IMPROVING WRITING DESCRIPTIVE TEXT BY USING THINK-TALK-WRITE (TTW) STRATEGY TO THE GRADE X IPS 1 STUDENTS OF MAN SIBOLGA

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd)
in English Program

Written by :

DWI NANDA PRATIWI
Reg. Number. 15 203 00006

ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2019

LETTER OF AGREEMENT

Term   : Munaqosyah
a.n. Dwi Nanda Pratiwi
Item   : 7 (seven) exemplars

Padangsidimpuan,   Desember 2019
To:
Dean Tarbiyah and
Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Dwi Nanda Pratiwi**, entitled *"Improving Writing Descriptive Text by Using Think-Talk-Write (TTW) Strategy to the Grade X Ips 1 Students of MAN Sibolga"*, we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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DECLARATION LETTER OF SELF THESIS COMPLETION

The name who signed here

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       I am here by declare that have arranged and written the thesis by myself, without asking for illegel help from others except the guidance from advisors, and without doing plagiarism as it is in students' ethic code of IAIN Padangsidimpuan article 14 Verse 2.

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Padangsidimpuan, 04th December 2019
Declaration Maker

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As Academic Civity of The State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

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Date, 04th December 2019
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Date   : December, 18th 2019
Time   : 14.00 WIB until finish
Result/Mark : 86 (A-)
IPK   : 3.43
Predicate   : Sangat memuaskan

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LEGALIZATION

Thesis	:	Improving Writing Descriptive Text by Using Think-Talk-Write (TTW) Strategy to the Grade X Ips 1 Students of MAN Sibolga.
Written By	:	DWI NANDA PRATIWI
Reg. No	:	15 203 00006
Faculty/Department	:	TARBIYAH AND TEACHER TRAINING FACULTY /TBI-1

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

Padangsidimpuan,   December 2019
Dean of Tarbiyah and Teacher
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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, I would like to convey my grateful to Allah SWT, the most Creator and Merciful that has given me the health, time and chance for finishing this thesis on titled "Improving Writing Descriptive Text by Using Think-Talk-Write (TTW) Strategy to the Grade X IPS 1 of MAN Sibolga". This thesis is written in order to fulfillment of the requirement for degree of Islamic Education Scholar (S.Pd.) in English Education Study Program at Tarbiyah Departement of State College for Islamic Studies IAIN Padangsidimpuan.

I have received suggestion, guidance, and encouragement from many people during writing this thesis. The researcher was also assisted by some people and institution. Therefore, in this opportunity the researcher would like to express his gratitude to the following people:

1. Mr. Dr. H. Fitriadi Lubis, M.Pd., as my first advisor and Mrs. Fitri Rayani Siregar, M.Hum., as my second advisor and the chief of English Educational Department who have guided me for finishing this thesis, who have been the great advisor for me and gave me much idea or suggestions sincerely and patiently during the progress of writing this thesis.

2. Mr. Prof. Dr. H. Ibrahim Siregar, M.CL., as the rector of IAIN Padangsidimpuan.

3. Mrs. Dr. Lelya Hilda, M.Si., as the Dekan of Tarbiyah and Teacher Training Faculty.

4. All the lecturers and all the academic cavities of IAIN Padangsidimpuan, who had given so much knowledge and help during I studied in this Institute.

5. IAIN Padangsidimpuan librarian (Mr. Yusri Fahmi, S.Ag., S.S., M.Hum.) for their cooperative and permission to use their book.

6. Headmaster of MAN Sibolga, Nurul Oktaviana Mekawati, S.Pd. who had allowed me to the research establishment, information giving, and data collection admittance of the

thesis. I appreciated much to the co-teacher Mrs. Sri Rafiah, S.Pd., as the English teacher at the research school to collaborate with me in completing the thesis data collection.

7. My parents (Sudarman Jawa and Nurhalimah Neinggolan) who always give me the motivation and supporting me when I am down, and also give me the love and emphaty so the researcher be more spirit in doing the thesis.

8. My beloved brother and sister (Yuli Hartanti, S.Sos., dan Riski Kurniawan) who helped me in doing my thesis and gave me the motivation and spirit in doing my thesis.

9. My friends (Amelia Khairani, Gian Ayu Drani, Aisah Daulay, Riska Novita Dewi, Khairani Hasibuan, Nira Juniati,) who always give me the motivation to be spirit more in learning. Thanks to all of my friends TBI-1 who always help in everything. Thank you for all the things done to everyone who gave helping whether mentioned or not to finish the thesis.

10. All the people who have helped me to finish my study that I can not mention one by one thank you for your support. May Allah bless them. Amin.

This thesis is still so far from being perfect based on weakness of the researcher. Therefore, the researcher expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidimpuan, 7th November 2019
Researcher

Dwi Nanda Pratiwi
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Name   : **Dwi Nanda Pratiwi**

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Faculty   : **Tarbiyah and Teacher Training**

Department   : **English Education (TBI 1)**

Title of Thesis   : **Improving Writing Descriptive Text by Using Think-Talk-Write (TTW) Strategy to the Grade X Ips 1 Students of MANSibolga.**

ABSTRACT

This research discussed about improving writing descriptive text by using Think-Talk-Write (TTW) strategy to the grade X Ips 1 students of MAN Sibolga. The students were low in writing descriptive text, thestudents lack of motivation and the teacher did not have appropriate strategy in teaching English learning. This research purposed to examine whether Think-Talk-Write (TTW) strategy can improve the students' ability in writing descriptive text and to identify the factors that influenced students' writing descriptive text.

The method used in this research was classroom action research by implementing kemmis design which consisted four steps. Those were; planning, acting, observing, and reflecting. Moreover, to solve the writing problem in descriptive text the researcher applied the Think-Talk-Write (TTW) strategy. In this research, the researcher used two writing descriptive text tests and two cycles. Moreover the participant of this research were the class of X Ips 1 consisted of 34 students and also there was collaboration with a English teacher. Meanwhile, the data was derived among from writing test, and observation notes. Data were analyzed by quantitative (mean score) and qualitative (collecting data, coding, display data, data reduction, verify data, and interpret data).

Based on the research result, it showed the improvement mean score of the students. The first test in the first cycle was 53,52 (20.58%), and the second test in the second cycle was 68.9 (61.8%). It can be concluded that the mean score in the second cycle was higher then the first cycle. The data from observation sheet indicated that the students got improvement. It indicated that the application Think-Talk-Write (TTW) strategy improved students' writing in descriptive text. There were external and internal factors that influenced in students' writing descriptive text. External factor were the students' walking in the class and doing permission. Internal factor were identification, description, simple present tense, specific participant, attributive and identifying process, frequents of epithets, and classifier in nominal group.

Keyword: *Classroom Action Research,Writing Descriptive Text, Think-Talk-Write (TTW) Strategy*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the International Language that is used by many people in the world. The practice is in every aspect of human life, such as education, society, technology, politics, economics, and culture. Learning English has become necessity for everyone who wants to engage in international interaction. It supports the government to declare English as the major foreign language in Indonesia that must be learnt by all the students.

In Indonesia curriculum, English has been taught from elementary school, junior high school, senior high school and University level. There are English materials in the curriculum that should be mastered by students in English, they are listening, reading, writing and speaking.

Writing is an activity where the students or the writers express their toughts or feelings into language by write down on a paper or by type writer. Writing also is a transforming process of tought into language, it means that the writer should think the content of writing first and then arrange the ideas using appropriate language (grammar or vocabulary) into their writing.

The material of writing based on curriculum there are some types of writing which have to be taught in senior high school, they are, narrative, recount, procedure and descriptive. Researcher chooses descriptive text because descriptive text is the simple and easiest text for students.

Writing is a way to produce language and express idea, feeling and opinion. While descriptive text is is a written text in which the writer describes an object. The object can be person, place, animal and thing in a detailed. So, Writing Descriptive text is a way to produce the opinion to describe an object.

The importance of writing descriptive text are to make students are easier to give the explanation in oral or written, encourage students to use new vocabulary and can help students to clarify their understanding of new subject matter material and to convey the reader what something looks like.

There are some efforts in improving Descriptive Text by Government, such as they giving handbook to students and change the curriculum, from school is providing the things which relation to the material descriptive text such as picture media and real things around the class, from the teacher by using some strategies like working a group, pairs and picture media. from the explanation above, it can be concluded that the efforts from the government, school and teacher are all in one of the manner to improve writing descriptive text.

In reality the ability of students in descriptive text is stiil poor, based on interview result with Mrs. SR as an English teacher at grade X IPS 1 of MAN Sibolga mentions that:

In English teaching learning syllabus of the second grade Senior High School related to writing skill, there are some kinds of text that students need to be mastered. they are; descriptive text, narrative text procedure text and report text, from the criteria of minimum learning mastery (KKM) conducted 75 score, but most of the students still achieve minimum score, that is 60-70

score. This problem comes from the students problems; lack of motivation to study writing, and lack of mastering grammar, structure and tenses.[1]

Moreover, SDS as one of the students in grade X Ips 1 of MAN Sibolga states that :

I felt lazy and less motivated to learn writing because I felt bored of the strategy that was used by the teacher. The teacher did not use the interest strategy to teach the students and never use the new strategy, I think the teacher should find the new strategy which is suitable to the students so that the students will interest to learn English.[2]

Based on interviewed above, the teacher should find a good solution to solve the problems. In learning process, the teacher must find the appropriate and interesting strategy to improve students ability in writing. The teacher also must motivate the students to write by giving the motivation, beside that the teacher should provide the material before teaching in the class. Based on explanation above can be concluded that the factors of improving writing descriptive text are students motivation, material provided to the students, appropriate strategy and teacher approach toward the students.

Many strategies the teachers can use in teaching writing Descriptive such as Quick Write, COPS (Capitalization, Overall, Puntuation and Spelling), RAFT strategies (Role, Audience, Format and Topic) and Thnk-Talk-Write (TTW) strategy. Quick Write Strategy is a strategy that can help students to produce their ideas spontantly. COPS Strategy is revising or editing to help the students identify four basic error types such as: capitalization, overall appearance, punctuation, and spelling. RAFT strategy is a strategy that the

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[1] SR, English Teacher of Classroom X IPS 1 MAN Sibolga, *Personal Interview*, 19th August, 2019 at 09.00 am).

[2] SDS, The Student of Classroom XI IPS 1 MAN Sibolga , *Private Interview*, on August 19th 2019 at 10.00 am.

teacher used to generate students ideas by guiding the students to think about four aspects before start to write.[3] Such as: role, audience, format and topic.

In this case the researcher chooses Think-Talk-Write strategy to improve students' writing descriptive text. Based on Huinker and Laughlin in International journal of Tiur Asih, the Think-Talk-Write (TTW) is suitable strategy used for writing descriptive text.[4] Researcher choosing Think-Talk-Write strategy because the researcher expects the student can master the descriptive text and write it well.

Think-Talk-Write (TTW) is a strategy that facilitating the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action. Think-Talk-Write Strategy encourages the students to think, talk, and write based on the particular topic. Think-Talk-Write Strategy is used to develop the writing fluently and exercise the language before write them.

By Think-Talk-Write (TTW) Strategy, students can interact and share their ideas with their group and work together to solve a problem and the teacher will feels easy to explain descriptive text in the class and the learning process to be comfortable. Beside that, this strategy is avoiding the students' boredom and ignoring the lesson or even sleeping.

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[3] Tiur Asih , "Improving Students ' Achivement on Writing Descriptive Text Through Think Pair" 3, no. July (2013): 30–43, http://digilib.unimed.ac.id/779/1/Improving students achievement on writing descriptive text through think pair share.pdf.P.10.
[4] Tiur Asih, "Improving Students' Achievement… p. 13.

Based on the explanation above, the researcher is motivated to conduct classroom action research in which will use Think-Talk-Write (TTW) strategy in the writing correction stage to improve students ability in writing. So, this strategy can be used from the next time by researcher herself or other teacher if it gives positive improvement for students.

finally, the researcher interested in conducting the research entitled *"Improving Writing Descriptive Text by Using TTW (Think Talk Write) Strategy to The Grade X IPS 1 Students of MAN SIBOLGA".*

B. Identification of the Problem

Based on the background of the problem above, writing descriptive text is an activity to produce the opinion to describe person, animal and place. It means that the writing activity just giving opinion to the person, animal and place.

There are some factors to improve students' writing descriptive text, such as students' motivation, teachers' approach toward the students, material provided to students and appropriate strategy. Many strategies the teachers can use in teaching writing Descriptive such as Quick Write, COPS (Capitalization, Overall, Puntuation and Spelling), RAFT strategies (Role, Audience, Format and Topic) and Thnk-Talk-Write (TTW) strategy.

C. Limitation of the Problem

Based on the identification of the problem above, There are some strategies that the teacher can use to solve the problem in teaching writing descriptive text such as Quick Write, COPS (Capitalization, Overall,

Punctuation and Spelling), RAFT strategies (Role, Audience, Format and Topic) and Thnk-Talk-Write (TTW) strategy.

The researcher doesn't apply all of the strategy in teaching writing descriptive text. The researcher just discuss about Think-Talk-Write(TTW) strategy to solve the problem in writing descriptive text at grade X IPS 1 students of MAN Sibolga.

The researcher chooses this strategy because this strategy is easier to improve students' writing descriptive text, students can interact and share their ideas with their group and work together to solve a problem and the teacher will feels easy to explain descriptive text in the class and the learning process to be comfortable. Beside that, this strategy is avoiding the students' boredom and ignoring the lesson or even sleeping.

D. Formulation of the Problem

Based on the previous background above, the researcher can formulate the problem as:

1. To what extend does Think-Talk-Write (TTW) strategy can improve students' writing descriptive text at grade X Ips 1 students of MAN Sibolga?

2. What are factors influence students' writing descriptive text by using Think-Talk-Write (TTW) strategy at grade X Ips 1 students of MAN Sibolga?

E. Purpose of The research

Based on the formulation of the problem above, The purposes of the research are:

1. To examine whether the Think-Talk-Write (TTW) strategy can improve students' writing descriptive text at grade X Ips 1 students of MAN Sibolga.

2. To identify the factors which influence students' writing descriptive text by using Think-Talk-Write (TTW) strategy at grade X Ips 1 students of MAN Sibolga.

F. Significances of the Research

The significances of the research are :

1. For Headmaster, the result of this research are expect to be useful to develop the English learning process when the headmaster can guide the English teacher to use the approach in this research.

2. For the English teachers, to give information or their source in teaching descriptive text. This research is also to add her method in teaching English text or descriptive text and motivate the teacher to increase her professionalism in teaching learning process.

3. For the researchers, the result of this research are expect to be the information for the others researchers to make the further research.

G. Definition of the Terminologies

Definition of key terminologies as follow :

1. Improving

Improving is a process of becoming or making students' writing ability through several cycles which is a change that improves students' writing ability by using a certain media or strategy, and going through better work to reach something.

2. Writing Descriptive text.

Writing descriptive text is the way to produce the opinion or idea to describe animal, person, places or thing.

3. Think-Talk-Write

Think-Talk-Write (TTW) is a strategy that facilitating the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action. Think-Talk-Write Strategy encourages the students to think, talk, and write based on the particular topic. Think-Talk-Write Strategy is used to develop the writing fluently and exercise the language before write them

H. Indicator of Action

Action research is conducted by educational practitioners, with the goal of improving the particular institution at which they work. Action research is conducted by teachers and principals with students in that school as participants.[5] Action research has as its focus the improvement of the organization in which the research is being conducted.

