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Angka ordinal dengan *the* untuk menyebut tanggal (lisan): a.l. *the first, the second, the twenty third, the thirty first of May*) - Angka ordinal tanpa *the* untuk menyebut tanggal (lisan): a.l. *1st, 2nd, 23rd, 31st, of May*) - Waktu (lisan): *at one, at two fifteen, at ten to seven, at a quarter past eight* - Waktu (tulis): *01:00; 02:15; 06:50; 08:15* - Artikel the untuk menyebut waktu dalam hari, *in the morning, in the afternoon, in the* evening - Preposisi untuk *in* (bulan, tahun, waktu dalam hari), *on* (hari dan tanggal), *at* (jam, *at noon, at night*) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Waktu kejadian/peristiwa/ kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/ peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. - Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/ kegiatan - Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/ kegiatan dengan unsur kebahasaan yang benar - Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular) 4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi sosial 　Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. • Struktur teks 　- Memulai 　- Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan 　- Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik 　- Penyebutan benda dengan *a*, *the*, bentuk jamak (-*s*) 　- Penggunaan kata penunjuk *this*, *that*, these, *those* ... 　- Preposisi untuk *in*, *on*, *under* untuk menyatakan tempat 　- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik 　Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI	- Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar - Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang - Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya - Melakukan refleksi tentang proses dan hasil belajarnya
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan	• Fungsi sosial 　Mendeskripsikan, mengidentifikasi,	- Menyimak dan menirukan guru menanyakan dan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective) 4.5. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosa kata, terkait dengan ciri fisik (a.l. *red*, *big*, *dark*, *loud*), selera (a.l. *nice*, *beautiful*, *cute*), mental (a.l. *clever*, *smart*), psikologis (a.l. *happy*, *sad*, *disappointed*, *angry*, *wild*), budi (a.l. *kind*, *good*, *polite*) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI	menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya - Bertanya jawab tentang sifat orang, benda, binatang terkenal - Melakukan refleksi tentang proses dan hasil belajarnya
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan	• Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi	- Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar - Didiktekan guru, peserta didik menulis

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense) 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks	orang, binatang, benda - Kalimat deklaratif (positif dan negatif) dalam simple present tense - Kalimat interogative: *Yes/No question*; *Wh-question* - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI	teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar - Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal - Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. - Melakukan refleksi tentang proses dan hasil belajarnya
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya Teks Deskriptif Menangkap makna secara kontekstual terkait fungsi sosial, struktur	• Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik • Struktur teks Dapat mencakup: - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan - Kalimat deklaratif (positif dan negatif), dan interrogative (*Yes/No question*; *Wh-question*), dalam simple present tense	- Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik - Bertanya tentang informasi yang terkait di dalam teks tersebut. - Menggunakan alat analisis (tabel atau bagan *mind-map*) untuk mempelajari sistematika deskripsi yang diterapkan - Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI	Untuk mengritik/ menyatakan kekaguman/ mempromosikan - Dalam kelompok membuat proyek kecil: dengan bantuan *mind-map,* membuat teks deskripsi tentang kota atau desanya untuk mempromosikan - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	- Membaca, menyimak, dan menirukan lirik lagu secara lisan. - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya.

Appendix 2 Lesson Plan of the Experimental Class

(Experiment Class)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	SMPN 1 Tulang Bawang Barat
Mata Pelajaran	:	Bahasa Inggris
Pokok bahasan	:	Descriptive Text (Describing a Person)
Kelas	:	VIII
Alokasi Waktu	:	2 x 40 menit (1 Pertemuan)

A. KOMPETENSI INTI

KI 1:   Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2:   Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3:   Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4:   Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai	Siswa dapat mengidentifikasi strukturteks deskripsi yang baik dan benar. Siswa dapat menentukan ungkapan yang tepat untuk mengungkapkan dan menanyakan terkait teks deskriptif.

dengan konteks penggunaannya.	3.7.3 Siswa dapat mengidentifikasi kata kerja dan kalimat simple present tense yang digunakan untuk menanyakan atau menyatakan teks deskriptif terkait seseorang sesuai dengan konteks penggunaannya.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait orang, binatang, atau benda.	Siswa dapat menuliskan pernyataan sesuai dengan penggunaan simplepresent tense. Siswa dapat menangkap makna secara kontekstual terkait tujuan atau fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait seseorang. Siswa dapat menyusun teks deskriptif tulis sangat pendek dan sederhana terkait seseorang dengan memeperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

Siswa terampil dalam menentukan, mengidentifikasi, menangkap makna serta menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana tentang *describing a person* yang dilakukan dengan memperhatikan fungsi sosial, struktur teks dengan unsur kebahasaan yang benar, dan penuh tanggungjawab.

D. MATERI PEMBELAJARAN

1. *Fungsi sosial:*

- Menjaga hubungan interpersonal dengan guru dan teman

- Memberi informasi tentang teks desktiptif terkait seseorang melalui ciri-ciri yang dimiliki.

