THE EFFECT OF THINK-TALK-WRITE (TTW) STRATEGY ON DESCRIPTIVE TEXT WRITING ABILITY AT GRADE VIII STUDENTS OF SMP NEGERI 8 PADANGSIDIMPUAN

A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfilment of the Requirement For The Proposal Seminar In English Department

Written By:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

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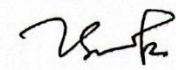
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Assalamu 'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Fauziah Annisa Fitri** entitled **"The Effect Of Think-Talk-Write (TTW) Strategy On Descriptive Text Writing Ability At Grade VIII Students Of SMP Negeri 8 Padangsidimpuan"**. So We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department,Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.
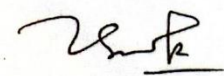
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ABSTRACT

This study aims to find the effect of *Think-Talk-Write* strategy on descriptive text writing ability of grade VIII students of SMP Negeri 8 Padangsidimpuan. This research is a quantitative research with quasi-experimental design using *one group pretest posttest design*. The instruments of this research were writing tests (*pre-test* and *post-test*). The population of this study were all students of grade VIII of SMP Negeri 8 Padangsidimpuan consisting of 6 classes with a total of 164 students. The sample of this research was random sampling technique of class VIII-3 (30 students). The results showed that students' descriptive text writing ability in the pretest had an average score of 56, which was categorised into the low category. After using the *Think-Talk-Write* strategy, the students' descriptive text writing ability on the posttest was 76.46, which showed that the students' descriptive text writing ability on the posttest was higher than on the pretest. In addition, the researcher found the t-test result where the t-count was 4.711 and the t-table was 2.045. This means the t-count is higher than the t-table (4.711 > 2.045). It can be concluded that there is a significant effect of the *Think-Talk-Write* strategy on the ability to write descriptive text of class VIII students of SMP Negeri 8 Padangsidimpuan.

Key words: *Think-Talk-Write Strategy, Writing Ability, Deskriptive Text*

Nama	**: Fauziah Annisa Fitri**
NIM	**: 20 203 00003**
Judul Skripsi	**: The Effect of Think, Talk, Write Strategy on Students'descriptive Text Writing Ability at Grade VIII Students of SMP Negeri 8 Padangsidimpuan**

ABSTRAK

Penelitian ini bertujuan untuk menemukan pengaruh strategi *Think-Talk-Write* terhadap kemampuan menulis teks deskriptif siswa kelas VIII SMP Negeri 8 Padangsidimpuan. Penelitian ini merupakan penelitian kuantitatif dengan desain kuasi-eksperimental menggunakan *one group pretest posttest design*. Instrumen penelitian ini adalah tes menulis (*pre-test* dan *post-test*). Populasi penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 8 Padangsidimpuan yang terdiri dari 6 kelas dengan total 164 siswa. Sampel penelitian ini adalah tehnik random sampluing kelas VIII-3 (30 siswa). Hasil penelitian menunjukkan bahwa kemampuan menulis teks deskriptif siswa pada pretest memiliki skor rata-rata 56, yang dikategorikan ke dalam kategori rendah. Setelah menggunakan strategi *Think-Talk-Write*, kemampuan menulis teks deskriptif siswa pada posttest adalah 76,46, yang menunjukkan bahwa kemampuan menulis teks deskriptif siswa pada posttest lebih tinggi dibandingkan pada pretest. Selain itu, peneliti menemukan hasil uji-t di mana t-hitung adalah 4,711 dan t-tabel adalah 2,045. Ini berarti t-hitung lebih tinggi dari t-tabel (4,711 > 2,045). Dapat disimpulkan bahwa terdapat pengaruh signifikan dari strategi *Think-Talk-Write* terhadap kemampuan menulis teks deskriptif siswa kelas VIII SMP Negeri 8 Padangsidimpuan.

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

ملخص البحث

اسم	:	فوزية أنيسة فتري
رقم التسجيل	:	٢٠٢٠٣٠٠٠٠٣
عنوان البحث	:	تأثير إستراتيجية التفكير والتحدث والكتابة على قدرة الطلاب على كتابة النص الوصفي في الصف الثامن لطلاب المدرسة المتوسطة ٨ بادانجسيديمبوان

تهدف هذه الدراسة إلى إيجاد تأثير استراتيجية *التفكير–التحدث–والكتابة* على القدرة على كتابة النص الوصفي لطلاب الصف الثامن من المرحلة الإعدادية ٨ بادانغسيديمبوان. هذا البحث عبارة عن بحث كمي بتصميم شبه تجريبي باستخدام *تصميم مجموعة واحدة قبل الاختبار وبعده*. وكانت أدوات هذا البحث هي اختبارات الكتابة (*الاختبار القبلي والاختبار البعدي*). (كان مجتمع هذه الدراسة هو جميع طلاب الصف الثامن في مدرسة بادانجسيديمبوان الإعدادية الثانوية رقم ٨ التي تتألف من ٦ فصول بإجمالي ١٦٤ طالبًا. كانت عينة هذا البحث عبارة عن عينة عشوائية بتقنية أخذ العينات العشوائية من الصف الثامن – ٣ (٣٠ طالبًا). أظهرت النتائج أن قدرة الطلاب على كتابة النصوص الوصفية في الاختبار القبلي كان متوسط درجاتها ٥٦ درجة، والتي تم تصنيفها ضمن الفئة المنخفضة. بعد استخدام استراتيجية *التفكير–التحدث–والكتابة*، بلغت قدرة الطلاب على كتابة النص الوصفي في الاختبار البعدي ٧٦،٤٦، مما يدل على أن قدرة الطلاب على كتابة النص الوصفي في الاختبار البعدي كانت أعلى من الاختبار القبلي. بالإضافة إلى ذلك، وجدت الباحثة نتيجة الاختبار الجزئي حيث كانت القيمة المحسوبة ٤،٧١١ وقيمة الجدول ٢،٠٤٥. وهذا يعني أن القيمة المحسوبة أعلى من قيمة الجدول (٤،٧١١ > ٢،٠٤٥) يمكن استنتاج أن هناك تأثيرًا كبيرًا لاستراتيجية *فكر–تحدث–واكتب* على قدرة الكتابة الوصفية للنص لدى طلاب الصف الثامن في بادانغسيديمبوان.

الكلمات المفتاحية: استراتيجية التفكير–الحديث–الكتابة، القدرة على الكتابة، النص الوصفي

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ
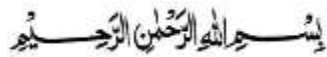
First of all, the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, chance and spirit so the researcher can accomplish her thesis entitled "**The Effect of Think-Talk-Write (TTW) Strategy on students descriptive text writing ability at grade VIII students of SMP Negeri 8 Padangsidimpuan**". The Second, shalawat and salaam upon to the prophet Muhammad SAW that had guided the human beings from the dark era to the bright era.

In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people:

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I am aware that without criticism and recommendations, this thesis cannot be deemed perfect. As a result, it makes me very happy to receive criticism and suggestions from readers on how to make this thesis better.

Padangsidimpuan, 23 Augustus 2024

Researcher

Fauziah Annisa Fitri
Reg. No. 2020300003

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CHAPTER I
INTRODUCTION

A. Background of The Problem

Writing in English is one of the four language skills that must be mastered by students learning language such as in English, because writing is one of the which humans communicate such as expressing their thoughts, ideas, and feelings. It is important for students to practice writing early rhymes so that they can write and express opinions easily. However, this is not only as part of communication where students can convey their ideas but also as a condition for mastering language skills.

Learning to write in schools has a very important position as an effort to train students to be trained and skilled in writing. In addition, writing is very important for everyone or students because they will have productive skills produced by each student.[1] There are numerous genres of text covered in writing lessons, includes narrative, recount, report and prosedure. The basic competence oof the text is that students should use writing as a tool for learning to interact in writing from. Writing is powerful process for desceibing, syntesizing, analyzing, interpretig, and comunicating experience.[2] The Indonesian government has made several efforts to improve education standards, including curriculum development. Which is listed in the 2013

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[1]Jeremy Harmer, The Practice of English Language Teaching 4 ed, (UK: Pearson Longman, 2007), p. 265.

[2] Yeni Riska, Rayendriani Fahmei Lubis, and Fitri Rayani Siregar, "Improving Student's

curriculum.[1] Students are required to master writing skills at every level of education from junior high school to college. And also remembering the quality of teachers, and developing textbooks. One way to master this skill is through continuous writing practice, supported by a curriculum starting from junior high school. Students have been introduced to various types of texts such as descriptive texts.

Descriptive text is one type of text that must be known by grade VIII junior high school students. It is a type of text that has a social function to describe or talk about family, school, animals and desany or anything specific. By practicing writing descriptive texts, students are expected to be able to express a meaningful idea and make short stories in the form of descriptive text.

However, there are some common problems that can be encounter in writing in descriptive texts. Students are confused about how to start writing descriptive texts, and how to describe their creativity in writing texts, especially since they have difficulty in structuring generic paragraphs of descriptive text. In writing skills, students of SMPN 8 Pijorkoling Kota Padangsidimpuan Tenggara have poor writing skills, researchers found that some students have difficulty in writing descriptive texts.

In addition, students' vocabulary is limited. Some students have difficulty writing because they have limited city vocabulary, students are not motivated to write because students are more interested in other subjects

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[1]Juminingsih, "Silabus Mata Pelajaran Baha Inggris, Kementrian Pendidikan Dan Kebudayaan, Jakarta." II (2021): 16–40.

compared to English lessons, students' interest in English is very low, because at the time of writing students do not know how to start in writing. They ignored the explanation from the teacher.[2] These problems prevent students from mastering descriptive text writing optimally and prevent them from achieving the goal of teaching writing.

Writing a descriptive text well requires several factors. The factors in writing descriptive texts are motivation, classroom interaction, learning styles, and methods in the learning process accordingly.[3] When writing descriptive texts, students usually encounter this problem.

There are many techniques that can be applied in teaching writing such as free writing, asking questions, making lists, grouping and preparing initial outlines.[4] Here Hogue argues that the technique of making lists can help students to generate an idea.[5] The list technique makes it easier for students to understand the process of writing a descriptive text. It is expected that students easily accept and understand the material provided by the teacher. In particular, one interesting strategy that can address students' writing problems is the Think‑Talk‑Write strategy.

The Think‑Talk‑Write strategy is a cooperative learning model that makes the teaching and learning process more manageable. By using this

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[2]English Teacher, Private Interview (SMP Negeri 8 Kota Padangsidimpuan, 22 November 2023, time 10.00 WIB).

[3]Trianto Ibn Badr Al-Tabany, *Designing Innovative, Progressive Learning Models, and contextual (Jakarta: Kecana, 2014).*

[4]John Langan, *exploring Writing Sentence and Paragraphs, Second edi (*New York: Me Grew Hill, 2010).

[5]Ann Hogue, *Longman Academic Writing series 2: Paragraphs, Third Edition (*United States of America: Pearson Education, 2014).

strategy, students are allowed to interact with their groups to create active and effective learning. It is expected to be useful to make it easier for students to develop their writing achievements. According to Huinker and Laughlin, as quoted by suminar and Putri, the Think‑Talk‑Write strategy helps students in sharing ideas among many students in a group before starting to write.[6] This is believed to help students in the writing process because they will express their ideas freely.

Based on the problems found, researchers argue that students' learning abilities and motivation depend on the effectiveness of teaching strategies needed in the teaching and learning process so that students are interested and understand the material provided. Teachers should prepare materials clearly and use appropriate teaching strategies before they enter the classroom to teach.

Referring to the problems that have been raised, researchers are interested in using the Think-Talk-Write strategy to overcome students' problems in writing descriptive texts. Therefore, a research will be conducted entitled "The Effect of Think-Talk-Write (T-T-W) Strategy on the Ability to Write Descriptive Text of Students in Class VIII Students of SMPN 8 Pijorkoling Kota Padangsidimpuan Tenggara.

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[6] Ratna Prasasti Suminar and Giska Putri, The Effectiveness of (TTW) Think-Talk-Write Strategy in Teaching Writing Descriptive Text, *Journal of English Language and Learning Vol. 2 No.* 2, 2015, p. 300

B. The Identification of the Problem

From the background of the study, the problem is highlighted on some points:

1. Students are less in structure and grammar mastery

2. The students are lack in vocabulary mastery

3. Students are difficult to develop and organize ideas

4. The students were not be able to express or developed their ideas in writing.

5. Most students feel bored because the teacher uses the conventional way of teaching.

C. The Limitation of the Problem

Based on the identification above, there are several factors in writing descriptive text, such as motivation, classroom interaction, learning style, and method in teaching learning process is suitable. This research did not discuss all the factors of writing. It is only discussed one writing related factors, that is method in writing teaching learning descriptive text.

