



**THE IMPLEMENTATION OF THINK TALK WRITE (TTW) STRATEGY TO
IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT
AT EIGHT GRADE STUDENTS OF MTS NEGERI 4 LANGKAT
YEAR 2019/2020**

A THESIS

*Submitted to Tarbiyah and Teachers' Training Faculty of State Islamic University of
North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan*

By

ADELYA KHAIRANI

Nim: 34.16.2.070

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2020



**THE IMPLEMENTATION OF THINK TALK WRITE (TTW) STRATEGY TO
IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT
AT EIGHT GRADE STUDENTS OF MTS NEGERI 4 LANGKAT
YEAR 2019/2020**

A THESIS

*Submitted to Tarbiyah and Teachers' Training Faculty of State Islamic University of
North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan*

By

ADELYA KHAIRANI

Nim: 34.16.2.070

ADVISOR I

 06/08/2020

Dr. Abdillah, M. Pd
NIP: 196808051997031002

ADVISOR II


19 August 20

Ernita Daulay, S.Pd., M.Hum
NIP: 198012012009122003

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBİYAH AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2020**

ABSTRACT

Adelya Khairani. 0304162070. The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at VIII Grade Students of MTs Negeri 4 Langkat Year 2019/2020. Thesis. Faculty of Tarbiyah and Teachers Training. State Islamic University of North Sumatera Medan. 2020.

According to school-based curriculum (K-13) there are several types of text learned by students. Descriptive text is one of the text that students should be achieved. This research aims to improve students' writing skill in descriptive text by using think talk write strategy at MTs Negeri 4 Langkat. This study used class room action research as a method. The data of this research was obtained from 27 grade VIII students and English teacher at MTs Negeri 4 Langkat in the academic year 2019/2020. The instrument of collecting data in quantitative was test. On the other hand, to complete the data qualitative were taken by interview, observation sheets, and documentation. The result of post-test showed that the mean was 63,370 and the mean of post-test was 75,185. It can be concluded that there was an improving on the students' achievement of writing skill in descriptive text. In the other words, it can said that think talk write strategy can improve students' writing skill in descriptive text. On the other hand, students have been able develop their ideas into several sentence, and they are more active during teaching-learning process. Based on the result, it can be concluded that TTW strategy is the effective strategy to improve students' writing skill in descriptive text and their motivation in learning English.

Key word: *Descriptive text, Think Talk Write method, and Writing*

ACKNOWLEDGEMENT



Praised to Allah Swt, the Beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance to the writer, so that this thesis can be finished accordingly. Peace and blessing be upon the Prophet Muhammad Shallallaahu'alaihiwa salaam, his family, his relatives, and all his followers.

The writing of this thesis entitled “The Implementation of Think Talk Write (TTW) Strategy to improve Students’ Writing Skill in Descriptive Text at Eight Grade Students of MTs Negeri 4 Langkat Year 2019/2020”. This thesis is written to fulfill one of the requirements for the *Degree of Sarjana Pendidikan* at the Department of English Education, Faculty of Tarbiyah and Teachers’ Training, State Islamic University of North Sumatera.

In the process of finishing this thesis, actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this thesis has finally been written. Then, I would like to thank to Allah Swt for The Blessing that given to me, so that the writing of this thesis has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps. Therefore, the writer would like to thank for:

1. Prof. Dr. K.H. Saidurrahman Harahap, M.Ag, as the Rector of State Islamic University of North Sumatera (UIN SU).
2. Dr. Amiruddin Siahaan, M.Pd as the dean of Faculty of Tarbiyah and Teachers’ Training State Islamic University of North Sumatera.
3. Dr. Sholihatul Hamidah Daulay, S.Ag. M.Hum as the head of English Education Department.

4. Dr. Abdillah, M.Pd as my first advisor who has given suggestion, correction, beneficial opinion and encouragement in process of writing this thesis.
5. Ernita Daulay, S.Pd., M.Hum as my second advisor who has also given corrections, guidance and numerous improvements which have this thesis better.
6. All lecturers in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.
7. The principal of MTs Negeri 4 Langkat, English teacher and all students of eighth grade who helped the writer during the research.
8. My beloved family, my lovely parents, Mr. Tomiran S and Mrs. Darnawati Br. Pinem, and my beloved sister Dara Kartica Br. Sembiring, who have patiently supported me by spiritual and financial support, so I could finish my study and finish this thesis.

I also would like to say thank you so much to All of my close friends, *English Learners* (May Manik, Isna, Pizoh, Ade, Erni, Azmi, and Didik), my *serbut* (Mira, Evie, Ginong, Nea, Tettot, Yuca, and Selin), my close friends from Daarul Uswah (wak geng May and wak geng Via), and all of my friends from Daarul Uswah and also all of my lovely friends from PBI 5 and many others that I can't mention one by one. Thank you for always supporting one to another.

The writer realizes that this thesis is far from perfections. Therefore, suggestion and criticism from the advisors and the readers are expected for making this thesis better. The writer hopes this thesis could be useful for the writer, the readers and also for the advancement of education in the future.

Medan, July 2020

Adelya Khairani
NIM: 0304162070

TABLE OF CONTENTS

	Page
ABSTRACT.....	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	iv
LIST OF FIGURE	vi
LIST OF APPENDICES	vii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problem	3
C. Formulation of the Problem	4
D. Objective of the Study	4
E. Limitation of the Study	4
F. Significance of the Study	4
CHAPTER II LITERATURE REVIEW	5
A. Theoretical Framework.....	5
1. Writing Ability	5
a. Definition of writing	5
b. Process of Writing.....	10
c. Purpose of Writing	11
d. Descriptive Text.....	12
e. Social Function of Descriptive Text	12
f. Generic Structure of Descriptive Text	13
2. Think-Talk-Write Strategy.....	14
a. Definition of Think-Talk-Write Strategy	14
b. Principle of Think-Talk-Write Strategy	15
c. Procedure of Think-Talk-Write Strategy	16
d. Advantage & Disadvantage of Think-Talk-Write Strategy	17
B. Relevant Study	18
C. Conceptual Framework.....	21
CHAPTER III RESEARCH METHODOLOGY	23
A. Research Setting.....	23

B. Data and Data Source.....	23
C. Research Method	23
D. Technique of Collecting Data.....	27
E. Technique of Analysis Data	28
F. Trustworthiness.....	30
CHAPTER IV FINDING AND DISCUSSION	32
A. Research Finding	32
1. Preliminary Study	32
2. Cycle.....	34
B. Discussion	36
CHAPTER V CONCLUSION AND SUGESTION	38
A. Conclusion	38
B. Suggestion	39
REFERENCES.....	40
APPENDICES.....	42

LIST OF FIGURES

1.1 Cyclical Model of Action Research by Kemmis and Mc Taggart.....	25
---	----

LIST OF APPENDICES

I.	Lesson Plan.....	42
II.	Pre-Test.....	50
III.	Post-Test.....	51
IV.	Scoring of Writing Rubric	52
V.	Interview Sheets before Treatment	54
VI.	Interview Sheets after Treatment	56
VII.	Observation Sheets.....	57
VIII.	The Students' Score in Pre-Test (before treatment).....	59
IX.	The Students' Score in Post-Test (after treatment).....	60
X.	The Statistic Analysis of the Students' Score.....	61
XI.	Score Test of Student	62
XII.	Documentations	70

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, identification of the study, formulation of the study, objective of the study, and significance of the study.

A. Background of the Study

There are four language skill in teaching English: listening, reading, writing, and speaking. Generally, communication include two, there are verbal and nonverbal. Verbal can be delivered by spoken and written, whereas nonverbal can delivered by gesture. In this research will discuss about verbal communication especially writing. In Junior High School, one of the basic language skill that should be mastered is writing. According to Maulidah, writing is an activity to express the ideas, thoughts, or even experiences in the form of paragraph.¹ Based on Haylan, writing is a process someone to share their private pointed of mind and writing also course that emphasized the power of writer's views about topic.² So that, the students' should be achieved their skill in learning English especially writing skill.

In teaching writing, there are some material. According to school-based curriculum (K-13) there are five kinds of text taught in junior high school, one of them is descriptive text. Even though, descriptive text is general text that students have known but, there are most of students still confused when they want to describe something. Researcher got this statement after observed in the school and interviewed with the English teacher. Therefore, the researcher choose the descriptive text as a variable in this research. On the other reason, researcher hope

¹ Nova, Maulidah, (2013), *Think Talk Write (TTW) Strategy for Teaching Descriptive Writing*, Sidoarjo: Jurnal PBI STKIP PGRI, p.4.

² Key, Hayland, (2006), *Teaching and Researching Writing*, London: Longman, p.9.

the students can master in descriptive text, so they can describe the tourism in their home town, because there are many tourism.

Writing is important skill, but in reality that researcher observed there are some of students got difficulties to write a sentence and make it to be perfect paragraph. Based on the interview with the English teacher there are some factors that the students' inability to write a text correctly. First, the students are difficulties in finding ideas and they don't have a lot vocabulary. Second, the students are afraid of making mistakes, because they never practice writing English as like a paragraph or a text, so it can make students don't have self-confidence. Third, sometimes the student confused about making a good sentence in paragraph because they don't have a lot vocabulary. It can conclude they aren't attracted in writing teaching and they felt bored when they want to write the text. So that, it can be concluded that most students still confront difficulties in writing descriptive text.

On the other hand, some of students have been interviewed by the researcher. Thus, the researcher conclude most of the students had difficulties in writing descriptive text because they just listen, sat, and write the materials and they just should memorize the vocabulary without knowing how to write it in a sentence. When the English teacher gave the exercises, the students were still confused.

There are many ways to encourage students in learning English. Teaching English using the strategy is one of the way to make students excited to learn English. The strategy should give a better condition and motivation for students. This is one of the alternative of a strategy to improve students' interested in learning English. If students' interesting in learning English can improve, students' achievement will be better too.

One of strategies is relevant in writing descriptive text is Think-Talk-Write (TTW). Huinker and Laughlin in Setiyadi state that Think-Talk-Write strategy creates in time for

thought and reflection and for the builds of ideas and the checking of those ideas before students are make their own written. The motion of communication advances from student involved idea or reflective dialogue with themselves, to talk and share ideas with one another, and to write.³ That is the reason of researcher employed Think-Talk-Write strategy to improve the students' writing skill in descriptive text. Besides that, there are some benefits of think talk write strategy in English teaching-learning process, especially in teaching writing of descriptive text. Think-Talk-Write strategy is a group work. This strategy coaching the students to work together in group. The students make group consisting of four or five students. Applying the strategy in classroom it is expected to make the students more understand about making of descriptive text.

Based on background of study, the researcher interested to make a research with the title: *“The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at Eight Grade Students of MTs Negeri 4 Langkat Year 2019/2020.”*

B. Identification of the Problem

Based on the background of the study, it can be seen that there are several problem appear in English teaching in writing skill in descriptive text, such as:

1. Internally: students were difficult to finding ideas and they didn't have a lot vocabulary, and students didn't have self-confidence.
2. Externally: The strategy in teaching writing especially in descriptive text was less suited.

³ Bambang, Setiyadi, (2006), *Teaching English as A Foreign Language*, Yogyakarta: Graha Ilmu, p. 22.

C. Formulation of the Problem

Based on the background of study, then the researcher can make the formulation of study, namely:

1. How is the students' writing skill in descriptive text after implementing Think-Talk-Write (TTW) strategy?
2. How can the result of the students' writing skill in descriptive text by using Think-Talk-Write (TTW) strategy?

D. Objective of the Study

1. To describe the students' writing skill in descriptive text after implementing Think-Talk-Write (TTW) strategy.
2. To describe the result of students' writing skill in descriptive text by using Think-Talk-Write (TTW) strategy.

E. Limitation of the Study

Based on the identification of problems above, the researcher limits this study are focused on writing skill in descriptive text and using think talk write strategy to improve students' writing skill in descriptive text.

F. Significances of the Study

The result of this study hoped to be useful for:

1. The English teachers of MTs Negeri 4 Langkat can get useful the information to improving their teaching by using strategy.
2. The students can improving their interest and motivation in descriptive text by using think talk write strategy.
3. The readers, the result will be used as the basic information to improving their ability in implementation of think-talk-write strategy to improve students' writing skill in descriptive text.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter discusses about the literature review of some important theories of the research. Literature review discusses the theories related the topic. Studies that are relevant to this research are also presented. Meanwhile, conceptual framework discusses the relationship of the theories with the study.