2. *Social Function of Descriptive Text*
   - To make them stand out
   - To show the pride of them
   - To promote them
   - To criticize them

3. *Generic Structure of the Text*
   - Identification: it identifies the particular person to be described
   - Description: it describe the characteristics and the parts of the person described

4. *Language Features of Descriptive Text*
   - Use of simple present tense
   - Use of linking verbs: is, are, look, looks, have, and has
   - Use of adjectives to describe a person's physical appearance:

Body Parts	Characteristics	Example of Use
Hair	Black, blonde, brown, grey, short, curly, straight, ponytail, bald	Joko has black hair. Ahmad"s hair is black.
Face	Long, oval, round	Budi has an oval shape Budi"s face is oval
Eyes	Small, bright, round, wide, slanted, brown, black, blue	Oshin has slanted eyes Oshin"s eyes are slanted
Nose	Small, flat, pointed, big	James has a pointed nose James nose is pointed
Cheeks	Chubby	Tamara has chubby cheeks Her cheeks are chubby
Shoulders	Narrow, wide	Ade Rai has wide shoulders His shoulders are wide
Height	Tall, short	Wisnu has tall body His height is tall
Build / figure	Thin, angular, muscular	Some fighters are muscular They have flabby bodies

- Use of adjectives to describe a person"s personality:

kind	helpful	Angry	crazy	Funny	beautiful	smart
lonely	shy	Lazy	clumsy	Generous	talkative	loud
quiet	happy	friendly	proud	Brave	selfish	

E. METODE PEMBELAJARAN

1. Discovery Learning
2. Think Talk Write Strategy

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Slides Power Point *Simple Present Tense*
2. Worksheet *Describing a Person*

G. TAHAP KEGIATAN PEMBELAJARAN

Pendahuluan (10 Menit)

1. Guru membuka kegiatan belajar dengan memberi salam dan menanyakan kabar siswa dalam bahasa inggris.
2. Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa.
3. Guru menanyakan siswa yang tidak hadir.
4. Guru menyampaikan tujuan pembelajaran.

Kegiatan Inti (60 Menit)

Mengamati/Observing

1. Siswa mengamati slides powerpoint yang guru sediakan.
2. Siswa melihat dan memperhatikan struktur simple present tense yang tersedia pada slides powerpoint.
3. Siswa memperhatikan beberapa informasi tambahan tentang physical appearance dan detail pada bacaan yang tersedia.
4. Siswa memperhatikan susunan paragraf teks deskripsi pada slides powerpoint yang tersedia.
5. Guru meminta siswa untuk membuat kelompok yang terediri dari 4-6 orang dan guru memberi gambar yang berbeda pada tiap kelompok.

6. Guru meminta siswa untuk mengamati gambar yang telah diberikan.

Mempertanyakan/Questioning

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar ucapan, tekanan kata, intonasi, ketika menyatakan deskripsi benda secara lisan.

2. Siswa memperoleh pengetahuan tambahan tentang ungkapan, unsur kebahasaan, dan format penulisan deskripsi seseorang.

3. Siswa menanyakan arti beberapa kata yang masih salah format penulisannya, dan asing bagi mereka di bacaan yang tersedia.

Mengeksplorasi/Experimenting

1. Siswa membuat note sesuai gambar orang yang telah diberikan oleh guru

2. Siswa menuliskan ciri-ciri dan *physical appearance* sesuai instruksi dalam worksheet.

3. Siswa menerapkan *simple present tense* dalam menuliskan jawaban worksheet yang tersedia.

Mengasosiasikan/Associating

1. Siswa menganalisis *simple present tense* dengan memperhatikan ungkapan, unsur kebahasaan, serta format penulisan dari teks deskripsi yang sedang dipelajari.

2. Siswa menganalisa physical appearance dan ciri-ciri seseorang pada bacaan di worksheet.

3. Siswa menggunakan *adjectives* yang telah dipelajari sebelumnya untuk mendeskripsikan *person*.

Mengkomunikasikan/Communicating

1. Siswa mendiskusikan apa saja ciri-ciri yang mereka dapatkan dalam gambar tersebut.

2. Siswa menuliskan jawaban dalam bentuk paragraf yang sudah mereka diskusikan dengan teman kelompok.

3. Siswa mempresentasikan hasil jawaban.

4. Siswa memberikan masukan atas jawaban teman-temannya.

Penutup (10 Menit)

1. Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah dipelajari pada pertemuan ini.

2. Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

VI. **PENILAIAN**

1. Teknik dan Bentuk
   - Sikap dan Pengetahuan: Pengamatan, Menuliskan Teks Deskripsi
   - Sikap Keterampilan: *Describing Famous Person*

2. Instrument
   Worksheet (terlampir)

3. Rubric for Assessing Students" Writing

	LEVEL AND SCORE
CONTENT	Excellent to Very Good **(30 - 27)**
	Good to Average **(26 - 22)**
	Fair to Poor **(21-17)**
	Very Poor **(16 - 13)**
ORGANIZATION	Excellent to Very Good **(20 - 18)**
	Good to Average **(17 - 14)**
	Fair to Poor **(13 - 10)**
	Very Poor **(9 - 7)**
VOCABULARY	Excellent to Very Good **(20 - 18)**
	Good to Average **(17 - 14)**
	Fair to Poor **(13 - 10)**
	Very Poor **(9 - 7)**
LANGUAGE USE	Excellent to Very Good