This research focused on using Think-Talk-Write strategy on writing descriptive text. Think-Talk-Write strategy vassists students more understand easily in writing descriptive text. Additionally, it can help students to solve their problem using the strategy that they thought effective for them and they can achieve the objectives for writing descriptive text.

D. The Formulation of the Problem

Based on the identification above, the problem is formulated as below:

1. How is the students ability in writing descriptive text before learning by using Think-Talk-Write strategy at the eigth grade students of SMP Negeri 8 Padangsidimpuan?

2. How is the students' ability in writing descriptive text after learning by using Think-Talk-Write strategy at the eigth grade students of SMP Negeri 8 Padangsidimpuan?

3. Is there any significant effect on students' ability in writing descriptive text learning by using Think-Talk-Write strategy at the eigth grade students of Smp Negeri 8 Padangsidimpuan?

E. The Purposes of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

A. To find out the students writing descriptive text before learning by using Think-Talk-Write strategy at the eight grade of 8 Junior High School Padangsidimpuan.

B. To find out the information about students writing descriptive text after learning by using Think-Talk-Write strategy at the eight grade of 8 Junior High School Padangsidimpuan.

C. To exemine whether there is a significant effect of Think-Talk-Write strategy on students descriptive text writing ability of the eight grade of 8 Junior High School Padangsidimpuan

F. The Significances of Research

The result of research is expected to be useful for:

1) For English teachers.

This research will help English teachers how to teach and make students happy and happy in learning writing subjects productively and effectively. While this research can also be a good gesture from English teachers to allow students to work cooperatively and be student centered in learning it.

2) For Students

For students, this research will be useful as a reference for them in learning how to write that is easy to understand and fun so that it fosters their curiosity and they are not confused in starting to write descriptive texts and they can understand the meaning of the descriptive text.

3) For other Researchers

This study is expected to provide new knowledge to future researchers to conduct better research in the learning process, provide in-depth knowledge to other researchers about the influence of Think-Talk-Write on writing descriptive texts and the author hopes that other authors can more easily study it and conduct research.

G. Outline of the Thesis

The systematics of this research is divided into five chapters. Each chapter consists of many sub chapters which will be detailed as follows. The first chapter contains the background of the problem, problem identification,

problem limitations, problem formulation, research objectives, research interests and research outline.

The second chapter contains a theoretical description consisting of sub-chapters such as a description of writing theory, descriptive texts, and Think-Talk-Write strategies. The third chapter contains research methodology which includes the time and place of research, research methodology, population and sample, research instruments, data collection techniques, and finally data analysis techniques and thesis framework.

Chapter four is the result of research that discusses data analysis. Chapter four consists of data description, hypothesis testing, discussion and research threats. Finally, chapter five contains conclusions, namely providing conclusions about the research carried out and suggestions, namely suggestions given to students and teachers through research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature Review

This chapter explains review of the study's theories and conceptual framework underlying the study. These theories are presented into three heading: the definition of writing ability. Think-Talk-Write (TTW) Strategy, and descriptive text. In addition, previous of research, and hypothesis of research were presented.

1) Writing Descriptive Text

A. The Definition of Writing Descriptive Text

Writing is one way of communicating that is done by conveying our message to readers in the form of writing. According to Rahman, et al. writing is a skill that involves the writer's ability to string letters, words, and sentences into written communication so that readers understand the message or information to be conveyed.[1] From this statement, it can be said that writing is one of the conveying skills that has been arranged in words to paragraphs so that readers understand the meaning of the text. In addition, in writing we also have to choose the right sentences to express our ideas, because we cannot write meaningless words in writing. Then, we must pay attention to the

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[1] Ubaidillah Rahman, "Develoving Ability in Writing Recount Text Through Guiding Question," *Journal of English Education Department* 1, no. 2 (2011): 2. https://ejournal.karinosseff.org/index.php/jadila/article/download/17/12.

grammatical structure so that the reader can understand the ideas we write.

Lubis states that writing is an activity to procedure and express the words.[2] In addition, writing is one of the language skills that is very important for every student because by writing students know grammar rules, it can cover all skills. Patel and Jain say "Writing is an important feature in language learning because it provides an excellent means of changing vocabulary, spelling, and sentence patterns.[3] From the above theories, writing can be concluded as a complex process that allows writers to explore thoughts and ideas. Typing in other sentence forms becomes the right sentence in a paragraph through the following steps in writing. And also they need to learn spelling and grammar, they relate to the correct use of words in sentence form well.

From all those statements, the definition of writing can be concluded as a communication process that allows writers to explore thoughts and ideas into sentences up to paragraph with the correct grammatical structure to make the reader understand what it is.

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[2] Rayendriani Fahmei Lubis, "Writing Narative text," *English Education* 2, no. 1 (2014): 61, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/
[3] Patel, M. F And Jain M. Praveen, English Language Teachin (Methods. Tools An Techniques), (Vaishali Nagar: Jaipur, 2008). p. 125.

B. The Components of Writing Descriptive Text

There are five components of writing: contents, organization, vocabulary, grammar, and mechanic.[4]

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 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

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

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. Grammar also 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 researcher 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 Process of writing Descriptive Text

In writing in it takes several stages to create good writing. Jeremy Harmer presents these stages in four ways, namely planning, drafting, editing, and final planning.[5] The explanation is as follows:

1) Planing

Before starting writing, the writer must think about what will be written and what will be delivered. It is important for the writer to write down initial notes and some ideas that are out of his head before writing. Others don't need to write the initial paperwork because they've already done all the planning in their heads.

In planning, the writer must think about and consider three things before starting to write. First, the author must consider the author's purpose because it will affect what ideas and information should be produced and included in the text. Second, the writer must consider who the reader of his writing is because it will affect the structure of the text and paragraphs and whether the text is formal or informal. Third, the author must pay attention to the structure of the content of the writing, in other words must pay attention to the order of the material to be entered.

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[5] Jeremy Harmer, "How To Teach English-Jeremy Harmer.Pdf," (London: Pearson Education Limited, 2004), p.4-6.

2) Draft

Drafting means the process of arranging thoughts and ideas on a piece of paper. It contains a number of assumptions that will be changed later. where you turn your outlined ideas into the first draft of your story or essay. These outlined ideas are formed during the prewriting stage, which is the first step in a standard writing process, and it involves generating ideas, general organizing, and outlining.

3) Editing (Reflecting and Revising.

Editing focuses on creating text to meet the standards of the written text language. It checks grammar, spelling, punctuation, and so on. While reflecting and revising means that comments and reflections from readers will help the author to make appropriate revisions.

4) Final Drafing

The final draft is the text that the writers have edited and revised. It may look different from the initial plan and draft since it has been changed. After the final draft has done, then it is ready to be shared to intended audiences

Based on the explanation above, identifies four essential stages in the writing process: planning, drafting, editing, and creating the final draft. These stages help ensure that the writing is well-organized, clear, and effective in communicating its intended message.

The stages are the first Planning is writers consider the purpose, audience, and content structure before starting to write. This may involve jotting down preliminary notes and organizing ideas, the second Drafting is writers arrange their thoughts and ideas into a rough version of the text, which is open to further refinement, the third Editing (Reflecting and Revising) this stage involves checking for grammatical accuracy, spelling, punctuation, and overall coherence. Feedback from others may be used to make necessary revisions, the last is Draft the revised and polished version of the text, ready to be shared with the intended audience.

D. The Purposes of Writing Descriptive Text

The purpose of writing descriptive text is where students can convey their thoughts, feelings, hopes, and other things through writing.Writing serves varied purposes for many researchers. Students write for a variety of purposes to make it easier for them to develop their ideas and need to understand for what they write. Students will become bored and unable to concentrate on their writing if they do not have defined writing objectives. Knowing the purpose will make it easier for students to choose the best writing technique. Students also must decide on a purpose for their writing.

To express, There are various common purposes for writing. Grenville highlights the objectives of writing as belows There are various common

purposes for writing. Grenville highlights the objectives of writing as belows,

1) Writing to entertain

It doesn't necessarily make the readers laugh, but it at least engages their feelings in some way.

2) Writing to inform

It tells the reader about something.

3) Writing to persuade

It tries to convince the reader of something[1]

In addition, Reinking and Osten add the purposes of writing. They are:

a)   To Inform

We all have our areas of expertise and often share that information with each other. A student in computer science could post a blog on a class instructional site on how to create a Web page. A medical researcher shares her research in her publications with other doctors and other research professionals.

b)   To Persuade

You probably have strong views on many issues, and these feelings may sometimes impel you to try swaying your reader. In a letter to the editor, you might attack a proposal to establish a nearby chemical waste dump. Or, alarmed by a sharp jump in state unemployment you might write to your state senator and argue for a new job-training program.

c)   To Express

 Yourself When you text a friend, you choose words and phrases to show off who you are. By your topic, word choice.

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[6] Kate Grenville, Writing from Start to Finish: *A Six-Step Guide, Writing* (Australia: Allen & Unwin, 2001), p.1, http://books.google.com/books?id=vOYgpTIB AbsC&pgis=1.

example, or turn of phrase, you display a bit of yourself whether in e-mails, journals, poetry, essays, or fiction.

d) To Entertain Some writing merely entertains; some writing couples entertainment with a more serious purpose. A lighthearted approach can help your reader absorb dull or difficult materia[7]

So, it is crucial to know the objectives of what for the writing is to decide the appropriate technique in writing. The kind of purpose writing can be entertain, inform, persuade and self-expressing.

E. Material of Descriptive Text

According to Rofika, there are three material of descriptive texts, namely describing a place, describing a person, and describing an object.[8]

1) Describing a Place

In describing a place, the arrangement of details in a descriptive paragraph depends on the subject. The selection and detailed description depends on the purpose of descriptor. The example paragraph of describing a place[9]

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[7] James A Reinking and Robert Von Der Osten, Strategies for Successful Writing, Sth editio (New Jersey: Pearson, 2017), https://doi.org/10.2307/357739. Peter Knapp and Megan Watkins, Genre,.

[8] Rofika Tiara Avisteva, "The Effect of Using Carousel Activity on students' Writing Ability of Descriptive Text", Thesis in Syarif Hidayatullah State Islamic University Jakarta, 2017,p.10,https://repository.uinjkt.ac.id/dspace/bitstream/123456789/36234/2/ROFIKA%20TIA RA%20AVISTEVA-FITK.pdf.

[9] Ai Siti Djamlah, et al., A Meaningful Journey Begin with English for Junior High School SMP/MTs), (Bandung: Grafindo Media Pratama, 2018), p.145.

Jakarta

Jakarta lies near the northwestern coast of Java. The city, founded in 1619, looks much like Amsterdam. Many bridges cross the city's canals. Jakarta truly is a cosmopolitan city, made up of many different people from Asia and Europe. It is the capital city of Indonesia. When the Dutch ruled Indonesia, the city was called Batavia.

Tanjung Priok is a busy seaport. It is visited by ships from all over the world. Freighters bring in coal, iron, machinery, and auto mobiles and carry away cargoes of rubber, tea, copra, etc.

• The old and the new are forever jostling each other in Jakarta. The streets are crowded with automobiles, buses and motorcycles. People come from all over Indonesia to work and set up business in Jakarta. Between the 1940's and the 1970's, the population quadrupled. Because of the rapid growth, Jakarta has a several housing shortage and problems of water supply, health, and sanitation. New buildings are constantly going up, but there are never enough.

Jakarta is the center of Indonesian life. The main industries, the government offices, the presidential palace, the embassies and consulates, and the centers of culture and education are found here.