A. Theoretical Framework

In holding this study, theories required to describe the concept and some terms that implemented in this study concerned. Theoretical will explain about terms that need to be.

1. Concept of Writing Ability

One of the skill that students' should be mastered is writing skill. There are some points of writing in this concept: Definition of writing, process of writing, purpose of writing, descriptive text, social function of descriptive text, and generic structure of descriptive text.

a. Definition of Writing

Writing is one of the four skills in English. Jeremy state that writing is one of the skills that is among listening skill, speaking skill, reading skill, and writing skill, and it contained in the syllabus of teaching English.⁴ In oxford, writing is the idea or the mind of author that through by written.⁵ Writing is one way of communication, it means we can't replay the writing directly. So that, writing should include relatively complete information and details, thus the readers can understand of the author's idea or messages.

⁴ Harmer, Jeremy, (2009), *How to Teach Writing*, England: Longman, p. 31.

⁵ Oxford Learner's, *Pocket Dictionary*, p.516.

According to Siahaan and Kisno, writing is not only requires of ability in a wide range of skill but also a challenging process. It is collaboration of thinking, imagination and the skills of organizing the ideas. It means that writing is one of skill that increase students' ideas from their thinking and imagination and also from experiences.⁶ Raimes says that writing is a media of communication, it is aid us connected to others and the readers should comprehend the aims of our writing, what we are going to inform or to say.⁷ Its mean writing is a process of communication between the author and the readers sharing the author's information or massage.

The order statements, Saragih and Amrin Saragih say that writing is one of people's activity based on their experience in the medium of written expression using acceptable form of language.⁸ According to Sokokik in Spratt, Pulvemess, and Williams, writing is a combination of processing and producing. The process mention to the measures of collecting imaginations and working with them until they are showed in manner that is polished and comprehensible to readers.⁹ Gordon in Pardiyono state that writing is useful to describing a process, something which present a continuous alteration in part of time like growth in organic nature.¹⁰

Based on all of definition above, it can be concluded that writing is the key of communication, where the written is the thought and idea or the information of writer's that she or he need to conveyed.

⁶Sanggam Siahaan and Kisno Shinoda, (2008) *Generic Text Structure*, Yogyakarta: Graha Ilmu, p.3.

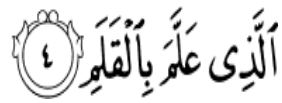
⁷Ain, Raimes, (2010), *Tecnique in Teaching Writing*, London: Oxford University, p. 129.

⁸Anggraini Theresia Saragih and Amrin Saragih, (2014), *Course Book Writing*, Medan: UNIMED Press, p. 17.

⁹ Marry, Sprat and Pulvemess and Mellanie Wlliams, (2005), *The TKT (Teaching Knowledge Test) Course*, Cambridge: University Press.

¹⁰ Pardiyono, (2009), *Pasti Bisa: Teaching Genre-Based Writing*. Yogyakarta: Andi Publishing.

Besides that, writing can help the students to show their feelings, imagination and ideas. Allah SWT also remember us to write through says in Al-Qur'an, surah Al-Alaq: 4.



“Who teaches man with a pen“

Based on the verse above, it show that among of Allah powers is though the human to can write. Though means giving the human ability in writing. So, the human can write down their findings thus it can be read by others and next generation. In the other surah, Allah said (QS. Al-Qamar: 53):

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَنْظَرٌ

“And every small and great thing is recorded by written”

The verse above explain that Allah has written all of the events in lauhul mahfuz. Based on both verses above, it can concluded that Allah though the human of writing and all of the events (small events or large events) have been written by Allah.¹¹

Rasulullah *shallallahu 'alaihi wa sallam* said:

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

“Tie sciences to writing” (H.R Thobrani dan Hakim)

The means of the verse is writing as a connecting medium for science, so the science is not easy to forget. Besides that, people will not traces of past civilization. In the holy Al-Qur'an as guidance for all of muslim stated that the important of writing in surah Al- Qalam verse 1 Allah SWT said:

¹¹ Muhammad Muhsin, (2016), *The Nobel Quran English Translation of Meaning and the Commentary*,Madinah: King Fahd Complex of the Holy Quran, p. 824

ن. وَالْقَلَمِ وَمَا يَسْطُرُونَ

Nun. By the pen and what the (angels) write in the records of men” (Al- Qalam: 1)¹²

Based on those verses, Allah SWT explained that he though human by pen. By writing, human can develop his knowledge or human can transfer their knowledge between one human to the other human. It shows the tool of writing and writing itself have important.

On the other hand, Rasulullah saw have been ever sent a message with the letter.

Rasulullah saw said:

حدثنا يوسف بن حمد البصري، اخبرنا
عبد الله الأعلى عن سعيد عن قتادة عن
انس بن مالك : ان رسول الله صلى الله
عليه و سلم كتب قبل موته الى كسرى و
الى قيصر، و الى النجاشي و الى كل
جبار يدعوهم الى الله، و ليس النجاشي
الذي صلى عليه. (رواه الترمذي)

“From Anas Ibn Malik: that prophet Muhammad saw actually wrote (letters) before his death to Kisra (the tittle king of Persia) and to the emperor to Najasyi (the king of the State of Habsyah) and to each of the rules of the kingdom. Rasulullah saw invited them embrace islam and not Najasy who had been Muslim”

Based on the verse above, it can be seen that rasulullah saw conveys the message from the letters. It can be motivation to hone the writing skills, so that everything can be conveyed with wise writing and good writing.

There are so many definitions of writing that stated by some experts. Rivers state that, writing is relaying information or feeling of writer’s thought in a consecutive way in the new language. Brown also said that writing is a process of thinking. Moreover, he states that in

¹² Muhammad Taqi-ud-Din Al-Hilali, (2008), *The Noble Qur’an In the English Language*, Delhi: Maktaba Darul Qur’an Chitli Qabar, p. 887

writing there is no an unlimited quantity of revisions before publish, and writing also can be planned and given before release.

Therefore, Elbow (1973) in Harmer also said that writing is processing of two step. Finding out the meaning of the sentence is the first step and the next process is inserting the meaning into language.

Writing will be presented not just what we thought but also what we feel. Because process of writing is reflection of author, which stay in the mind. But, some of students will not be excited to do writing, especially students who are reluctant to write something they will suffer to write down.¹³

The students find difficulties of writing when they start think of the ideas or looking for imagination to write and generating written. Another definition of writing skill is also defined by Urquhart and McIver in Gibbon, writing is a process of repetitive activity, it means students revised all of the process in writing, often it will be moved back and forth among the stages.¹⁴

Thus, students should find out some strategies for finding and discovery of writing, and English teachers should collaboration with students to help them for generate content and discover a purpose. On the other hand, it is state that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs.

Writing is a complicated process and it can be seen in the fact and then the teaching of writing is complicated as well. Furthermore, writing suggested the students to be focused on the language that used. It is because students consider the language use when the students

¹³ Jeremy, Harmer, Op.Cit., p. 31.

¹⁴ Pauline Gibbons, (2005), *Writing in a Second Language Across the Curriculum*, New York: Pearson Education, p. 276.

involve in their writing process. Depend on the definitions above, it can be said that writing skills can be sharpened. Writing is a productive process done through some stages.

Depend on the definition above, it can be drawn conclusion that writing is a process to share imagination, opinion, feeling, and ideas from the author by considering some aspect as grammar, mechanics, diction, and context.

b. Process of Writing

There are steps of writing. According to Harmer there are four steps to make a perfect and simple of writing:¹⁵

a. Planning

The first step in writing process is planning. Before starting to write or type, they try and decide what it is they are going to say. For some writers, this may involve making detailed notes. For others a few jotted words may be enough. Prepare what they need before. In writing, it is a piece of paper.

When planning, writers have to think about three main issues. The first is the purpose, the audience, and the content structure. That is how best sequence the facts, ideas or arguments which they have decided to include.

b. Drafting

After planning, the writer will draft the writing. In this step, for the first we can make multiple pieces of writing. The next steps is editing, we can make some drafts on the way to the final version.

¹⁵ Jeremy, Harmer, (2005), *The Practice of English Language Teaching*, England: Pearson Education, p.4.

c. Editing

One of the writers have produced a draft that usually read through what they have written to see where it works and where it does not. Perhaps the way something is written is ambiguous of confusing.

d. Final version

After editing the writing, the final of the stages is final version (publishing), it is the last process of writing. Each of writers has edited their draft, making the modified they consider to be needed, they make their final written. It can be seen a lot of differences both the original plan and the first draft. The reason is there are some things have changed in editing process. So, the writer can publish their written to the audience.

These four stage of writing process: planning, drafting, editing, and final version. All of the process of writing will be conducted in this study to assist the students in writing, so they will be easier to produce descriptive text.

c. Purpose of Writing

Writing is the place to share ideas, imagination, feeling (expressions) of language in the form of letters, symbols or words.¹⁶ There are some purpose in writing. According to Juzwiak (2009: 18), there are some purpose of writing:

- a. To inform: to offers information about specifics issues or topic, for example: commonly, hikers get some of flyers about the precaution of forest wildfire from a central of visitor at a state park.
- b. To educate: Textbooks of humans development certainly probably might often an in-depth discussion of children's emotional development.
- c. To entertain: cartoon, celebrities, make a film to provide fun amusement.

¹⁶ Utami, Dewi, (2013), *How to Write*, Medan: La Tansa Press, p. 2.

- d. To inspire: to positively influences or motivations.
- e. To persuade: to argue that a certain action be taken. Example, written letter might persuade city officials that a parking fine that you received was excessive and should be lowed.

d. Descriptive Text

Gerot in Mursyid state that descriptive text is a text putting the characteristics of something. Descriptive text is commonly also employed of helpful the author to develop an aspect of their work, e.g. to create some moods, situations or to describe a place, thus the readers can build vivid pictures of characters, place, object, etc.¹⁷ Yusmil states that in describe of something, the author share the most significant features or attributes of the thing that author's topic. In science, descriptions is incline to be certain, as when a writer describe an apparatus or a particular organism.¹⁸ According to Paridiyono says that descriptive text is a piece of information in the form of exposure to an object, both object life and death, visually, qualitatively or quantitatively, can be effectively packaged in one form of descriptive text.¹⁹

Based on the definition above, that can be concluded that descriptive text is a text which share of persons or things. Its purpose are describes and reveals a specific persons, places or things. In describe something, a writer uses words to paint a picture of something (a person, a scene, or even a feeling) clearly. The descriptive text aims at giving vivid details of how something or someone looks.

e. Social Function of Descriptive Text

Hartono state that descriptive text purpose is to describe a specific persons, places, or things. That's mean descriptive text aim to give vivid details of how something or someone

¹⁷ M, Mursyid, (2005), *English Teaching*, Jakarta: Bumi Aksara, p.4

¹⁸ Femina Talbiyah, Yusmil, (2018), *The Implementation of TTW Method To Increase Students' Writing Ability in Descriptive Text At The Eight Grade Students of Islamic Junior High School Al-Washliyah Sei Sentang Labuhan Batu Utara In year 2017/2018*, p.29.

¹⁹ Paridiyono, (2009), *Pasti Bisa: Teaching Genre-Based Writing*, Yogyakarta: CV. Andi Offset, p.122.

looks.²⁰ A descriptive text share to the readers what the thing is or what the does. A description should be so unique and details that a description of one thing should be different from a description from another thing. On the other hand, descriptive text isn't used to generalize. All different readers should be show the same thing being described in the text.

f. Generic Structure of Descriptive Text

There are two step basic of generic structure in descriptive text. First is identification of generic structure of that text. Hartono states that the simple generic structure that have been taught in junior high school.²¹

a. Identification

A general basic statement in the begin paragraph: Identification phenomenon to be described. In this statement share the audience what the text is going to be about. This is included of short description of the subject. This can include a definition of subject.

b. Description

A series of paragraphs about the subject is describes section, qualities, and characteristics. Every paragraphs normally start with a main ide of sentence. The main idea of sentence at the beginning of every paragraphs previews the information included in the remaining of the paragraph. After the previews, the sentence give more details information. Every paragraphs should give information about one feature of the topic. These paragraph establish a description of the topic. They may belong technique of language that is related to the topic.