		(25 - 22)
	Good to Average	**(21 - 18)**
	Fair to Poor	**(17 - 11)**
	Very Poor	**(10 - 5)**
MECHANICS	Excellent to Very Good	**(5)**
	Good to Average	**(4)**
	Fair to Poor	**(3)**
	Very Poor	**(2)**

Marga Kencana, 05 Oktober

Mengetahui,
Guru Pamong

September 2018Peneliti

Feny Mei Fitriasih S. Pd
NIP. 1975092010081001

Trisa Rama Dewi
NPM 1801070066

DESCRIBING A PERSON

A. Fill in the text box with the information about your friend!

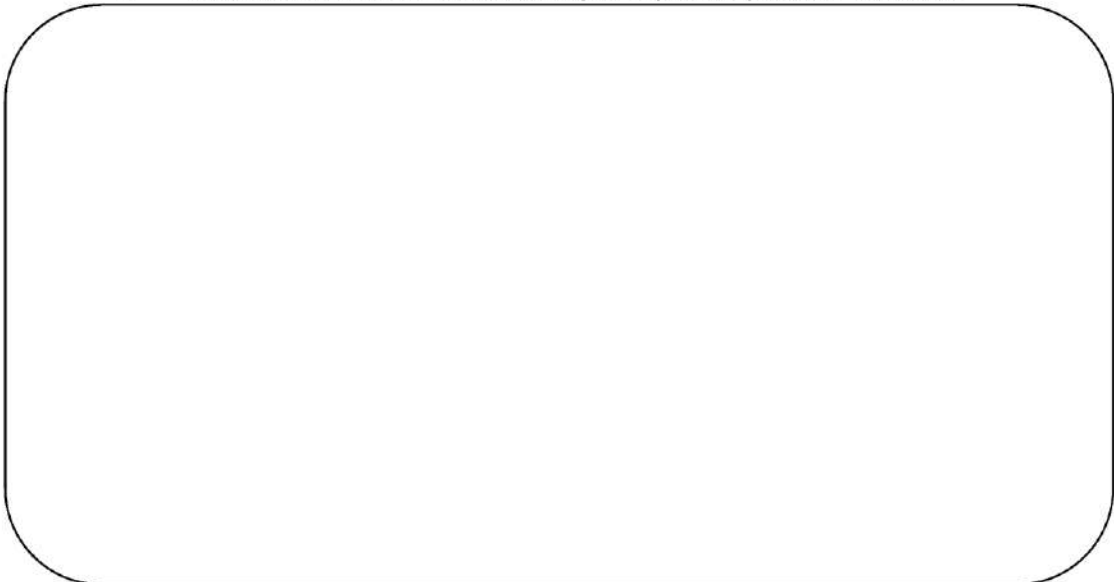PHYSICAL APPEARANCE

PERSONALITY / CHARACTER

THINGS HE/SHE LIKES

THINGS HE/SHE DO

SPECIAL TALENT OR SKILLS

REASONS YOU LIKE HER/HIM

B.   Write the entire information about the person you have just described above.

Appendix 3 Lesson Plan of the Controlled Class

(Control Class)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 1 Tulang Bawang Barat

Mata Pelajaran : Bahasa Inggris

Pokok bahasan : Descriptive Text (Describing a Person)

Kelas : VIII

Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

E. KOMPETENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

F. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai	4.7.1 Siswa dapat mengidentifikasi struktur teks deskripsi yang baik dan benar.
	3.7.2 Siswa dapat menentukan ungkapan dan linking verb yang tepat untuk mengungkapkan dan menanyakan terkait

dengan konteks penggunaannya.	deskriptif teks.
	4.7.3 Siswa dapat mengidentifikasi kata kerja dan kalimat simple present tense yang digunakan untuk menanyakan atau menyatakan deskriptif teks terkait benda sesuai dengan konteks penggunaannya.
5.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait orang, binatang, atau benda.	Siswa dapat menuliskan pernyataan sesuai dengan penggunaan simple present tense. Siswa dapat menangkap makna secara kontekstual terkait tujuan atau fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait seseorang. Siswa dapat menyusun teks deskriptif tulis sangat pendek dan sederhana terkait seseorang dengan memeperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

G. TUJUAN PEMBELAJARAN

Siswa terampil dalam menentukan, mengidentifikasi, menangkap makna serta menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana tentang *describing people* yang dilakukan dengan memperhatikan fungsi sosial, struktur teks dengan unsur kebahasaan yang benar, dan penuh tanggungjawab.

H. MATERI PEMBELAJARAN

5. *Fungsi sosial:*

- Menjaga hubungan interpersonal dengan guru dan teman

- Memberi informasi tentang teks desktiptif terkait seseorang melalui ciri-ciri yang dimiliki.