Source: *The Global Language For SLTP Students*

Figure II.1 The Example of Describing a place

2) Describing a Person

In describing a person, arrangement the paragraph depending on the subject or assignment. It can describe the person's physical appearance, behaviour or both. In describing a person, the writing about the style of clothing, colour, and style of hair, facial appearance, body shape, and expression. The example paragraph of describing person as
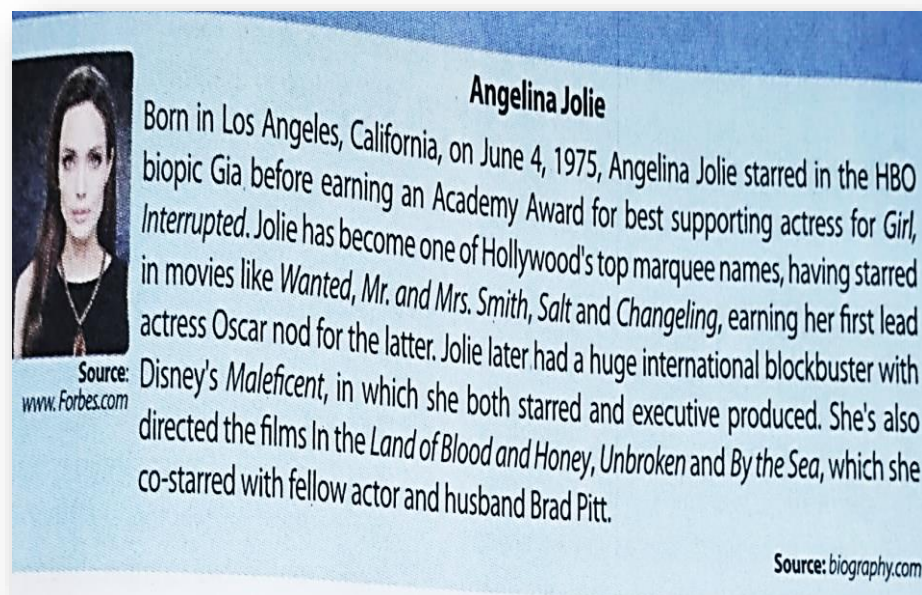
Figure I1. 2 The Example of Describing a Person

3) Describing a Thing

In the describing a thing, the arrangement of the details in a descriptive paragraph depends on the subject. The selection and the description of the details depend on the characteristic of the subject.The example paragraph of describing a thing.
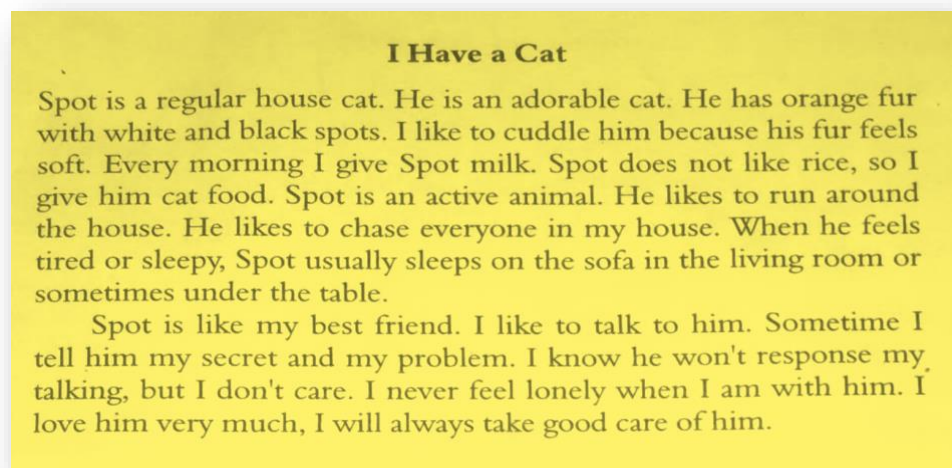
Figure I1. 3 The Example of Describing a Thing

F. The Component of Writing Descriptive Text

The students should master the generic structure before they write a descriptive text. It makes the students easier to arrange the word into a good sentence in the descriptive text.

1. Generic Structures of Descriptive text

The structure of descriptive text follows some particular stages the beginning middle and last of the text. Each text has its descriptive text. They are[10]

1) Identification

In this part introduces to the subject of the description.

2) Description

In this part give details of the characteristic of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit, and daily life, etc.

Here the researcher analyses the text structure of the following Table:

Table II. 1 The Analysis of Descriptive Text Structure

Identification	In 1871 Karl Mauch, a German, discovered huge stonewalls in Zimbabwe, Africa.
Description	The walls covered 25 hectares around what is now called 'Great Zimbabwe. Great Zimbabwe

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[10] Achmad Doddy *et al., Developing English Competencies for Senior High School,(SMA/ Ma),* (Jakarta: National Education Department Book Center, 2008), p. 128

is the most impressive Iron Age site in Africa. On top of a hill, there is a large castle and underneath this is the 'Great Enclosure'. The Great Enclosure has enormous walls - sometimes 11 metres high and 1.2 metres thick. Inside the Great Enclosure, there are many huts, passages,and rooms and a mysterious 9-metre-high stone tower that has no stairs, no windows, and no doors. Why did they build the tower? We don't know. We don't even know who built Great Zimbabwe it is a mystery to African and foreign archaeologists. They think the Great Enclosure was built about 1,000 years ago.

From some explanations above, it can be concluded that descriptive text has two main parts, identification, and description. Identification reveals object which is going to describe; description contains explanation and information about the object described.

2. The Language Feature of Descriptive Text

Regarding its language features, Knapp and Watkins state that descriptive text employs some language features as summarized below:[11]

1) The text focus on an exact participant as the main character

2) Use present tense as dominant tenses

3) Linking verbs or relational process usage is frequently required such a is, are, has, have, belongs to in order to classify and describe appearance or qualities and parts or functions of the participant.

4) Using action verbs or material process and behavioural process in giving additional description regarding action and behaviour did by the participants in the text, use a mental verb or mental process when describing feelings.

5) Using adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide description of the topic: more detailed.

6) Use adverbial phrases to add more information about manner, place, or time and sometimes realized in the embedded clause which functions as circumstances.

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[11] Knapp, P., & Watkins, M, *Genre, text, grammar*, (Sydney: University of New South Wales Press Lid, 2005), p.67-68.

2) Think Talk Write Strategy

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 Laughlin is based on the understanding that learning is a social behaviour.[12]

a. The Definition of Think Talk Strategy

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.[13] TTW strategies encourage students to think, talk, and write a specific topic. Think means using your mind to form opinions, make decisions etc. Talk means say/speak things to give informations 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 write.

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

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[12] Miftahul Huda, *Model-model pengajaran dan pembelajaran*, Yogyakarta: Pustaka Pelajar, 2014, Cet.4, p. 218.

[13] Jumatan Hamdayama, *Model dan Metode Pembelaran Kreatif dan Berkarakter*, Bogor: Ghalia Indonesia, 2014, p. 217.

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. This paper consists of

grounding concepts used, the relation with previous material, its completion strategy, and the obtained solution.

Based on the explanation above, Think, Talk, Write (TTW) is a strategy that facilitates the practice of verbally speaking and writing the language fluently. Think, Talk, Write is a learning process that begins with thinking through reading material (listening, critiquing, and alternative solutions); communicating the results of the reading through a presentation and discussion; and then making a report based on the results of the presentation. TTW strategies encourage students to think, talk, and write about a specific topic. Think means using your mind to form opinions, make decisions, etc. talk means saying or speaking things to give information; and write means producing something in written form so that people can read, perform, or use it. At this stage, the students individually think of an answer and make a note of the ideas contained in reading and things that are not understood by using their own language.

Making notes enhances the knowledge of students and improves their thinking and writing skills. After the students think and document the results, the next aspect that must be done is talk; it's meant as the stage of discussion. Students are given the opportunity to read the results of the discussion on the first stage. The progress students make in communication will be seen in the dialogue

in the discussion; it can be obtained from changing ideas with others or from their own reflections 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 to express ideas through writing. This can occur when students are given the opportunity to speak or dialogue, as well as construct a variety of ideas to write through dialogue.

b. The Procedures of Think-Talk-Write (TTW) Strategy

Think-Talk-Write strategy is teaching strategy can develop their ideas by comparing the testing ideas that test presents with their ideas and know what ideas that can be discussed, talk with their friends can make student share each other and test their ideas to get better ideas, and it will make a students get self-confident to use their own language in the writing activity because they are sure that their ideas are good.

Based on Yamin and Ansari in International jounal of Rahma, there are the steps of Think-Talk Write (TTW) Strategy.

1) Students reading a text and make notes about what they have read (Think), then discuss with their group.

2) The students do interaction and collaboration with their group to discuss the notes (Talk). In this activity. The students using their own words to explain ideas in their group.

3) The students express the result of discussion in form written text (Write). Writing can help the students realize one of learning

purpose and measure students understanding the material have learned

4) The last learning activity is make a reflection and conclusion about what they have learned. One of the students from each group presentation their answers, while other group give an idea.[2]

Hamdayaman state that the procedure in using TTW

Thay are[3]:

1) The teachers decided classroom into several groups. In group consist of 4-6 students.
2) Teachers explain about Descriptive paragraph. (Generic structure and Languages Features).
3) The teacher divides the picture relating to students' daily environment.
4) Students describe the picture in their imagination and make notes Individually small (think).
5) Students discuss with friends in groups to discuss the contents of the note they made (talk).
6) After students collect and discuss the results of any of their ideas. Students concluded the results of their ideas into a paragraph description and then they determine where the generic structure of the paragraph that they make (write).
7) The final activity the Students write down the paragraph descriptive that they make in a paper and from each group presentation their answer.

Based on the above statements, the researcher will use the

procedure by Hamdayaman . The reason because the writing's step

in procedure is most specific to write descriptive text. While the

procedure by Yamin and Ansari the writing's step is general writing.

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[2] Rahmah and Nusantara, "International Journal of English and Education, Improving Students' Score in Writing Descriptive Text through Think Talk Write Strategy Leny" P.13. https://g.co/kgs/Di5QHU

[3] Jumatan Hamdayama, *Model dan Metode Pembelaran Kreatif dan Berkarakter*, Bogor: Ghalia Indonesia, 2014, p. 219

c. Teaching Writing Descriptive Text by using Think-Talk-Write

Teaching writing descriptive text by using Think-Talk-Write (TTW) strategy was consist of three stages, they were pre teaching, while teaching and post teaching. Pre teaching was an activity before start to learn or preparing the class before doing learning process, while teaching was doing learning process activity included the procedures that was used by the teacher, and post teaching was activity to close the learning.

In each stages there were teacher's activities, procedrures of Think-Talk-Write (TTW) strategy and students activities. In the teacher's activities explained about the role of teacher in teaching learning process and applied the strategy that was used by the teacher. In the procedures of Think-Talk-Write (TTW) strategy was doing in while teaching stage only and the content was explanation about how to use this strategy in learning process. In students' activities explained about all of the activity that the students did when learning process. Such as asking question, giving respon, and giving opinion.

The learning process consist of some steps. first. The teachers decided classroom into several group that consist 5-6 students in each group, here students would work in group. After that the teacher explained about Descriptive paragraph (generic structure and language features), after that teacher divides the picture relating to students' daily

environment and asked students to describe the picture in their imagination and make notes Individually small, This activity was intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself. After that the teacher asked students to convey and discussed their ideas about the picture in the group. Each students in the group should told about their ideas or opinion about the picture.

The last activity was the teacher asked students to write down their result discussion about the picture in the piece of paper, students wrote their result discussion to be paragraph descriptive that consist of generic structure and language features. After that each group should present their answer in front of the class while other group gave correction and critic. To make be clear about how to teach writing descriptive text by using Think-Talk-Write (TTW) strategy, the researcher would present as the following table above:

Table.1 Teaching writing descriptive text by using Think-Talk-Write

Teacher's Activites	Procedure of Think-Talk-write Strategy	Student's activities
A. Pre Teaching		
1. Teacher open the class by greeting and prepare students to pray before lear		1. Students answer the teacher's greeting 2. pray before learn.
2. Teacher check Student slist attendance.		2. Students state the Attendance list

Teacher's Activites	Procedure of Think-Talk-write Strategy	Student's activities
		2. Student saying "present"
3. Teacher asks students about the relating material.		1. Students listen and answer teacher's 2. Students give question about the relating material.
3. Teacher explains the goals of learning material will be achieved.		1. Students listen the teacher 2. Students understand the goals that will be achieved by the students
B. While Teaching		
1. Teacher asks students to say the number in order, start from number one until seven and Teacher asks students to sit based on their getting number.	1. The teachers decided classroom into several groups. In group consist of 5-6 student	1. Each students say the number start from number one until seven. 2. Students sit based on their number
2. Teacher asks students to sit based on their getting number.		1. Students sit based on their number
3. Teacher explains the students about descriptive text (generic structure and languages Features).	2. Teachers explain about descriptive paragraph (generic structure and languages Features).	1. Student listen the teacher. 2. Student understand teacher's explanation about descriptive paragraph.

Teacher's Activites	Procedure of Think-Talk-write Strategy	Student's activities
4. Teacher gives the students a picture of Toba Beach.	3. The teacher divides the picture relating to students' daily environment.	1. Students looked the picture 2. Students analyse the picture
5. Teacher asks students to describe the picture in their imagination and make note.	4. Students describe the picture in their imagination and make notes (think). Individually small	1. Students describe the picture in their imagination 2. Student make note.
6. Teacher asks students to discuss with friends in group to discuss the contents of the note they made.	5. Students discuss with friends in groups to discuss the contents of the note they made (Talk).	1. Students discuss with their friend in group 2. Student discuss the contents of the note they made.
7. Teacher asks the students to conclude the result of their ideas into a paragraph description	6. Students concluded the results of their ideas into a paragraph description and then they determine where the generic structure of the paragraph that they make (write).	1. Students make conclusion of their ideas into a paragraph description.
8. Teacher aks students to determine where the generic structure of the paragraph.		1. Students determine where the generic paragraph. 2. Students determine where the structure of the paragraph.
9. Teacher ask students to write down the paragraph descriptive that	7. The final activity the Students write down the paragraph descriptive that they make in a paper and	1. Students write down the paragraph descriptive in a paper.