²⁰ Rudi, Hartono, (2005), *Genre of Text*, Semarang: English Department Faculty of Language and Art Semarang State University, p.5.

²¹ *Ibid*, p.8.

2. Think-Talk-Write Strategy (TTW)

One of the strategy that can suit with writing ability is think-talk-write strategy. There are some points of think-talk-write strategy: Definition of ttw strategy, principle of think-talk-write strategy, procedures of ttw strategy, and the advantage and disadvantage of ttw strategy.

a. Definition of Think-Talk-Write Strategy

Think-Talk-Write strategy can be helpfully students build their own knowledge. Thereby, the students understand of the draft of the topic is better. Students are also afford to communication or discussion their ideas with their friends. Thus, the students can help one with other and exchange their thought. It strategy can assist students to understanding the materials being taught. It can do if they are already know with the materials retrieved, they will easier to implement their imagination in writing.

The first strategy that was introduced by Huinker and Laughlin is think-talk-write strategy (ttw). Huinker and Laughlin in Pratiwi said that thinking and talking are essential part in the process of carry the sense into writing of students. Huinker and Laughlin state that ttw strategy develop in time for thought and reflection and for the organization of notion and the testing of those imagination before students are expected to write down. The step of communication development from the students involving in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, and to writing.²² According to Huda, ttw strategy is a method that include of the speaking practice and write the language fluently. Ttw strategy used to increase the students' practice through discussion the material. Then, convey the result through written form.²³

²² Veronika, Unun Pratiwi, (2019), *Implementing Think Talk Write Strategy to Enhance of High School's Writing Skill in Narative Text*, European Journal of Social Science, Vol: 57, p. 3.

²³ Miftahul, Huda, (2013), *Model-Model Pengajaran dan Pembelajaran*, Yogyakarta: Pustaka Pelajar, p. 218.

According to Yamin and Ansari, ttw strategy is one of learning strategy which is purposed to improve the students' ability in writing. Further, Think-Talk- Write strategy supports the students to be active in the teaching learning process. In the activity "think" the students read a text and make a note from the result have been reading as individual, and then share the result to be discussed. After that, the students interact and collaborate with their friend to discuss the content of the material. This activity is called "talk". The English teacher is as a mediator in teaching and learning process. The last, the material is constructed by the student is as their knowledge as the result of collaborate, this activity is called "writing".²⁴

Based on the statement above, it can be concluded that ttw strategy is one of technique to teaching English especially in writing in group and combination in individually through three ways: first is think, it is analyzing the text, second is talk, it is discussing in group, and the third is write, it is the result. Before writing, the way to be done firs are thinking and talking, it expected to expand students' ideas, imagination and understanding of writing. When the English teacher gives opportunities for the students talk or discussed, their uncertainties about things that they unsure before will be decreased. Thus, the students will be able to make an understandable and meaningful product of writing.

b. Principle of TTW Strategy

Ttw strategy is one of cooperative strategy that make students more active. Its strategy should be applied in teaching and learning process. According to Zulkarnain, ttw strategy builds in time for thought and reflection and for the organization of ideas and testing of those ideas before students are expected to write.²⁵ The flow of communication progresses from students engaging in thought or reflective dialogue with themselves, to talking and sharing

²⁴ Martinis, Yamin and Bansu Ansari, (2009), *Taktik Mengembangkan Kemampuan Individual Siswa* Jakarta: Putra Grafika, p. 84.

²⁵ Zulkarnain, (2011), *Model kooperatif Tipe Think Talk Write (TTW) untuk Meningkatkan Kemampuan Menulis Karangan Deskriptif dan Berfikir Kritis*. PDF Article. Edisi Khusus, No.2

ideas with another, and also to writing. From definition above, there are three steps TTW as follows:

1) Think

The first step in this strategy is think. In this step, students are given the topics related with the basic competence in the lesson plan. Students are asked to think their ideas about the topics given.

2) Talk

After they think the topic, students are divided into groups to carry out the next step “talk”. And then, they share their ideas based on what they think before. Another students listen and respond the ideas. After finished, students conclude the result of the discussion in group.

3) Write

After the students discussed with their group, they make a conclusion and then they make sentences in their own seats. After it, they do the last step, it is write. In this step, teacher ask the students to write the descriptive text using their own word. The ideas and the conclusion from the previous steps just help them to complete sentences into text.

c. Procedure of TTW Strategy

According to Silver and Smith in Yamin and Ansari, there are series that should be follow in setting up TTW strategy. 1).The English teacher divides classroom into several groups. One group consisted of 4-6 students. 2). The English Teacher elaborate the content. 3).The English teacher gives the students a topic, and then the students discussed of the topic. 4). Students look for the ideas that fit with the topic and then make small note about it individually (think), this step is aimed to make the students developed their though or their ideas. 5). Next, the notes that students has made individually, it will be discussed with their

group (talk). In this step, each students will share their own note to collect their ideas. Each students has about 2 minutes to talk their note in the group. 6) The next step is conclusion. The students concluded the result of their discussion to be a paragraph using their own words (write). 7).The final activity the students write down the paragraph that they make in a paper.²⁶

d. Advantages and Disadvantages of TTW Strategy

According Yamin and Ansari, there are some points of advantages and disadvantages of ttw strategy, such as:²⁷

1. Advantages of TTW Strategy

- a. TTW strategy can help the students to increase their right brain, because this strategy will develop their ideas spontaneously through the picture.
- b. The learning main of this strategy is students' activities in discussion of the material or topic, so the teacher is not the main point in learning teaching more and the students can be more active.
- c. This strategy can help students to expand their ideas because it can be supported from their group and it will make faster understand
- d. TTW strategy makes the students learn to think the concepts, share their ideas, and discussing a wording in a writing task.
- e. Ideas from the other groups and corrections from the English teacher will be an essential thing to make a better writing.

2. Disadvantages of TTW Strategy

- a. This strategy is same as other cooperative strategy that s difficult to control the class and the group discussion, especially there is the students that more active too

²⁶ Martinis, Yamin and Bansu Ansari, *Op.Cit.*, p.84.

²⁷ *Ibid*, p.85.

dominant. So, it can make the other students don't get chance part in the role of discussion.

- b. The English teacher needs more time to hold the group discussion. So, it is impossible and so difficult to success in a big class. This strategy is effective in description and narrative only.
- c. Sometimes, it needs more time to presenting and correcting.
- d. Some of students still difficult to express their ideas, it depends on their group dividing not the strategy.
- e. The reality is not always same with the expectation.

B. Relevant Studies

This section showed that there are some previous study that has been done and relevant with the research will be conducted.

I found the first research was published by Rachmmawati (2013). The title of the research is "*The Use of Think-Talk-Write Strategy to Improve Students Ability in Writing Recount Text (A Classroom Action Research of the Eight Grade Students of SMP N 3 Cilacap in the Academic Year 2013/2014)*". From the result, it can be concluded that there was increased the score of post-test than the score of pre-test. The result showed that the mine of pre-test was 47, 03, while the mine of post-test 81.13. So, the interval of the pre-test with the post-test reached 34, 11. In this research, she used the action research where this design method used teaching learning process directly. During the teaching learning process, the researcher used TTW strategy in the class as a strategy to improve the students' writing skill, and the result showed that there was a significance improving of the students' writing skill in recount text.

Based on explanation above, it can be seen that the students' writing skill in recount text there was any enhancement by using TTW strategy. The researcher also said told that

students' ability was improve effectively by TTW strategy. In her research, the students were more active in the learning process. The students' activeness improved from low to high category.

In the research showed that TTW strategy could be applied in recount text easily. Think-talk-write strategy or TTW is a method that can help English teacher to teach English in the class effectively. This statement can be proved through the result of pre-test score and post-test score in the research of Rachmawati. Based on the statements and the result above, it can be concluded that using thin-talk-write strategy can improve the students' writing skill in recount text.

Therefore, the next research was published by Maharani (2014). The research title is *"Improving Students Skill in Writing Descriptive Text by Using Four Square Writing Method (A Classroom Action Research at Grade VIII Students of SMP Negeri 1 Alian in the Academic Year of 2014/2015)"*.

This research improve the writing skills using by Four Square Writing Method which is a simplified graphic organizer. In this study, Maharani said that Four Square Writing Method was the method to improve the grammatical and control students' ideas. Maharani used the Four Square Writing Method to improve students' skill in writing especially in descriptive text. It can be seen in the score of pre cycle test was 68.75, the average of formative test was 72.30 and the average of post cycle test was 82.21.

Maharani said that Four Square Writing Method is the method that improve students' writing skill effectively, and the students' motivation in descriptive text could be increased by Maharani and also in the teaching activity students showed the positive attitude. On the other hand, students can be more active, independent, work of group, responsible, and creative in

learning process when using Four Square Writing Method. The research focused on improve students' writing skill in descriptive text through Four Square Writing

The similarities between research of Maharani and the researcher are the research use CAR (class room action research) and focused in writing skill in descriptive text. The researcher used CAR as the research design to improve students' writing skill. It's not only to improve students' writing skill, the present study use the TTW strategy to improve students' motivation and develop their ideas. So, in the present study hopefully think-talk-write (ttw) strategy is not only able to improve students' writing skill especially in descriptive text but also can motivate students to get used to writing.

The next research was created by Sofiyati (2012). The research is "*The Writing Ability in Narrative text for The Eighth Grade Students of SMP 1 Kalinyamatan Jepara in The Academic Year 2011/2012 Taught by Using Think, Talk, and Write Strategy.*"

In this research, Sofiyati has improved students' writing skill in narrative text by using TTW strategy, and before student write the narrative text, the students were asked to develop their practicing the language by using the learning strategy. There were three steps that were done well in her classroom. The steps were TTW.

The methodology of this research was used Quasi-Experimental. The first step of this research was pre-test that was held before the treatment, and then given the students a post-test after treatment of thin-talk-write strategy (TTW). The researcher said that this strategy can help the students and English teacher in teaching learning process. It can be seen in the result if this research that the mean score of pre-test was 45, 94 with standard deviation was 10, 28, and the mean of post-test was 67, 72 with standard deviation was 15, 02. So, it showed that there was the significant enhancement of students' writing skill in narrative text.

The relationship between this research and the present study is that this research focused on improving the students' writing skill in narrative text through by think-talk-write strategy, whereas the present study focus on implementation of think-talk-write strategy to improve students' writing skill in descriptive text in junior high school. It can be seen that the both research used thin-talk-write strategy as the technique in teaching learning process. The difference of this research with the present study is the present study concerns of improving the students' descriptive text.

C. Conceptual Framework

Based on the literature review, the foundation of a language is writing, because it is important part of communicating and understanding in the target language that the learners should be mastered. The English teacher should give the students education of writing when teach about language and ideally, so the students can appreciate and express their ideas without hesitation.

Writing is correlation of the text. Text is combination of some paragraphs which have a unity and coherence with one another, with a clear conclusion. There are some types of text. Writing here is only focused on writing spoof text. Spoof is a text which tells a factual story, happening in the past time with an unpredictable and funny ending. In this case, students feel difficulty in writing because they are not able to organize ideas and knowledge that they have into good writing. So, the English teacher decided to choose a good strategy in order to make students more creative, capable, and also enjoyable in writing.

Based on the statement above, the English teacher should prepare the new strategy to improve students' writing skill especially in descriptive text. Thus, the students can be motivated their writing skill by the strategy, and also make them interested and more active in learning process. Think-talk-write strategy is one of the strategies that can help the students to improve their writing skill especially in descriptive text. On the other hand, this strategy is

cooperative strategy that can make students share their ideas in the group, so it can help them to develop their thought and they can more active.

The using of think-talk-write strategy an effective strategy in writing skill, it can be seen from previous studies that students' writing skill especially in descriptive text could improve through the think-talk-write strategy. The strategy helped the teacher and the students in teaching learning process. In this reason and statements, researcher used TTW strategy to improve students' writing skill in descriptive text through think-talk-write strategy at MTs Negeri 4 Langkat.