Action means the activity that would be done. The researcher will make the teaching program, lesson plan and also using method in teaching writing in the classroom, in the end of the action have been done. In this research, the writer collaborated with teacher to become a team work who work together to solve the students' problem in improving writing ability in descriptive text by using Think-Talk-Write (TTW) Strategy at grade X IPS 1 of MAN Sibolga.

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[5] Vanderstoep and Johnston, *Research Methods for Every Life*, (America : PT Printing, 2009), p. 8.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Description

Review of related literature involves the systematic identification, location and analysis of document containing information related to the research problem. This research reviewed theories of the writing descriptive text and Think-Talk-Write (TTW) strategy

1. Writing Descriptive Text

a. The Defenition of Writing Descriptive Text

Writing was a medium of human communication that represents language and emotion with signs and symbolsan. In most languages, writing was an activity to create and express an idea or opinion about the particular object. The object could be person, animal, places or thing.

According to Alice Oshima and Ann Hogue, writing was a process of creating, organizing, writing and polishing.[1] In the first step of the process, you created ideas. In the second step, you organized the ideas, in the third step, you wrote a rough draft, in the final step; you polished your rough draft by editing it and making revisions.

While descriptive text was a written text in which the writer describes an object. In this text, the object could be a concrete or abstract object. It could be a person, animal, tree, house and camping. It could be

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[1] Oshima and Hogue, *Writing Academic English*, (Newyork: Pearson Education, 2006), P.20.

about any topic. [2] The function was to describe a particular person, place or thing.

Beside that, descriptive Text was used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it was special, to describe the most important person in your life, or to describe the animals habitat in your report.[3] In other words, description text was to describe a particular person, place, or thing.

Based on students' handbook, descriptive text was describing a particular object like a place, thing or person.[4] It described the particular object by describing it or his/her specific features to help readers visualize what a person, an animal, a park, or thing was like.

Based on the explanation above, writing descriptive text was the process of creating the opinion to describe particular object. The object could be a concrete or abstract object. It could be a person, animal, tree, house and camping.

In International journal of *Tiur Asih*, descriptive text was devided into three parts, they are:

a. Social Function Describe the characteristics and conditions of the object person, thing, place, or animal) by using adjective and attribute.
b. Generic structure It was divided into two part they are:
   1) identification is to identify the phenomenon that was described.

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[2] Sanggam, Kisno, *Generic Text Structure*, (Yogyakarta : Graha Ilmu, 2008), p. 89
[3] Leny Saili Rahmah and Universitas Islam Nusantara, "International Journal of English and Education, Improving Students' Score in Writing Descriptive Text through Think Talk Write Strategy Leny," no. 4 (2017) P. 183.
[4] Furaidah Utami Widiati, Zuliati Rohmah, *Bahasa Inggris* (Jakarta: Kementrian Pensisikan dan Kebudayaan, 2017) p.55.

2) description is to describe the qualities, characteristics, condition, and part of an object in detail.

c. Grammatical feature In description paragraph, it uses present tense as normally.[5]

Besides, According to Mark Anderson and Linda Gerrot in *Firda Hasna*, the parts of descriptive text are as follows:

1) Social Function. Descriptive text aims to describe a particular person, place or thing. It means that descriptive text aims at giving vivid details of how something or someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description from another thing. In other words, descriptive text is notused to generalize. All different readers should be able to show the same thing being described in the text.

2) Generic Structure

One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in senior high school is divided into the following two elements namely identification and description.

a) Identification / a general opening statement in the first paragraph: Identifies phenomenon to be described. This statement tells the audience what the text is going to be about.

b) Description

Description / A series of paragraphs about the subject: Describes parts, qualities, characteristics.

3) Language feature

The language features of descriptive text focus on specific participants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, and use of simple present tense.[6]

Based on statements above, both of experts had the same opinion about the part of descriptive text, so the researcher took the conclusion that the parts of descriptive text consist of social function, generic

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[5] Tiur Asih and Universitas Negeri Medan, "Improving Students' Achievement on Writing Descriptive Text Through Thik Pair Share" 3, no. July (2013): 30–43, http://digilib.unimed.ac.id/779/1/Improving students achievement on writing descriptive text through think pair share.pdf P.7.

[6] Firda Hasna Hikmawati, "The Implementation of Think-Talk-Write (TTW) Strategy To Improve The Students' Writing Skills In Descriptive Text," 2018 P. 13.

structure and language features. The three parts of descriptive text above were important to learn because it could make students would be easier to understand the text.

b. The Purpose of Writing Descriptive Text

Writing descriptive text had the purpose to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person. Its function was almost same with the concept of descriptive itself.

According to Anderson, the purpose of descriptive text was to tell about the subject by describing its features without including personal opinions.[7] It means that the purpose of descriptive text was to give opinion by the features of something.

According to Plooger , descriptive text was used to add details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses.[8] The senses such as sight, hearing, smell, taste, and touch.

Based on Syllabus K13 at grade X MA, SMA, SMK, The purpose of descriptive text was to make students be able to knowing, identifying, critical and promoting the name, characteristics and action about person,

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[7] Anderson Mark and Anderson Kathy,*Text Types in English,(* Australia: Macmilan Education Australia Pty. Ltd, 1998),P. 30.
[8] Sofiana Zahara, "The Effectivenes of Teaching Descriptive Text," 2014, https://journals.sagepub.com/doi/abs/10.1177/147675030011002 P.13.

destination and famous building in accordance with the content of their use.[9] Its function was almost same with the concept of descriptive itself.

Based on the explanation above, the purpose of writing descriptive text was to tell about the characteristic of something like person, place or thing.

c. The Process of Writing Descriptive Text

In writing there were some important things that the researcher had to notice when the researcher would make writing. Kate Granville in his book stated that the process of writing were :

1. Getting ideas (in no particular order).
2. Choosing (selecting the ideas you think will be most useful).
3. Outlining (putting these ideas into the best order—making a plan).
4. Drafting (doing a first draft from beginning to end, without going back).
5. Revising (cutting, adding or moving parts of this draft where necessary).
6. Editing (proofreading for grammar, spelling and paragraphs).[10]

Beside the process of writing by Kate Granville, Jeremy Harmer also had the statements about the process of descriptive text, they were:

1. Planning
   The writer has to think about three main issues, that are:
   a. The purpose of their writing skill since this will influence
   b. The audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language
   c. The content structure of the piece that is how the best of sequence the fact, ideas, or arguments which they have deiced or included
2. Drafting
   One can refer to the first version of a piece of writing as a draft. A number drafts may be produced on the way to the final version.

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[9] Diknas, *Sillabus Bahasa Inggris Kelas X,* 2019. www.jagoanbahasainggris.com.
[10] Kate Grenville, *Writing from Start to Finish: A Six-Step Guide*, First Edit (Australia: Allen and Unwin, 2001) P.9.

3. Editing

After writers produce a draft, then they usually read what the result of the draft is in order to see where it works and where it does not. Reflecting and revising are often helped by others readers (editor) who moment and make suggestion.

4. Final report

After the writer edits their draft, it may be different from the original plan and the first draft because they make the changes which they consider to be necessary.[11]

Based on the statement of two experts above, the researcher could make the process of writing by her own words, they were:

1. Getting ideas. The writer think of some idea before start to write.

2. Choosing. The writer select the ideas which was most useful.

3. Drafting. One can refer to the first version of a piece of writing as a draft. A number drafts may be produced on the way to the final version.

4. Revising. The writer cutting, adding or moving parts of this draft where necessary.

5. Editing. After writers produce a draft, then they usually read what the result of the draft was in order to see where it worked and where it did not. Reflecting and revising are often helped by others readers (editor) who moment and make suggestion.

d. The Component of Writing Descriptive Text

Patricia Thatcher in his book *Development of Writing,* stated that there were five components of writing, they were as follows:

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[11] Harmer, Jeremy, t*he Practice of English Language Teaching* (Cambridge: Longman. 2004), p.4-5

1) Content, with comments focusing on clarity, development, and relevance to the topic and purpose.
2) Mechanics, which consisted of errors in usage, sentence structure, punctuation and spelling.
3) Organization. The writer has fluent flowing expression to express the ideas, clearly stated or supported well relationship between paragraph, logical and sequencing.
4) Vocabulary. The writer has a lot of words and idioms to convey intended information, attitudes and feeling. Besides, he can use the appropriate word including prefix and suffix and express the ideas, clearly stated or supported well relationship between paragraph, logical and sequencing.
5) Language use. The writer can apply the basic agreement between sentences, tenses, numbers, words order or functions, articles, pronouns and preposition.[12]

Based on the above explanation, it could be concluded that writing ability was an ability to produce written language well which fulfills five components of writing, like content, organization, vocabulary, language use. Those components are can be used by teacher, lecturer, or writer to assess the students' writing. From those five components we can evaluate the students' writing ability.

e. The Material of Teaching Writing Descriptive Text

The material of teaching writing descriptive text in students' handbook consist of two materials. The material 1 consist of example about the destination with two exercises, they were rewriting description by pairwork and writing descriptive text. In material 2 consist of two exercise, work in pairs and collaborative descriptive exercise.

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[12] Patricia Thatcher, *Development of Writing : Key Components of Written Language*, 2012 P.4.

Material 1 :

Instruction : Read the following description about a tourist destination.

Cuban Rondo

Identification : If you go to Batu city in East Java, do not forget to visit Cuban Rondo. Cuban Rondo is a must-see waterfall because of it spectacular scenery. The first amazing natural charm to enjoy is the huge greenish rock. The gigantic rock and its vegetation that surrounds the waterfal soar high into the sky. The top of the rock bends inward so that when we stand close to the waterfal, we will feel as if we were inside of a gigantic cave or a Bowl Giant. The greatness of the nature will make you feel very small and price God The second scenery to enjoy is the charm of the waterfall itself. From the top of the soaring rock, huge amount of water continuously falls down, splash on the large black stones at the bottom of the waterfall, and forms a shallow small lake and stream.

Description : The water in the lake and stream crystal clear and icy cold. The wind that blow the falling water and the splash produce millions of tiny droplets of water. The wind can blow your boat.The droplets covers the small lake and visitors in mist. Yes, you will get wet. But you can go to the mall. When the sunlight shine through the cold tiny droplets, you will see rainbows on the earth, not in the sky, that seems close enough to you the senery is breathtaking. End the trip with something that can warm you up. In the rest area, you can buy roasted sweet corns. If that is not enough, you can also buy drinks hot delicious and meatball soup hot. When you go home, leave nothing in the area but your footsteps and bring home only your memory unforgettabel about the beautiful Cuban Rondo Waterfall.

Task 1. Rewriting description (Pairwork)

Instruction : Make a word web of the text about Cuban Rondo and include the details. Now, based on the word web that you've made, write a description about Cuban Rondo. You may also use your imagination to develop the text. Do this in pairs