Teacher's Activites	Procedure of Think-Talk-write Strategy	Student's activities
they make in a paper.	from each group presentation their answer	
10. Teacher ask each group to present their answer in front of the class		1. Students do the presentation in front of the class. 2. Students provide input on their friends answers
C. Post Teaching		
1. Teacher concludes the material today		1. Students listen the teacher. 2. Students give respon to the teacher.
2. Teacher asks students to convey their feeling while learning process.		1. Students express their feeling about the learning process.
3. Teacher close the learning.		1. Students give greeting teacher.

d. The Advantages of The Think-Talk-Write strategy

The advantages of Think-Talk-Write strategy are to sharpen the entire visual thinking skills, Can develop critical and creative thinking skills of students, Develop a meaningful solution in order to understand the teaching materials,By interact and discuss with the group will engage. Students would learn actively.[16]

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[14] Martinis Yamin and Bansu, Ansari, *Tehnik Mengembangkan Kemampuan Individual Siswa*, Jakarta: Gaung Persada Press, 2009.

Based on the explanation above, the Think-Talk-Write strategy involves dividing students into groups, analyzing a picture, discussing individual thoughts, collaborating within groups, and finally writing a descriptive paragraph based on their ideas. This process helps students develop their descriptive writing skills and understand the structure and language features of descriptive texts.

B. The Review of Related Findings

Writing skils, and students are able to write texts with full attention to content, organization, vocabulary, grammar, and mechanics. Many researchers that have been conducted to find out the effect of think-talk-write strategy in teaching writing descriptive text. However, only two previous studies are used in this research.

The first previous study was conducted by Aswandi[15]. The participants were students from class as the subject of the research. The data was collected from field notes and questionnaire. In his research TTW is helpful in motivating students to write. Therefore the researcher referred to this study whether or not an answer one of the research questions that students feel bored of the conventional writing teaching method.

This research helps to discover if the population which is junior high school students are able to useThink-Talk-Write strategy in performing English lesson.

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[15] Darshim Gofisnovega and Aswandi, *The Implementation of Think-Talk Write (TTW) Strategy to teach Writing Descriptive Text of SMPN 7* Surabaya, E-Journal *University of Surabaya*, 2015, p.1-5.

The second, previous study was conducted by Hikmawati.[16]. This research used a qualitative method with classroom action research design. The difference of this research to the writer research is to obtain the empirical data about the effect of think-talk-write strategy on students" writing descriptive text ability. Also, the research design of the researcher"s research is quasi-experimental design not classroom action research.

The population was different with this research, the research which was done by Hikmawati helps this research to give an overview how the Think-Talk-Write strategy is also effective, and it can be implemented at different levels of population.From the previous studies above, it can be seen that both of the studies used Think-Talk-Write as their strategy in teaching writing in classroom. The differences among the studies are the first used quantitative research while the second one used qualitative research. Moreover, the places to conduct the data, the sample, and the time of those previous studies are also different. However, it can be concluded that the objective of this study is similar to those previous studies that is to obtain the empirical evidences of using a strategy on students" writing ability while this study is focusing on the use of Think-Talk-Write strategy.

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[16] Firda   Hasna   Hikmawati,   "The   Implementation   of   Think   Talk   Write (TTW)StrategytoImprove the Students" Writing Skills in Descriptive Textof SMA Muhammadiyah Salatiga",Skripsi,Salatiga, 2017, p.61-62.https:///e-repository.perpus.uisalatiga.ac.id/18693.

In addition, there are several studies related to this strategy, such as one conducted by Asnita[17] who investigated the effectiveness of the Think‑Talk‑Write strategy for teaching descriptive text writing. Through these studies, the Think‑Talk‑Write strategy as an innovative way of teaching and able to facilitate the learning process.

In addition, research conducted by Firda Hasna Hikmawati who investigated the application of the Think‑Talk‑Write. Strategy in improving writing skills in descriptive texts[4].

The results showed that the Think‑Talk‑Write strategy was not only successful in increasing students' confidence to express their ideas in groups.In addition, the use of Think-Talk-Write to make learning can help students become more active learners by sharing problems with friends. Through cooperative learning, students are expected to think about what the various know in the group, and eventually be able to write about a particular topic after group discussion.

C. The Conceptual Framework

Writing is a complex subject that cannot be mastered instantly. In writing, students are required to be able to make a good written text composition by compiling several thoughts. Students should develop ideas,

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[17] Meila Asnita, "The Effect of Using Think-Talk-Write (TTW) Strategy Toward the Ability in Writing Descriptive Paragraph". Thesis in Sultan Syarif Kasim State Islamic University of Pekanbaru, Pekanbaru, 2012, https:///www.uin-suska.ac.id/2012/07/15/pdf.

[18] Firda Hasna Hikmawati, "The Implementation of Think-Talk-Write (TTW) Strategy to improve the Students Writing Skills in Descriptive Text", Thesis in Salatiga State Institute for Islamic Studies, Salatida 2017, https:///e-repository.perpus.uisalatiga.ac.id/18693/pdf.

consider appropriate grammatical structures, and so on. Considering that, many students face various obstacles when going to write. Some of these problems include they are confused about what ideas to improve, confused by some unfamiliar vocabulary, do not know what grammatical structure to put, do not know the structure of the text they will write, and more. again. In addition, teachers have not provided adequate knowledge, sufficient material encouragement, and appropriate strategies when asking students to start writing. Thus, it can be a source of problems faced by students in writing texts.

Considering that, many researchers have conducted studies to find out which strategies or techniques are most effective in teaching writing. However, there is no most effective writing teaching strategy or technique because both have their own advantages and disadvantages. In addition, a teacher is also required to create a comfortable atmosphere and provide appropriate teaching strategies or techniques in order to increase motivation and get student attention. In view of the above statement, the author decided to use the Think-Talk-Write strategy as a strategy in teaching writing skills, especially on the topic.

There are three steps to take in this strategy. First, think about it. Students are given a topic or problem related to their lives. At this step. Students think about the topic. They think, how to provide solutions to these problems, and how to solve them. Second, talk. At this stage the student discusses his idea with his friend. They compile, reflect, and test these ideas by having discussions with friends in each group. And the third, writing. Each

student then wrote down what they had discussed with his or her friend. They

write about strategies and problem-solving that each student draws conclusions

about. The purpose of descriptive text selection is to develop students.

Students Problems are

a. Students are less in structure and grammar mastery
b. The students are lack in vocabulary mastery
c. Students are difficult to develon and organize ideasin

Pre-test

Treatment

Think-Talk-Write

Post-test

Hypothesis

H_a

H_o
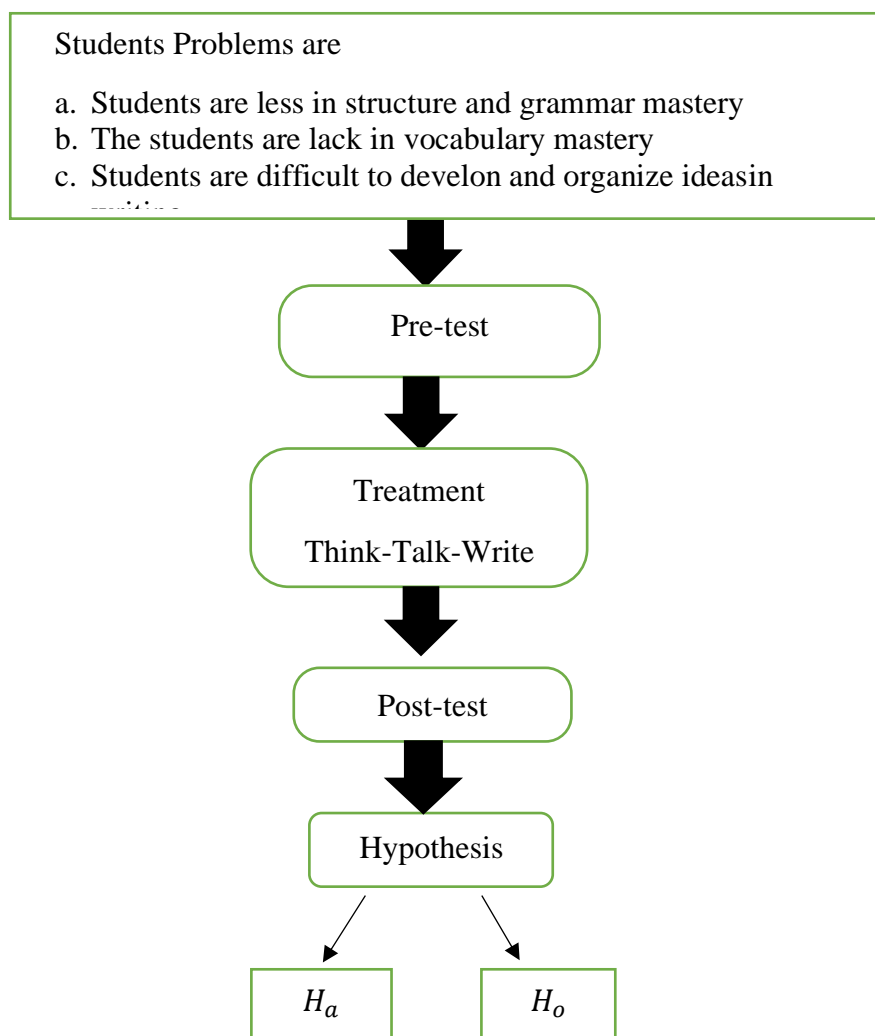
Figure II. 4 The conceptual Framework

D. The Research Hypothesis

Regarding to the theories, discussion of the previous studies, and the explanation of thinking framework above, the researcher assumed that in the result of the study there is significant effect of Think-Talk-Write strategy on students' writing skill AT VIII SMP Negeri 8 Padangsidimpuan.

1. Alternative hypothesis (Ha): there is significant effect of Think-Talk-Write strategy on students' writing ability at VIII SMP Negeri 8.

2. Null hypothesis (Ho): there is no significant effect of Think-Talk-Write strategy on students' writing ability AT VIII SMP Negeri 8 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

The location of this research is in SMP Negeri 8 Padangsidimpuan. It is located in salambue, Padangsidimpuan. This research is done from arranging proposal until finishing the thesis. This research have done on december 2023 until october 2024.

B. Reseach Design

This study is a quantitative research. The research form with a pre-experimental design one group pre-test post-test design. One group Pre-test Post-test Design in order to determine the significant impact of treatment on the class sample. The class was taught by using Think-Talk-Write strategy, a pre-test is carried out first before giving treatment. The research was done so that the resuts of the treatment can be known more accuratelly, because it can be compared with before the treatment. The design can be described as follows:

Where:

$$O_1 \, X \, O_2$$

O$_1$ = The of pre-test

O$_2$ = The of post-test

X = Treatment[1]

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[1]Sugiyono, *Metode Penelitian Pendidikan. Bandung*, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)* (Bandung: Alfabeta, 2015).

In one group pre-test post test design, the researcher would give pre-test (O_1) to the class. Then, the researcher would give the treatment (**X**) to the class. The last,the researcher would give post-test (O_2) to the class.

C. Population and sample

In this research the population is all of students on the eight grade of SMP Negeri 8 Padangsidimpuan Total classes at the eight grade divided into 6 classes and total of students are 117 students. It can be seen in the table below:

Table III. 1 Population of Research

NO	Class	Total of student
1	VIII-1	25
2	VIII-2	28
3	VIII-3	30
4	VIII-4	28
5	VIII-5	26
6	VIII-6	27
	Total	164

The sample is part of the population chosen as the object of the research. To determine the sample to be used I the study, random sampling techniques are used. In the random sampling sample selected from the populatin in not based on individuals but rather on groups that have been oraganized. As Fraenkel et.al stated Frequently, researchers cannot select a sample of individuals due to administrative or other restrictions. This is especially true in schools[2]. Therefore, the researcher chose one group from a certain class, namely class VIII3 that consist of 30 students

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[2]Jack R. Fraenkel, Norman E. Wallen Hellen H. Hyun, *How to Design and Evaluate Research in Education*, ed. Sarah Kiefer, 8th ed. (New York: Mc Graw Hill, 2011). https://saochhengpheng.files.wordpress.com/2017/03/jack_fraenkel_norman_wallen_helen_hyun.

as a sample. It was selected as a sample so as not to interfere with learning and the school system did not allow to make the class in random organized.

D. Instrumen of The Test

The instrument of this study is a test. A test is an assessment instrument used to measure student ability. Researchers used written tests as an instrument of this study. Tests are given to the Experimental classes before and after treatment or also called pre-test and post-test. Pre-test is given to measure or find out students' initial ability in writing, especially descriptive text. Furthermore, the post-test is given to the experimental class after the treatment given to the experimental class.