CHAPTER III

METHODOLOGY OF REASEARCH

In this chapter the researcher present the place of research, subject of research, data and data sources, research method, technique and collecting the data, technique of analyzing data, and trustworthiness of the data.

A. Research Setting and Subject

This research held at VIII D grade students of MTs Negeri 4 Langkat year 2019/2020. This subject consist of 20 students. It is located at Kecamatan Bahorok, Kabupaten Langkat. The reason that researcher choose this school was the researcher has done some observation in this school and the researcher choose this class based on result of observation and also the interviewed with the English teacher.

B. Data and Data Sources

This research consisted of two data, namely quantitative data and qualitative data. The quantitative data was the data to measure students' writing skill in descriptive text by using test (pre-test and post-test). Whereas, the qualitative data was the supporting data obtained through interviews sheet of English teacher and the students, observation sheet, and documentations.

The data sources were taken from the students and the collaborator. (1) Students are the learners, in this research students are the important object as a source of the data. (2) The English teacher as a collaborator, the collaborator assisted the researcher in conducting the action research.

C. Research Method

The researcher used classroom action research (CAR) to conduct this research. Classroom action research designed to solve practical problems in the process of teaching and learning especially in teaching writing in descriptive text. According to Salim and Friends state

that CAR is a one of self-reflective inquiry undertaken by students in a group (including educational) situation in order to improve the rationality and justice of: (a) their own social or educational practice, (b) their understanding of these practice, and (c) the situation in which practice are carried out.²⁸

According to Arikunto, classroom action research including of three parts that can be understood as follows understanding: Research is observation and measuring the activities of the participants that used the rules of a particular methodology to obtain data or information useful. Action is the activities that are deliberately made with a specific purpose, which in this study form a series of cycles of activity. Class is a group of students who are in the sometime received the same lesson from English teacher. Restrictions written for understanding of the notion that class is long, to knock out a misconception and is widely understood by the public with” the room where the English teacher teaches” not a form of class but a group of students who were studying.²⁹

Based on the definition above, CAR or classroom-action-research is a form of self-reflective activities conducted by English teacher or researcher by engaging students directly through research and action. Classroom action research also have the meaning a research that done by the English teacher on his own classes with doing, looking, and make reflection by some actions that aimed to improve or increase the result of education its self. It can be concluded that the research in a class action against activities that are deliberately accruement raised and occurs in a classroom.

Kuandar states that the classroom action research including qualitative approach even though the data that had been collected may be quantitative. The aim of classroom action

²⁸ Salim, and Friends, (2015), *Classroom Actiion Research*, Medan: Perdana Publishing, p.36.

²⁹ Suharsimi, Arikunto, (2006), *Prosedur Penelitian*, Jakarta: Bumi Aksara. P.91

research is to improve and increase the result quality of learning process, developed the English teacher's skill, and increase the student's motivation in the learning process.³⁰

This research was conducted in one cycle, because students can improve their writing ability in descriptive text when they have done in the first cycle. There were 4 meetings in cycle. Pre-test is the first activity before explaining the materials from researcher. The second activity was explaining the materials with the think-talk-write strategy. The last activity was post-test.

In this research used Kemmis and McTaggart CAR model. The model consists of four steps: (1) planning of the action, (2) implementing of the action, (3) observing of the action, and (4) making analysis and reflection. The application of four steps of the action research in the classroom as follows:

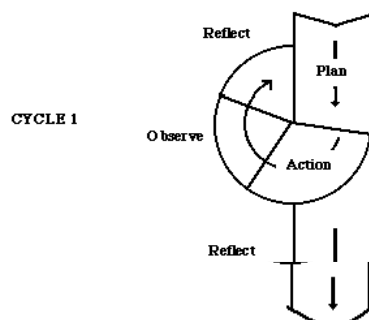


Figure 1.1 Cyclical Model of Action Research by Kemmis and Mc Taggart

The procedures of this action research as follows:

a. Planning

There are some things that should be prepared by the writer related to the action as follows:

a) The first is writer should prepare all of the materials.

³⁰ Kuandar,(2011), *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. Jakarta: Rajawali Press. p. 45-46

- b) Next, the writer should prepare lesson plan and design of the steps as a guidance of action in teaching learning process.
- c) The writer should know and prepare the list name of students and the list of score.
- d) The writer should prepare observation sheets for the activity in classroom, and it will help the writer to collect the information of situation during teaching learning process when apply the strategy.
- e) The writer should prepare tolls of teaching.
- f) The important thing that writer should be prepared is test.
- g) Preparing interviews sheet of English teacher and students.

b. Acting

In this step, the writer will apply all of the things that prepared in the teaching-learning process and the writer will implement TTW strategy to improve students' writing skill in descriptive text accordance with the lesson plan.

c. Observing

The next step is observation. In this step writer has prepared observation sheet that will be checked by English teacher as the observer. The observer not only observe the students' activities but also observe the researcher as the teacher activities in the teaching-learning process. This step is conducted to collect the data from action, especially about situation of condition of teaching-learning process. On the other hand, the researcher will take the dairy notes, write and analysis activities during the learning process as a guideline to see students' improvement of writing skill in descriptive text using think-talk-write strategy.

d. Reflecting

The last but not the least step is reflecting. The writer will do reflection to evaluate of teaching learning process and evaluate of the activity had been done before.

D. Technique of Collecting Data

There are several techniques that were used by the researcher in this research in collect the data, namely:

1. Test

On the test, the researcher provides some question which related with the materials. Brown says that a test can help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve.³¹ Brown states in simple term, test is number measuring a persons' ability, knowledge, or performance in a given domain. The writer will use pre-test and post-test.

Pre-test and post-test has been used to know the different of students' writing skill before and after the strategy has been given by English teacher and researcher.

- a. Pre-test has given toward students before use the strategy and teaching learning process. In the pre-test in cycle, English teacher has asked students to write descriptive text about their village.
- b. Post-test has given into students after the strategy was implemented. In the post-test of cycle, English teacher has been asked them to write descriptive text about tourism place at their village.

2. Observation

Observation is an important role not only for classroom action research, but also more generally for supporting the professional growth of English teacher, in addition in the process of school development. Richard says that in teaching learning process, observation provides an opportunity for novice English teachers to see what more experienced English teachers do

³¹ H.D, Brown, (2007), *Language Assessment: Principle and Classroom Practice*, New York: Pearson Education, Inc, p. 3.

when they teach a lesson and how they do it.³² Observation is widely used as means of collecting data in classroom research. So, from the explanation above, the researcher can concluded that observation is the data that is founded.

3. Interview

The researcher would to interview the students about his/her understanding in descriptive text. Whereas, the English teacher will be interviewed for getting the students activities and respond during learning teaching process.

4. Documentation

The other media to collect the data is documentation. The researcher will collect all of the document that can be support the data research, such as: students' paper test, the answer and record of interview sheet, photos, students' identity, and other to be need.

E. Technique of Analysis Data

1. The Quantitative Data

The data of this research has been analyzed by using t-test for quantitative. According to Sudijono, t-test is used to compare the two means from primaliry study from cycle one to cycle two. The formula of the t-test as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

\bar{D} = Mean of difference of pre-test and post-tes

D = Difference

³² Jack C Richards, and Thomas S. C. Farrel, (2005), *Profesional Development for Language Teachers*. Cambridge University: Cambridge Language Education, p. 85-86.

N = Subject of the students³³

2. The Qualitative Data

Qualitative data is the data obtained through by interview between the researcher and the English teacher, between the researcher with students, observation sheet of the students and English teacher, and all of the documentation that needed. According to Burn, the stages in analyzing the data, they are as follows:³⁴ (a) Assembling the data, (b) Coding the data, (c) Comparing the data, (d) Building interpretation and (e) Reporting outcomes.

Assembling the data is the way to collect data in the research. The technique of the collecting data use interview sheet and observation sheet.

Coding the data is the step to make the data into the group that same of concept, theme, or type. In this research the data were categorized according to the themes of action that were implemented in the teaching learning process.

Comparing the data is the step to compare the data to identify the relationships and connections of data. This was to find out whether the actions are repeated or developed across different data gathering techniques.

Building interpretation the stage to look back at the data several times to pose questions, rethought the connections, and developed explanations underpinning the research. This stage was to build the interpretations of why particular patterns of behavior, interactions, or attitudes arise in the research.

Reporting Outcomes is the final stage involves presenting an account of research of others.

³³Anas, Sudijono, (2008), *Pengantar Statistika Pendidikan*, Jakarta: PT. Raja Grafindo Persada, p.43.

³⁴ Burn, A, (2010), *Doing Action Research in English Language Teaching(A Guide for Practitioners)*, New York: Routledge, p.156-160

F. Trustworthiness

It is important to establish that the findings of the study are validated. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba in Sudjana, the trustworthiness consists of the following components credibility, transferability, dependability and confirmability.³⁵

Credibility in qualitative research means that the research of qualitative study is believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants and by collecting answers. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process. Knowing that they will have a chance to verify their statements tends to cause the study participants to willingly fill in any gaps from earlier interviewers. Trust is an important aspect of the member check process.

Transferability refers to the degree to which the result of qualitative research can be generalized or transferred to other contexts or settings. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing.

Dependability, on the other hand, emphasizes the need for the researcher to account for the ever-changing context within which research occurs. The researcher is responsible for describing the changes that occur in the setting and how these change effect the research approach of study.

Confirmability refers to the degree to which the result could be confirmed or collaborated by others. The researcher used document procedures for checking and rechecking

³⁵ Sudjana, (2005), *Metode Statistika*, Bandung: Tarsito, Ed: 6, p. 272.

the data throughout the study. Confirmability entails full revelation of the data upon which all interpretations are based, or at least the availability of the data for inspection. In other words, the researcher should be able to examine the data to confirm the result or interpretations. The researcher establishes the trustworthiness of credibility through source and methodological triangulations.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

In this study, the researcher would like to describe the result of preliminary study, as follows:

1. Preliminary study

In the preliminary of study, the researcher provided the descriptive text test, interview sheets and observation sheet. The test of descriptive text is employed to looks the students' the descriptive text test is used to evaluate the students' improvement writing ability in descriptive text. The minimum passing grade of English lesson in this school is 75. The test has been conducted by 27 students. From that, the result show students' writing score in pre-test was 1.765 and the mean score 65,370. Moreover, the percentage score of students' pre-test was only 22, 22%, and it can be seen that there were 6 students who passed the test and get score more 75. On the other hand, there were 20 students couldn't passed the test, their score didn't get up to 75, and it means 77,78% percentage of students failed of test. Based on the pre-test, it can concluded that student's writing skill in descriptive text needs to be improved or on the other word their writing skill in descriptive text still bad.

Furthermore, the result of the post-test have improved, it can proved that the total score of the students' was 2.030 and certainly there were also an increasing number of students who completed the test, there are 22 students from 27 students. It showed that students' score in post-test was increased. So, the post test in the first cycle was categorized successful. This data can be seen in the appendix III.

Qualitatively, the students' writing ability is also not really good. This can be proven by the interview from one of the students, "*Sebenarnya, susah-susah gampang miss. Kalau cuman disuruh nulis biasa aja apalagi dalam bahasa Indonesia ya gampang aja miss, cuman*

kalau dalam bahasa inggris kami engga tau harus menulisnya dari tentang apa nya dulu miss, dan apa aja yang harus ditulis dalam paragraph nya miss.”(Look at appendix V). The researcher founds that the students got the difficulty in mastering the writing skill, because they don't understand about the step of descriptive paragraph, part descriptive paragraph, and the generic structure of descriptive text. This data strengthen by another data expressed by the student two, as below *“Saya enggak suka bahasa inggris miss, tulisan sama bacaanya beda miss, buat pening.”* (Look at appendix V) here, the student said that he doesn't like to learn about English and it makes he was confused. Beside difficult in writing ability in descriptive text, the students are also lack motivation in writing ability, because it was not their habitual activity. Which is the English teacher is rarely taught them about how to master the vocabulary, it's not to make some sentence. Based on the result above, the researcher concluded that the students have difficulties in writing skill, especially in descriptive text. It can be proven through student interview answer show that they did not like in study about English lesson and the students rarely practice writing in English. Thereby, students can't develop their ideas and faced difficulties in writing English texts.