6. *Social Function of Descriptive Text*
   - To make them stand out
   - To show the pride of them
   - To promote them
   - To criticize them

7. *Generic Structure of the Text*
   - Identification: it identifies the particular to be described
   - Description: it describe the characteristics and the parts of the people described

8. *Language Features of Descriptive Text*
   - Use of simple present tense
   - Use of linking verbs: is, are, look, looks, have, and has
   - Use of adjectives to describe a person"s physical appearance:

Body Parts	Characteristics	Example of Use
Hair	Black, blonde, brown, grey, short, curly, straight, ponytail, bald	Joko has black hair. Ahmad"s hair is black.
Face	Long, oval, round	Budi has an oval shape Budi"s face is oval
Eyes	Small, bright, round, wide, slanted, brown, black, blue	Oshin has slanted eyes Oshin"s eyes are slanted
Nose	Small, flat, pointed, big	James has a pointed nose James nose is pointed
Cheeks	Chubby	Tamara has chubby cheeks Her cheeks are chubby
Shoulders	Narrow, wide	Ade Rai has wide shoulders His shoulders are wide
Height	Tall, short	Wisnu has tall body His height is tall
Build / figure	Thin, angular, muscular	Some fighters are muscular They have flabby bodies

- Use of adjectives to describe a person"s personality:

kind	helpful	Angry	crazy	Funny	beautiful	smart
lonely	shy	Lazy	clumsy	generous	talkative	loud
quiet	happy	Friendly	proud	Brave	selfish	

H. METODE PEMBELAJARAN

1. Discovery Learning
2. Text-Based Learning Approach

I. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

3. Worksheet Descriptive Text
4. Kementrian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English Rings a Bell*. Jakarta: Politeknik Negeri Media Kreatif. Hlm. 156-160

J. TAHAP KEGIATAN PEMBELAJARAN

Pendahuluan (10 Menit)

5. Guru membuka kegiatan belajar dengan memberi salam dan menanyakan kabar siswa dalam bahasa inggris.
6. Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa.
7. Guru menanyakan siswa yang tidak hadir.
8. Guru menyampaikan tujuan pembelajaran.

Kegiatan Inti (60 Menit)

Mengamati/Observing

7. Siswa mengamati slides powerpoint yang guru sediakan.
8. Siswa melihat dan memperhatikan teks deskripsi yang tersedia pada bacaan yang tersedia.
9. Siswa memperhatikan beberapa informasi tambahan tentang physical appearance dan detail pada bacaan yang tersedia.
10. Siswa memperhatikan susunan paragraf teks deskripsi pada slides powerpoint yang tersedia.

Mempertanyakan/Questioning

4. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain

perbedaan antar ucapan, tekanan kata, intonasi, ketika menyatakan deskripsi benda secara lisan.

5. Siswa memperoleh pengetahuan tambahan tentang ungkapan, unsur kebahasaan, dan format penulisan deskripsi seseorang.

6. Siswa menanyakan arti beberapa kata yang masih salah format penulisannya, dan asing bagi mereka di bacaan yang tersedia.

Mengeksplorasi/Experimenting

1. Siswa berdiskusi mengenai bacaan yang disediakan guru pada slides powerpoint.

2. Siswa mendeskripsikan gambar orang yang disediakan guru pada slides powerpoint

3. Guru memberi kertas worksheet

4. Siswa menuliskan ciri-ciri dan physical appearance sesuai instruksi dalam worksheet.

5. Siswa menerapkan *simple present tense* dalam menuliskan jawaban worksheet yang tersedia.

Mengasosiasikan/Associating

4. Siswa menganalisis *simple present tense* dengan memperhatikan ungkapan, unsur kebahasaan, serta format penulisan dari teks deskripsi yang sedang dipelajari.

5. Siswa menganalisa physical appearance dan ciri-ciri seseorang pada bacaan di worksheet.

Mengkomunikasikan/Communicating

5. Guru meminta beberapa siswa untuk mempresentasikan hasil jawaban

6. Siswa memberikan masukan atas jawaban teman-temannya.

Penutup (10 Menit)

3. Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah dipelajari pada pertemuan ini.

4. Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

VII. **PENILAIAN**

3. Teknik dan Bentuk

- Sikap dan Pengetahuan: Pengamatan, Jumbled Sentences
- Sikap Keterampilan: Kinerja

4. Instrument
Worksheet (terlampir)

3. Rubric for Assessing Students" Writing

	LEVEL AND SCORE
CONTENT	Excellent to Very Good (30 - 27)
	Good to Average (26 - 22)
	Fair to Poor (21-17)
	Very Poor (16 - 13)
ORGANIZATION	Excellent to Very Good (20 - 18)
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LANGUAGE USE	Excellent to Very Good (25 - 22)
	Good to Average (21 - 18)
	Fair to Poor (17 - 11)
	Very Poor (10 - 5)
MECHANICS	Excellent to Very Good (5)
	Good to Average (4)

	Fair to Poor **(3)**
	Very Poor **(2)**

Marga kencana, 5oktober 2022

Mengetahui
Guru Pamong

Peneliti

Feny Mei Fitriasih S. Pd
NIP. 1975092010081001

Trisa Rama Dewi
NPM 1801070066

DESCRIBING A PERSON

A. Fill in the text box with the information about your friend!

PHYSICAL APPEARANCE

PERSONALITY / CHARACTER

THINGS HE/SHE LIKES

THINGS HE/SHE DO

SPECIAL TALENT OR SKILLS

REASONS YOU LIKE HER/HIM

B. Write the entire information about the person you have just described above.

Appendix 4 Instrument of Pre-Test in Experimental and Controlled Class

Instrument
(Pre-test)

<div align="center">

WORKSHEET

</div>

Name :

Class :

Date :

Write a descriptive text about *"Describing your favourite pet"* based on your knowledge

- You have 40 minutes to write your paper
- Scoring will be based on content, vocabulary, language use and mechanic
- Maximum word at least 100 words.