This is intended to compare whether the treatment will affect students' writing skills. Furthermore, the pre-test and post-test are assessed using the scoring rubric scoring students writing by using rubric for evaluating writing. All items were adapted from J.B. Heaton.[3] Content is substance of writing the ideal express organization is the purpose of material in writing which happen from beginning the end,vocabulary is the all the word that use, Language use is the correct use of the syntatic patterns and structural words, and Mechanic it use of graphic convention of the language.

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[3]J.B. Heaton, Writing English Language Test, New York: Longman 1998, p. 135-146.

Tabel III. 2 Rubric for Assessing Students' Writing

No	Aspect	Level and Score	Criteria
1	CONTENT	Very Good (27 – 30)	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out secondary ideas do not usurp too much attention.
		Good (23 – 26)	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubtanstantial, too general.
		Fair (12 – 22)	Lack of logical sequencing and development ideas confusing or disconnected, lacking purpose or not
		Poor (9 – 11)	Not fluent, does not communicated information is very limited, boring
		Very Poor (5 – 8)	Not organization, not enough to evaluate because not meaningfull
2	ORGANIZA TION	Very Good (18 – 20)	Fluent expression, ideas clearly state. Support logical sequencing, well organize means the order, structure, of presentation is compelling and moves the reader trough the lext. Good introduction, good placement of detail, and strong conclusion.
		Good (14 – 17)	The reader can readily follow what is being said, but the overall organization may sometimes be inffective poor to obvious or main idea stand out logical but incomplete sequencing.
		Fair (10 – 13)	Lack of logical sequencing and development not fluent. The writing lacks direction, with ideas detail.
		Poor (7 – 9)	Not communicate; transitions are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.
		Very Poor (5 – 6)	Not organization, confusing the sender, not enough to evaluate.

No	Aspect	Level and Score	Criteria
3	VOCABULARY	Very Good (18 – 20)	Effective word, choice, and usage specific and accurate.
		Good (15 – 17)	Adequate range occasonal error of word/idiom, choice and usage. The language communcated but rarely captures the reader imagination, while the overal meaning is quite clear, some words may lack precision
		Fair (12 – 14)	The writer struggle with a limited vocabulary, grouping for words.
		Poor (9 – 11)	Many errors word/idiom, choice and usage. Language is so vague and abstract. So redundant, deviod of detail that only the broadest, many repititions, often word simply do not feat the test, verb are weak and view in number, is, are, were, dominated.
		Very Poor (5 – 8)	Almost the words used are wrong. colorless not enough to evaluate, and many wrong spelling.
4	GRAMMAR	Very Good (23 – 25)	Effective complex constraction few error of agreement, tenses, number, word order/function, pronoun proposition.
		Good (20 – 22)	Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
		Fair (16 – 19)	Major problem in simple construction, freequen error of negative, agreement, tense, word order/function. Pronoun, preposition, and or fragment does not communicating.
		Poor (9 – 15)	Dominated by error of grammar, can not be understand and evaluated.
		Very Poor (5 – 8)	Virtually no mastery of sentences contraction rules.
No	Aspect	Level and Score	Criteria

5	MECHANICS	Very Good (5)	Demonstration mastery of convention, not problem of spelling. punctuation, capitalization, paragraph.
		Good (4)	Few errors of spelling, capitalization, paragraphing but not observed
		Fair Poor (3)	Some error spelling, punctution, capitalization
		Poor (2)	Many errors of spelling, punctuation, capitalization.
		Very Poor (1)	Illegible writing.

The measure the quality of the students' writing score on the five components observed.

E. Validity and Reliability of Research

1. Validity

   The test is this research uses writing essay test. So a good test must have validity and reliability. A valid instrument refers to the extents to which an instrument measures what is supposed to measure. In this case, the researcher uses face validity. In this research, the researcher uses validity to get the validity of instrumentation. To make it sure, the researcher must consult to the expert of English writing lecturer in English Education Department of State Institute for Islamic Studies Padangsidimpuan and also with the English teacher. The score level of students can be seen from the table. If the student's average score is 90-100, it means that the student got an excellent category. Meanwhile, if the average score of students is 0-59, it means that students fail. Thus, the level of completeness of students can be seen from the table after obtaining an average score.

2. Reliability

Another requirement is also important for a researcher is reliability. the result of the research mush be reliable. Reliability means the result of test must similarity. In this case the researcher will use test-retest (single test-double trial method). The researcher uses essay test to test the students writing procedure text ability in pre-test and post-test. In this research, scoring criteria is based on five aspects of writing assessment: content, organization, language use, vocabulary and mechanics

F. Technique of Collection Data

To collect the ata from the students, the researcehr will give the tests. They are pre-test treatment, and post-test to see the effect from the technique that given by researcher while doing the study. And three of them will definetly explaine below:

1. Pre-test

Before doing the treatment, the reseacher gave the pre-test, the writer asked the students to write a descriptive text based on the topic given. They had to write a descriptive text unless 100 words. The pretest ran for 90 minutes.

2. Treatment

The treatment was done for four meetings. The steps of the treatment inexperimental class were described as follows:

a. The researcher explained about descriptive text to the students.

b. The researcher introduced about think talk write strategy to the students.

c. The researcher explained the descriptive text with the topic Toba beach through think talk write strategy.

d. The researcher asked the students to make a group in pair.

e. The researcher r asked the students to analyze the topic about favourite people. (Think)

f. The researcher asked the students to discuss their idea in pair. (Talk)

g. The researcher asked the students to write what they had been discussed with their friend at least 50 words. They did it by individually and used their own words. (Write)

3. Post-test

After the treatment, the posttest was to students in the experimental group who was began the same test on the pretest to determine the improvement of students' Think-Talk-Write strategies in writing descriptive texts. Posttest is conducted within 30 minutes.

G. Technique of Analizing Data

To find out whether there is an effect of the Think-Talk-Write strategy of class VII students at SMP Negeri 8 Padangsidimpuan. the researcher used the technique of data analysis as follow:[4]

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[4]Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan, First Edin* (Medan Perdana Publishing, 2015), p.121.

1) Normality Test

Normality test is way to know whether the data of the research is normal or not. Test of normality in this research will be conducted with using kolmogorov smirnov test. The significant level chosen in analyzing the score of F calculated through using SPSS version 25.0 is 5% or 0.05. Statistically, the hypothesis if $F_{calculated} \leq F_{0.05}$ or significance calculated $\geq \alpha$ (0.05) then the data is considered as not normal. If $F_{calculated} \geq F_{0.05}$ or significance calculated$\leq \alpha$ (0.05), the data is considered as normal.

Homogeneity Test

Homogeneity test is use to know whether pretest and posttest data have the same variant or not. If both of data are same, it is can be call homogeneous. Homogeneity is the similarity of variance of the group will be compare.[5] The homogeneity test in this research is calculated using SPSS 25. The data is cnsidered homogen if significancecalculated $\geq \alpha$ (0.05).

2) Mean (avarage)

The formula used is:

$$M_x = \Sigma \frac{f_i . x_i}{f_i}$$

Description:

M_x = Mean (avarage)

Σf_x = The sum of multiplication

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[5]Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*, (Jakarta Kencana Prenada Media Group, 2003), p. 276

N = Number of students.[6]

The percentages of students' writing descriptive text score will be calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P   : The percentage of student

R   : The number of students

T   : The total number of students

3) Hypothesis Test

To know the difference between experimental and control class the data will be analyze by using t-test formula.[7] The researcher use Independent Sample T-test with using SPSS 25 version. The researcher made the hypothesis from the data that has been analyzed by looking at the t-count and comparing it to t-table. If t-count > t-table, it means the alternative hypothesis is accepted (there is a significant effect). Meanwhile, if t-count < t-table, it means the null hypothesis is accepted (there is no significant effect).

H. The Outline of the research

The systematics of this research is divided into five chapters. Each chapter consists of many sub chapters which will be detailed as follows. The first chapter contains the background of the problem, problem identification,

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[6]Sudjana, *Metoda Statistika*, 6th ed. (Bandung: Tarsito, 2005).
[7]Sugiyono, *Statistik Untuk Penelitian* (Bandung CV. Afabeta, 2006), p. 135

problem limitations, problem formulation, research objectives, research interests and research outline.

The second chapter contains a theoretical description consisting of sub-chapters such as a description of writing theory, descriptive texts, and Think-Talk-Write strategies. The third chapter contains research methodology which includes the time and place of research, research methodology, population and sample, research instruments, data collection techniques, and finally data analysis techniques and thesis framework.

Chapter four is the result of research that discusses data analysis. Chapter four consists of data description, hypothesis testing, discussion and research threats. Finally, chapter five contains conclusions, namely providing conclusions about the research carried out and suggestions, namely suggestions given to students and teachers through research.

BAB IV
RESEARCH FINDINGS

As mentioned in previous chapter, the aim of this research was to know the significant difference of students' ability in writing descriptive text before being taught by using Think-Talk-Write (TTW) Strategy and students' ability in writing descriptive text after being taught by using Think-Talk-Write (TTW) Strategy. To analyze the data that was obtained, the researcher has calculated the data using pre-test and post-test. Pre-test was done before conducting the treatment and post-test was done after conducting the treatment. Researcher applied quantitative analysis by using the formulation of t-test. Next, researcher described the data as follow:

A. Description of Data

The data that presented were the students' ability in writing descriptive text score from pretest to posttest. In giving the test; pre test and post test, the students were asked to write spontaneously without any specific preparation by giving a certain topic. The writing test deals with descriptive text. The writing were evaluated by concerning five components of students' writing ability; content, organization, vocabulary, grammar, and mechanics. Each component had its score.

The scores obtained before and after teaching by using Think-Talk-Write (TTW) Strategy is described as follows:

1. **Description of Data in Pretest**

   In pre-test, the researcher calculated the result that had been gotten by the students in answering writing test. The researcher calculated it by using SPSS 25 to get the final result such as mean score, median, modus, range, interval, variants, and standard deviation. The score of the students in pre-test can be seen in the table below:

Tabel IV. 1 The Score in Pretest

No	Descriptive Statistic	Score
1	Total Score	1680
2	Highest score	85
3	Lowest score	21
4	Mean	56
5	Median	56.5
6	Mode	34
7	Range	64
8	Standar Deviation	17.483
	Variant	305.655

   Based on the table above, it can be concluded that the total score in pre test was 1680, mean was 56, median was 56.5, mode was 34, range was 64, variants was 305.655 and standard deviation was 17.483. The researcher got the highest score was 85 and the lowest score was 21.

   After getting the final result of the students' score above, the researcher clasify it into the frequency distribution to see the dominant score that had been gotten by students. Then, students' scores of pretest were classified frequency table. The frequency and the rate percentage of the students' score of pretest in experimental and control group are presented in the following table:

Table IV.2 The Rate Percentage and Frequency Of Students' Scores of Pretest

No	Interval	Mid Point	Frequency	Percentages
1	21-31	26	2	7%
2	32-42	37	4	13%
3	43-53	48	7	23%
4	54-64	59	8	27%
5	65-75	70	5	17%
6	76-86	81	4	13%
Total			30	100%

From the table IV.2, The highest concentration of scores lies within the 54-64 interval, with 8 students (27%), indicating this is where most students performed. The second largest group falls within the 43-53 interval, comprising 7 students (23%). Fewer students scored either very low or very high, as only 2 students (7%) fall in the lowest interval of 21-31, and 4 students (13%) in the highest interval of 76-86. The remaining students are distributed between the 32-42 and 65-75 intervals, with frequencies of 4 students (13%) and 5 students (17%), respectively. Overall, the majority of students scored between 43 and 64, reflecting a moderate performance on the pretest.

In order to get the description of data clearly and completely, the researcher made it into histogram on the following figure below:

Frequency

Figure IV. 1 Histogram of Students' Writing Descriptive in Pretest

Furthermore, the following table below presents the detailed results of the students' pretest performance in each writing component. It illustrates the differences in mean scores across the five components of writing.

Table IV. 3 Mean Score of Five Writing Components

No	Component of Writing	Mean Score
1	Content	14.6
2	Organization	12.23
3	Vocabulary	11.83
4	Grammar	14.9
5	Mechanics	2.43
	Total	56

According to the data in Table IV.3, the pretest mean score for content was 14.6. For organization, the pretest mean score of 12.23 while

the mean score for vocabulary was 11.83. In terms of grammar, the the pretest mean score was 14.9. Lastly, the mean score for mechanics was 2.43. Overall, these scores indicate that the students' performance was relatively low across all writing components and there is a significant need for improvement in all areas.