To make sure the data, the researcher also has done interview the English teacher, and the answer below:

“Sebenarnya banyak siswa yang suka dengan mata pelajaran bahasa inggris karena tinggal dekat dengan daerah wisata, tapi kebanyakan dari mereka hanya tahu mengucapkan daripada menulis, karena tulisan dengan ucapan berbeda. Namun, pada dasarnya mereka tetap tertarik dengan menulis, walaupun terkadang mereka tidak tahu apa arti dari teks yang sring mereka baca dan tulis. Hal ini yang sedikit membuat mereka mudah bosan”

From the English teacher's point of view, the students know to speaking but they don't know how to write, so it make them are easier to fell bored, but they still have motivation to learn English. All the factors that caused their limitation in writing ability and it should be solved in order to reach the target of learning English based on the Minimum Passing Grade (KKM).

Based on the qualitative data above, it can be seen that the reason of students find it difficult and more easily bored in English lesson especially in writing descriptive text are because they only can speak but they didn't understand of the text, so they feel bored to study it. It affects the students' writing skill especially in descriptive text still low. Therefore, the researcher implement the think-talk-write strategy to improve students' writing skill in descriptive text.

2. Cycle

Researcher used only one cycle. The cycle include four steps, start from planning, after that is action, next steps is observation, and the last is reflection. In this cycle have 4 meetings which were conducted to the students. In first meeting, researcher was given pre-test and the end of learning process the researcher was given post-test. The steps of this cycle were:

a. Planning

In this step, the researcher made all of the materials to describe about tourism place "Lake Toba" that was employed in the learning process, such as: (1) make observation guide, (2) interview guide, (3) conducting the test, (4) preparing the material that was used in TTW strategy and (5) preparing the handphone to online study.

b. Action

The next step is action or implemented of the things that has been planned before. The activities in this section that has been conducted by researcher, including of beginning activity, main activity, and closing activity. The first is beginning activity that include: (1).The researcher start the learning process with greeting to the students and praying together, and give them some motivation of life and also check their attendance list. (2) The next was the researcher introduced the materials and the objective of the material in learning.

The second activity was main activity. There are some activity that have planned before

and were conducted in teaching learning English in descriptive text by implementing think-talk-write strategy: (1) Start from explained material of descriptive text. Here, the material included definitions of descriptive text, the function of descriptive text, the generic structure of descriptive text, and how did to make the descriptive text, and the last gave the example of descriptive text. (2) Implemented of think talk write strategy. After researcher have done explained the material, the researcher using TTW strategy in English learning process. (3) after all of the activity have done, the researcher give the post-test. The result of post-test have been placed in appendix.

The last but not the least activity is closing that include: (1) The researcher remain the materials to the students, (2) The researcher ask the students to conclude the material has been learned before, and then the researcher will add the conclusion.

c. Observation

In this step, the researcher was done observe what the situation in during teaching-learning process. This step to get qualitative data. Observation was obtained through students' behavior, attitudes, and all of the students' activity in classroom. Therefore, all of the data will be described to support the quantitative data. In quantitative data showed that total score of post-test is 2.030 and the students that achieved KKM is 22 from 27 students. It could be proven that the students' score was increased from pre-test to pos-test. So, the post test was categorized success. The result of the post test showed that the students' writing skill in descriptive text improved when they have been used the think-talk-write strategy in learning process. It was be proven 22 students achieved the score 75 or more, and 5 students still got under 75.

From the result, the researcher didn't continue to cycle two, because in the first cycle they was 22 from 27 students that can got score 75 or more, the percentage was showed

77,78%. It can showed that ttw strategy was held to achieve the improvement score of the students in writing descriptive text.

d. Reflection

This stage was the responses of teaching learning process that was taken from the result of observation, interview, test and documentation. The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students about how they was feeling in writing the text by using think talk write strategy. The problems in writing, all of it that would be asked by the researcher in the end of meeting. Through the reflection, the researcher knew the result of the students after did the test. In this step, the feedback of teaching learning process was taken from the result of interview, observation, test and photograph. Based on the observation and test done by the students, it can be concluded that:

1. Students' writing skill in descriptive text can be improved through implemented of think-talk-write strategy used by researcher during teaching learning process.
2. The researcher used only one cycle, because the students' score have improved and exceed minimum grade of English lesson.
3. The students are motivated by researcher, so they can improve their score in descriptive text.
4. Based on the result, researcher concluded that the students score improved after checked the students test, and the researcher's ability in teaching writing descriptive text showed the improvement too. The most of students score improved from the pre-test to the post-test. It made the researcher felt to stop until this cycle (cycle I) because the students' score in the first cycle had improved than in the pre-test.

B. Discussion

The research was conducted to improve students' writing skill in descriptive text through using TTW strategy. It is the effective strategy to improve students' writing skill in

descriptive text, because this strategy can motivate the student to be more active and share their ideas with the others. Based on the observation sheet and interview showed that students more active in this research than the other lesson. It is because the researcher using TTW strategy in learning teaching process. The students focused and paid attention to the researcher when the researcher explained about the lesson. But, the students were not really enthusiastic in learning teaching process because during online class.

Then, there was the improvement of the researcher in teaching English especially writing descriptive text. It could be proven from the result of observation that the researcher could activate the students in learning. It made the students' score improved and achieved the target (KKM). It indicated that the implementation of TTW strategy can help the students in writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will show the conclusion of the research and some suggestion for the participants.

A. Conclusion

Based on the result of this research, it could be concluded that the students' writing skill in descriptive text could be improved by think-talk-write strategy, especially for students at Grade VIII class of MTs Negeri 4 Langkat. The explanation as follow:

1. Based on the first formulation of problem that in the preliminary study, it can be seen that mean of the pre-test is 65,370. For the first they didn't know how to make the best sentence or paragraph of descriptive text. But, after the implementing of ttw strategy they can increase they writing skill in ability.
2. Thus, based on the second formulation of problem, the result can be seen that students score in pre-test show students' writing skill in descriptive text was still below KKM. Its means that the students have achieve the KKM (minimum 75) fewer than the students that the score is still low. Based on the qualitative data, the reason is students faced difficulties in writing skill especially in descriptive text, such as: they didn't know how to show their ideas into sentence and paragraphs.

In cycle, the post-test mean of students' writing skill in descriptive text is 75,185. It means that the students' score increased than preliminary study. It can be seen in the quantitative data that from the pre-test, students' score still low, but after the implemented of the strategy there is improvement of students' score, it can be proven in post-test. The qualitative data proves by exposing a positive improvement in the students' behavior who are more active and more enthusiastic than before during learning teaching process. On the other hand, after the

treatment students were able to express their ideas and they were able to adjust the generic structure of descriptive text into paragraph. In conclusion, TTW strategy can help students to improve their writing skill in descriptive text.

B. Suggestion

The researcher would like to give some suggestion for English teacher, students, and the future researchers or the readers, below:

1. English teacher: the first, English teacher should know about some of the teaching strategy to increase students' motivation in English lesson. Second, think-talk-write strategy can be an effective strategy to teach English in the class especially about writing skill in descriptive text.
2. The students: the first, students are expected to be more active and enthusiastic during learning-teaching process. The second, students should focus on the explanation of materials that English teacher are given during learning teaching process.
3. For the future researcher. The researcher hopes this study can help and useful for other researcher. On the other hand, this research can be contributed to develop the strategy with the different focus on English lesson.

REFERENCES

- Arikunto, Suharsimi. (2006). *Prosedur Penelitian*. Jakarta: Bumi Aksara.
- Brown, H.D. (2007). *Language Assessment: Principle and Classroom Practice*. New York: Pearson Education, Inc.
- Burn, A. (2010). *Doing Action Research in English Language Teaching (A Guide for Practitioners)*. New York: Routledge.
- Utami, Dewi. (2013). *How to Write*. Medan: La Tansa Press.
- Gibbons, Pauline. (2005). *Writing in a Second Language Across The Curriculum*. New York: Pearson Education.
- Harmer, Jeremy. (2005). *The Practice of English Language Teaching*. England: Pearson Education.
- Harmer, Jeremy. (2007). *How to Teach Writing*. England: Longman.
- Hartono, Rudi. (2005). *Genre of Text*. Semarang: English Department Faculty of Language and Art Semarang State University.
- Hayland, Key. (2006). *Teachinng and Researching Writing*. London: Longman.
- Huda, Miftahul. (2013). *Model-Model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar
- Kuandar. (2011). *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. Jakarta: Rajawali Press.
- Maulidah, Nova. (2013). *Think Talk Write (TTW) Strategy for Teaching Descriptive Writing*. Sidoarjo: Jurnal PBI STKIP PGRI Oxford Learner's. *Pocket Dictionary*.
- Mursyid, M. (2005). *English Teaching*. Jakarta: Bumi Aksara.
- Oxford*. (2010). *Oxford Advanced Learner's Dictionary Ed.8*. New York: Oxford University Press.
- Pardiyono. (2009). *Pasti Bisa: Teaching Genre-Based Writing*. Yogyakarta: Andi Publishing.

- Pratiwi, Veronika Unun. (2019). *Implementing Think Talk Write Strategy to Enhance of High School's Writing Skill in Narrative Tex*. European Journal of Social Science. Vol: 57.
- Raimes, Ain. (2010). *Technique in Teaching Writing*. London: Oxford University.
- Richards, Jack C and Thomas S. C. Farrel. (2005). *Professional Development for Language Teachers*. Cambridge University: Cambridge Language Education.
- Salim, and Friends. (2015). *Classroom Action Research*. Medan: Perdana Publishing.
- Sanggam Siahaan and Kisno Shinoda. (2008) *Generic Text Structure*. Yogyakarta: Graha Ilmu.
- Saragih, Anggraini Theresia and Amrin Saragih. (2014). *Course Book Writing*. Medan: UNIMED Press.
- Setiyadi, Bambang. (2006). *Teaching English as A Foreign Language*. Yogyakarta: Graha Ilmu.
- Sprat, Marry, Alan, and Mellanie Wlliams. (2005). *The TKT (Teaching Knowledge Test) Course*. Cambridge: University Press.
- Sudijono, Anas. (2008). *Pengantar Statistika Pendidikan*. Jakarta: PT. Raja Grafindo Persada.
- Sudjana. (2005). *Metode Statistika*. Bandung: Tarsito, Ed: 6.
- Taqi-ud-Din Al-Hilali, Muhammad. (2008). *The Noble Qur'an In the English Language*. Delhi: Maktaba Darul Qur'an Chitli Qabar.
- Yamin, Martinis and Bansu I Ansari. (2009). *Taktik Mengembangkan Kemampuan Individual Siswa*. Jakarta: Putra Grafika.
- Yusmil, Femina Talbiyah. (2018). *The Implementation of TTW Method To Increase Students' Writing Ability in Descriptive Text At The Eight Grade Students of Islamic Junior High School Al-Washliyah Sei Sentang Labuhan Batu Utara In year 2017/2018*. Medan: State Islamic University of North Sumatera.
- Zulkarnain. (2011). *Model kooperatif Tipe Think Talk Write (TTW) untuk Meningkatkan Kemampuan Menulis Karangan Deskriptif dan Berfikir Kritis*. PDF Article. Edisi Khusus, No.2

APPENDIX I**Lesson Plan****Rencana Pelaksanaan Pembelajaran (RPP)**

Sekolah	: MTs Negeri 4 Langkat
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/4
Materi	: Descriptive Text
Alokasi Waktu	: 4 pertemuan (2 x 25menit)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan.

KI 3 : Memahami, Menerapkan, menganalisis, mengevaluasi pengetahuan faktual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi , seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

2.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

2.3 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

2.4 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2.5 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian Kompetensi

3.1 Mampu menuliskan teks deskriptif tentang orang, tempat wisata, bangunan bersejarah yang terkenal, sesuai dengan konteks penggunaannya.

3.2 Mampu mengenali dan memahami struktur serta kebahasaan dalam teks deskriptif secara lisan maupun tulisan.

3.3 Mampu membuat kalimat yang tersusun serta menjadikan paragraf dari kalimat-kalimat yang masih acak

3.4 Mampu menguraikan kalimat-kalimat yang telah disusun tersebut dengan ide-ide yang kreatif sehingga menciptakan teks deskriptif yang akurat secara tertulis.