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┌─────────────────────────────┐
│                             │
└─────────────────────────────┘
   Cuban     ┌─────────────────────────────┐
   Rondo a   │                             │
  waterfall  └─────────────────────────────┘
           ┌─────────────────────────────┐
           │                             │
           └─────────────────────────────┘
```
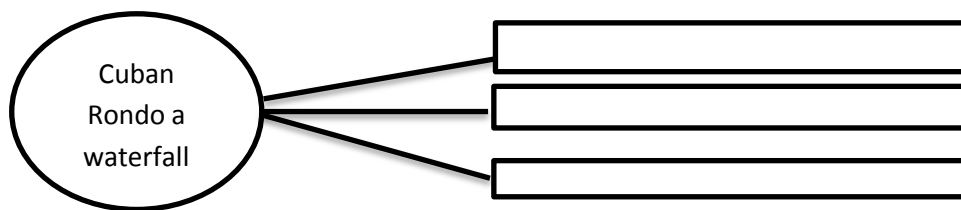
Task 2. Writing a descriptive essay

Instruction : Think of a place you like to visit or a favorite place that you have visited several times. This can be tourism object or your favorite part of your house, or school, a park, or a traditional market in your hometown. Describe what is special about the place. Make a word web to help you get and organize ideas.

Material 2 :

Task 1:

Instruction : Work in pairs. Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension.

Part of Text	Purposes	Details
Introductory paragraph		
Supporting paragraph 1		
Supporting paragraph 2	To describe Maid of the Mist Boat Tour.	
Supporting paragraph 3		
Supporting paragraph 4		
Supporting paragraph 5		
Supporting paragraph 6		
Concluding paragraph		

> Task 2:
> Collaborative Description

Your teacher will assign you to sit in groups of 12-15 students. Sit in circle and do the following steps.

1. Write a sentence about an interesting place. Start with a topic sentence. When your teacher gives a signal to stop, stop writing and give your paper to your friend on your right, and you'll receive your friend's paper. Continue writing a sentence on your friend's paper, one sentence at a time. Continue doing this, until your paper is back to you.

    When writing, pay attention to the following guiding questions:
    1. What is the name of the place and why is it interesting?
    2. What attractions are available in this place? Describe one by one.
    3. What is your overall impression about the place?
2. Read your and your friends' description. What do you think? Is it a funny description? Does your paragraph make sense? If not, then go to the next activity.

Task 3: Now, rewrite your description by adding words, phrases or sentences. Change it into a short descriptive text telling your reader about an interesting place to visit. Make sure that your text makes sense.[13]

2. Think-Talk-Write (TTW) Strategy

a. Defenition of Think-Talk-Write (TTW) Strategy

Think-Talk-write Strategy was introduced by Huinker and Laughlin. According to Huinker and Laughlin in *Ratna Prasasti*, the think-talk-write strategy built in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. [14] The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another to writing.

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[13] Utami Widiati and Juliati, *Bahasa Inggris,* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017),P.88.

[14] Ratna Prasasti Suminar. Giska Putri, "The Effectiveness Of TTW (Think-Talk-Write) Strategy In Teaching Writing Descriptive Text" 2, no. 2 (2015): 299–304 p.2.

According to Yamin and Ansari, in TTW the students are given time to talk with themselves about the topic given by the teacher, then discuss it with his/her partner about how the topic is developed into sentences and paragraph, finally the students write a text after given time to think and to talk.[15] student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing

Jumanta states think-talk-write technique begin with thinking a passage's information, then talking what is in our mind conclusion or opinion about that, and make a summary of the information in the form of writing. Think in this model was about made a list of important information of the passage that has been read by the students.[16] They can make a response of that information can be an answer or solution for that.

Based on explanation above, think talk write strategy is teaching strategy can develop students' 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.

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[15] Kurniawan Apgrianto Rozi Setiawan, Made Sujana, "The Effect Of Think-Talk-Write (TTW) Technique on Students ' Writing Ability" 1, no. 1 (2017): 31–39, http://ejournal.upi.edu/index.php/ELTTech/article/view/9429 p.32.

[16] Quoted In Puji Lestari, "The Use of Think Talk Write Technique to Improve Students' Creative Writing Skills in Narrative Text," *University of Walisongo Semarang*, 2016 p.9.

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.[17]

Beside the procedures by Yamin and Ansari above, Silver and Smith in *Giska and Putris'* journal state that there are seven procedures in Think-Talk-Write (TTW) strategy, they are:

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).

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[17] Rahmah and Nusantara, "International Journal of English and Education, Improving Students' Score in Writing Descriptive Text through Think Talk Write Strategy Leny" P.13.

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.[18]

Based on the above statements, the researcher will use the procedure by Silver and Smith. 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.

c. **The Advantages and Disavantages of Think-Talk-Write (TTW) Strategy**

Think-Talks-Write (TTW) strategy has some advantages or disavantages that can be a consideration for the teacher in using this strategy. According to Zulkarnaeni in *Hikmawati*, there are some advantages and the disavantages of the Think-Talk-Write Strategy. They are:

a) Cooperative Think-Talk-Write Strategy helps to improve student's right brain because they will express their ideas spontaneously through a picture.
b) The learning central is according to the students activities in discussing something so the teacher is not the central point in study process anymore.
c) Student's ideas will more expanded by supporting ideas from his groupmates and it will make a faster writing (conditional).
d) TTW strategy makes the students learn to thinking concepts, share their ideas, and discussing a wording in a writing task.
e) Ideas from the other groups and corrections from the teacher will be an essential thing to make a better writing.[19]

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[18] Putri, "The Effectiveness Of TTW (Think-Talk-Write) Strategy In Teaching Writing Descriptive Text" P.9.

Beside that, Martinis has the different statements about advantages of Think-Talk-Write (TTW) strategy. The advantages of Think-Talk-Write (TTW) strategy by Martini are as follows:

a) To sharpen the entire visual thingking skill.
b) Develop a meaningful solution in order to understand the teaching material.
c) can develop critical and creative thingking skills of students.
d) By interact and discuss with the group will engage students actively in learning.
e) Alllowing the students to think and communicate with friends, teachers, and even with themselves.[20]

Based on the above explanation, the researcher agree to both of experts' opinion about advantages of Think-Talk-Write (TTW) strategy. In conclusion, Think-Talk-Write (TTW) strategy helps to improve student's right brain because they will express their ideas spontaneously through a picture and by interact and discuss with the group will engage students actively in learning.

Think-Talk-Write (TTW) strategy also has disavantages. There are some disavantages by Zulkarnaeni in *Hikmawati*, they are as follow:

a) This strategy is effective in description and narrative only.
b) Sometimes, it needs more time to presenting and correcting.
c) Several students still difficult to express their ideas, it depends on their group dividing not the strategy.
d) The reality is not always same with the expectation.[21]

Beside that, Martinis also has the statements about advantages and disavantages of Think-Talk-Write (TTW) strategy. He said that:

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[19] Hikmawati, "The Implementation of Think-Talk-Write (TTW) Strategy To Improve The Students' Writing Skills In Descriptive Text" p.7.
[20] Martinis, *Taktik Mengembangkan Kemampuan Individual Siswa*, (Jakarta: Gaung Persada Press, 2019, cet 2),P.84.
[21] Hikmawati p.8.

When students work in groups they are easy to lose the ability and confidence, because dominated by affluent students, and teacher should really prepare all media to mature in order to implement Think-Talk-Write.[22]

Based on the above statements, the researcher agree to both of experts' opinion about disavantages of Think-Talk-Write (TTW) strategy. This strategy is effective in description narrative only and needs more time to presenting and correcting. When working in group students will lose the ability and confidences because dominated by affluence students.

d. **Teaching Writing Descriptive Text by Using Think-Talk-Write Strategy**

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

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[22] Martinis P.85

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 Strategy

Teacher's Activities	Procedures of Think-Talk-Write (TTW) strategy	Students' Activities
A. Pre Teaching		
1. Teacher open the class by greeting and prepare students to pray before learn.		1. Students answer the teacher's greeting and pray before learn.
2. Teacher check Students list attendance.		2. State the attendance by saying "present".
3. Teacher asks students about the relating material.		3. Students listen and answer teacher's question about the relating material.
4.Teacher explains the goals of learning material will be achieved.		4. Students listen and understand the goals that will be achieved by the students.
B. While Teaching		
5. Teacher asks students to say the number in order. start from number one until seven.	1. The teachers decided classroom into several groups. In group consist of 5-6 students.	5. Each students say the number start from number one until seven.
6. Teacher asks students to sit based on their getting number.		6. Students sit based on their number.
7. Teacher explains the students about descriptive text (generic structure and language features).	2. Teachers explain about descriptive paragraph (generic structure and languages Features).	7. Student listen and understand teacher's explanation about descriptive paragraph.
8. Teacher gives the students a picture of Bosur Beach.	3. The teacher divides the picture relating to students' daily environment.	8. Students look and analyse the picture.
9. Teacher asks students to describe the picture in their imagination and make note.	4. Students describe the picture in their imagination and make notes Individually small (think).	9. Students describe the picture in their imagination and make note.
10. 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).	10. Students discuss with their friend in group to discuss the contents of the note they made.
11. 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).	11. Students make conclusion of their ideas into a paragraph description.
12. Teacher aks students to determine where the generic structure of the paragraph.		12. Students determine where the generic structure of the paragraph.
13. Teacher ask students to write down the paragraph descriptive that they make in a paper.	7. The final activity the Students write down the paragraph descriptive that they make in a paper and from each group presentation their answer.	13. Students write down the paragraph descriptive in a paper.
14. Teacher asks each group to present their answer in front of the class.		14. Students do the presentation in front of the class.
C. Post Teaching		
15. Teacher concludes the material today		15. Students listen and give respon.
16. Teacher asks students to convey their feeling while learning process.		16.Students express their feeling about the learning process.
17. Teacher close the learning.		17. Students give greeting to teacher.

Based on the table 1, the steps in teaching writing descriptive text by using Think-Talk-Write strategy are simple and easy to do by the teacher and students. So, the teacher will not difficult to control the class because the students will be easy to cauth the teacher's instruction in doing Think-Talk-Write (TTW) strategy.

e. Conventional Strategy

Conventional strategy is a traditional way that is used by the teacher in teaching students while learning process. In conventional strategy the students receive the information passively and reiterate the information memorized in the exams.

According to *Yap Wei Li* in International journal, Conventional strategy is a traditional teaching that refers to a teaching method involving instructors and the students interacting in a face-to-face manner in the classroom.[23] These instructors initiate discussions in the classroom, and focus exclusively on knowing content in textbooks and notes.

Conventional strategy is traditional way of teaching where in most of the time lecture method is used. This method of teaching is textbook centered, teacher dominant and exam-oriented. This method also limiting the room for more creative thingking and also seldom

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[23] Yap Wei Li, "Transforming Conventional Teaching Classroom to Learner-Centred Teaching Classroom Using Multimedia-Mediated Learning Module", Internasional Journal, Vol.6, No.2, 2016. P. 105.

considering individuals differences.[24] It is necessary to realize these limitations in conventional teaching and take a step to move forward.

Based on the explanation above, the researcher conclude that conventional strategy is the traditional way that is used by the teacher in teaching learning. The method of teaching is text book centered, teacher dominant and exam-oriented.

According to Syaipul Bahri, There are some kinds of conventional strategy, they are; lecturer method, project method, lecturer discussion, problem solving method, homework, recitation method, demonstration and experiment method.[25] Based on observation, the researcher conclude that the English teacher at grade X of MAN Sibolga teaches writing descriptive text by lecturer method. There are some procedures of lecturer method, they are:

a) Preparation, create learning conditions to students.
b) Implementation, teacher convoys material the give opportunity to students for connecting and comparing material of lecturer that accepted through catechizing.
c) Evaluation, give test to students for looking students' comprehension about the material have been learned.[26]

Based on the explanation above, the lecture method devide into three steps, they are; preparation, implementation and evaluation. The procedure above are usually doing by the teacher at grade X of MAN Sibolga in teaching writing descriptive text.

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[24] Noel, "The future of Lecture Method as a Teaching Strategy in Community Nursing Education", 2015, P.4.

[25] Syaiful Bahri, *Strategy Belajar Mengajar*, (Jakarta: PT Asdimahasatya,,2006),P.83.

[26] Syaiful Bahri, *Guru dan Anak Didik (Dalam Interaksi Edukatif)*, (Jakarta: PT Rineka Cipta, 2000),P.99.

B. Review of Related Finding

Research is the study about certain object to field out facts about it. There have been many researcher done regard to thus research problem writing skill improvement. They are shown the present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings.

Firstly, the thesis of Firda Hasna Hikmawati, she stated was Think-Talk-Write (TTW) strategy gave influences in improving students' writing skill in descriptive text. The result showed that the T-test was 10,26while T-table (α=0,05) from the quantity (n) 21 is 2,085. It means that T-test > T-table = 10,26> 2,085.[27] From the explanation above we can conclude that there is significance improvement using Think Talk Write strategy in cycle II because the value of T-test is bigger than T-table.

The second is the journal of Rozi Setiawan, he concluded that Think-Talk-Write (TTW) technique gave significant effect on students' writing descriptive ability. It was seen from the post-test result of the experimental group which was higher than that of the pre-test.[28] In conclusion, the researcher stated that TTW technique gives significant effect on students' writing descriptive ability.

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[27] Hikmawati.
[28] Rozi Setiawan, Made Sujana, "The Effect Of Think-Talk-Write (TTW) Technique on Students ' Writing Ability."

The third is research of Nova Maulida, she found that Think-Talk-Write (TTW) strategy was effective to be used as an alternative strategy in order to teach writing. The use of TTW strategy could minimize the students' difficulties in writing, especially in creating descriptive text and could help the teacher in teaching writing. The research result showed that more than 75% students passed the writing test with Very Good mark in average.[29]

The fourth is the research of Leny Saili Rahma, she stated that Think-Talk-Write strategy is effective to improve the students' score in writing descriptive text. From the questionnaire result, showed that the students' responses towards the use of think talk write strategy in writing descriptive text were positive response.[30]

The last is a script the research of Nuraini Rudi Solechah, the result of computation showed that t_o (*to observation*) was 4.286 while the tt (*t table*) for the degree of freedom 66 and the level of significance α=0.05 was 1.997 so, t_o was higher than tt. It means that H$_o$ was rejected. Then it could be concluded that there was a significant difference in writing skill between students taught using think talk write technique and those taught guided writing technique.[31] it could be concluded that according to this study the use of TTW (Think Talk Write) in improving students' achievement in writing skill was effective.

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[29] Nova Maulidah, "Think-Talk-Write (Ttw) Strategy for Teaching Descriptive Writing (Strategi Think-Talk-Write Untuk Mengajar Menulis Deskripsi)," Pendidikan Bahasa Inggris STKIP PGRI Sidoarjo 1, no. 1 (2013): 48–58.

[30] Rahmah and Nusantara, "International Journal of English and Education, Improving Students' Score in Writing Descriptive Text through Think Talk Write Strategy Leny."

[31] Nurani Ridi, "The Effectiveness of Using Think-Talk-Write (TTW) In Teaching Writing Skill to the Seventh Grade Student Of MTSN 2 Surakarta," 2017.

C. Conceptual Framework

Conceptual framework is necessary used to show a certain assumption about research topic in order to arrange or organize the research problems, resolution and its evidence criteria. Writing problems that have been focus on this research come from instrinsic and extrinsic factors which have influence on students' writing. Instrinsic factors belong students' desire to write, while extrinsic factors is classroom designed un-intensive course of writing in English language learning. Actually writing problem in classroom could be handling by focusing on students writing ability in descriptive text is low.

Because of that, the researcher wants to solve the problem of the students in writing descriptive text by using the strategy. The strategy will be used in this research is Think-Talk-Write (TTW) strategy. The researcher will accomplish Think-Talk-Write (TTW) strategy to writing descriptive text during English learning to improve students writing descriptive text.

After that, the researcher will do reflection to analyse what have been happened in the classroom, whether the strategy can improves students' writing descriptive text or not. If there is students' writing descriptive text staying in low, researcher conducts again the second cycle by analyse the reflections' result from the first cycle until students' get improving in writing descriptive text.

Researcher wants to accomplish Think-Talk-Write Strategy to writing descriptive text during English learning to improve students' wiring ability. After concluding, writer would do reflection to analyse what will have been

happened in the classroom whether text improves or does not. If there will be a students' writing ability staying in low, researcher conducts again the second and the next text by considering the influential factors to be eliminated so that writing ability will be achieve comprehensively. The researcher describes the conceptual framework as the follows :

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                        ┌──────────────┐
                        │   Cycle 1    │
                        └──────────────┘

┌──────────────┐                    ┌──────────────────────┐
│   Problem    │ ─────────────────> │  Students' writing   │
└──────────────┘                    │ descriptive text is low │
                                    └──────────────────────┘

┌──────────────┐                    ┌──────────────────────┐
│ Problem Solving │ ──────────────> │ Think-Talk-Write (TTW) │
└──────────────┘                    │      strategy        │
                                    └──────────────────────┘
                                              │
                                              ▼
┌──────────────────────┐            ┌──────────────────────┐
│ Cause and Effect Analysis │ <───── │  Learning Writing    │
└──────────────────────┘            │ Descriptive Text by Think- │
          │                         │ Talk-Write (TTW) strategy. │
          ▼                         └──────────────────────┘
    ┌──────────────┐
    │   Cycle 2    │
    └──────────────┘
          │
  ┌───────┴────────┐
  ▼                ▼
┌──────────────┐  ┌──────────────────────┐
│ Expected Result │ │ Improvement Students' │
└──────────────┘  │ Writing Descriptive Text │
                  └──────────────────────┘
```
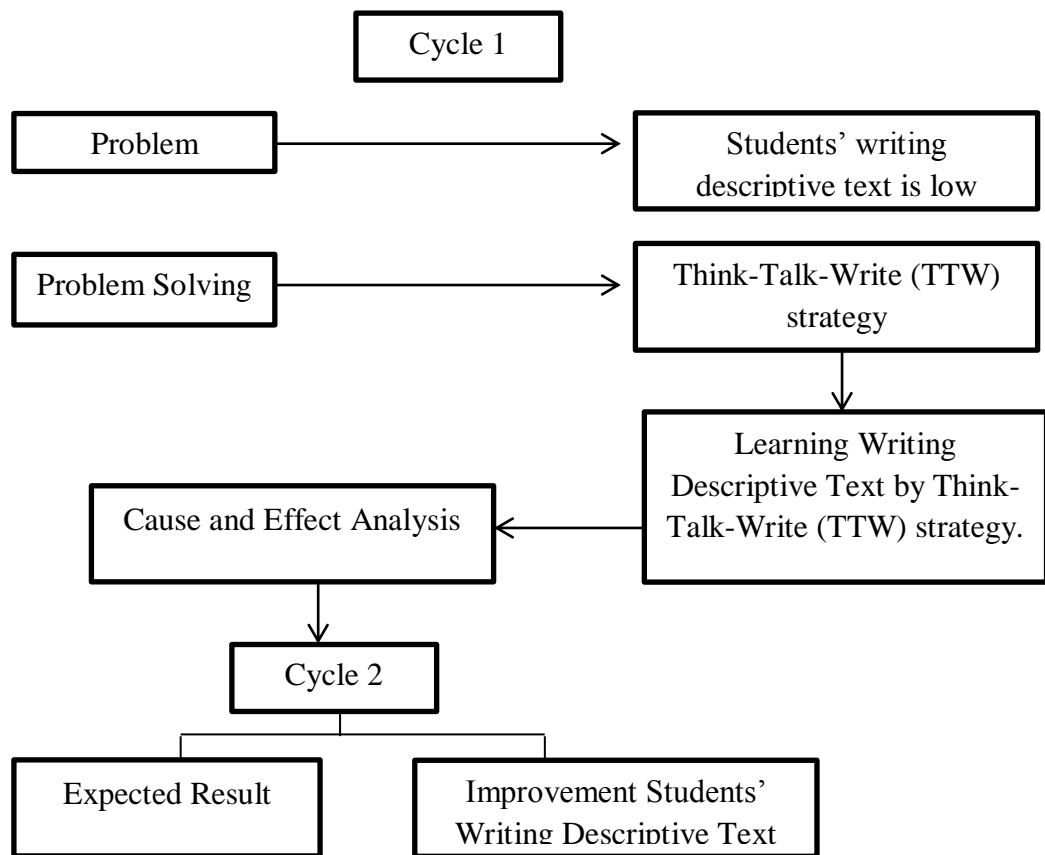
Figure 1. Conceptual Framework of Classroom Action Research

D. Hypothesis

The hypothesis is needed to show the writer's thought and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: "Using Think-Talk-Write (TTW) Strategy can improve students' writing descriptive text at grade X IPS 1 of MAN Sibolga".