Appendix 5 Instrument of Post-Test in Experimental and Controlled Class

Instrument

(Post-test)

<div align="center">

WORKSHEET

</div>

Name :

Class :

Date :

Write a descriptive text about *"Describing your Person"* based on your knowledge

- You have 40 minutes to write your paper
- Scoring will be based on content, vocabulary, language use and mechanic
- Maximum word at least 100 words

The Result Of Pretest And Post Test

Nama   : Asy syifa

1. Kucing memiliki ciri khusus yaitu memiliki Lapisan tebal dan Empuk Pada Bagian kaki. habitat Kucing adalah di daratan, yaitu di kawasan hutan, Sabana, dan Stepa. Kucing Juga dapat di Temukan di Setiap daratan. makanan kucing merupakan daging, karena kucing merupakan hewan Karnivora.

- Kucing / Cat

Cats have a special characteristic that has a thick and Soft layer on the legs. The cat's habitat is on land, namely in Forest areas, Savannas, and Steppes. Cats Can also be found on every land. Cat Food is meat, because Cats area Carnivores.

2. Buah Naga

Perbanyakan Buah Naga dapat dilakukan dilalui melalui Bijinya. Untuk menanam Buah Naga dari Biji, Kita harus memisahkan biji dari daging buah secara hati-hati karena bijinya Sangat Kecil. Tanaman Buah Naga membutuhkan Sekitar 5 Tahun hingga memproduksi Buah. Tanaman buah Naga Setidaknya Berbunga 3 Sampai 6 Kali dalam Satu tahun. Tanaman ini Mampu Bertahan hingga Suhu 40 derajat Celcius dan Tahan Terhadap Cuaca Yang Terlalu dingin. Manfaat Buah Naga mengandung asam Lemok, asam linoletc. ada 4 Jenis buah Naga di Indonesia yaitu: Buah Naga Putih, Buah Naga Kuning,

Buah Naga merah, dan Buah Naga Ungu
Manfaat² Buah Naga :
- Mengurangi Berat Badan
- Detoksifikasi alami
- Meredakan Batuk dan Mengobati Asma
- Mengobati Jerawat dan anti Penuaan dini

⇒

- Dragon Fruit

Dragon fruit Propagation Can be done through Seeds. To grow dragon fruit from seeds, we must Separate the Seeds from the flesh carefully because the Seeds are Verry Small. Dragon Fruit Plants need 5 years to Produce Fruit. Dragon Fruit Plants flowers at least 3 to 6 times in one year. This Plant is able to survive up to 40 degrees Celsius and is resistant to weather what is too cold. Dragon Fruit benefits contain fatty acids, linoleic acid. There are 4 types of dragon fruit in Indonesia, namely: white dragon Fruit, yellow dragon fruit, red dragon Fruit, and purple dragon fruit.

⇒

the benefits of dragon fruit
Benefits :
- Reducing weight
- natural detox
- Relieves coughs and treats asthma
- treat acne and anti-aging

3. Tigers have black and Yellow Stripes and eat meat   ⇒ This is a tigger

4. this is a wolf

5. this is Watermelon

1. I have a cat named molly. the name is short but easy to remember and for me so unique. molly is about 1 year old. her body is large and her fur is black and white. her eyes are round and shiny, with a long tail that makes him cute and adorable. the special necklace around his neck always beeps while running. molly loves to eat fish. when you hear a meow, It's a sing of asking for food. every day I play with him, so there is a sanse of lack when I don't see him all day.

2. dragon fruit is the fruit of several types of cacbi from the genera Hylocerels and selenicereus. dragon fruit is distinguished according to its type, properties, cultivators, and the benefits of dragon fruit.
there are four types of dragon fruit, two types of red flesh dragon fruit with pink or red skin, and two types of white flesh dragon fruit with red skin or natrition.

3. this is a tiger

4. this is a wolf

5. this is watermelon

Name : Ardeta Pureliia

My Idol

My Idol is famous from south korea, His name is kim jongin His nickname is kai , He's one of the EXO Member. He's the main dancer in EXO , He was born on january , 14 th 1994 , on a friday in sunchean , south jeolla , South korea .

His blood type is a. Like me ! He has a capricon zodiac , He has brown eyes he has black hair, His skin is whaite , and his face is so cute

He cant also act. He has played some populer dramas. The exsample is Andanie , The miracle we meet , Spring has come , Choco bank , firs seven kises , and exo next dor. .

He's very charismatic when dancing, He can sing rap , He can sing beatifully . and I'm so proud to be his fan , and of course I love him.