D. Tujuan Pembelajaran

4.1 Siswa mampu menjawab soal tentang deskriptif teks yang telah diberikan oleh dengan menggunakan teknik-talk-write.

4.2 Siswa mampu berbagi ide dan informasi dalam kelompoknya sehingga mereka mampu bekerjasama dalam kelompok dengan baik.

4.3 Siswa mampu aktif secara pribadi dalam kelompoknya dan bertanggungjawab atas kewajibannya dalam kelompok

4.4 Siswa mampu memahami dan menjawab soal yang diberikan oleh guru secara pribadi.

E. Karakter siswa yang diharapkan

1. Percaya diri
2. Aktif dan kreatif

3. Mampu bekerjasama dan saling menghargai
4. Rasa hormat dan tekun
5. Bertanggung jawab
6. Religious

F. Materi Pembelajaran

a) The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

b) The Generic Structure of Descriptive Text

The generic structure to create descriptive text are identification and description.

G. Metode Pembelajaran

1. Scientific Approach
2. Penugasan
3. Think Talk Write Strategies

H. Sumber Belajar

Sumber :

1. Buku
2. Internet
3. Kamus
4. Buku Pegangan Guru

Alat :

1. Handphone
2. Picture

I. The Example of Descriptive Text

Bahorok is my village. It is located at North Sumatera. It is about 83 km from Medan city. It is a small village but it is very clean and beautiful. Bahorok is strategic location for refreshing because there are many tourism place. The

temperature is cool and the air is free from the pollution. Because it has still many big trees.

Bahorok is known many people because it is the place has a special tourism place, like Bukit Lawang that has Orangutan, Landak River that has location to camping, Batu Katak that have a beautiful river, etc. Moreover, in Bahorok there is a river that you can rafting with your friend or your family start from Bukit lawang until Bahorok.

Many people who live in Bahorok work as farmer. They work at the farm from 6 o'clock until 12 o'clock in the morning. They plant paddy and many kinds of vegetables and fruits.

Beside it, Bahorok is known with home industry, especially coconut handicraft and making the sugar and brown sugar. I am happy to stay in Bahorok and I'm proud with Bahorok.

J. Kegiatan Pembelajaran

Pertemuan I : Pre-Test

Pertemuan II dan III :

Kegiatan	Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Awal	<ol style="list-style-type: none"> 1. Guru mengucapkan salam (greeting) dan memberi motivasi pada siswa 2. Guru memanggil atau membacakan daftar hadir. 3. Guru memimpin doa dan meberi arahan kepada siswa untuk mengikuti proses KBM 4. Guru memperkenalkan materi yang akan diajarkan 	5 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru menerangkan sedikit penjelasn mengenai materi yang diajarkan 2. Siswa membaca serta menyimpulkan makna teks deskripsi sesuai dengan kebutuhannya, berdasarkan kata kata sendiri. 	40 menit

	<p>3. Dengan bimbingan dan arahan guru, siswa mengenali dan memahami fungsi social dari teks deskripsi dan mencari gagasan utama serta informasi tang rinci dalam sebuah teks deskripsi tersebut.</p> <p>Menanya (identifikasi)</p> <ol style="list-style-type: none"> 1. Dengan arahan guru, siswa mempertanyakan tentang struktur generik dan tujuan dari penulisan teks deskripsi. 2. Siswa memberi respon dari pertanyaan-pertanyaan yang diajukan dan berkaitan dengan teks deskripsi. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru memberikan topic kepada siswa dengan menggunakan gambar yang nantinya kan dijadikan sebuah teks deskriptif. 2. Siswa mulai memikirkan gagasan utama serta informasi-informasi rinci yang terdapat pada gambar yang menjadi topik untuk menyusun teks dekriptif (think) 3. Guru membagikan siswa dalam beberapa kelompok diskusi. 4. Siswa berdiskusi dengan teman sekelompoknya dan memberikan ide-ide yang telah didapat siswa secara pribadi sebelum dibagikan kelompok (talk) 5. siswa menuliskan hasil dari gagasan dan ide-ide yang telah didiskusikan (write) 6. Guru mengontrol dan merespon siswa selama diskusi berlangsung. <p>Mengasosiasi (pembuktian)</p> <ol style="list-style-type: none"> 1. Siswa diminta menyusun teks deskriptif menggunakan kalimat sendiri sesuai dengan topik yang telah diberikan (write) <p>Mengkomunikasikan (generalisasi)</p>	
--	--	--

	<ol style="list-style-type: none"> 1. Siswa memoto dan mengirimkan hasil kerja yang kelompok maupun pribadi kepada guru 2. Guru merespon hasil kerja yang telah diberikan oleh siswa. 	
Kegiatan akhir	<ol style="list-style-type: none"> 1. Dikegiatan akhir, siswa diminta untuk meberkan kesimpulan atas materi yang dipelajari dan kemudian di tambahkan oleh guru. 2. Guru menutup KBM dengan memberi motivasi. 3. Salam (greeting) 	5 menit

Pertemuan IV : Post Test

K. PENILAIAN

1. Penilaian

a) Teknik: tes tertulis

b) Bentuk: membuat teks deskripsi sesuai dengan topik

2. Instrumen

Pre-Test

Name :

Class :

Please, describe about your village!

Post-Test

Name :

Class :

Please, describe about one of tourism that you have visited!

Scoring of Writing Rubric

Komponen penulisan	Nilai	Indikator
1. Content	20-15	Berhubungan dengan topic dan mudah dipahami
	14-10	Sedikit berhubungan dengan topik dan mudah dipahami
	9-5	Berhubungan dengan topic tapi sedikit sulit untuk dipahami
	4-1	Sedikit berhubungan dengan topic dan tidak mudah untuk dipahami
2. Organization	20-15	Hampir semua kalimat berhubungan dengan ide pokok
	14-10	Beberapa kalimat berhubungan dengan ide pokok
	9-5	Hanya ada sedikit kalimat yang berhubungan dengan ide pokok
	4-1	Kalimat-kalimatnya tidak berhubungan
3. Mechanic	20-15	Hanya ada sedikit kesalahan dalam tanda baca, ejaan dan penggunaan huruf
	14-10	Lebih banyak kesalahan dalam tanda baca, ejaan dan penggunaan huruf
	9-5	Sangat banyak kesalahan dalam tanda baca, ejaan dan penggunaan huruf
	4-1	Dipenuhi dengan kesalahan dalam tanda baca, ejaan dan penggunaan huruf
4. Grammar	20-15	Hampir tidak ada kesalahan dalam penggunaan grammar setiap kalimatnya
	14-10	Ada beberapa kesalahan dalam penggunaan grammar setiap kalimatnya

	9-5	Ada banyak kesalahan dalam penggunaan grammar setiap kalimatnya
	4-1	Hampir dipenuhi dengan kesalahan dalam penggunaan grammar setiap kalimatnya
5.Vocabulary	20-15	Banyaknya variasi kosakata yang digunakan (diksi)
	14-10	Ada beberapa variasi kosakata yang digunakan (diksi)
	9-5	Hampir tidak ada variasi kosakata yang digunakan (diksi)
	4-1	Tidak ada variasi kosakata yang digunakan (diksi)

Medan,

2020

Mengetahui,

Kepala

MTs Negeri 4 Langkat

Guru Pamong

Peneliti

Ahmad Saidi, S.Pd.IDarnawati Br.Pinem, S.PdAdelya Khairani

NIP: 196911042000031003

NIP: 19671231201412122022

NIM: 0304162070

APPENDIX II

PRE-TEST

Name :

Class :

Please, describe about your village!

APPENDIX III

POST-TEST

Name :

Class :

Please, describe about one of tourism place that you have visited !

APPENDIX IV

Scoring of Writing Rubric

Komponen penulisan	Nilai	Indikator
1. Content	20-15	Berhubungan dengan topic dan mudah dipahami
	14-10	Sedikit berhubungan dengan topik dan mudah dipahami
	9-5	Berhubungan dengan topic tapi sedikit sulit untuk dipahami
	4-1	Sedikit berhubungan dengan topic dan tidak mudah untuk dipahami
2. Organization	20-15	Hampir semua kalimat berhubungan dengan ide pokok
	14-10	Beberapa kalimat berhubungan dengan ide pokok
	9-5	Hanya ada sedikit kalimat yang berhubungan dengan ide pokok
	4-1	Kalimat-kalimatnya tidak berhubungan
3. Mechanic	20-15	Hanya ada sedikit kesalahan dalam tanda baca, ejaan dan penggunaan huruf
	14-10	Lebih banyak kesalahan dalam tanda baca, ejaan dan penggunaan huruf
	9-5	Sangat banyak kesalahan dalam tanda baca, ejaan dan penggunaan huruf
	4-1	Dipenuhi dengan kesalahan dalam tanda baca, ejaan dan penggunaan huruf
4. Grammar	20-15	Hampir tidak ada kesalahan dalam penggunaan grammar setiap kalimatnya

	14-10	Ada beberapa kesalahan dalam penggunaan grammar setiap kalimatnya
	9-5	Ada banyak kesalahan dalam penggunaan grammar setiap kalimatnya
	4-1	Hampir dipenuhi dengan kesalahan dalam penggunaan grammar setiap kalimatnya
5.Vocabulary	20-15	Banyaknya variasi kosakata yang digunakan (diksi)
	14-10	Ada beberapa variasi kosakata yang digunakan (diksi)
	9-5	Hampir tidak ada variasi kosakata yang digunakan (diksi)
	4-1	Tidak ada variasi kosakata yang digunakan (diksi)

APPENDIX V**INTERVIEW SHEETS BEFORE TREATMENT**

Interview Sheet of Teacher

1. Apa siswa menyukai mata pelajaran Bahasa Inggris selebih lagi pada saat menulis?

Jawaban: “Sebenarnya banyak siswa yang suka dengan mata pelajaran bahasa inggris karena tinggal dekat dengan daerah wisata, tapi kebanyakan dari mereka hanya tahu mengucapkan daripada menulis, karena tulisan dengan ucapan berbeda. Namun, pada dasarnya mereka tetap tertarik dengan menulis, walaupun terkadang mereka tidak tahu apa arti dari teks yang sring mereka baca dan tulis. Hal ini yang sedikit membuat mereka mudah bosan”

2. Apa kesulitan yang dialami oleh peserta didik saat pembelajaran bahasa inggris terutama dalam menulis?

Jawaban: seperti yang saya bilang sebelumnya, kesulitan yang sering dialami ialah penulisan dengan ucapan yang berbeda dan kurang nya kosa kata yang dikuasai oleh siswa, sehingga membuat mereka bingung sendiri

3. Metode apa yang Ibu gunakan ketika mengajar maupun meningkatkan writing skill siswa?

Jawaban: yang pasti metode ceramah dan metode kerja kelompok, agar mereka lebih aktif dan mampu bertukar pikiran dengan temannya yang lain sehingga memiliki ide yang baru.

Interview Sheet of Students

1. Apakah kamu suka dengan mata pelajaran bahasa inggris, terutama dalam kegiatan menulis?

Student 1: Kalau saya sih lumayan suka ya miss, karena memang hobi saya menulis. Jadi, kadang-kadang saya coba nulis pake bahasa inggris walaupun pake google translate miss.

Student 2: Saya enggak suka bahasa inggris miss, tulisan sama bacaanya beda miss, buat pening.

Student 3: Suka miss. Karena saya pingin keluar negeri miss.

2. Apakah menurut kamu belajar bahasa inggris terutama dalam menulis itu sulit?

Student 1: Sedikit sulit miss. Tapi, kalau kita punya banyak vocabulary gampang aja sih miss. Apalagi sekarang ada google miss.

Student 2: Sulit miss. Saya susah ngafal miss jadinya kadang saya enggak tahu arti dari tulisan yang ada di teks miss.