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

This research had be done at MAN Sibolga. This school was located at Sudirman street, No. 114, Aek Parambunan. It is about 8 km from the central town of Sibolga to the southern area. The researcher choosed this school because one of quality school in Sibolga.

The time of this research was started from 20th December 2018 until 20th October 2019.

B. Research Design

This research is designed by classroom action research (CAR). This research is conducted to improve the teacher's practice in the classroom for writing descriptive text, teaching applies Think-Talk-Write Strategy to descriptive text or changing student's prior writing ability at low competence to the better competence by its criteria.

Action research is carried out by people directly concerned with the social situation that is being researched. In the case of the social situation of a classroom, this means in the first place teachers who take professional responsibility for what goes on there.[1] While action research will usually be initiated by teachers, sustainable improvements in classroom situations will rarely be possible if other concerned persons are not won over to its purposes.

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[1]Herbert Altrichter, Peter Posch, and Bridget Somekh, *Introduction to The Methods of Action Research*, (New york: Routledge, 2005), p.13
http://www.cad.unam.mx/programas/actuales/maestrias/maestria_form_cn_ec_SEIEM_2011/00/0 2_material/02_toluca/mod1/archivos/20_Teachers_investigate_.

Based on gay and Eurasian classroom action research is a type a practitioner research that is used to improve practitioner's practice, and action is implies doing or changing something.[2] It means that, classroom action research is conducted which use to improve the teachers' practice in the classroom for teaching through fishbone strategy

Classroom action research concerned to four steps; planning, observation, action, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done

In this research the researcher applied two cycles. Each cycle consist of two meetings, where each meeting consists of 2 x 45 minute. So, there are four meetings during research process. The required data will be collected by testing, observing, and interview. The main data will be observed by field notes as the quantitative data.

This action research is following the model of Kemmis and Mc Taggart. Cyclical action research model based on the Kemmis and Mc Taggart concerns to four steps namely are planning, acting, observing, and reflecting. The model is described in the following figure:

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[2] L.R. Gay Eurasian, Educational Research (New Jersey: Prentice Hall Inc., 2011), p.29.
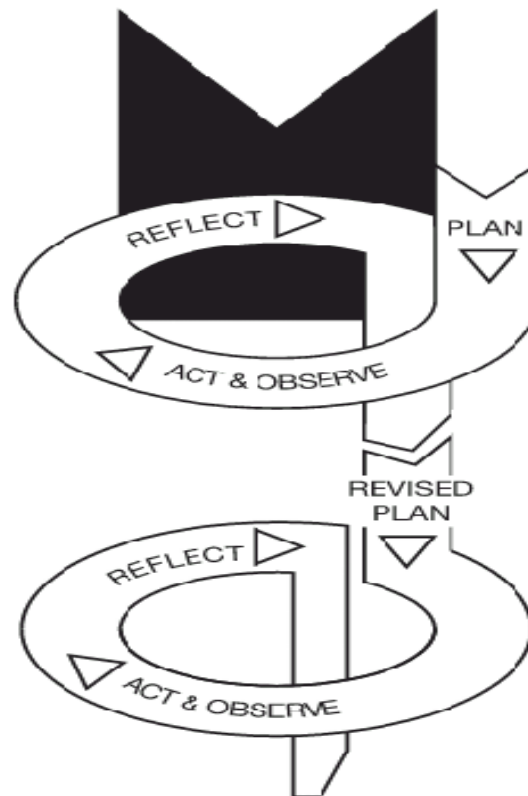
Source : Valsha Koshi, Action Research for Improving Practice

**Figure 2. Illustrates the Spiral Model of Action Research Proposed by
Kemmis and McTaggart**

According to the above figure, it shows the illustrates the spiral model of
action research proposed by kemmis and Mc Taggart. It Explains how to do the
action in each cycle. In cycle 1 the researcher will do the planning before
teaching in the classroom, after that the researcher do the action by giving
Source : Valsha Koshi, Action Research for Improving Practicematerial and
apply the Think-Talk-Write (TTW) strategy and observe the condition that
happen in the classroom. The last activitiy is the researcher will do the
reflection.

In cycle 2, the researcher revises the planning from the cycle 1, and do
the action based on reflection in cycle 1. After that the researcher doing the

observation during the learning process, the last the researcher expect students' improvement.

C. Participants

The participants of this research is grade X Ips 1 of MANSibolga in academic year 2019. The researcher choose this class because they are stiil low in writing descriptive text. The total of the students in X Ips 1 are 34 students. Moreover, there is collaboration with an English teacher at grade X Ips 1 of MAN Sibolga, her name was Sri Rafiah.

D. Instrumentations of Data Collection

For Gathering information about the topic of the research problems, the researcher will be use the instruments, they are:

1. Test

The test is used by the researcher to find out any problem weakness regarding the students' writing ability. Researcher takes the writing evaluation criteria rupric as reference in the process of learning to get students' score. The test in this research is writing descriptive text by using Think-Talk-Write strategy.

Brown in his book language assessment state that test is a method of measure person ability or knowledge or performance in a given domain.[3] In short, a test as instrument of evaluation as a systematic procedure of description, collection and interpretation in order to measures the test taker's

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[3] H. Douglas Brown, *Language Assessment* (San Francisco: Longman, 2004), p.53.

achievement ability, knowledge, and performance what they have been learned in learning process and to get a value judgment.

The purpose of a test is able to give the valid information on the students' abilities and knowledge. The successfulness of teaching and learning can be seen in the test's result.[4] The Researcher use writing essay test in doing the test. Indicators of writing descriptive text is presented in the following table:

Table 2.Indicators of Writing Descriptive Text

Indicators	Sub Indicators	Score	Criteria
Generic Structure	Identification	12-15	Very good
		8-11	Good
		4-7	Low
		1-3	Very low
	Description	12-15	Very good
		8-11	Good
		4-7	Low
		1-3	Very low
Language Features	Use simple present tense	12-15	Very good
		8-11	Good
		4-7	Low
		1-3	Very low
	Specific participant	11-14	Very good
		7-10	Good
		4-6	Low
		2-3	Very low
	Using attributive and identifying process	11-14	Very good
		7-10	Good
		4-6	Low
		2-3	Very low
	Using frequent of epithets	10-13	Very good
		7-9	Good
		4-6	Low
		1-3	Very low
	Using classifier in nominal group	10-13	Very good
		7-9	Good
		4-6	Low
		1-3	Very low

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[4] H. Douglas Brown, Language Assesment, P. 60.

Indicators of writing score above will be used by the researcher to score the students' writing and to get the students' result in writing descriptive text.

2. Observation

The researcher observes all the conditions that happen during the teaching and learning process, the researcher will observes the students' activities during the learning teaching process in writing descriptive text by using Think-Talk-Write Strategy. In this observation researcher doing collaboration with an English teacher at grade X Ips 1 MAN Sibolga. The teacher will observes researcher's activities when teaching writing descriptive text in the classroom.

Some Students' activities in teaching learning process which observe are as follow :

a. Students who always walks in the class

b. Students sleep when teaching learning process

c. Student active ask the question

d. Students can identify the generic structure of descriptive text

e. Students do all the task

f. full attention when learning writing

g. Students collect the task appropriate the time

h. Students who have not full attention when learning writing

i. Student's permission

j. Condition of the class

In addition, teacher activities (researcher) will be observed by collabolator in teaching learning process, as follow :

a. Teacher's physic appearance and written

b. Teacher's sound and classroom management

c. Teacher's opening

d. Teacher's implementing learning material

e. Teacher evaluation

f. Teacher reinforcement and interactin with students

h. Teacher closing

2. Interview Guidance

Interviewing students is also use as a source of the research data. Several students are interviewed. The interview will run out before and after each cycle in order to know what the students feel about the teaching and learning process, as well as their improvement on writing.

E. Research Procedures

This action research will be done for two cycles. Each cycle consist of two meetings. Each meeting consist 90 minutes. So there are four meetings during research process. The cycle consist of four steps. They are planning, acting, observing and reflecting.

1) First Cycle

This cycle, the researcher conducted for two meetings. Every meeting will do consist of 90 minutes.

a) First Meeting

  (1) Planning

     (a) Arranging the lesson plan.

     (b) Making learning planning approach that use Think-Talk Write(TTW) Strategy.

     (c) Discussing how Think-Talk-Wtite (TTW) Strategy had done in teaching learning

     (d) Preparing all material that needed in teaching learning process.

  (2) Action

     (a) Explain the aim of the research to the students.

     (b) Explain Think-Talk-Write Strategy to the students.

     (c) Deviding the students in groups.

     (d) Giving learning material to the students, everything about descriptive text.

     (e) Using Think-Talk-Write(TTW) Strategy to the students in teaching learning process.

     (f) Giving limited discussion time for students to write a paragraph.

     (g) Monitoring every step that has been planning.

     (h) Collecting the students' writing task result.

  (3) Observation

     (a) Observing the execution of Think-Talk-Writing(TTW) Strategy.

     (b) Observing students' writing skill

(c) Observe the problems in the process of learning and giving solutions.

(4) Reflection

(a) Analyzing the finding during the observation has done

(b) Analyze the weakness and teacher's progress that using Think-Talk-Write(TTW) Strategy

(c) Reflecting on Think-Talk-Write (TTW) Strategy

(d) Reflecting on the teacher and students learning activity.

(e) Evaluating the data that get from the class and make any activities for the next meeting.

b) Second meeting

(1) Planning

(a) Analyse the reflection result from first meeting and expand to be done in the next meeting

(b) Prepare all material that needed. Make more lesson plan.

(c) Design the teaching writing descriptive text through Think-Talk-Write Strategy.

(2) Action

(a) Giving explanation about descriptive text with the topic about description the place, Best Destination Ever.

(b) Organizing the group of students, each group consist 4 students minimally.

(c) Dividing the topic

(d) Giving the information about the topic before the students write. So they can discuss with their friends.

(e) Giving limited discussion time for students to write the pharagraph.

(f) Monitoring the classroom

(g) Monitoring time allocation with the all activity is done.

(h) Colllecting the students' writing result.

(3) Observation

(a) Monitoring teaching learning by using Think-Talk-Write (TTW) Strategy.

(b) Monitoring the students' activity when writing descriptive text.

(c) Discussing the problem in process learning and giving solution.

(4) Reflecting

(a) Reflecting of Think-Talk-Strategy that using in learning process.

(b) Reflecting of teaching activity and students' learing result that using Think-Talk-Write(TTW) Strategy.

(C) Evaluating the data that got from the class and make any decisions for the next cycle.

2. Second Cycle

The second cycle conducted in two meetings too. Every meeting will be done for 90 minutes.

a) Third Meeting

(1) Planning

(a) Make lesson plan.

(b) Preparing another media that will be use in teaching learning process is about favourite place.

(c) Design a procedure teaching writing text through Think-Talk-Write(TTW) Strategy.

(2) Action

(a) Preparing class and greet when open the matter.

(b) Organizing the group of students in groups, each group consist of 4-6 students.

(c) Order the students to create descriptive text with a topic base on the key word that researcher given. Then discuss it.

(d) Giving limited discussions time for students to write the pharagraph.

(e) Monitoring the writing activity.

(f) Monitoring time allocation with the all activity is done.

(g) Collecting the students' writing result.

(3) Observation.

(a) Monitoring the teaching learning by using Think-Talk-Write(TTW) Strategy.

(b) Discussing the problem in learning process and giving solution.

(4) Reflection

(a) Analyzing the finding during the observation is done.

(b) Analyzing the weakness and teacher progress that using Think-Talk-Write Strategy in teaching learning writing activity.

(c) Reflecting of teaching activity and student learning result that using Think-Talk-Write (TTW) Strategy.

(d) Evaluating or interpreting the data that getting from the class and make any decision for the next meeting.

b) Foutrh Meeting

(1) Planning

(a) Make analysis more the result of previous meeting

(b) Make lesson plans again. Then preparing all material that needed in teaching learning. (Media, value criteria)

(c) Encoding the problema and progress on the learning process

(d) Designing the third preparing base on the first meeting action.

(2) Action

(a) Preparing class for learning

(b) Give the topic about writing descriptive text and explain

(c) Giving the information about the topic before students write. So they can write correctly.

(d) Giving the limited discussions time is 45 minutes for students write the paragraph.

(e) Monitoring the Think-Talk-Write (TTW) Strategy

(f) Collecting the students writing task.

(3) Observation

(a) Monitoring the teaching learning by using Think-Talk-Strategy.

(b) Recording the different is being happen.

(4) Reflection

(a) Analyzing the weakness and teacher progress that using Think Talk-Write (TTW) Strategy.

(b) Reflecting of teaching activity and students learning result that using Think-Talk-Write (TTW) Strategy.

(c) Evaluating or interpreting the data that getting from the students.

F. Technique of Data Analysis

In analysing the data, the researcher uses quantitative data and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text and image data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making and interpretation of the larger meaning of the data. The qualitative data is analyzed from observation sheets from cycle 1 to cycle 2.

While, quantitative data is used to analyse the score of students.The quantitative data is collected and analyzed by computing the score of writing descriptive test. To know means of students' score for each cycle, the researcher applied the following formula:

$$X = \frac{\sum x}{N} \times 100\%$$

Explanation :

X   = the mean of the students

∑x = the total score

N   = the number of the students

The percentages of students writing descriptive text through Think-Talk-Write (TTW) strategy is concluded by applying the following formula :

P=$\frac{R}{T}$x100 %

Explanation :

P   = the percentage of the students

R   = the number of the students

T   = the total number of students

In other hand, accounted the percentage of students' complete study used the formula as follow.[5]

P=$\frac{\sum the\ students'\ complete\ study}{\sum student}$ X 100 %

The score of students writing test consisted of two categories, there are pass or not pass. The score of students are passing if it is > 75. The score of students are not passing if it is < 75. The researcher will show on the following table :

Table 3. Category Standard Score Students

Categories	Standard Score	Frequency	Percentage
Pass	≥ 75		
Not pass	≤ 75		

Source: Anas Sudijono, Pengantar statistik Pendidikan.

After calculating and scoring students' performance, their score were consulted the classification quality on the table below:

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[5]ZainalAqib, dkk.*PenelitianTindakanKelasuntuk Guru SMP, SMA, SMK* (Bandung : CV Y ramaWidya, 2008),p.205.

Table 4. Classification Quality of Students' Score

No	Percentage/score	Criteria
1.	81 – 100%	Very Good
2.	61 – 81%	Good
3.	41 – 61%	Enough
4.	21 – 40%	Low
5.	0 – 20%	Very Low

Source: Riduwan, Belajar mudah penelitian untuk guru karyawan.

Finally researcher would summarize qualitative data by six steps as suggested by Creswell as in the following:

Step1: Organize and prepare the data for analysis

Step2: Read through all the data

Step3: Begin detail analysis with coding process it is organizing materials into chuck before bringing meaning those chucks

Step4: Use the coding process to generate description of the setting or people as well as categories or analysis

Step5: Advance how to description and themes will be presented in the qualitative and quantitative.

Step 6: Make interpretation of meaning the data.[6]

These step actually supported by kraucauerin Dentin who stated that main task of researcher was discover hidden meaning beyond text as a unity totally.