Name : Elizabeth Dwita Putri

My Beloved Mom

I think , my mom is amazing person in the world . She always taking care her family . She always loves her children although her children can't be aranged . I think my mom is a beutiful woman after me . She is 41 years old . She is short and has white skin . She has medium wavy hair . She has a slighty contained body . She is kind and helpful person . She also friendly with everybody . My mom is a good chef ever . I'm very like her cook . Sometimes , She makes maize bakwan , fried spring rolls , and other . my mom also my sharing friend . She always be a good listener . If I make a fault , She always scorded me . I know , my mom scorded me because she love me and want me to be better . But sometimes , I make her sad with my behavior towards her . I'm so regretting it, because now my mom is fair from me . we seldom meet . She can't give me her attention to me like before , She just can give me her attention form afar. Neverthells , I will always love her forever .

Name : Ardeta Aurelia

May Bird

I have a bird. His fur is black and brown, He has small eyes. My bird like to eat Vegetables, He also likes to. fly. So, I could just put him on his cage because I'm afraid that he running away, He likes to wisfling. I don't wanna lost my bird because I love him very much

Nama : Elizabeth Dwita Putri

My Cute Cat

I have a cat. I named it kitty. kitty is a tame and cute cat. She has orange and white furry. She has a sharp fangs. Kitty likes to eat fish and drink a glass of milk. She is also a agile cat. She always run in the home yard. Nevertheless, She is also a spoiled and shy cat. kitty always want me to poil her. And if there are others, she's always hiding under the couch. Me and my family consider it as a member of our family. We love her so much.

Name : M. Zachwan Hisyam
Class : VII

My Friend li Rusmana

I have a friend he named. Li Rusmana. People call him li. he has short block hair, tan skin ripe, and Round eyes with eye Lashes that are taut, thin and tall. not too high

Li is a cheerful, when his friends laught at him he even Jom Laughing. I also got confused because almost he was never angry. Li is ane a smart student in my class. When he repeated always got good grades, no wonder he was Loved by all the teachers.

Name : M. Zachwan Hisyam
Class :

My Cat

I have a cat, his fur is gray and has white
spots. He has short ears and a long tail.
He also has cute green big eyes my cat
likes to eat a chicken bone. when I release
My cat out of his cage, He used to run
every where, and hard to catch. So I could
Just put him on his cage. because
I'm afraid that he might running away.
I don't wanna lost my cat because I love
him very much.

(1) Cat

The cat is a pet animal . it is a pretty animal.
It has a lovely round face. it has four legs,
two ears, two eyes and a tail. its body is covered with soft fur.
Cats are different colours . It has sharp teeth and sharp claws.
it is found all over the world. It is found of milk and fish.
it is very useful to us . it makes a sound "mew" when is
sounds mew, the rat runs away and the catches it. it looks
like a tiger. Its eyes are bright. The eyes of the cat which
are of grey colour, shine at night . Everybody loves this
creature.

(2) dragon fruit.

Dragon fruit has a dramatic, bright pink or yellow- skinned
appearance (dragon fruit from columbia) with a green color
like bone scales. over time will spread and colored
yellow when the fruit is ripe and the skin of the fruit will
easily peel off. the fruit is oval, elliptical or. pear-shaped.
In H contains meat with a soft texture and sweet taste,
Sometimes slightly sour. the flesh is white or red with black
Seed resembles sesame seeds and tastes like cactus seeds,
with a romantic texture.

3 . Tiger

4 wolf

5 it is water melon and guava

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website:* www.tarbiyah.metrouniv.ac.id; *e-mail:* tarbiyah.iain@metrouniv.ac.id

Nomor   : B-4220/In.28/J/TL.01/10/2021
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMP 1 TULANG BAWANG
UDIK
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**TRISA RAMA DEWI**
NPM	:	1801070066
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS THE ROLE OF TEACHERS IN LEARNING ENGLISH DURING THE PANDEMIC AT JUNIOR HIGH SCHOOL 1 TULANG BAWANG UDIK

untuk melakukan prasurvey di SMP 1 TULANG BAWANG UDIK, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Oktober 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

PEMERINTAH KABUPATEN TULANG BAWANG BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 TULANG BAWANG BARAT
NSS. 20.1.1218.01.003, NPSN. 10808387
Alamat : Jalan Kartini Margakencana , Tulang Bawang Udik , Kodepos 34692, e-Mail : smpn1tbb@gmail.com website : www.smpn1tbg.net

Nomor	: 422/036 /422.1/SMPN1TBB/TBB/2021
Lampiran	: -
Perihal	: Surat Tanggapan

Kepada

Yth   Ketua Jurusan **Pendidikan Bahasa Inggris**

Institut **Agama** Islam Negeri Metro

di. Kota Metro

Berdasarkan surat nomor : B-4220/In.28/J/TL.01/10/2021 tanggal 26 Oktober 2021 tentang **Pra** Survey ,
Kepala UPT SMPN 1 Tulang Bawang Barat, Kecamatan Tulang Bawang Udik Kabupaten Tulang
Bawang Barat dengan ini mengizinkan kepada :

Nama	: **TRISA RAMA DEWI**
NIM	: 1801070066
Program Studi	: **Tadris Bahasa Inggris**

Untuk melaksanakan kegiatan Pra- Survey di UPT SMPN 1 Tulang Bawang Barat dengan tujuan data
hasil Pra – survey tersebut dipergunakan yang bersangkutan untuk penyusunan skripsi, dengan judul : An
Analysis The Role Of Teachers in learning Engglish During The Pandemic At Junior High School 1
Tulang Bawang Barat. Kabupaten Tulang Bawang Barat.