Student 3: Sebenarnya, susah-susah gampang miss. Kalau cuman disuruh nulis biasa aja apalagi dalam bahasa Indonesia ya gampang aja miss, cuman kalau dalam bahasa inggris kami enggak tau harus menulisnya dari tentang apa nya dulu miss, dan apa aja yang harus ditulis dalam paragraph nya miss

APPENDIX VI**INTERVIEW SHEETS AFTER TREATMENT**

Interview Sheet of Teacher

1. Apakah ada pemahaman lain yang meningkat dari siswa selain menulis deskriptif teks, setelah diterapkannya strategi think talk write?

Jawaban: Ada, yaitu pemahan berkomunikasi, dan mendapatkan banyak kosa kata baru, sehingga mereka telah mampu jika ditanyakan tentang daerah wisata yang ada didesa mereka

2. Apakah sebelumnya ibu pernah menggunakan strategi ini?

Jawaban: Belum

3. Apakah ada peningkatan dalam ketertarikan dan keaktifan belajar bahasa inggris siswa setelah diterapkannya strategi ini?

Jawaban: Iya ada, karena mereka merasa senang karena mampu menggambarkan keindahan daerah yang ingin mereka jelaskan

Interview Sheet of Students

1. Bagaimana menurut kamu belajar writing terutama dalam deskriptif teks dengan menggunakan strategi think talk write?

Student 1: Strategi ini sangat membantu. Karena selain kita disuruh berfikir dengan rinci kita juga aktif dalam bekerjasama dengan teman. Jadi engga ada yang diam.

Student 2: Membuat saya sedikit paham.

Student 3: Sangat membantu miss.

2. Apakah kamu sudah memahami bagian-bagian dari paragraph dalam deskriptif text?

Student 1: Sudah miss.

Student 2: Sedikit miss

Student 3: Sudah miss

APPENDIX VII

OBSERVATION SHEETS
Observation Sheet of Teacher

No	Point Observed	1	2	3	4
1.	Kegiatan awal : - Guru datang tepat waktu - Guru memberikan salam kepada murid - Guru mengabsen siswa - Guru memberikan motivasi kepada siswa		√	√ √ √	
2.	Kegiatan inti: - Guru menjelaskan descriptive teks - Guru memberikan contoh - Guru memberikan kesempatan bertanya kepada siswa yang belum paham - Guru menggunakan media dalam mengajar		√	√ √	√
3.	Mengelolah waktu, siswa, dan bahan ajar: - Guru mengelompokkan siswa - Guru memberikan tugas kepada siswa - Guru memantau kegiatan dikelas - Guru mengontrol kegiatan siswa - Guru mengelolah bahan ajar		√ √ √	√	√
4.	Penilaian siswa: - Guru melakukan penilaian kepada siswa sembari berlangsungnya KBM - Guru melakukan penilaian di akhir pertemuan		√ √		
5.	Kegiatan Akhir: - Guru menyimpulkan materi yang disampaikan - Guru menyampaikan materi untuk pertemuan selanjutnya		√		√

Note: berikan acentang (√) di kolom 1, 2, 3 dan 4 sesuai dengan yang diamati.

1 : tidak baik

2 : cukup

3 : baik

4: sangat baik

Observation Sheet of Students

No	Point Observed	1	2	3	4
1.	Siswa datang tepat waktu		√		
2.	Siswa menjawab salam dari guru		√		
3.	Siswa bersemangat dalam belajar bahasa inggris		√		
4.	Siswa mendengarkan penejelasan guru dengan penuh perhatian			√	
5.	Siswa mengerjakan tugas dengan cara berkelompok		√		
6.	Setiap grup berkomunikasi dengan menggunakan bahasa inggris	√			
7.	Siswa aktif berinteraksi didalam kelas		√		
8.	Siswa aktif dalam memberikan pendapatnya		√		
9.	Siswa bertanya jika mereka tidak tahu	√			
10.	Siswa memperhatikan penjelasan guru dengan baik		√		

Note: berikan acentang (√) di kolom 1, 2, 3 dan 4 sesuai dengan yang diamati.

1 : tidak baik

2 : cukup

3 : baik

4: sangat baik

APPENDIX VIII

THE STUDENTS' SCORE IN PRE-TEST (BEFORE TREATMENT)

NO.	Name	Score of Pre-Test	Criteria of Pass ≥ 75
1.	Anggun Risma	75	Completed
2.	Ayu Kristiani	60	Not Completed
3.	Bella Syahfitri	60	Not Completed
4.	Chikita Az Zahra	75	Not Completed
5.	Dafa Pratama	60	Not Completed
6.	Della Ramadhani	70	Not Completed
7.	Dewi Kusuma	70	Completed
8.	Dimas Syaiful Amri	40	Not Completed
9.	Dinda Afrillia	80	Completed
10.	Duwi Za Putri	60	Not Completed
11.	Egiana	65	Not Completed
12.	Jona Imanuel Sembiring	65	Not Completed
13.	Lusy ayunita	70	Not Completed
14.	Mhd Luthfi Tarigan	75	Completed
15.	Mukha Lida Zia	70	Not Completed
16.	Nazwa Al Qusairi	70	Not Completed
17.	Nelja Shintia	80	Completed
18.	Rahma Rani	55	Not Completed
19.	Raini Suri	60	Not Completed
20.	Roni Handoko	55	Not Completed
21.	Salsabillah	65	Not Completed
22.	Septiana	60	Not Completed
23.	Siti Salwa	75	Completed
24.	Syafiq Haqiqi	55	Not Completed
25.	Vebby Ola Sufi	65	Not Completed
26.	Zahra Mutiara Ningsih	70	Not Completed
27.	Ziya Elvira	60	Not Completed
	Total	$\Sigma X = 1.765$	

APPENDIX IX

THE STUDENTS' SCORE IN POST-TEST (AFTER TREATMENT)

NO.	Name	Score of Post-Test	Criteria of Pass ≥ 75
1.	Anggun Risma	80	Completed
2.	Ayu Kristiani	70	Not Completed
3.	Bella Syahfitri	75	Completed
4.	Chikita Az Zahra	85	Completed
5.	Dafa Pratama	75	Completed
6.	Della Ramadhani	80	Completed
7.	Dewi Kusuma	75	Completed
8.	Dimas Syaiful Amri	60	Not Completed
9.	Dinda Afrillia	80	Completed
10.	Duwi Za Putri	75	Completed
11.	Egiana	75	Completed
12.	Jona Imanuel Sembiring	80	Completed
13.	Lusy ayunita	75	Completed
14.	Mhd Luthfi Tarigan	75	Completed
15.	Mukha Lida Zia	85	Completed
16.	Nazwa Al Qusairi	80	Completed
17.	Nelja Shintia	80	Completed
18.	Rahma Rani	75	Completed
19.	Raini Suri	75	Completed
20.	Roni Handoko	65	Not Completed
21.	Salsabillah	75	Completed
22.	Septiana	75	Completed
23.	Siti Salwa	80	Completed
24.	Syafiq Haqiqi	65	Not Completed
25.	Vebby Ola Sufi	75	Completed
26.	Zahra Mutiara Ningsih	75	Completed
27.	Ziya Elvira	65	Not Completed
	Total	$\Sigma X = 2.030$	

APPENDIX X

THE STATISTIC ANALYSIS OF THE STUDENTS' SCORE

N O.	Name	Score of Pre-Test	Score of Post-Test	D	D²
1.	Anggun Risma	75	80	5	25
2.	Ayu Kristiani	60	70	10	100
3.	Bella Syahfitri	60	75	15	225
4.	Chikita Az Zahra	75	80	5	25
5.	Dafa Pratama	60	75	15	225
6.	Della Ramadhani	70	80	5	25
7.	Dewi Kusuma	70	75	5	25
8.	Dimas Syaiful Amri	40	60	20	400
9.	Dinda Afrillia	80	80	0	0
10.	Duwi Za Putri	60	75	10	100
11.	Egiana	65	75	10	100
12.	Jona Imanuel Sembiring	65	75	10	100
13.	Lusy ayunita	70	75	5	25
14.	Mhd Luthfi Tarigan	75	75	0	0
15.	Mukha Lida Zia	70	85	15	225
16.	Nazwa Al Qusairi	70	80	10	100
17.	Nelja Shintia	80	80	0	0
18.	Rahma Rani	55	75	20	400
19.	Raini Suri	60	75	15	225
20.	Roni Handoko	55	65	10	100
21.	Salsabillah	65	75	10	100
22.	Septiana	60	75	15	225
23.	Siti Salwa	75	80	5	25
24.	Syafiq Haqiqi	55	65	10	100
25.	Vebby Ola Sufi	65	75	10	100
26.	Zahra Mutiara Ningsih	70	85	15	225
27.	Ziya Elvira	60	65	5	25
	Total	$\sum X =$ 1.765	$\sum X =$ 2.030	$\sum D =$ 250	$\sum D^2 = 3.250$

APPENDIX XI

SCORE TEST OF STUDENTS

The Highest Score of Pre-Test

Nama Siti Surast
 kelas: VII 4

Village

I Live in the village of Timbang Jaya. Desa timbang Jaya
 owns a large farm. Generally grown by Rice. in addition
 to the many rice trees. Produced such as Palm Sugar and
 the beautiful Cassia hills are also visited by many tourist
 attractions, and there is much to see in the river. in
 the Cassia hills, there is mt. lawer, where there are
 such beasts orang utan, monkey, elephant. There's trees
 by the river. People come to visit wanting to camp
 on the Cassia hills. They want to explore the nearby
 forest. Bukit Lawang cut sides are also frequent to visit
 hunting for training. Bukit Lawang To take a bath. Bukit
 Lawang.

Name: Nelisa Shintia
 kelas: VII 4

Bukit Lawang, Sumatera Utara stretches about 129 km from the city of Medan. Towards
 Bukit Lawang can be reached by a long trip of about 3 to 4 hours Medan.

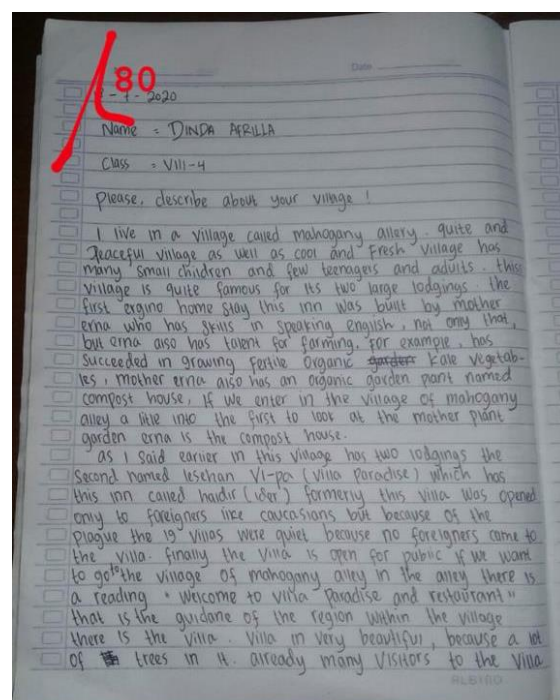
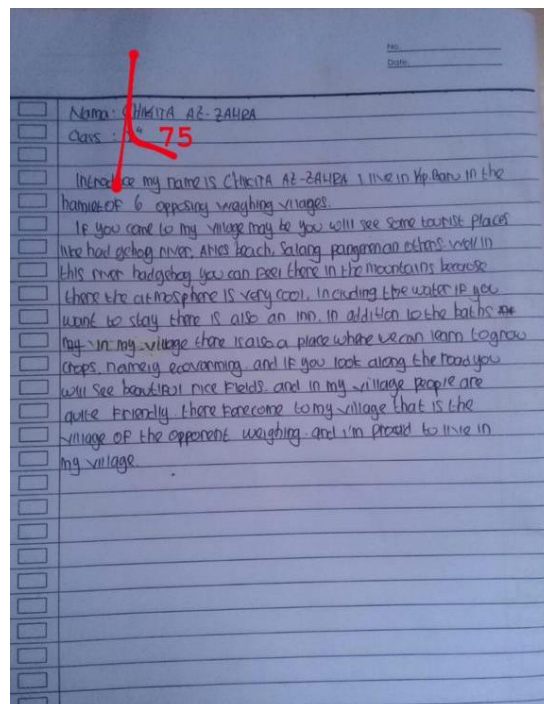
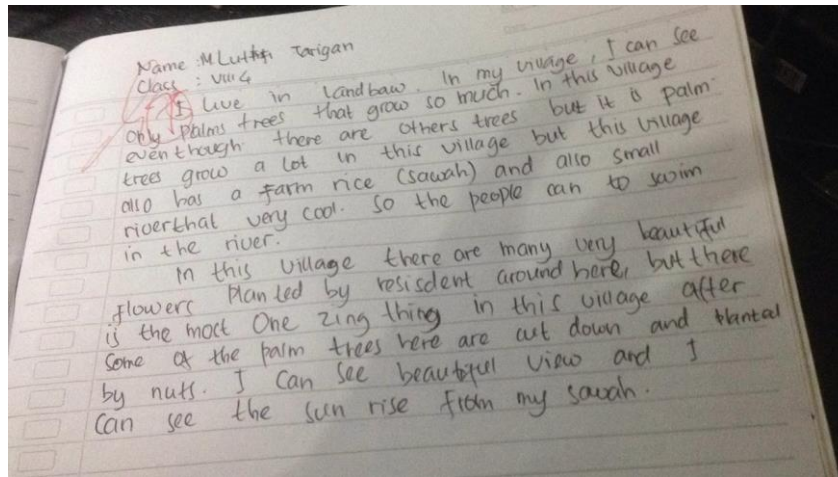
Bukit Lawang, famous for its amazing natural attractions because
 it is located at the foot of Mount Lawang. Of course it will
 not be separated from the cute primates like jungle people.