2. **Description Data In Posttest**

In posttest, the researcher calculated the result that had been gotten by the students in answering writing test. The researcher calculated it by using SPSS 25 to get the final result such as mean score, median, modus, range, interval, variants, and standard deviation. The score of the students in pre-test can be seen in the table below:

Tabel IV. 4 The Score in Posttest

No	Descriptive Statistic	Score
1	Total Score	2044
2	Highest score	92
3	Lowest score	38
4	Mean	68.13
5	Median	69.5
6	Mode	69
7	Range	54
8	Standar Deviation	12.19874
	Variant	148.8092

Based on the table above, it can be concluded that the total score in post test was 2044, mean was 68.13, median was 69.5, mode was 69, range was 54, variants was 148.8092 and standard deviation was 12.19874. The researcher got the highest score was 92 and the lowest score was 38.

After getting the final result of the students' score above, the researcher clasify it into the frequency distribution to see the dominant score that had been gotten by students. Then, students' scores of posttest were classified frequency table. The frequency and the rate percentage of the students' score of pretest in experimental presented in the following table:

**Table IV.5 The Rate Percentage and Frequency of Students'
Scores of Posttest**

No	Interval	Mid Point	Frequency	Percentages
1	38-46	42	2	7%
2	47-55	51	3	10%
3	56-64	60	5	17%
4	65-73	69	11	37%
5	74-82	78	6	20%
6	83-92	87	3	7%
Total			30	100%

From the table IV. 5, The table shows the distribution of students' posttest scores across six intervals. A significant portion of students, 11 (37%), scored within the 65-73 range, indicating a substantial improvement compared to the pretest. The second highest frequency is within the 74-82 range, with 6 students (20%) achieving scores in this higher bracket, suggesting strong performance for a considerable number of students. In contrast, very few students scored in the lower intervals: 2 students (7%) each in the 38-46, and 3 students (10%) in both the 47-55 and 83-92 ranges. Overall, the majority of students scored between 69 and 82, reflecting a good improvement in performance after the intervention or teaching period.

In order to get the description of data clearly and completely, the researcher made it into histogram on the following figure below:
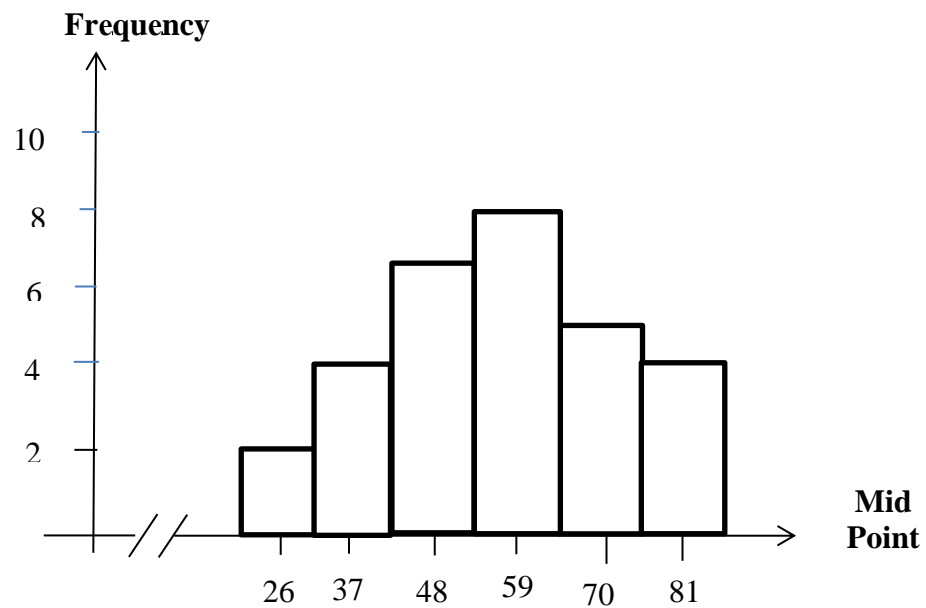
Frequency
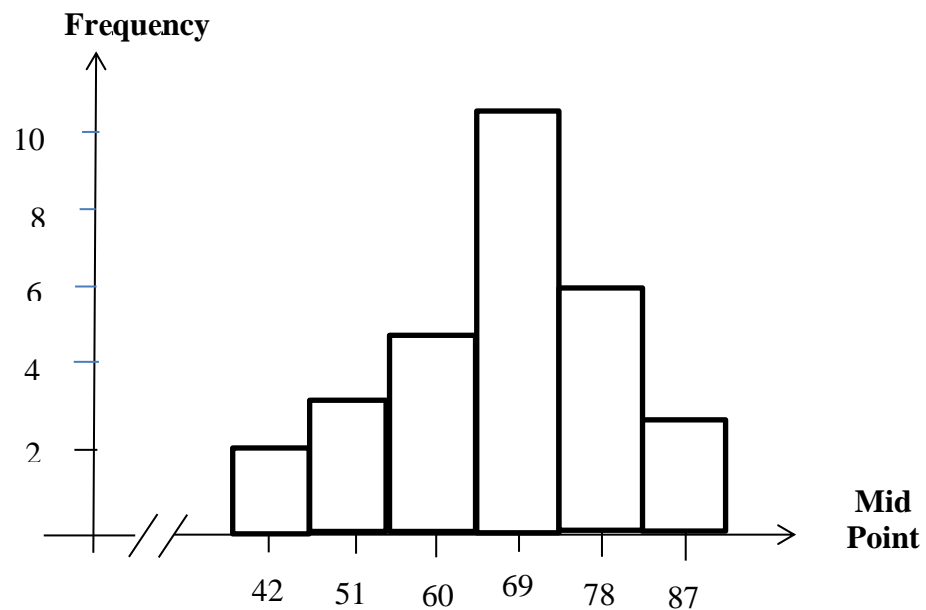
Figure IV.2 Histogram of Students' Writing Descriptive in Posttest

Furthermore, The following table below presents the detailed results of the students' posttest performance in each writing component. It illustrates the differences in mean scores across the five components of writing.

Table IV. 6 Mean Score of Five Writing Components

No	Component of Writing	Mean Score
1	Content	18.9
2	Organization	14.46
3	Vocabulary	13.73
4	Grammar	17.46
5	Mechanics	3.56
	Total	68.13

According to the data in Table IV.6, the posttest mean score for content was 18.9. For organization, the posttest mean score of 14.46 while the mean score for vocabulary was 13.73. In terms of grammar, the the posttest mean score was 17.46. Lastly, the mean score for mechanics was 3.56.

3. **Comparision of Pretest and Posttest of Student Writing Score.**

To assess the improvement in students' writing descriptive text, a comparison between the pretest and posttest scores is necessary. The figure below illustrates the comparison of pre-test and post-test scores of students' writing descriptive.
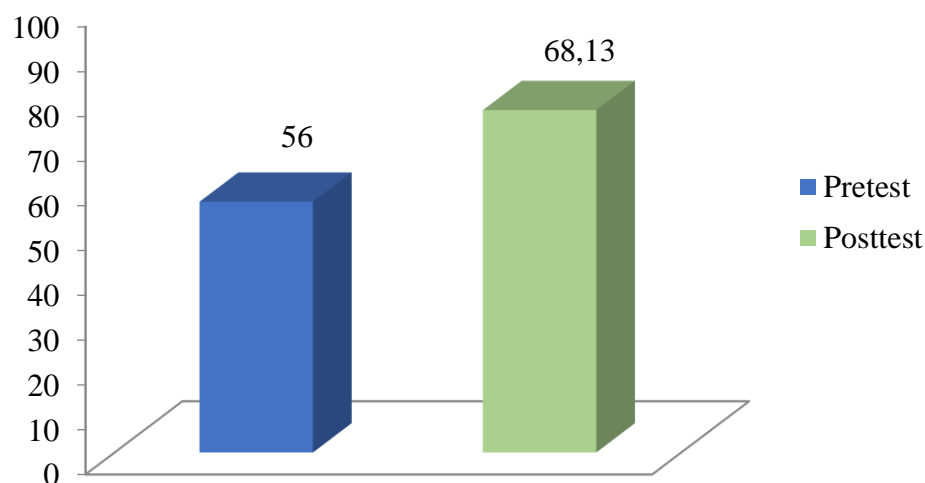
Figure IV.3 Histogram of Comparison Data of Writing Descriptive In Pretest and Posttest

The table above describes about the improvement between students' writing descriptive text score before and after giving using Think-Talk-

Write (TTW) Strategy. Before giving a treatment, the students' writing descriptive text mean score was 56, it was known by taking pre-test at the beginning. After giving treatment the mean score of students' writing descriptive text improved.

The improvement of the students score after giving treatment can be indicated as follows;

$$\text{Increased percent} = \frac{difference}{initial\ value} \times 100\%$$

$$= \frac{12,13}{56} \times 100\ \%$$

$$= 21.66\%$$

The mean of the students score in first test (pre-test) was 56 and the score of the students' post test was 68.13. Then the calcualtion got the score improved 12.13 point (the difference point between pre-test and post-test). And the calculation above showed the percentage of the improvement was 21.66%.

B. Data Analysis

1. Normality Test

In this research, the Kolmogorov-Smirnov Test was used to assess normality. The normality of the data for both groups was analyzed using SPSS 25, with a significance level set at 5% or 0.05.

For normality test in this study, the data are considered normally distributed if sig. $\geq$ 0.05. On the other hand, the data is considered not normally distributed if sig. $\leq$ 0.05. For the result of normality test see the table below:

Table IV. 7 Result of Normality Test

Class	Sig.
Pretest experiment class	0.681
Posttest experiment class	0.180

According to the table above, the data is normally distributed. This is indicated by the Sig. values, which are higher than 0.05 (0.681. > 0.05 and 0.180> 0.05). The detailed normality test results using SPSS can be seen in Appendix 9.

2. **Homogeneity Test**

In this study, a homogeneity test was performed to determine whether the data used had homogeneous variance or not. When calculating the data, the researcher used SPSS 25. in the homogeneity test, the assumption is met if the results are given in the drawing column ≥ 0.05.

Based on the homogeneity of variance analysis conducted using SPSS 25, a significance value of 0.213 was obtained, which is greater than 0.05. This indicates that the sample data has homogeneous variance. For the detailed results of the homogeneity test, refer to Appendix 9.

3. **Hypotesis Test**

Based on the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, thus to test the hyphothesis using Paired Sample T-test using SPSS 25. The hyphothesis that was tested as follows:

(Ha): there is significant effect of Think-Talk-Write strategy on students' writing skill AT VIII SMP Negeri 8 Padangsidimpuan.

(Ho): there is no significant effect of Think-Talk-Write strategy on students' writing skill AT VIII SMP Negeri 8 Padangsidimpuan.

The results of the test can be seen in the table IV.8 :

Table IV.8 T-test Result

Class	N	Mean	Std. Deviation	Std. Error Mean	T-count	Sig.
Pretest	30	56	17.483	3.192	3.117	0.03
Posttest	30	68.13	12.119	2.227		

Based on the data in the table IV.8, it can be seen that the mean score in pretest was 56 while in posttest was 68.13. Therefore, it can be concluded that there is a difference in the pretest posttest result. The average of posttest is shown to be higher than the average pretest class with a difference of 12.13.

To examine the hypotesis of the research, it is based on the results of calculation using independent sampet t-test from the Table IV.8, it was found that t-count is 3.117 and t-table is 2.045 which means t-count > t-table (3.117> 2.045), so H_0 is rejected and H_a is accepted. Furthermore, from the Table IV.8, it was found that sig (2-tailed) < 0.05 or $0.03 < 0.05$ which means based in this criteria, H_0 is also rejected and H_a is accepted. Based on the hypotesis test result, it can be concluded that there is significant effect of Think-Talk-Write strategy on students' writing skill AT VIII SMP Negeri 8 Padangsidimpuan.

C. Discussion

The researcher discussed the result of this research with the theory that related with Think-Talk-Write (TTW) Strategy. The discussion deals with argument and further interpretation of the research findings in students` score both pretest and posttest results of experimental and control group.

This section discusses the use of the think-talk-write (TTW) strategy in teaching writing. The implementation of the think-talk-write (TTW) strategy proved to be significantly effective, as evidenced by the pretest and posttest of student scores. The mean posttest score was higher than the mean pretest score (76.43 compared to 56). Specifically, the experimental class experienced an increase of 20.43 points. This effectiveness was further supported by performing a t-test on the posttest results. The t-test of the pretest-posttest shown that there was a significant difference where probability value was lower than alpha ($0.00 < 0.05$) and t-count > t-table ($4.711 > 2.045$). This indicated that that think-talk-write (TTW) strategy has significant effect to students' writing skill in descriptive text.

The results of this research encourages Huda statement that Think Talk Write (TTW) is a strategy that facilitates the practice verbally speaks and writes the language fluently. [1] This research supports the view that TTW is an effective approach to improving students' language competencies, particularly in writing descriptive texts. Furthermore, the result of this research also enhanced

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[1] Miftahul Huda, *Model-model pengajaran dan pembelajaran*, Yogyakarta: Pustaka Pelajar, 2014, Cet.4, p. 218.