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[6] Norman K. Denzin, Yvona Lincoln, *A Handbook of Qualitative research Translate by Darsiyanto and Friends* (Yogyakarta: PustakaPelajar, 2009), p.499.

CHAPTER IV

RESULT OF RESEARCH

This chapter presented the research result. In this case, it discussed the way to improve students' writing descriptive text by using Think-Talk-Write (TTW) strategy at grade X Ips 1 of MAN Sibolga in academic year 2019/2020.

A. The Data Description

The data description in this research described all of thing that have been found while teaching learning process when the researcher did the research. The data could be divided based on the primary data and when researcher did the research, such as setting, process of learning, and system. First, setting it means about condition of classroom and teacher learning process in the classroom. The condition of the classroom full of the window, it made the voice of teacher when explained the material did not reflected back by the wall. So it makes the students did not catch on the voice of the teacher.

The second was the learning process, it is about the situation in the classroom while teaching learning process. The students did not understand and always noisy while teaching learning process. The students did not know which what part material they asked when teaching learning process. So sometimes it made students felt lazy while teaching learning process.

Third the system it means the time or schedule to teach in the classroom about learning process. Each meeting was conducted on Wednesday and Thursday at 11.20 AM until 12.45 PM as 2 x 45 minutes one meeting. It means the time allocation was 90 minutes. The data could be found from learning

process in every cycle. It would be provided from the test, observation sheet, and interview guidance.

The researcher divided the result of the research to describe the answer and question on formulation of problem in chapter 1.The result of the research would be divided in two parts based on the questions on formulation of the problem, they were:

1. Cycle 1

The cycle 1 was conducted in two meetings. They were the first meeting and the second meeting. Each meeting conducted of 2 x 45 minutes in one meeting. It means that the time allocation was 90 minutes. It carried out on 16th October 2019 and 17th October 2019. There were some differences in each cycle. Therefore researcher made activities for first cycle as follow:

a. Classroom Learning Process in the First Meeting

First meeting was done on 16th October 2019. In classroom learning process described about Teaching activities and students' learning process. Teaching activities had some stages from opening learning until closing the class. Every activities in each meeting of teaching learning runs chronologically. Researcher would describe learning process and teacher's activities in cycle 1. There were criteria of teaching learning process in every cycle. They were physic appearance and written, sound and classroom management, opening, implementing

of learning material, evaluation, reinforcement and interaction with students, and closing.

Teacher's Physic Appearance and Written, the teacher wore red dress, red veil, white socks, black shoes high heels. Teacher appearancewere appropriate and suitable of students' dress character in the state Institute for Islamic Studies Padangsidimpuan. The teacher stood in front of the class and gave smiling to students. She was energetic when explained the material, and her writing was readable.

Sound and Classroom management, the teacher's voice was loud when explained the material so the students could hear clearly. When the teacher gave the explanation to students, she talked fluently. The last, teacher asked students to be more consistent to sit in their seating while teaching learning process.

Opening, the teacher say greeting to students and students respond. The researcher explained the goal or purpose of learning outcome. After that researcher asked students to think together about descriptive text. When students mentioned their answer, researcher wrote down a simple explanation about descriptive text in the whiteboard.

Implementing of learning material. In this action, the researcher asked students to open their English book about descriptive text. Before researcher was going to explain about descriptive text, she asked the students' acknowledgment first. After students gave the respond, the researcher explained the descriptive text completely. She explained about

the generic structure such as identification and description, and she also explained about the language feature of descriptive text well, such as simple present tense, attributive and identifying process, frequent of epithets, and classifier in nominal group.

After the researcher explained about descriptive text, she asked students worked in group. Firstly, the researcher divided the class into several group that consisted of 5-6 students each group and asked them to seat based on their group. Secondly, the researcher asked students to read the text of description about tourist destination in their English book. The title of text was Cuban Rondo.

After students read the text, the researcher would apply her strategy in learning. Firstly, the researcher asked students to save the ideas or opinion about the text in their thinking. In this action, the students would describe the text in their thinking about the text. Secondly, the researcher asked students to do the discussion to convey or deliver their ideas about the text. In this step, each students would tell their ideas or opinion about the text in their own word to the group. The third, the researcher asked students to write their result discussion about the text in a piece of paper. In this action, the researcher asked students to write their result discussion by identifying the identification and description.

After the researcher applied the Think-Talk-Write (TTW) strategy, she asked students to back to their first seating position. The researcher asked students to do the task 2 in their English book. The task was

writing a descriptive essay about the place you like to visit or favourite place that you have visited several times. It goal was to know the students' understanding after applied the strategy.

Reinforcement and interaction with the students. In this action the teacher gave the reward to students' performance when they presented their task, the example: you are good, good job guys. It made students be more spirit to give the participation when the teacher asked them to do something. When there was a student asked about the material the teacher answered it directly.

Closing. In this action the teacher concluded the material about descriptive text, the teacher also gave students the chance to ask about the difficulties in understanding the material. When there was the student asked about her difficulties from the material, the researcher answered it directly. The researcher also gave the students motivation in learning, and asked them to study at home consistently.

Based on the observation of the learning process in cycle 1, in spite of the class did the activities like in the lesson plan, but in the class still had some problems. The first, the students were still low in descriptive text, most of them did not know how to identify the identification and description. It could be provided from the observation note sheet in appendix 5, from 34 students just 3 students could identify the identification and description. It means that still many students did not understand about descriptive text. The second, when the teacher applied

the strategy, many students did not do the steps of strategy. The condition of the class was not conducive because there were some students did not full attention when teacher gave explanation, there were 5 students walked during the learning process, there were 6 students who slept in the class, and there were 6 students who permitted when teaching learning process.

In this cycle, the students did not care to teacher instruction, when the teacher asked them to collect the task, many students did not care and just 5 students who collected the task on time. Based on the above problems, the researcher gave students the motivation and explanation so that they could interest and ready to study English, especially in writing descriptive text.

b.Classroom Learning Process in the Second Meeting

After the researcher gave the material in the first meeting, the researcher came to the class to continue the second meeting of learning process in the first cycle. It means that the researcher wanted to know the students' achievement in writing descriptive text.

The second meeting was done Thursday, 17 October 2019. In this meeting the researcher continued the first meeting. The procedure of the second meeting was the same as the first meeting. But, in the second meeting the researcher just reviewed the previous material to engage students' knowledge. Then, the researcher gave a test to students.

Firstly, the researcher gave greetings to open the class and remembering the students about the material that relating to the last meeting. The researcher presented the material about descriptive text by giving the picture of Mursala Island. The researcher collaborated with the students to describe the picture. After the researcher explained more about descriptive text, the researcher gave chance to students to ask about the material.

Secondly, the researcher gave a test to the students and gave explanation about the test. The researcher explained how to answer the test, and asked the students to write their name and class. The test was writing descriptive text about tourist destination. The researcher asked students to do the test based on their ability and did not allow them to cheat their friend. The students were enthusiastic and serious attention when they answered the test, but there were 3 students become trouble marker, they borrowed the correction pen to other students, so it disturbed other friends, specially the students who gave borrowing.

c. Result of Test in Cycle 1

After the researcher calculated the students' test result in cycle 1, the result showed that writing achievement in descriptive text at the cycle 1 was low. From 34 students in the class just 7 students who got the score passed the KKM (75). The total score of the students in cycle 1 was 1820. The students' score in writing descriptive text were the total score from some indicators of writing descriptive text. They are, identification,

description, simple present tense, specific participant, using attributive and identifying process, using frequent of epithets, and classifier in nominal group. The total score of students (1820) in each indicators were divided to total of students (34), the result was 53.52. So, the mean score of the students in cycle 1 was 53.52. To know the students' indicators mean score in writing descriptive text, the researcher would describe as the following table:

Table 5. Students' Indicators Mean Score in Cycle 1

Indicators	Mean Score	Percentage
Identification	7.29	
Description	7.23	
Simple Present tense	7.97	
Specific Participant	7.44	**20.58%**
Attributive and Identifying Process	8.08	
Using Frequent of Epithets	7.91	
Classifier in Nominal Group	7.35	
Total	**53.52**	

Source : Students' result test

From the above table it could be seen that the total of students'mean score from each indicators was 53.52. To know the classification quality of students' score in writing descriptive text, the researcher should know the percentage of the students' mean score. The way were the total students who passed the KKM (7 students) times 100% and then divided to the total of student (34), the result was 20.58%. So, the percentage of the students' mean score was 20.58%.

Based on the classification quality of students' score, 20.58 % was low criteria. It means that the students' writing descriptive text was still

low. To make be clear the students' writing descriptive text based on the indicators, the researcher would present in the following figure:
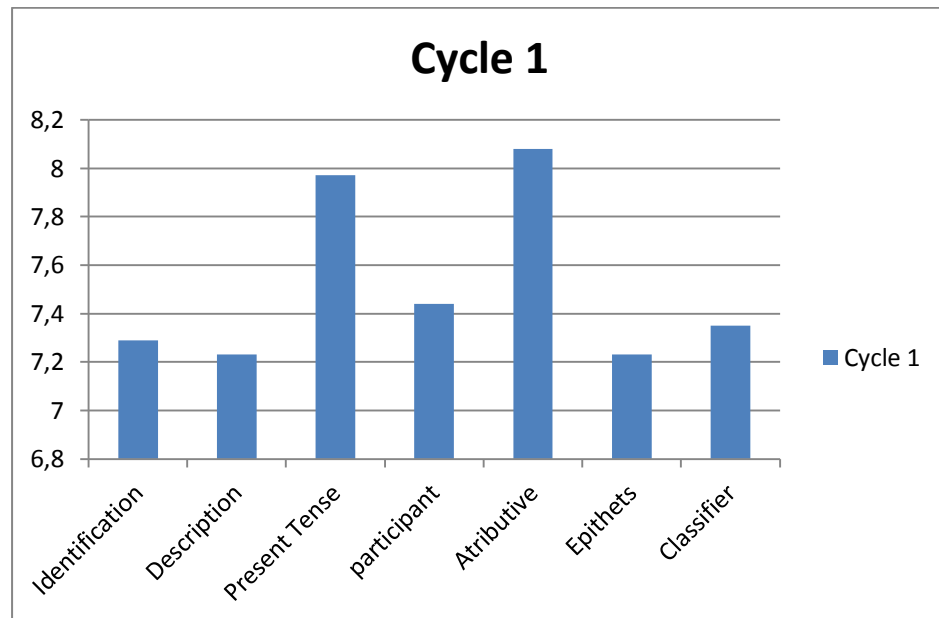
Cycle 1

Figure 3. The Students Writing Mean Score in Cycle1

From those conditions, the researcher realized that the first cycle was less, or the result of first cycle was not success for improve the students writing descriptive text. It could be concluded that the action should be repaired and change to improve students' writing descriptive text again. The researcher should change the trick or the new atmosphere in teaching learning process activity.

To repair it, the researcher did the reflecting relate to action research and effort that had been done in the first cycle. It means that making evaluation about teaching learning process in the first cycle and gave solution for the next cycle. So that, observation that had been done by researcher and collaborator teacher purposed to find out the problem

when the action or teaching learning process had been done. Based on it and the result of cycle 1 should be needed to repair and gave solution to improve students who were less in each indicator of descriptive text. The last the researcher and collaborator teacher concluded that the first cycle should be repaired, especially in lesson plan, and trick or atmosphere the teaching learning process in the next cycle. To make re-planning the first cycle which could be resolved in the next cycle clearly. Below some problems and resolution were:

Table 6. The First Cycle Problems and Resolutions

Problems in Cycle 1	Resolutions
Most of students were still low in writing descriptive text.	Researcher would give more explanation about descriptive text. The researcher would explain completely and briefly.
Most of students did not follow the step in Think-Talk-Write (TTW) strategy.	The researcher would walk around the class and paid attention to each group during applied the Think-Talk-Write (TTW) strategy.
Most of them did not know how to identify the identification and description	The researcher would gave more explanation and inform the students the steps how to identify and describe the object.

Sourse : result observation of researcher and co-teacher.

Based on the above table, there were three problems that the researcher found in the first cycle. They are; most of students were still low in writing descriptive text, the students did not follow the step in Think-Talk-Write (TTW) strategy, and the students did not know how to identify the identification and description. To solve those problems the researcher prepared the resolutions in each problem. The researcher

would do the resolutions to solve the students' problem. The researcher would do the repairing in the next cycle.

2. Cycle 2

The cycle II was conducted in two meetings. Each meeting conducted in 2 x 45 minutes or there was 90 minutes again. In each cycle there some step must doing by the researcher again, there were; planning, action, observation, and reflection. The second cycle conducted on Wednesday 23rd October 2019 and Thursday 24th October 2019. Therefore researcher made activities for second cycle as follow:

a. Classroom Learning Process in the third meeting

The third meeting was done on Wednesday 23rd October 2019. Learning process describe the students series to do something that would be expected in this research. In sum up this section described the learning process and teacher's activity in cycle 2. Same as the first cycle, the criteria for it were physic appearance and written, sound and classroom management, opening, implementing of learning material, evaluation, reinforcement and interaction with students, and closing.

Physic appearance and written, the teacher wore brown dress, blue with flowers veil, and blue shoes. Teacher appearance was appropriate and suitable of students' dress character in the state Institute for Islamic Studies Padangsidimpuan. Similar to cycle 1, the teacher stood in front of the class and faced to students. She were energetic and enthusiasm during the learning process. The teacher's writing were nice and readable.

Difference from cycle 2, the teacher writing was could be read from the all room side.

Sound and Classroom Management, similar to cycle 1, the voice of teacher was loud when explained the material so students could hear clearly. The teacher talked fluently when explain the material, and arranged the students' formation before study. Difference from cycle 2, when the students made noisy the teacher controlled the class briefly.

Opening, similar to the first cycle, the teacher greeted to students and students respond. The researcher explained the goal or purpose of learning outcome. After that researcher asked students to think together about descriptive text. When students mentioned their answer, researcher wrote down a simple explanation about descriptive text in the whiteboard.

Implementing of learning material. Similar to cycle 1, the researcher asked students to open their English book about descriptive text. The researcher explained again about descriptive text completely. She explained about the generic structure such as identification and description, and she also explained about the language feature of descriptive text well, such as simple present tense, attributive and identifying process, frequent of epithets, and classifier in nominal group.

After the researcher explained about descriptive text, she asked students worked in group. Firstly, the researcher asked students seat based on their group last meeting. Secondly, the researcher asked

students to look their English book about descriptive paragraph, and then researcher asked students to do the task 1. The task were completing the chart and writing about interesting place.

To do the task, the researcher directed students to apply the Think-Talk-Write (TTW) strategy while doing in group. Firstly, the researcher gave each group the picture of interesting place. After that the researcher asked students to save the ideas or opinion about the picture in their thought. In this action, the students would describe the picture of interesting place in their thinking. Secondly, the researcher asked students to do the discussion to convey or deliver their ideas about the picture. In this step, each students would tell their ideas or opinion about the picture in their own word to the group. The third, the researcher asked students to write their result discussion about the picture in a piece of paper. In this action, the researcher asked students to write their result discussion by identifying the identification and description. difference in cycle 2, the researcher walked around the class to look the students' activity while apply the strategy and to controlled the students to do the steps in Think-Talk-Write (TTW) strategy.

Reinforcement and Interaction with students, similar to cycle 1, when the students doing performance in front of the class, teacher gave the reward by saying : good job, fantastic, and you are smart students. When there was a students asked the question about the material, the teacher answer the question briefly.

Closing, similar to cycle 1, the teacher concluded the material and gave students the chance to ask the material or students' difficulties about material. Difference from cycle 2, the teacher gave the motivation to students, and asked them to apply the strategy in learning writing.