Demikian surat tanggapan ini dibuat untuk dapat dipergunakan sebagaimanan mestinya.

Tulang Bawang Udik, 11 Nopember 2021

Kepala UPT SMPN1 Tulang Bawang Barat

NURHAMID, M.Pd
NIP. 19720218 2006041007

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor   : B-2580/In.28.1/TL.00/06/2022
Lampiran   : -
Perihal   : SURAT BIMBINGAN SKRIPSI

Kepada Yth.
Rika Dartiara (Pembimbing 1)
(Pembimbing 2)
di-
     Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	TRISA RAMA DEWI
NPM	:	1801070066
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHTH GRADERS OF SMPN 1 TULANG BAWANG BARAT

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.
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas.
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas.

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 November 2022
Ketua Jurusan

Andianto M.Pd
NIP 19871102 201503 1 004

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Nomor   : B-2892/In.28/D.1/TL.00/02/2022
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 1 TULANG BAWANG BARAT
di-
　　Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2892/In.28/D.1/TL.01/06/2022, tanggal 21 Juni 2022 atas nama saudara:

Nama	: TRISA RAMA DEWI
NPM	: 1801070066
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 TULANG BAWANG BARAT, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHTH GRADERS OF SMPN 1 TULANG BAWANG BARAT".

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

Wassalamu'alaikum Wr. Wb.

Metro, 21 Juni 2022 Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

PEMERINTAH KABUPATEN TULANG BAWANG BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 TULANG BAWANG BARAT
NSS. 20.1.1218.01.003, NPSN. 10808387
Alamat Jalan Kartini Margakencana, Tulang Bawang Udik, Kodepos 34692 e-Mail smpn1tbb@gmail.com wehsite www.s

Nomor   : 422/086/422.1/SMPN1TBB/TBB/2022
Lampiran   : -
Perihal   : Surat Tanggapan

Kepada

    Ketua Jurusan Pendidikan Agama Islam

    Institut Agama Islam Negeri Metro

    di. Kota Metro

Berdasarkan surat Nomor : B-2892/In.28/D.1/TL.01/06/2022 tanggal 21 Juni 2022 tentang Reserch / survey dalam rangka menyelesaikan tugas akhir skripsi, Kepala SMPN1 Tulang Bawang Barat , Kecamatan Tulang Bawang Udik Kabupaten Tulang Bawang Barat dengan ini mengizinkan kepada

Nama   : Trisa Rama Dewi
NIM   : 1801070066
Program Studi   : Tadris Bahasa Inggris

Untuk melaksanakan kegiatan research di SMPN1 Tulang Bawang Barat dengan tujuan data hasil research tersebut akan dipergunakan yang bersangkutan untuk penyusunan tugas Akhir /skripsi, dengan judul : "THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHTH GRADERS OF SMPN 1 TULANG BAWANG BARAT"

Demikian surat tanggapan ini kami buat untuk dapat dipergunakan sebagaimana mestinya..

           Margakencana, 8 Agustus 2022
           Kepala UPT SMPN 1 Tulang Bawang Barat

           NURHAMID , S.Pd,.M.Pd
           NIP19720218 200604 1 007

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

Nama : Trisa Rama Dewi   Jurusan   : TBI
NPM : 1801070066   Semester : VII/2021

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Senin 6/12/21			1. Revisi Penulisan pada lembar Bab ii 2. tambahkan bibliografy 3. Harus Menyesuaikan buku panduan. 4. Mengrevisi / Menghilangkan body note. 5. Membenarkan Penulisan Footnote dengan benar.	
2.	kamis 13/12/21			1. Revisi Penulisan hasil Kevisian pada Bab ii 2. Revisi pada bab I bagian Introduction. 3. Revisi BAB iii pada Penulisan	
3.	Selasa 14/12/2021			- add table of contens - Ux future tense in Chapter iii - Bahasa di BAB iii lebih di operasionalkan.	
4	Selasa 21/12/2021			Acc seminar Proposal	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 2015031 004

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101

Nama: Trisa Rama Dewi

Npm: 1801070066

Fakultas: Tarbiyah dan Ilmu Keguruan

Jurusan: Tadris Bahasa Inggris

THE EFFECTIVENESS OF THE THINK TALK WRITE (TTW) STRATEGY

IN WRITING DESCRIPTION TEXT AT THE EIGHTH GRADERS

OF SMP 1 TULANG BAWANG BARAT

Descriptive text is one type of writing that requires students to have the ability to describe an object in detail. In addition, students must have the ability to use various types of words to develop ideas and the ability to build sentences in a good grammatical order and also the ability of students to write sentences using good and correct signs. To make it easier for students to master these aspects in writing descriptive texts, learning to write descriptive texts must be interesting. One way to create an interesting teaching and learning process is to write descriptive text by using the right strategy. One of the strategies is Think-Talk-Write (TTW).