Handayana theory who stated that TTW 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[2]. Thus, this research supports the notion that the TTW strategy effectively integrates critical thinking, verbal communication, and writing skills, leading to significant improvements in students' descriptive text writing abilities.

To show more relevance, the researcher discussed the result of this research and compared with related findings. First, the research done by Gofisnovega and Aswandi shows that think-talk-write (TTW) strategy is an effective approach for helping students practice and enhance their skills in writing descriptive texts following the activities conducted during the implementation of the TTW strategy. This strategy also encourages and motivates students to develop, share, revise, and edit their ideas before finalizing their descriptive text compositions.[3] This indicates that the findings of Gofisnovega and Aswandi's research are consistent with the results of this thesis, both demonstrating that TTW is an effective strategy for enhancing students' writing skills in descriptive texts. Then, Asnita in her thesis found that there is significant effect of using TTW strategy toward the ability in writing

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[2] Jumatan Hamdayama, *Model dan Metode Pembelaran Kreatif dan Berkarakter*, Bogor: Ghalia Indonesia, 2014, p. 217.

[3] Darshim Gofisnovega and Aswandi, *The Implementation of Think-Talk Write (TTW) Strategy to teach Writing Descriptive Text of SMPN 7* Surabaya, E-Journal *University of Surabaya*, 2015, p.1-5.

descriptive paragraph of the eight grade students.[4] This shows that the result is in line with this thesis result which is proving that there is significant effect of TTW strategy toward students' writing skills in descriptive texts. Furthermore, Hikmawati tried to implement TTW strategy to improve student's writing skill in deskriptive text by conducting classroom action research design. After implementing two cycles, the research findings shows that TTW strategy can improve students writing skill in descriptive text.[5]

From the result of the research that is previously stated. It was proved that the students who were taught by think-talk-write (TTW) strategy got better result. In summary, the researcher found that all the related findings support this research. It can be concluded from the above explanation that using think-talk-write (TTW) strategy is appropriate in improving students'speaking accuracy. It was found that there is significant effect of using think-talk-write (TTW) strategy to students'writing skill in descriptive text in this research.

This study presents a significant novelty in the context of teaching descriptive text writing at the junior high school level, specifically at SMP Negeri 8 Padangsidimpuan. One of the novelty aspects of this research is the application of the Think-Talk-Write (TTW) strategy, which has not been widely implemented in writing instruction in junior high school. The TTW strategy

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[4] Meila Asnita, "The Effect of Using Think-Talk-Write (TTW) Strategy Toward the Ability in Writing Descriptive Paragraph". Thesis in Sultan Syarif Kasim State Islamic University of Pekanbaru, Pekanbaru, 2012, https:///www.uin-suska.ac.id/2012/07/15/pdf.

[5] Firda Hasna Hikmawati, "The Implementation of Think Talk Write (TTW)StrategytoImprove the Students" Writing Skills in Descriptive Textof SMA Muhammadiyah Salatiga",Skripsi,Salatiga, 2017, p.61-62.https:///e-repository.perpus.uisalatiga.ac.id/18693.

encourages students to think critically, engage in peer discussions, and then write based on the outcomes of these discussions. This approach is expected to improve students' overall writing abilities, particularly in aspects such as content, grammar, organization, vocabulary, and mechanics, which often pose challenges in writing instruction. Additionally, this study provides new insights into the effectiveness of the TTW strategy in improving students' motivation and participation in the writing learning process. Thus, this research not only contributes to the development of more effective teaching methods but also offers a new alternative for teachers to improve students' writing skills at the junior high school.

D. Threats of the Research

The researcher found some threats of the research as follows: the Most students have low writing abilities, thus requiring more effort to teach and motivate them to participate in learning activities using think-talk-write (TTW) strategy. Some of students were not too serious in practicing the test, because they knew before that the test would not influence their score in school. It made them did the test without thinking hard and did not do it seriously.

CHAPTER V

CONCLUSSION, SUGGESTION AND IMPLICATION

A. Conclusions

Based on the result of the research, the conclusions of this research are:

1. The students' writing abillity in descriptive text at grade VIII SMP 8 padangsidimpuan before using Think-Talk-Write strategy, the mean score of students' descriptive text writing skill was 56. On can be classified to low category.

2. The students' writing abillity in descriptive text at grade VIII SMP 8 padangsidimpuan after using Think-Talk-Write strategy, the mean score of post-test class was 68.13. On can be classified to good category.

3. The result of t-test where t-count is 3.117 and sig (2-tailed) is 0.03. this meant t-count is higher t-table (3.117 > 2.045) and sig (2-tailed) is smaller than 0.05 (0.03 < 0.05). This indicated that Ha was accepted, so there were significant effect of Think-Talk-Write strategy on students' writing skill AT VIII SMP Negeri 8 Padangsidimpuan.

B. Implications

Based on the research findings, there is a statistically significant difference between students who are taught using the Think-Talk-Write strategy and those who are not, particularly in their ability to write descriptive texts. This research also implies that teaching writing requires the use of the Think-Talk-Write strategy.

Considering these conclusions, it is implied that employing the Think-Talk-Write strategy can assist in improving students' ability to write descriptive texts, as evidenced by the improvement in students' descriptive writing scores after getting treatment using the Think-Talk-Write strategy. To help students write more effectively, it is recommended that teachers use the Think-Talk-Write strategy.

In conclusion, the Think-Talk-Write strategy can help students achieve higher levels of proficiency in their writing skills. Therefore, the Think-Talk-Write strategy should be consistently used in teaching writing. The reason for this is that the Think-Talk-Write strategy can be a valuable tool for teaching writing to students and fostering an interest in learning, both of which are essential for improving the standard of competence in the learning process.

C. Suggestions

Based on the result of the data analysis and conclusion, the researcher proposes some suggestions. After getting the result of the study in the research, the writer would like to give some suggestions which can be used to teach writing ability as follows:

1. For the head master of SMP Negeri 8 Padagsidimpuan it is hoped to inform he English teacher in the school to use Think-Talk-Write (TTW) Strategy in teaching writing.

2. For the English teacher, it is hoped to use this Strategy while teaching writing especially procedure text because this Strategy had been proved and can help the students in understanding and creating the descriptive text.

3. For the next researcher, this research can help the other researcher who will conduct further research in the same topic. It is hoped that other researchers can get many information from this experimental research, even do a comparison between this research with another research with the similar variables.The researcher suggests another researcher to use this strategy in solving another problems and find another factors that face by students in learning English process.

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Lesson Plan of the Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMP NEGERI 8 Padangsidimpuan
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 dengan konteks penggunaannya.	3.7.1 Siswa dapat mengidentifikasi struktur teks deskripsi yang baik dan benar. 3.7.2 Siswa dapat menentukan ungkapan yang tepat untuk mengungkapkan dan menanyakan terkait teks deskriptif. 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,	4.7.1 Siswa dapat menuliskan pernyataan sesuai dengan penggunaan simple present tense. 4.7.2 Siswa dapat menangkap makna secara kontekstual terkait

sangat pendek dan sederhana terkait orang, binatang, atau benda	tujuan atau fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait seseorang. 4.7.3 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:
    a. Menjaga hubungan interpersonal dengan guru dan teman
    b. Memberi informasi tentang teks desktiptif terkait seseorang melalui ciri-ciri yang dimiliki.

2. Social Function of Descriptive Text
    a. To make them stand out
    b. To show the pride of the
    c. To promote them
    d. To criticize them

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

4. Language Features of Descriptive Text
    a. Use of simple present tense
    b. Use of linking verbs: is, are, look, looks, have, and has
    c. 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 ova
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

d. 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

3. Whiteboard

4. Boardmarker

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 mendeskripsikan 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 (Think).

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

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

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

c. 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 (Talk).

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

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.

3. Guru dan murid melakukan doa bersama-sama.

H. **PENILAIA**N

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	Very Good (27 – 30)	
	Good (23 – 26)	
	Fair (12 – 22)	
	Poor (9 – 11)	
	Very Poor (5 – 8)	
ORGANIZATION	Very Good (18 – 20)	
	Good (14 – 17)	
	Fair (10 – 13)	
	Poor (7 – 9)	
	Very Poor (5 – 6)	
VOCABULARY	Very Good (18 – 20)	
	Good (15 – 17)	
	Fair (12 – 14)	
	Poor (	
	Very Poor (9 - 7)	
GRAMMAR	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)

Padangsidimpuan……. 2024

Mengetahui   Peneliti
Guru Bahasa Inggris

Masna Khairani Harahap   **Fauziah Annisa Fitri**
NIP.19760616 200604 2 001   **NIM. 2020300003**

Appendix 3

Instrument of Pre- Test in Experimental

Instrument

(Pre-test)

Name :

Class :

DESCRIBING A PERSON

A. Fill in the text box with the information about favourite person!

> PHYSICAL APPEARANCE

> PERSONALITY/CHARACTER
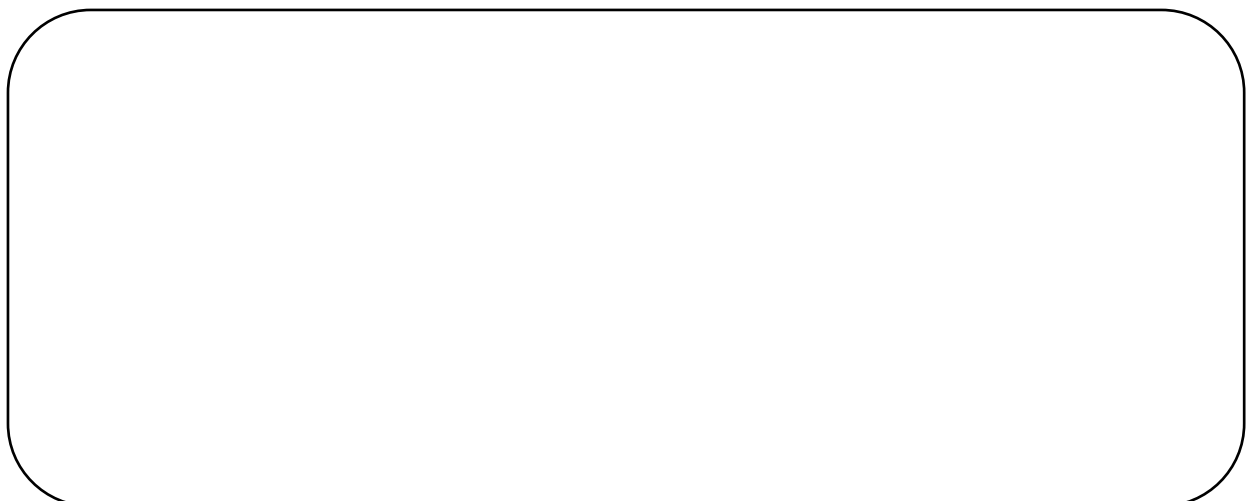
> THINGS HE/SHE LIKES

> 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.

Instrument of Post- Test in Experimental

Instrument

(Post-test)

Name :

Class :

Date   :

Direction : Write a descriptive text about *"Describing your favourite person"* based on your

Knowledge

The Rules :

- 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

Form of Construct Validity for Writing Test

Subjects   : Bahasa inggris

kelas/Semester : VIII/ II

Penelaah   : Masna Khairani Harahap, S.Pd

A. Petunjuk pengisian format pengisian butir soal

1. Analisilah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

2. Beri tanda cek (V) pada kolom "ya" apabila soal yang ditelaah sudah sesuai dengan kriteria.

3. Beri tanda cek (X) pada kolom "tidak" apabila soal yang ditelaah tidak sesuai dengan kriteria.

4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Bentuk Validitas Konstruk untuk Tes Menulis (Post-PreTest)

No	Aspek	Ya	Tidak
1.	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas. VIII di semester II?		
2.	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?		
3.	Apakah instruksi dapat dipaham		
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?		
5.	Apakah alokasi waktu sudah cukup?		

Catatan : …………………………………………………………………………

               …………………………………………………………………………..

               …………………………………………………………………………..

                                                    Mengetahui, Validator

                                                    Sokhira Linda Vinde, M.Pd

Appendix 6

Form of Construct Validity for Writing Test

Subjects   : Bahasa inggris

kelas/Semester   : VIII/ II

Penelaah   : Masna Khairani Harahap, S.Pd

C. Petunjuk pengisian format pengisian butir soal

5. Analisilah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

6. Beri tanda cek (V) pada kolom "ya" apabila soal yang ditelaah sudah sesuai dengan kriteria.

7. Beri tanda cek (X) pada kolom "tidak" apabila soal yang ditelaah tidak sesuai dengan kriteria.

8. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

D. Bentuk Validitas Konstruk untuk Tes Menulis (Post-PreTest)

No	Aspek	Ya	Tidak
1.	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas. VIII di semester II?		
2.	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?		
3.	Apakah instruksi dapat dipaham		
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?		
5.	Apakah alokasi waktu sudah cukup?		