Based on the observation of the learning process in cycle 2, the students' activities in learning process was better than the first cycle. Most of students understood about descriptive text, most of the students could identify the identification and description. The condition of the class also was better than last meeting. In cycle 1 there were 5 students who walked in the class, but in cycle 2 dicreased to be 2 students. In cycle 1 there were 6 students who slept in the class, but in cycle 2 were not students slept in the class. The last, in cycle 2 there was onestudents who permitted when teaching learning process. Based on the above result observation, the researcher concluded that the students' activities in teaching learning process was more conducive than the first cycle. It means that the researcher was success in solving students problem.

b. Classroom Learning Process in the Fourth meeting

The fourth meeting was done on Thursday 24th October 2019. In this meeting the researcher continued the third meeting. Firstly, the researcher gave greetings to open the class and remembering the students about the material that relating to the last meeting. The researcher presented the material about descriptive text by giving the picture of Bosur Beach. The researcher explained more the steps to identify and

describe the object clearly. After the researcher explained more about descriptive text, the researcher gave chance to students to ask about the material.

Secondly, the researcher gave a test to the students and gave explanation about the test. The researcher explained how to answer the test, and asked the students to write their name and class. The test was writing descriptive text about interesting place. The researcher asked students to do the test based on their ability and did not allow them to cheat their friend. The students were enthusiastic and serious attention when they answered the test.

c. Result of Test in Cycle 2

The result of test in cycle 2 showed the improvement of students in writing descriptive text. In the result of test in cycle 2, there were 21 students who passed the KKM. Eventhough there were 13 students did not pass the KKM but they got improvement in writing descriptive text. The total score of students in writing descriptive text was 2343. To know the mean score of the students' result test in cycle 2, the researcher divided the total score of students (2343) to the total of students (34 students) in the class, the result was 68.9. So, the mean score of the students in cycle 2 was 68.9. To make be clear about the students' mean score in writing descriptive text in each cycle, the researcher would present in the following table:

Table 7. Students' Indicators Mean Score in Cycle 2

Indicators	Mean Score	Percentage
Identification	9.5	
Description	9.2	
Simple Present tense	10.2	
Specific Participant	9.5	**61.8%**
Attributive and Identifying Process	10.8	
Frequent of Epithets	10.6	
Classifier in Nominal Group	8.7	
Total	**68.9**	

Source :Students' mean score of result test in each indicator

According to the above table, it showed that the improvement happened in cycle 2. The students could improve their score in each indicators of writing descriptive text. The mean score of students writing in descriptive text by using Think-Talk-Write (TTW) strategy in cycle 2 was 68.9 while in the cycle 1 was 53.52. It means that the students' mean score in cycle 2 was higher than the students' score in cycle 1.

To know the classification quality of students' score in writing descriptive text, the researcher should know the percentage of the students' mean score. The way were the total students who passed the KKM (21 students) times 100% and then divided to the total of student (34 students), the result was 61.8 %. So, the percentage of the students' mean score in cycle 2 was 61.8%. Based on the classification quality of students' score, 61.8 % was good criteria. It means that the students' writing descriptive text was good in cycle 2.
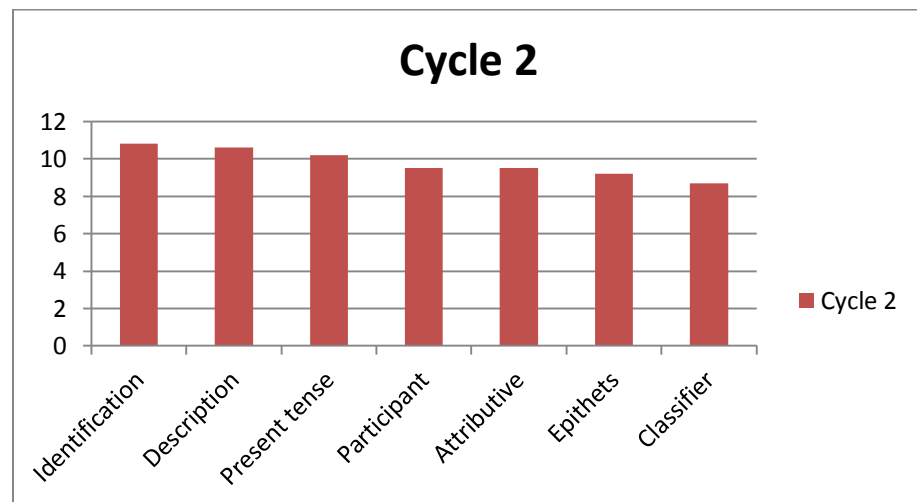
Figure 4.The Students' Writing Mean Score in Cycle 2

Based on the above figure, it could be seen the improvement of students' mean score from cycle 1 to cycle 2. The students' mean score in cycle 1 was 53.52 (20.58%) while in cycle 2 was 61.8%. Therefore the researcher concluded that the indicators of test, observation note sheet, and teacher's observation had been achieved in this research. Therefore, the researcher could be ended in this cycle.

d. Comparison the Mean Score in cycle 1 and Cycle 2

The comparison score of students in cycle 1 and cycle 2 based on test showed that from 7 students who passed the KKM in cycle 1 to be 21 students. It could be concluded that the students writing descriptive text by using Think-Talk-Write (TTW) strategy was improved from the previous cycle. It could be provided from The total score in cycle 1 was 1820 while in the cycle 2 was 2343. Beside that the mean score of the students score in cycle 1 was 53.52 (20.58%) while in cycle 2 increased to be 68.9 (61.8%). To see the improvement of the result of students

writing score from cycle 1 until cycle 2, researcher describe as following

table:

Table 8. Students Mean Score Writing Descriptive text in Cycle 1 and Cycle 2

Indicators of Writing Descriptive Text	Mean Score Cycle 1	Percentage	Mean Score Cycle 2	Percentage
Identification	7.29		9.5	
Description	7.23		9.2	
Simple Present Tense	7.97		10.2	
Specific Participant	7.44	20.58 %	9.5	61.8 %
Attributive and Identifying Process	8.08		10.8	
Using Frequents of Epithets	7.91		10.6	
Using Classifier in Nominal Group	7.35		8.7	
Total	53.52		68.9	

Source : Students' mean score of result test in cycle 1 and cycle 2. result observation.

Based on the above table, it can be concluded that the students

means score in each indicators by using Think-Talk-Write (TTW)

strategy at grade X Ips 1 was increased in cycle 1 to cycle 2. The students

mean score in each indicators improved in the cycle 2. It could be

provided from the mean score of students in each indicators.

The indicator of identification in cycle 1 was 7.29 increased to be

9.5 in cycle 2, the mean score of description was 7.23 in cycle 1

increased to be 9.2 in cycle 2, the mean score of simple present tense in

cycle 1 was 7.97 increased to be 10.2 in cycle 2, the mean score of

specific participant in cycle 1 was 7.44 increased to be 9.5 in cycle 2, the

mean score of attributive and identifying process in cycle 1 was 8.08

increased to be 10.8, the mean score of using frequent of epithets in cycle

1 was 7.91 increased to be 10.6 in cycle 2, the mean score of using

classifier in nominal group in cycle 1 was 7.35 increased to be 8.7 in cycle 2.

From the above data, the total mean score of students in cycle 1 was 53.52 increased to be 68.9 in cycle 2. Beside that the percentage in of the students' mean score in cycle 1 was 20.58% (low criteria) while the percentage of students' mean score in cycle 2 was 61.8% (good criteria). It means that the comparison of the mean score criteria from cycle 1 to cycle 2 were different. The comparison percentage from the cycle 1 and cycle 2 was 41.38%. It means that the improvement of the students' mean score in cycle 1 to cycle 2 was 41.38%. To make be clear the comparison mean score of the students in each indicators from cycle 1 to cycle 2, the researcher would describe it in the following figure above:
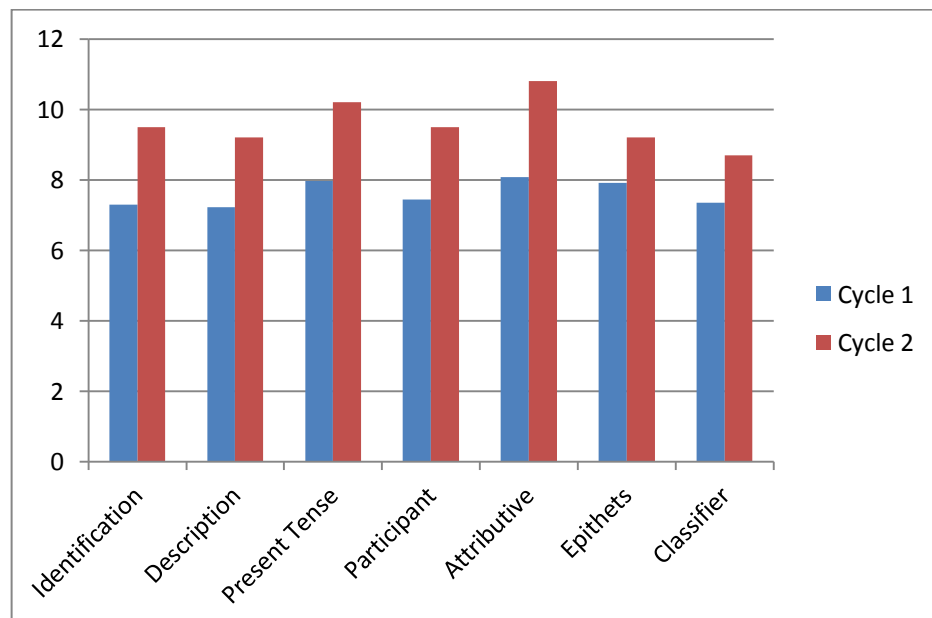
Figure 5. Improvement of Students' Indicator writing in Cycle 1 and Cycle 2

From the above chart, it could be seen the differences of the students' score in each indicators of writing descriptive text. The indicators of students score was increased in cycle 1 to cycle 2. The improvement also can be provided from the students' means score. The improvement of the students' writing descriptive score from the mean score of cycle 1 and cycle 2 could be seen on chart below:
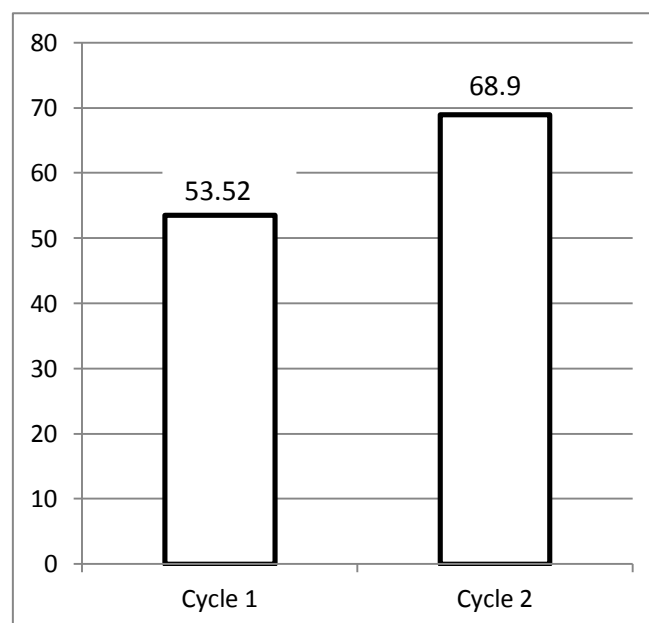
Figure 6. Comparison Mean Score in Cycle 1 and Cycle 2

Based on the result of data analysis and research finding, it could be summarized that students' writing descriptive text improved in cycle 2. From the test in cycle 1 the students mean score was 53,52 increased to be 68,9 in test cycle 2. It means that the implementation of Think-Talk-Write Strategy can improve students writing in descriptive text.

3. The Influencing Factors of Students' Writing Descriptive Text by Implementing the Think-Talk-Write (TTW) Strategy

There were two factors most influence while researcher during the research. Researcher divided that into internal and external factor. Here the researcher showed that when did the research in teaching learning process. Here the researcher described as follow:

a. Internal Factors

Internal factor included the indicator of writing descriptive text, such as identification, description, simple present tense, specific participant, attributive and identifying process, frequent of epithets and classifier in nominal group. The researcher used the indicators as internal factor influence in this research. The researcher found that students had problem in each indicator in writing descriptive text. Here researcher describe as follow:

1) Identification

In cycle 1 there were four criteria in indicator of identification. From 34 students there were 2 students who got very good criteria, they identified the object completely and clear. There were 17 students who got good criteria, they identified the object clearly but not complete. There were 14 students who got low criteria, they identified the object not too clear and complete. There was 1 student who got very low criteria, he identified the object not complete and clear. So, the mean score of the students in identification was 53.52.

Based on the above problems, the researcher interviewed the students to know the students' problems in identification. CM stated that :" I still confused how to identified the object and I did not know to distinguish identification and description"[1]. Beside that YEY and JS also had the same answer about their problem in identification. They did not know what sentence they should write in identification.[2] It means that they were still confused in identified object.

Based on the above interview, it could be concluded that the problem of students in indicator of identification were confused to make a sentence because they did not know what sentence that they would write in identification.

For solving the concerning problem, there were some actions conducted by researcher in cycle 2. Teacher gave explanation clearly about identification and gave the example of identification. The teacher also guided the students how to identify the object. Beside that the teacher motivated student to practice their writing in their house.

According to students' score in cycle 2, student achievement in this indicator improved, there were three criteria of students' indicator in identification. From 34 students there were 15 students who got very good criteria, they identified the object completely and clearly. There were 17 students who got good criteria, they identified the

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[1] CM, Student at Grade X Ips 1 of MAN Sibolga, *Private Interview,* 17th October 2019, at 10. 00 am.
[2] YEY and JS, Students at Grade X Ips 1 of MAN Sibolga, *Private Interview,* 17thOctober 2019, at 10.15 am.

object clearly but not complete. There were 2 students who got low criteria, they identified the object not too clear and complete.

Based on the above statement, the factor which influence students problem was they did not know what sentence they should make in identification and they could not to distinguish between identification and description.

2) Description

In cycle 1 there were three criteria in indicator of description. From 34 students there were 2 students who got very good criteria, they described the object completely and clearly. There were 16 students who got good criteria, they described the object completely but not clear. The last there were 16 students who got low criteria, they described the object not too complete and clear.

Based on the above statement, the researcher found that there were still many students got low score. The researcher would interview some students to know what the students problem in description. SA stated that : "I could not imagine the object clearly, so I could not to describe it"[3].Beside that, CM stated that: "I was lazy to think the object, so I was I difficult to describe it"[4].Researcher also interviewed MS, JS, and AA. They had the same reasons. They were difficult to build sentence in correct order so they were wrong in

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[3] SA, Student at Grade X Ips 1 of MAN Sibolga, *Private Interview,* 17th October 2019, at 10. 15 am.
[4] CM, Student at Grade X Ips 1 of MAN Sibolga, *Private Interview,* 17th October 2019, at 10. 15 am.

describe the object.[5] Based on the above statements, the researcher concluded that the students' problem in this indicator was they couldn't to imagine the object clearly and they difficult to build sentence in correct order.

The researcher would to solve the above problems by explaining the students the steps how to describe the object clearly and gave the students motivation in write descriptive text. In cycle 2 there was the students' score improvement in this indicator. There were three criteria of students score, from 34 students there were 14 students who got very good criteria, they described the object completely and clearly. There were 16 students who got good criteria, they described the object completely but not clear. There were 4 students got low criteria, they describe the object not too complete and clear.