This study was conducted to prove or verify whether Think-Talk-Write (TTW) is effectively used to improve students' writing skills of descriptive text. The purpose of this study was to determine the significant difference in writing descriptive text scores of eighth graders at SMPN1 TULANG BAWANG BARAT who were taught using the Think-Talk-Write (TTW) Strategy and those taught using the conventional strategy. The research method used in this study is a quasi-experimental design with two groups pre-test and post-test. The population in this study were eighth grade students of SMPN1 TULANG BAWANG BARAT. The sample in this study were 32 students who were selected through purposive sampling technique. Quantitative data was taken from the descriptive text of students' writing. The research instrument in the form of pre-test and post-test from the class was statistically analyzed using t-test and effect size. The data analysis method used is computational statistics in the form of independent T-test using SPSS 16.0 for windows to analyze the data.

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama   : Trisa Rama Dewi
NPM   : 1801070066

Prodi   : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at 29/0/22		Acc APD Instyur Penelitian	

Mengetahui
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NPM : 1801070066   Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	kamis 6 oktober 2022		add the t Revise foot note see guiden book - add / enrich your theory. find out the theory about indicator of writing,	
2.	kamis 25 Nov'		already Revise all.	

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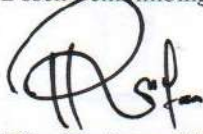Nama   : Trisa Rama Dewi
NPM   : 1801070066

Prodi   : TBI
Semester : IX

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	Selasa 29 Nov 2022.		- Check bibliograpy - master the content of your under gradvate thesis - see me soon.	

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APPROVAL PAGE

Title	:	THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHTH GRADERS OF SMPN 1 TULANG BAWANG BARAT

Name   : Trisa Rama Dewi
Student Number : 1801070066
Department   : English Education
Faculty   : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Head of English Education
Departement

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Metro, 08 Desember 2022
Sponsor

Rika Dartiara, M.Pd
NIDN. 2015099101

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NOTIFICATION LETTER

Number   :
Appendix :
Matter   : **In order to hold the munaqosyah of Trisa Rama Dewi**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Trisa Rama Dewi

Student Number : 1801070066

Department   : English Education

Faculty   : Tarbiyah and Teaching Training

Title   : THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHTH GRADERS OF SMPN 1 TULANG BAWANG BARAT
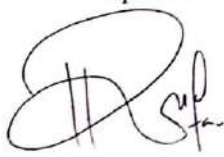
It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi Trisa Rama Dewi**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama	:	Trisa Rama Dewi
NPM	:	1801070066
Prodi	:	Tadris Bahasa Inggris (TBI)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHTH GRADERS OF SMPN 1 TULANG BAWANG BARAT

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Metro, 08 Desember 2022
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Mengetahui,
Ketua Prodi TBI

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NIP. 19871102 201503 1 004

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RATIFICATION PAGE

The Research Proposal entitled : THE EFFECTIVENESS OF THE THINK TALK WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHTH GRADERS OF SMP 1 TULANG BAWANG BARAT. Written by : Trisa Rama Dewi Student Number 18070066, English Education Department, had been examined (Seminar Proposal) in Tarbiyah and Teacher Training Faculty on Monday, January 10th 2022 at 13.00-14.30 a.m.

BOARD OF EXAMINERS:

Chairperson	: Rika Dartiara, M.Pd.	(......................)
Examiner I	: Dr. Ahmad Subhan Roza, M.Pd.	(......................)
Examiner II	: Andianto, M.Pd.	(......................)
Secretary	: Yeasy Agustina Sari, M.Pd	(......................)

The Head of English Education Department

Andianto, M.Pd
NIP.19871102 201503 1 004

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1333/In.28/S/U.1/OT.01/11/2022

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

Nama	: Trisa Rama Dewi
NPM	: 1801070066
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801070066

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 November 2022
Kepala Perpustakaan

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

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

Nama	:	Trisa Rama Dewi
NPM	:	1801070066
Prodi	:	Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 08 Desember 2022
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHTH GRADERS OF SMPN 1 TULANG BAWANG BARAT

by Trisa Rama Dewi 1801070066

AN UNDERGRADUATED THESIS

THE EFFECTIVENESS OF THE THINK-TALK-WRITE (TTW) STRATEGY IN WRITING DESCRIPTION TEXT AT THE EIGHTH GRADERS OF SMPN 1 TULANG BAWANG BARAT

BY :

TRISA RAMA DEWI
Student Number: 1801070066

**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022 M**

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Appendix2

Pre test experimental class

Appendix3

Treatment

Treatment II

Treatment III

DOCUMENTATION

POST TEST CONTROL CLASS

Appendix 5

Post test experimental class

CURRICULUM VITAE

The author's is Trisa Rama Dewi. Born on Tulang bawang Baraton the 1st October 2000, is the second of three children from the couple Mr. Bukhari dan Mrs. Suyatmi. The author's Education started from elementary school at SDN 1 Kartaraharja and finished 2012, she continued with Junior High School at SMPN 1 Tulang Bawang Barat and completed in 2015. While High School at SMAN 2 Tulang Bawang Udik, and Completed in 2018. Then continued her Education state institute for islamic studies of (IAIN) Metro, Department English (TBI) Faculty Tarbiyah and Teacher Training starting in the semester 1 TA 2018/2019 academic year.