Catatan : ……………………………………………………………………………

……………………………………………………………………………..

……………………………………………………………………………..

Mengetahui, Validator

Masna Khairani Harahap, S.Pd

Score of Pretest

No	Student	Aspect					Total Score
		Content	Organization	Vocabulary	Grammar	Mechanics	
1	S1	15	14	13	20	3	65
2	S2	13	10	12	14	2	51
3	S3	14	10	9	9	2	44
4	S4	23	15	13	20	3	74
5	S5	5	5	5	5	1	21
6	S6	19	10	11	16	3	59
7	S7	22	14	12	20	4	72
8	S8	4	10	11	14	2	41
9	S9	13	12	11	16	2	54
10	S10	9	11	7	5	2	34
11	S11	15	13	14	20	2	64
12	S12	15	14	12	18	2	61
13	S13	25	16	14	20	3	78
14	S14	22	15	14	16	2	69
15	S15	12	10	12	18	2	54
16	S16	5	11	9	16	2	43
17	S17	12	13	10	16	2	53
18	S18	14	14	13	16	2	59
19	S19	23	15	16	17	3	74
20	S20	16	14	15	16	3	64
21	S21	24	18	17	20	4	83
22	S22	12	10	11	9	3	45
23	S23	14	13	13	18	3	61
24	S24	5	5	5	6	1	22
25	S25	9	7	9	9	2	36
26	S26	24	19	18	20	4	85
27	S27	9	9	8	7	1	34
28	S28	10	11	12	16	2	51
29	S29	23	19	18	21	4	85
30	S30	12	10	11	9	2	44
Average		14.6	12.23333	11.83333	14.9	2.433333	**56**

APPENDIX 8

Score of Posttest

N o	Stude nt	Aspect					Total Score
		Conte nt	Organizati on	Vocabula ry	Gramm ar	Mechani cs	
1	S1	25	18	16	23	4	86
2	S2	24	16	15	15	3	73
3	S3	19	15	17	20	4	75
4	S4	19	14	12	20	4	69
5	S5	14	15	10	19	4	62
6	S6	14	10	16	20	3	63
7	S7	9	10	8	15	2	44
8	S8	19	19	15	20	5	78
9	S9	13	10	5	20	2	50
10	S10	25	14	15	15	4	73
11	S11	24	10	15	17	3	69
12	S12	23	14	15	15	4	71
13	S13	10	10	10	15	2	47
14	S14	20	14	16	15	3	68
15	S15	14	14	8	15	3	54
16	S16	19	14	15	20	5	73
17	S17	19	14	17	17	5	72
18	S18	23	16	17	15	3	74
19	S19	14	19	17	15	4	69
20	S20	20	13	12	15	3	63
21	S21	14	19	8	17	5	63
22	S22	23	14	15	20	3	75
23	S23	23	15	16	21	4	79
24	S24	24	15	17	20	4	80
25	S25	20	15	15	15	4	69
26	S26	25	16	17	21	4	83
27	S27	9	10	8	9	2	38
28	S28	14	14	15	17	2	62
29	S29	28	20	18	21	5	92
30	S30	20	17	12	17	4	70
Average		18,9	14,4666667	13,733333 33	17,4667	3,566667	**68,1333**

APPENDIX 9

Result of Descriptive of Statistics Using SPSS 25

Statistics

		Posttest	Pretest
N	Valid	30	30
	Missing	30	30
Mean		76.4333	56.0000
Std. Error of Mean		2.82789	3.19194
Median		80.0000	56.5000
Mode		80.00[a]	34.00[a]
Std. Deviation		15.48900	17.48300
Variance		239.909	305.655
Range		60.00	64.00
Minimum		34.00	21.00
Maximum		94.00	85.00
Sum		2293.00	1680.00

a. Multiple modes exist. The smallest value is shown

APPENDIX 10

Calculation of Pretest Group Distribution Table Data

To create a group distribution table, the steps are as follows:

1. Determine the number of classes (K)

    using   K: 1 + 3,3. log 30

               : 1 + 3,3 . 1,48

               :5,87 -» 6

2. Determine the range (R)

    From the appendix 8, the range is 64.

3. Determine the class interval (I)

    I = R/K

       = 64/6 = 10,89 -» 11

4. The table is arranged:

No	Interval	Mid Point	Frequency	Percentages
1	21-31	26	2	7%
2	32-42	37	4	13%
3	43-53	48	7	23%
4	54-64	59	8	27%
5	65-75	70	5	17%
6	76-86	81	4	13%
Total			30	100%

APPENDIX 11

Calculation of Posttest Group Distribution Table Data

To create a group distribution table, the steps are as follows:

1. Determine the number of classes (K)

   using   K: $1 + 3,3 . \log 30$

           : $1 + 3,3 . 1,48$

           : $5,87 \rightarrow 6$

2. Determine the range (R)

   From the appendix 8, the range is 54.

3. Determine the class interval (I)

   $I = R/K$

     $= 54/6 = 9$

4. Tabel distribusi disusun sebagai berikut:

No	Interval	Mid Point	Frequency	Percentages
1	38-46	42	2	7%
2	47-55	51	3	10%
3	56-64	60	5	17%
4	65-73	69	11	37%
5	74-82	78	6	20%
6	83-92	87	3	7%
Total			30	100%

APPENDIX 12

Results of Normality and Homogeneity Test using SPSS 25

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	value	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar	Pre-test	,069	30	,200[*]	,975	30	,681
	Post-test	,162	30	,042	,951	30	,180

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

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Class	Based on Mean	1.586	1	58	.213
	Based on Median	2.115	1	58	.151
	Based on Median and with adjusted df	2.115	1	55.560	.151
	Based on trimmed mean	1.925	1	58	.171

APPENDIX 13

Results of Hypotesis Test using SPSS 25

Group Statistics					
	value	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Pre-test	30	56,00	17,483	3,192
	Post-test	30	68,13	12,199	2,227

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar	Equal variances assumed	4,963	,003	3,117	58	,003	12,133	3,892	19,924	4,342
	Equal variances not assumed			3,117	51,827	,003	12,133	3,892	19,944	4,323

APPENDIX 14

Research Documentations

1. Documentation in Pretest

2. Documentation in Treatment

3. Documentation in Posttest

The Example of Students' Answer Sheet

1. Student's Pretest Answer Sheet

Appendix 4

Instrument of Post- Test in Experimental and Control Class

Instrument

(Post-test)

Name : Sandi Anugrah Sukampeu

Class : VIII-3

Date :

Direction : Write a descriptive text about *"Describing your favourite person"* based on your

Knowledge

The Rules :

- 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

My father is the person I admire most in the world. He has always been a pillar of strength and wisdom in my life. Working as an engineer, he is incredibly dedicated to his profession, often spending long hours to ensure every project is perfect. His commitment to his work is truly inspiring.

Beyond his professional life, my father is an incredibly caring and loving person. He always puts family first, making sure we spend quality time together despite his busy schedule. Whether it's taking us on weekend trips, coaching my sports teams, or simply helping with homework, he is always there when we need him.

He also has a great sense of humor. No matter how tough the situation, he can always make us laugh with his witty jokes and playful antics. His ability to find joy in the little things makes our home a happy and vibrant place.

Content = (C)
Organization = (O)
Vocabulary = (V)
Grammar = (G)
Mechanic = (M)

C = 23   G = 23
O = 18   M = 4
V = 18

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

~~She is beautiful, she is good she~~ o

She is (beautiful) she is good. The thing he likes is dancing ~~that to~~ in dancing the things he usually does are studying, cleaning, ~~the base~~ and helping his parents. He has the ability to be good at mathematics and ~~the him~~ because he is smart and an independent person

It is

C : 14   G : 18

0 : 13

         M : 2

U : 13

DESCRIBING A PERSON

. Fill in the text box with the information about, favourite person! ,

PHYSICAL APPEARANCE

PERSONALITY/CHARACTER

THINGS HE/SHE LIKES

THINGS HE/SHE DO

SPECIAL TALENT OR SKILLS

REASONS YOU LIKE HER/HIM

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

Favourite Person

He has a handsome Face and tall sture. He also has white skin and a sharp nose

He graduated from the rasyidiyah khalidiyah islamic boarding school. now he goes to school at pencepat bodok. bogor he has blue blood. He is cool. He is the Son of a nableman.
He likes pizza. His favote drint is ultra milk. he likes bafete. ?
       favorite   ultramilk.

He can sing, can play basketball, can do bafete, can drive a nijd motorbike, can drive a car, can play the guitar, can swim, can ride a horse, can recite the koran, etc.

Because he is perfect.

C ≤ 24   6 = 20
Q   14
V   17   14 = 4

2. Student's Posttest Answer Sheet

Appendix 4 instrument of Post- Test in Experimental and Controled ClassInstrument
(Post-test)

Name : Fahrainfula da

Class : VIII - 3

Date :

Direction : write a descriptive text about *"Describing your favourite person"*

based on your knowledge

The Rules :

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

My mother

My mother is a beautiful Person, She is not tall but not short, and She has curly hair and brown. Her eyes color are like honey and her color skin color is Light brown, and She has a beautiful smile. Her weight. likes 120 lbs.

She is a very kind Person. She is very lovely, Friendly, Patient, and She loves to help people. I love my mom, because she is a good exampel to me. She loves being in the church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of the famliy. She likes her house to be clean and organized, she a very organiced Person, and all thingsh is the house are in the right place. She doesn't like messes.

C : 23   G : 82
O : 17   M : 4
V : 15

Content
organizahoh
Vocabulary
Grammar
mechanic

fahrainiwahda   2

DESCRIBING A PERSON

A. Fill in the text box with the information about favourite person!

PHYSICAL APPEARANCE

PERSONALITY/CHARACTER

THINGS HE/SHE LIKES

THINGS HE/SHE DO

SPECIAL TALENT OR SKILLS

REASONS YOU LIKE HER/HIM

c : 22   6 : 20
o : 14   m : 4
o : 14
u : 12

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

1. MY Dadmy father's name is P. HSB. He is 42 years old. He has a sturdy body and wide chest.

2. My father is a remarkable person. He is strong, caring, and always there to support me.

3. His hands are big and rough from years of hard work. My father is very smart.

4. My father is a good man. He loves his family. He does not get angry easily.

5. He always understands the condition and needs of his children. My father a hard worker.

6. Father who has taken care of me since I was little, taught me about many things.

Appendix 4 instrument of Post- Test in Experimental and Controled ClassInstrument

(Post-test)

Name : Bintang agnesa TarihopAN

Class : VIII-3

Date :

Direction : write a descriptive text about *"Describing your favourite person"*

based on your knowledge

The Rules :

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

My mother is a perfect housewife. She is funny but we are afraid of her when she gets angry. She enjoys cooking at home to cook and take care of my father and me. She keeps our home warm and clean. My mother helps me with my school work. She is my best Teacher. My friends enjoy coming over because they like her cooking. She is a good cook and makes very tasty snacks. I enjoy prdmates in the world the cakes that my mother bakes for us. She spends her free time painting have taught and writing peety. pests My dad has put up many of her paintings in our home. My parents have taught me all the good things about life. I know they love me very much. I have the parents in the world.

C = 25   G : 21
O : 16   M - 4
V : 17

Content   : (C)
organization   : (O)
Vocabulary   : (V)
Grammar   : (G)
mechanic   : (M)

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             Pembimbing Skripsi

Yth:
1. **Fitri Rayani Siregar, M.Hum.**   (Pembimbing I)
2. **Sokhira Linda Vinde Rambe, M.Pd**   (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama   : Fauziah Annisa Fitri
NIM   : 2020300003
Program Studi   : Tadris Bahasa Inggris
Judul Skripsi   : The Effect of Think, Talk, Write (Ttw) Strategy to Students'
                    Descriptive Text Writing Ability at Grade VIII Students of SMP
                    Negeri 8 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Dengan hormat, bersama ini kami sampaikan bahwa :

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Program Studi   : Tadris Bahasa Inggris
Alamat   : Salambue, Kec. Padangsidimpuan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Think, Talk, Write (Ttw) Strategy to Students' Descriptive Text Writing Ability at Grade VIII Students of SMP Negeri 8 Padangsidimpuan".**

      Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

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Benar telah mengadakan Penelitian untuk penulisan Karya Tulis Ilmiah dengan *"THE EFFECT OF THINK – TALK – WRITING (TTW) STRATEGI ON DESCRIPTIVE TEXT WRITING ABILITY AT GRADE VIII STUDENTS OF SMP NEGERI 8 PADANGSIDIMPUAN".*
Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.

Padangsidimpuan, 12 Juni 2024
Plh. Kepala Sekolah

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