Based on the above statement, the factor which influence students problem was they were difficult to build sentence in correct order so they were wrong in describe the object and they could not imagine the object clearly so they did not know what they should write in the paper.

3) Simple Present Tense

In cycle 1 there were 4 criteria of students' score in this indicator. From 34 students there were 2 students who got good

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[5]MS, JS, and AA, Students at Grade X Ips 1 of MAN Sibolga, *Private Interview,* 17th October 2019, at 10. 15 am.

criteria, 18 students who got good criteria, 14 students who got low criteria, and 2 students who got very low criteria.

Based on the above explanation, there were many students were low in writing descriptive text. The researcher would solve this problem by interviewing the students. YEY stated that he did not understand about simple present tense and he difficult to build the sentence using simple present tense.[6] Beside that, CM and SA said that they were still confused to use simple present tense in their writing.[7] It means that they did not understand clearly simple present tense.

Based on the above interview, the researcher concluded that the students' problem in this indicator was they did not understand clearly about simple present tense. To solve the problem the researcher would give more explanation about simple present tense by giving the example which was related to their daily life.

After researcher scored the students' test, the researcher found that there were 12 students who got very good criteria, 18 students who got good criteria, and 4 students who got low criteria. It means that the students' score in this indicator was improved in cycle 2. Based on the above explanation, it could be concluded that the factor which influence students problem was they did not understand clearly

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[6] YEY, Student at Grade X Ips 1 of MAN Sibolga, *Private Interview,* 17th October 2019, at 10. 15 am.

[7] CM, SA, Students at Grade X Ips 1 of MAN Sibolga, *Private Interview,* 17th October 2019, at 10. 15 am.

about simple present tense so it made students were difficult to buil the sentence.

4) Specific Participant

In cycle 1 there were three criteria of students score in this indicator. From 34 students there were 6 students who got very good criteria, they wrote the participant. There were 14 students who got good criteria, they wrote the participant close to specific. There were 14 students who got low criteria, they wrote the participant not close to specific.

Based on the above statements, the researcher found that there were many students still low in this indicator. The researcher would observe some students to know students' problem in indicator of specific participant. MS stated that :" I did not know how to write participant specifically"[8].Beside that the researcher also interviewed CM, SA, and YEY, they said that they couldn't give the ideas to describe the participant specifically.[9]After researcher knew the students' problem in this indicator, the researcher would explain the students how to describe the participant specically in the next cycle.

After researcher knew the students' score in the second cycle, the researcher found that there were 13 students who got very good criteria, there were 20 students got good criteria, and there was 1

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[8]MS, Student at Grade X Ips 1 of MAN Sibolga, *Private Interview,* 17th October 2019, at 10. 15 am.
[9]CM, SA, and YEY, Students at Grade X Ips 1 of MAN Sibolga, *Private Interview,* 17th October 2019, at 10. 20am.

students who got low criteria. Based on the above statement, researcher found the improvement of the students in this indicator.

Based on the above explanation, the researcher concluded that the factor which influence students was they were difficult to using attributive and identifying process because they did not know how to write sentence in order

5) Using Attributive and Identifying Process

Based on the students' score in this indicator, the researcher found three criteria of students' score in this indicator. From 34 students there were 6 students who got very good criteria, there were 14 students who got good criteria, and there were 14 students who got low criteria. The students still found that there were many students still low in this indicator.

The researcher would like to solve this problem by interviewing the students. The researcher interviewed PDS, JS, and MS, they stated that they were difficult to using attributive and identifying process, they did not know how to build the sentences.[10] Based on the above explanation, the researcher would explain the students how to use attributive and identifying process in correct sentences.

After researcher gave students in the second test, the researcher found the students' improvement in this indicator. There were 15 students who got very good criteria, 18 students who got good criteria

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[10]PDS, JS, and MS, Students at Grade X Ips 1 of MAN Sibolga, *Private Interview,* 17th October 2019, at 10. 15 am.

and 1 students got low criteria. Based on the explanation above, could be seen that just one student got low criteria, it means that the students score in this indicator was increased.

Based on the above explanation, the researcher concluded that the factor that influenced students was they were difficult to using attributive and identifying process because they did not have background knowledge about attributive and identifying process.

6) Using Frequent of Epithets

In cycle 1, there were 4 criteria of students score in this indicator. From 34 students there were 3 students who got very good criteria, there were 18 students who got good criteria, there were 12 students who got low criteria, and 2 students who got very low criteria. Based on the above explanation, it could be concluded that there were many students who low in this indicator.

To know the students' problem in this indicator, the researcher interviewed some students. CM stated that she was confused how to use frequents of epithets in order so she was confused to build the clause.[11]Besidethat, YEY and SA also said that they did not understand how to use frequent of epithets because they had not ever studied about it.[12] It means that the students do not have background knowledge about how to use frequents of epithets.

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[11]CM, Student at Grade X Ips 1 of MAN Sibolga, *Private Interview,* 17th October 2019, at 10. 20 am.

[12] YEY and SA, Students at Grade X Ips 1 of MAN Sibolga, *Private Interview,* 17th October 2019, at 10. 25am.

To solve the problems, the researcher gave the example of frequent of epithets and explained it clearly. Researcher also guided students to give another example until the students understand about how to use frequents of epithets clearly. Based on the above explanation, it could be concluded that the factor which influence students was the students did not have background knowledge about frequents of epithets.

7) Using Classifier in Nominal Group

In cycle 1, the students' score in this indicator were divided into 4 criteria. From 34 students there were 7 students who got very good criteria, there were 14 students who got good criteria, 11 students who got low criteria, and the last there were 2 students who got low criteria.

Based on the above explanation, the researcher would interview the students who were low in this indicator. CM said that she was confused to using classifier in nominal group because she did not has the background knowledge about classifier in nominal group.[13] Beside that YEY, SA, and AA said that they were lack of adjective so they were difficult in using classifier in nominal group.[14]

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[13] SMM, Student at Grade X Ips 1 of MAN Sibolga, *Private Interview,* 17th October 2019, at 10. 18am.

[14] YEY, SA, and AA, Students at Grade X Ips 1 of MAN Sibolga, *Private Interview*, 17th October 2019, at 10.20 am.

Based on the above interview, the researcher concluded that the students' problem in this indicator was the students did not have background knowledge about the classifier in nominal group and they were lack of adjective. To solve these problems the researcher would give more information about how to use classifier in nominal group.

After the researcher gave the test, the researcher found that there were 15 students who got very good criteria, 15 students who got good criteria, and 4 students who got low criteria. It means that the students' score in this indicator was improved. Based on the above explanation, the researcher concluded that the factor which influence students was students do not have background knowledge about how to use classifier in nominal group.

b. External Factors

External factor came from the students' attitude while teaching learning process. Here researcher would describe as follow:

1) Doing Permission

Doing permission an activity that could disturbed the teacher when explained the material and it also disturbed the students in learning. When researcher apply the strategy, there were four students who always getting permission. They are; ASP, ADL, and AST. Based on the interviewed of them, they said that they were bored in

learning and the condition of class was very hot.[15] It means that the researcher should make the class to be comfortable.

To solve the problem, researcher made a schedule to asking permission while learning process and made a class to be interest. As the result of students observation sheet cycle 1, there were fourstudents often asking permission to bathroom. But in cycle 2 just there were 2 students who often asking permission.

2) Walking in the class

Students who always walking in the class could disturb the teacher's focus in giving material, it also can disturb the concentration other students in understanding material. In cycle 1, there were 3 students who always walk in the class. They are FP, IT, and SMM. The researcher did the interview to know their reason why they were often walk in the class. FP said that ; "I want to know how were my friends' task look like, so I go to their seat to look their writing"[16].Beside that, IT and SMM said that they were afraid to ask the teacher about the material so they asked about their problem to their friend. Based on the above interview, the researcher gave punishment to students who often walk in the class, the students would write the task in front of the class. The researcher also gave students chance to ask about their difficulties in material.

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[15] ASP, ADL, and AST, Students at Grade X Ips 1 of MAN Sibolga, *Private Interview*, 17th October 2019, at 10.20 am.

[16] FP, Students at Grade X Ips 1 of MAN Sibolga, *Private Interview*, 17th October 2019, at 10.15 am..

B. Discussion

Based on the explanation above, the result was similar to related findings of the research. The first was the script of Firda Hasna Hikmawati, she stated was Think-Talk-Write (TTW) strategy gave influences in improving students' writing skill in descriptive text. The result showed that the T-test was 10,26while T-table (α=0,05) from the quantity (n) 21 is 2,085. It means that T-test > T-table = 10,26> 2,085.[17] From the explanation above we can conclude that there is significance improvement using Think Talk Write strategy in cycle II because the value of T-test is bigger than T-table.

The second was the research of Rozi Setiawan, he concluded that Think-Talk-Write (TTW) technique gave significant effect on students' writing descriptive ability. It was seen from the post-test result of the experimental group which was higher than that of the pre-test. The average value of the post-test was 70.57, while the average value of the pre-test was 54.75. Moreover, the average value of the post-test from control group was lower than the average value of the post-test from experimental group, it was 64.25. Thus, it proves that TTW technique was influential on students' ability in writing descriptive text. From the data analysis, two tailed testwas used in order to know the significant effect of TTW technique on students' writing descriptive text ability. The t-test was 2.777, it is higher than the t-table value at the

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[17]Firda Hasna Hikmawati, "The Implementation of Think-Talk-Write (TTW) Strategy To Improve The Students' Writing Skills In Descriptive Text," 2018.

significance level .05 (95%) with 2.009.[18] In conclusion, the researcher stated that TTW technique gives significant effect on students' writing descriptive ability.

The third was the research of Nova Maulida,she found that Think-Talk-Write (TTW) strategy was effective to be used as an alternative strategy in order to teach writing. The use of TTW strategy could minimize the students' difficulties in writing, especially in creating descriptive text and could help the teacher in teaching writing. The research result showed that more than 75% students passed the writing test with Very Good mark in average.[19] It means that the Think-Talk-Write (TTW) strategy was effective in teaching descriptive text.

The fourth was the research of LenySailiRahma,she stated that Think-Talk-Write strategy is effective to improve the students' score in writing descriptive text. The data shows that 6 students were choose strongly agree, 10 students were choose agree, 10 students were choose neutral and 4 students were choose disagree. So, it was obtained as much as 72%. The value included to the strong criteria. From the questionnaire result, showed that the students' responses towards the use of think talk write strategy in writing descriptive text

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[18]Kurniawan Apgrianto Rozi Setiawan, Made Sujana, "The Effect Of Think-Talk-Write (TTW) Technique on Students ' Writing Ability" 1, no. 1 (2017): 31–39, http://ejournal.upi.edu/index.php/ELTTech/article/view/9429.

[19]Nova Maulidah, "Think-Talk-Write (Ttw) Strategy for Teaching Descriptive Writing (Strategi Think-Talk-Write Untuk Mengajar Menulis Deskripsi)," Vol. 1, no. 1 (2013): 48–58.

were positive response.[20] It means that Think-Talk-Write strategy is effective to improve the students' score in writing descriptive text.

The last was the research of Nuraini Rudi Solechah, the result of computation showed that t_o (*to observation*) was 4.286 while the t (*t table*) for the degree of freedom 66 and the level of significance α=0.05 was 1.997 so, t_o was higher than tt. It means that H$_o$ was rejected. Then it could be concluded that there was a significant difference in writing skill between students taught using think talk write technique and those taught guided writing technique.[21] From the above explanation, it could be concluded that according to this study the use of TTW (Think Talk Write) in improving students' achievement in writing skill was effective.

Based on the above explanation, it could be seen that Think-Talk-Write (TTW) strategy was appropriate strategy to improve students' writing in descriptive text. Think-Talk-Write strategy trained students organize and create ideas by thinking, talking, and writing. Think-Talk-Write could help students to construct their own knowledge. So that, the students understanding of the concepts was better. Students were also able to communicate or discuss their thought with their friends. So, the students could help each other and exchange their ideas. This strategy could help students to understand the material being taught. It is possible thing, if they were already familiar with the material obtained, they will be easy to apply their idea in writing descriptive text.

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[20]Leny Saili Rahmah and Universitas Islam Nusantara, "International Journal of English and Education, Improving Students' Score in Writing Descriptive Text through Think Talk Write Strategy Leny," no. 4 (2017).

[21]Nurani Ridi, "The Effectiveness of Using Think-Talk-Write (TTW) In Teaching Writing Skill to the Seventh Grade Student Of MTSN 2 Surakarta," 2017.

C. The Threats of The Research

In doing the research, the researcher found some limitation in this research. There are:

1. The researcher could not ensure the result score of the students based on their real ability.

2. The researcher could not vouch the students were honest in doing the test.

3. The researcher could not vouch the students to follow the steps of Think-Talk-Write (TTW) strategy.

CHAPTER V

THE CONCLUSION AND SUGGESTION

After finishing the Classroom Action Research (CAR), the researcher gave some conclusions based on the result of this research. Furthermore, the researcher also gave some suggestions related to the conclusion.

A. Conclusion

Based on the result of the classroom action research, the researcher concluded that:

1. Based on the students' result test, the mean score in cycle 1 was 53.52 (20,58%) increased to be 68.9 (61.8%). It means that Think-Talk-Write (TTW) strategy could improve students' writing in descriptive text at grade X Ips 1 students of MAN Sibolga.

2. There were external and internal factors that influenced in writing descriptive textat grade X Ips 1 students of MAN Sibolga. External factor were the students walking in the class and doing permission. Internal factor were identification, description, simple present tense, specific participants, frequent of epithets, attributive and identifying process, and classifier in nominal group.

B. The Suggestion.

Based on the result of this research, it showed that using Think-Talk-Write (TTW) strategy had significant improvement on students writing in descriptive text. Therefore, the researcher gave the following suggestions are offered:

1. For the Headmaster, The Think-Talk-Write (TTW) strategy is expect to be useful to develop the English learning when the headmaster can guide the English Teacher to use this strategy in teaching English.

2. English teachers can use Think-Talk-Write (TTW) strategy to be alternative strategy while teaching writing especially writing descriptive text.

3. For the researcher, you can use this strategy for other genre of text beside the descriptive text, and any types of research beside classroom action research.

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CURRICULUM VITAE

A. Identity

Nama	: Dwi Nanda Pratiwi
Reg. No	: 15 20 300006
Place/ Birth	: Medan, 31st Mei 1997
Sex	: Female
Religion	: Islam
Address	: Sibolga

B. Parents

Father's Name	: Sudarman
Mother's Name	: Nurhalimah Neinggolan

C. Educational Background

1. Elementary School : SD 085114 Kalangan   (2009)
2. Junior High School : MTsN Sibolga   (2012)
3. Senior high School : MAN Sibolga   (2015)
4. Institute : IAIN Padangsidimpuan   (2019)

APPENDIX 1

Cycle 1 (Siklus 1)

RPP

(Rencana Pelaksanaan Pembelajaran)

A. Sekolah   : MAN SIBOLGA

B. Mata Pelajaran : Bahasa Inggris

C. Kelas/Semester : X/1

D. Materi Pokok   : Teks descriptive (Which One is Your Best Get- away?)

E. Skill   : Writing

F. Alokasi waktu : 4 x 45 Menit (2 x Pertemuan)

G. Kompetensi Inti :

Mampu menulis dan menyusun teks berdasarkan fungsi social, struktur teks, serta unsur kebahasaan dalam teks deskriptif.

H. Kompetensi Dasar

Menulis dan mennyusun teks lisan dan tulis sederhana descriptive text, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai dengan konteks.

I. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat mengungkapkan:

1. Siswa terampil memahami, menyatakan, menanyakan, dan menulis descriptive textuntuk Mengidentifikasi, mengenalkan, memuji, mengagumi, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).

2. Karakter siswa yang diharapkan :

 1) Trustworthiness (Dapat dipercaya)

 2) Respect (perhatian)

 3) Diligence (Tekun)

APPENDIX 2

INSTRUMENT IN CYCLE 1

A. Pengantar

    1. Instrument ini bertujuan untuk menjaring data siswa tentang pembelajaran descriptive text. Oleh karena itu jawablah sesuai kemampuan anda

    2. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini

    3. Jawaban anda tidak berpengaruh kepada nilai bahasa ingris anda di sekolah

B. Petunjuk

    1. Jawablah pertanyaan berikut ini dengan tepat

    3. Apabila pertanyaan kurang jelas tanyakan langsung kepada pengawas

    4. Waktu yang tersedia 45 menit

C. Soal

Write a descriptive text about tourist destination in sibolga!

Name   : _____

Class   : _____

Title : _____

_____

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_____

APPENDIX 3

Cycle 2 (Siklus 2)

RPP

(Rencana Pelaksanaan Pembelajaran)

A. Sekolah : MAN SIBOLGA

B. Mata Pelajaran : Bahasa Inggris

C. Kelas/Semester : X/1

D. Materi Pokok : Teks descriptive (Let's Visit Niagara Falls)

E. Skill : Writing

F. Alokasi waktu : 4 x 45 Menit (2 x Pertemuan)

G. Kompetensi Inti :

Mampu menulis dan menyusun teks berdasarkan fungsi social, struktur teks, serta unsur kebahasaan dalam teks deskriptif.

H. Kompetensi Dasar

Menulis dan mennyusun teks lisan dan tulis sederhana descriptive text, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai dengan konteks.

I. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat mengungkapkan:

1. Siswa terampil memahami, menyatakan, menanyakan, dan menulis descriptive textuntuk Mengidentifikasi, mengenalkan, memuji, mengagumi, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).

2. Karakter siswa yang diharapkan :

   1) Trustworthiness (Dapat dipercaya)

   2) Respect (perhatian)

   3) Diligence (Tekun)

APPENDIX 4

INSTRUMENT IN CYCLE 2

A. Pengantar

    1. Instrument ini bertujuan untuk menjaring data siswa tentang pembelajaran descriptive text. Oleh karena itu jawablah sesuai kemampuan anda

    2. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini

    3. Jawaban anda tidak berpengaruh kepada nilai bahasa ingris anda di sekolah

B. Petunjuk

    1. Jawablah pertanyaan berikut ini dengan tepat

    3. Apabila pertanyaan kurang jelas tanyakan langsung kepada pengawas

    4. Waktu yang tersedia 45 menit

C. Soal

Write a descriptive text about interesting place!

Name   :_____

Class   :_____

Title :_____
_____
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APPENDIX 7
TEACHER OBSERVATION' SHEET IN TEACHING LEARNING PROCESS
(CYCLE 1)

School : MAN Sibolga
Subject Matter : English
Class Semester : X/1
Date :
Observer : Sri Rafiah S.Pd.

No	Activities	Checklist		Notes
		Yes	No	
1.	**Physic appearance and written**			
	a. Dress cleanly and neatly			
	b. Standing and writing face to students			
	c. Energetic and enthusiasm			
	d. Writing is nice and readable			
	e. Writing is read from the all room side			
	f. Having certain sequence system			
2.	**Sound and classroom managemen**			
	a. Loud voice			
	b. Talking intelligibly			
	c. Talking fluently			
	d. Rhythm: it is clear in important part			
	e. Class noise control			
	f. Class formation arrangement			
3.	**Opening**			
	a. Doing the apperception			
	b. Explaining the purpose of the learning outcome			
4.	**Implementing of learning material**			
	Explaining Descriptive text by using Think-Talk-Write(TTW) strategy			
	1) Teacher devided the class into several group			
	2) Teacher asks students to think about the picture			
	3) Teacher asks students to talk with their group			
	4) Teacher asks students to write down students' idea in descriptive paragraph			
	a. Giving the suitable example of Descriptive text			
	b. Guiding students to practice the using of Think-Talk-Write(TTW) strategy with additional questions			
5.	**Evaluation**			
	a. Asking the students to do test and the researcher looks students during the test time			
	b. After students finish in answering the test, the researcher collect the answer to give the assessment that appropriate with lesson plan			
6.	**Reinforcement and interaction with students**			
	a. Individual performance reward			
	b. Stimulating students' questions			
	c. Stimulating students' responses			
	d. Responding students' questions			
7.	**Closing**			

APPENDIX 8
TEACHER OBSERVATION' SHEET IN TEACHING LEARNING PROCESS
(CYCLE 2)

School   : MAN Sibolga
Subject Matter   : English
Class Semester   : X/1
Date   :
Observer   : Sri Rafiah S.Pd.

No	Activities	Checklist		Notes
		Yes	No	
1.	**Physic appearance and written**			
	a. Dress cleanly and neatly			
	b. Standing and writing face to students			
	c. Energetic and enthusiasm			
	d. Writing is nice and readable			
	e. Writing is read from the all room side			
	f. Having certain sequence system			
2.	**Sound and classroom managemen**			
	a. Loud voice			
	b. Talking intelligibly			
	c. Talking fluently			
	d. Rhythm: it is clear in important part			
	e. Class noise control			
	f. Class formation arrangement			
3.	**Opening**			
	a. Doing the apperception			
	b. Explaining the purpose of the learning outcome			
4.	**Implementing of learning material**			
	Explaining Descriptive text by using Think-Talk-Write(TTW) strategy			
	1) Teacher devided the class into several group			
	2) Teacher asks students to think about the picture			
	3) Teacher asks students to talk with their group			
	4) Teacher asks students to write down students' idea in descriptive paragraph			
	a. Giving the suitable example of Descriptive text			
	b. Guiding students to practice the using of Think-Talk-Write(TTW) strategy with additional questions			
5.	**Evaluation**			
	a. Asking the students to do test and the researcher looks students during the test time			
	b. After students finish in answering the test, the researcher collect the answer to give the assessment that appropriate with lesson plan			
6.	**Reinforcement and interaction with students**			
	a. Individual performance reward			
	b. Stimulating students' questions			
	c. Stimulating students' responses			
	d. Responding students' questions			
7.	**Closing**			

APPENDIX 11

Table Details Comparative of Students Writing Descriptive Text

No	Students Initial	Students Score		State
		Cycle 1	**Cycle 2**	
1.	MRS	45	75	75
2.	DAT	60	80	80
3.	WRH	65	75	75
4.	PDS	40	60	60
5.	JS	35	65	65
6.	ADL	75	80	80
7.	IPS	75	80	80
8.	SMM	80	80	80
9.	AA	35	50	50
10.	AST	75	80	80
11.	SDS	80	80	80
12.	AT	45	50	50
13.	CRS	50	75	75
14.	ASP	55	75	75
15.	FP	45	40	40
16.	MS	35	50	50
17.	TMS	40	55	55
18.	IT	45	60	60
19.	SAT	55	76	76
20.	AS	40	60	60
21.	PAJ	65	80	80
22.	PAST	40	60	60
23.	SA	45	50	50
24.	AZP	55	78	78
25.	NB	75	80	80
26.	QAS	60	76	76
27.	RA	60	75	75
28.	RAS	65	79	79
29.	SM	60	75	75
30.	KE	75	85	85
31.	SNS	60	79	79
32.	SA	35	60	60
33.	CM	25	60	60
34.	YEY	25	75	75
Total Score		**1820**	**2343**	**Improve**
Mean Score		**53,52**	**68,9**	**Improve**
Percentage		**20,58 %**	**58,8 %**	**Improve**

APPENDIX 13

Factors Influenced in Writing Learning Process

Internal factor	External factor
Based on indicator : 1. Identification 2. Description 3. Simple Present Tense 4. Specific Participant 5. Using Attributive and Identifying Process 6. Using Frequents of Epithets 7. Classifier in Nominal Group	1. The students were bored in learning English. 2. The students did not understand clearly about descriptive text.

APPENDIX 14

Table Observation Sheet Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
1. Students were not serious to study	1. Students were serious to study
2. Students were noisy	2. Students were calm down
3. did not full attention to teacher's explanation	3. Gave the attention to teacher when she explained the material
4. Did not understand the material	4. More understand the material

APPENDIX 15

Interview Guidance Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
Identification 1. Saya masih merasa bingung bagaimana caranya mengidentifikasi objek dan saya sulit membedakan antara deskripsi dan identifikasi . (*I still confused how to identified the object. I did not know to distinguish identification and description*) 2. Kami tidak tau apa yang harus kami tulis di bagian identifikasi (*We did not know what sentence should we wrote in identification*)	1. Setelah saya berdisukusi dengan kelompok saya, saya mulai paham bagaimana cara mengidentifikasi objek. (*After I discussed with my group, I more understand how to identify the object*). 2. Ketika teman sekelompok saya menyampaikan pendapat mereka masing-masing, saya sudah tau membedakan bagian deskripsi dan identifikasi. (*When my group giving their ideas in the group, I knew to distinguish between identification and description*)
Description 3. Saya tidak bisa membayangkan objek dengan jelas sehingga saya tidak bisa untuk mendeskripsikannya (*I could not imagine the object clearly, so I could not to describe it"*) 4. Saya malas untuk memikirkan object, sehinnga saya sulit mendeskripsikannya. (*I was lazy to think the object, so I was difficult to describe it.*)	3. Setelah ibu memberitahu cara atau langkah mendeskripsikan objek, disitulah saya bisa mendeskripsikannya. (*After you inform the way how to write a descriptive, I understood how to describe object*). 4. Saat kerja kelompok, ibu meminta kami untuk menyimpan ide di pikiran masing-masing tentang gambar yang ada di kertas. Dari situ saya terbiasa untuk memikirkan objek, sehingga saya jadi tidak terlalu sulit untuk mendskripsikannya.

	(When working in group, you always asked us to save the idea in our thingking about the picture or text. It made me be not difficult to describe the object).
Simple Present Tense 6. Kami masih bingung bagaimana cara menggunakan simple present tense dalam tulisan. (*SA said that they were still confused to use simple present tense in their writing).*	6. Setelah kami mendengarkan penjelasan secara detail dari ibu, kamu lebih memgerti bagaimana menggunakan simple present tense dalam menulis. *(After we listend to your explanation detail, we more understand how to use simple present tense in writing).*
Specific Participant 7. Saya tidak tahu bagaimana menulis participant secara spesifik. *(I did not know how to write participant specificly).* 8. Kami tidak bisa memberikan ide untuk mendeskripsikan partisipan *(we couldn't give the ideas to describe the participant).*	7. Setelah kami menulis secara berkelompok, saya baru mengerti bagaimana cara mendeskripsikan objek dengan spesifik. (After we wrote in group, I understood how to describe object specificly). 8. Kami mulai bisa untuk menyampaikan ide setelah terbiasa menyampaikan ide ketika keja kelompok. *(I could to deliver my idea after I habit to deliver my idea when doing in group).*
Using Atributive and Identifying Process 9. Kami merasa sulit untuk menggunakan atrributive and	9. Setelah kami mendengar penjelasan dari ibu, kami mulai paham bagaimana

identifying proses. *(We were difficult to using attributive and identifying process, they did not know how to build the sentences).*	menggunakan atrributive and identifying process. *(After we listened to your explanation, I more understand how to use atrributive and identifying process).*
Using Frequent of Epithets 10. Kami tidak mengerti bagaimana menggunakan *frequent of epithets* karena guru kami tidak menjelaskannya secara rinci. (*we did not understand how to use frequent of epithets because our teacher did not explain clearly).*	10. Setelah ibu menerangkannya dengan jelas, kami mulai mengerti bagaimana cara penggunaannya. (*After you explained it clearly, I more understand how to use it).*
Using Classifier in Nominal Group 11. Kami masih kurang di adjective jadi kami sulit untuk menggunakan classifier in nominal group. (*they were lack of adjective so they were difficult in using classifier in nominal group).*	11. Setelah ibu memotivasi kami untuk menghapal lebuh banyak adjective, kami mulai menggunakan classifier in nominal group. *(After you motivated us to remember adjective more, we started to use classifier in nominal group).*

APPENDIX 16

PHOTOGRAPES IN CYCLE 1

Picture 1 : The researcher explained the material

Picture 2: Students worked in group

Picture 3: Individual experience of the students

PHOTOGRAPES IN CYCLE 2

Picture 4: Researcher explained the material

Picture 5: Listend to researcher explanation

Picture 6 : Students worked in group

14 November 2018

Nomor   : *245* /In.14/E.6a/PP.00.9/11/2018
Lamp   : -
Perihal   . **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. **Dr. Fitriadi Lubis, M.Pd**   **(Pembimbing I)**
2. **Fitri Rayani Siregar, M.Hum**   **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.
     Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama   : Dwi Nanda Pratiwi
NIM   : 1520300006
Fak/Jurusan   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi   : **Improving Writing Descriptive Text by Using TTW (Think Talk Write) Strategy to the X Grade Students of MAN Sibolga**
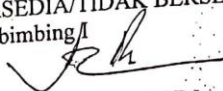
     Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA   BERSEDIA/~~TIDAK BERSEDIA~~
Pembimbing I   Pembimbing II

Dr. Fitriadi Lubis, M.Pd.   **Fitri Rayani Siregar, M.Hum**
NIP. 19620917 199203 1 002   NIP. 19820731 2009 12 2 004

Nomor : B - *1523* /In.14/E.1/TL.00/10/2019   *9* Oktober 2019
Hal   : **Izin Penelitian**
              Penyelesaian Skripsi.

Yth. Kepala MAN Sibolga
Kabupaten Tapanuli Tengah

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Dwi Nanda Pratiwi

NIM   : 1520300006

Program Studi   : Tadris/Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Alamat   : Sibolga

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Improving Writing Descriptive Text by Using Think-Talk-Write (TTW) Strategy to the Grade X IPS 1 of MAN Sibolga".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002

Nomor   : B. 408/Ma.02.12/PP.00.9/10/2019   Sibolga, **31 Oktober 2019**
Lamp   : ---
Perihal   : Researach dan Observasi

Kepada Yth:
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Padangsidimpuan
di
       Padangsidimpuan.

Dengan hormat, yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri
Sibolga menyatakan bahwa mahasiswi tersebut dibawah ini :

Nama	:	**DWI NANDA PRATIWI**
NIM	:	1520300006
Program Studi	:	Tadris/Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan.
Tahun Akademik	:	2019-2020
Asal Perguruan Tinggi	:	Institut Agama Islam Negeri Padangsidimpuan.

Sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam
Negeri Padangsidimpuan Nomor : B-1523/In.14/E.1/TL.00/10/2019 tanggal 9 Oktober
2019 Perihal Izin Penelitian Penyelesaian Skripsi, maka dengan ini kami nyatakan bahwa
mahasiswi tersebut diatas benar telah melaksanakan Research dan Observasi pada
Madrasah Aliyah Negeri Sibolga mulai tanggal 10 s/d 31 Oktober 2019 dengan tujuan
pengumpulan data dan informasi dalam penyusunan Skripsi yang berjudul
"IMPROVING WRITING DESCRIPTIVE TEXT BY USING THINK-TALK-
WRITE (TTW) STRATEGY TO THE GRADE X IPS 1 OF MAN SIBOLGA".

Demikian disampaikan, atas kerja sama yang baik kami ucapkan terima kasih.

Kepala,

Nurul Oktaviana Mekawati, S.Pd
Nip. 197610032005012002