In Lawang hill there is a view of the forest and its in
 habitats, a beautiful tourist hunting center for rehabilitation of
 forest people, flora and fauna other interesting people of the forest is
 one of the main icons in the hills of Lawang rehabilitation of
 forest people located in the Mount Lawang National Park.

Primate behavior. This one is able to attract local and foreign
 tourists so that park visits are always crowded.

Bukit Lawang is not only famous for its rehabilitation center, but the forest
 in Bukit Lawang is a place to preserve some protected flora and fauna.

The elephant tiger rhino is an animal that inhabits the jungle hills
 Lawang famous flora is the flower of Anadi Pafflesia and that is
 not less interesting is a hunting tour.



The Lowest Score of Pre-Test

Ayu Kristiani
No. 09

If you come to my village may you will see some
 tourist places like had gehog river, Aris beach, salang
 pangerenan others. Well in this river had gehog you can
 neel there in the mountains because there the atmosphere is
 very cool. In cluding the water if you want to stay
 there is also an inn. In addition to the baths in my
 village there is also a place where we can learn to grow
 crops, name ly ecovanning and if you look along the road
 you will see beautiful rice fields. and in my village
 people are quite friendly there. Fonecome to my village
 and i'm prasar'd to live in my village.

Dimas Syaiful amri
Kelas VIII

I live in weigh Jaya weigh village hea a
 large agticulta land angenerally planted
 with rice and others there are at so
 staples of production such as Palm oil,
 rubber staple sap. weigh Jaya is one of
 the villages in the Bahorok subdistrict,
 Langkat North Sumatra, Indonesia

Roni Handoko
Date: VIII 4

In my village the air is ~~is~~ very cool
 in the morning, and the view is
 very beautiful in the morning
 at precisely 05.36 WIB. and
 our activity in the afternoon is
 playing rolley ball.

Syafiq Haqiqi
 No :
 Tanggal : VIII 14
 I Live in SP. Suka Masu. here the population is crowded and very friendly and helping each other. every day work as farmers, bussinesman teachers, doctors village every day the children go to grazing their livestock. our village is clean and there are still many trees on every road, so that our village the air is still fresh making inhalation healthier to inhale, and don't forget to stop by our village :)

Name: Raini Sani
 Class: VIII
 please describe about your village
 Introduce my name Raini Sani I live in SP. Bungara I will tell you about my village, in my village there are no mules and luxury buildings, in my village for many are married young, but not wish me because I want to go ahead and be proud both parents. The average population of my village is muslim, in kampung more their respective activities and in my village there are lots of stories that I can't tell you enough and thank you.

The Highest Score of Post-Test

Nama: Mulika Lida Zita

Buket Lawang

I will tell you about tourism place that I have visited. One of them is Buket Lawang. Buket Lawang is located in Bahara District, Lampung regency, north Sumatera. It is about 81 km from medan. But it is near from my village. Buket Lawang is a tourist area where there is a protected forest. So, we can find many plants and animals.

In Buket Lawang we can swim in the clean river. And we can also tubing and rafting. The river is beautiful, because we can see forest from there. In Buket Lawang there are a lot of nice spots photo.

Buket Lawang is popular tourist destination, and the foreign tourists also visit it. In Buket Lawang there is many urban that only in Sumatra and Kalimantan. The facility at B. Lawang are also very complete. There are hotel for us to stay, restaurants with many food variant and gazebo for us to just sit and relax on the edge of the river.

We should visit B. Lawang, because fresh air, here is also affordable.

Name: Nelva Shinta

VIII 4

A zoo is a place, in door or outdoor where animals especially wild animals such as lion, tiger, cheetah and etc are lived and kept for public exhibition. The word zoo comes from zoology. There are many kinds of the zoo, such as safari parks, aquarium, petting zoo and animals them park. Safari park is a big outdoor animal them park. Safari visitor allow to come near the animals and feed them through the window car.

A person who works in the zoo is called zookeeper. Their jobs are to feed the animals, maintain and clean the zoo.

Zoo is very important many ways. It educates people about animal and biodiversity.

Anggun Risma

VIII 4

My name is Anggun Risma I live in Prumnas Bahara. Every holiday my family and I usually go on vacation. Sometimes we go to the beach or other tourist attractions, and yesterday I and my family went to a tourist spot called the house of love (Teraga Cinta). There we had fun sitting in their beautiful house, some were taking photos and some were riding bamboo rafts. This bamboo raft is unique enough to use enough energy and a few long woods, he can run the raft without the help of a machine and only need to pay 5000/ people to go around the house.

Maybe this is enough that I can say Assalamualaikum :)

~~2000~~ **85**

PLEASE for the about and is about please
the you have to read.

TOBA or **Toba** lake is the one of the
most famous destinations in Indonesia especially
in Medan, North Sumatra. Toba lake is the
largest volcanic lake in Indonesia. It is in the
southwest area which makes it more special.
It is far from the someone island, an island
that existed in the middle of the lake.

Lake Toba is an area of 1137 km² and
can say that this is 1000 km² bigger than
Singapore. It formed by a gigantic volcanic
eruption some 70,000 years ago. It is prob-
ably the largest volcanic Caldera on Earth.
Riau Samatran of Sumatra island. The island
in the middle was joined to in Caldera
wall by a narrow isthmus, which was cut
through to another boats to pass a road
bridge crosses the cutting. Samatran island
is the cultural center of the Barak tribe,
the indigenous from North Sumatra.

By the eruption of a Super Volcano (Mount
Toba) was estimated to have caused mass
death and extinction of several species
of living creatures. The eruption of

Mount Toba has led to changes in the
earth's weather and the start was the ice
age that affects the world civilization.

Lake Toba is actually more than 6000
than a lake considering its size. It is the
the lake placed at the largest lake in
southwest Asia and the second largest in
the world after Lake Victoria in Africa.
Lake Toba is also included the largest
lake in the world which is approximately
8150 meters.

~~2000~~ **86**

My name is Azzahra, I will tell you about the forest area.

I have visited, named the mangrove forest, to get to the mangrove forest have
to walk along our journey through the sea. The sea is very beautiful because
in my area there is the sea, and a river in the mangrove forest. I can also
see a lot of outdoor games, for example riding a boat, fishing, and other things
which I have never done before. The games is very scary but I really like
it because it takes courage. There also have to climb a very tall tree house
that I also do right because this is the first thing I did in my friends. I see
I wonder why I am here but I just relax because of me. One thing
extreme is we sit up in the tree house we can see the surrounding environ-
ment we can see everything in the area, especially tall trees
and there are animals that are kept in the area, named there are deer, snakes,
bird species and many others. I tried to feed the deer named with a brown
spice. Sheep I to eat it from my basket. And it is broken it is very funny and
I really like it even I feed it with my mouth. And a carrot in my mouth then I
give it to the deer. beautiful deer and fox make me love to see it even more and
there are also children's games - children where there is a human dressed like
a bat so he walks around the park and makes game with visitors. our visitors
gather to see the attractions they make it is very funny and very entertaining.
we love it so much. I even think how creative they are. There is a ball to see for
children and adults. There is also a water boom so we can swim.
If we are smart swimming we can enter the pool which is in the high
water boom which also adds to our excitement when there is a
from above so that into the pool we are cheering with
because that was the first thing we ever did. I mean
really like this place even I think I will return to this place to repeat the

DORY

Activities that we have to get to the mangrove forest we have to have this along our
journey through the sea. The sea is very beautiful because in my area there is the sea and
a river in the mangrove forest. I can also see a lot of outdoor games, for example
riding a boat, fishing, and other things which I have never done before. The games is very scary
but I really like it because it takes courage. There also have to climb a very tall tree house
that I also do right because this is the first thing I did in my friends. I see I wonder why I am here
but I just relax because of me. One thing extreme is we sit up in the tree house we can see the surrounding
environment we can see everything in the area, especially tall trees and there are animals that are kept in the
area, named there are deer, snakes, bird species and many others. I tried to feed the deer named with a brown
spice. Sheep I to eat it from my basket. And it is broken it is very funny and I really like it even I feed it
with my mouth. And a carrot in my mouth then I give it to the deer. beautiful deer and fox make me love to
see it even more and there are also children's games - children where there is a human dressed like a bat so he
walks around the park and makes game with visitors. our visitors gather to see the attractions they make it is
very funny and very entertaining. we love it so much. I even think how creative they are. There is a ball to see
for children and adults. There is also a water boom so we can swim. If we are smart swimming we can enter
the pool which is in the high water boom which also adds to our excitement when there is a from above so that
into the pool we are cheering with because that was the first thing we ever did. I mean really like this place
even I think I will return to this place to repeat the doing right now.

The Lowest Score of Post-Test

Dimas Syaiful Amri Kelas VIII 4

60 Cermin beach
 one the tourism place I have visited
 Cermin beach. In there many mangrove trees,
 and there we can suri m together with
 our family. But the wather not clean.
 I like Cermin beach, Cermin beach located
 in North Sumatra. It is not far from my
 home. we can go there just 3 hour. and
 there is water boom also in the
 Cermin Swimming Pool.

Name : Roni Handoko VIII 4

65
 I will tell you about tourist areas that
 I have visited. For example Lake Toba
 Lake Toba is a very beautiful place
 where we will be able to see a
 very wide lake, the water blue and the
 water is clear we can play water bikes
 and swim can ride skateboarding
 and if we want to cross neww
 lake we can see a very beautiful
 cw to cross neww in fact to the
 actual closed mang crakes that
 we can mang crakes that
 sea level and there we can allong
 19 Gale dance - There are aldok man

Syafiq Haqiqi No :
 Tanggal : VIII 4

65 Gundayung

Gundayung is one of tourism place in Brasbagi
 Karo, North Sumatra, in Gundayung, the air so
 fresh and cold. we can ride the horse and
 derman also. and here we can take nice
 photos, because there is so many spots to photo
 there are many people that sell the
 accessories like clothes of Gundayung, and there
 are many fresh fruits that we can buy.

Nama : Fitia elvira

Kelas : VIII 4

No. _____

Date : _____

Tangkahan

Tangkahan is located in langkat, north Sumatera. There is elephant that we can see sand riding. And there is the clean river. we can swim and tubing here. we can compalso here. the air also fresh like my village. But it is still difficult to go there because the road is still bad and the just pribadi vehicle can go there.

Ayu Kristiani

84

Barastagi

This place located in karo, north Sumatera. From the top of the gundaling, we can see the natural panorama, enjoy the natural swangms and the fresh of nature. We can also relax under the tent that has been provided but still we should buy. From the top of the gundaling we can also see land of vegetables and fruits plantations and people. The village of people life.

In gundaling there are also may beautiful photo spots. There are a few spot photo to be an instagramable. There are also photographer services that we can use and the photo will be printed in few minutes. But, we should buy 20.000 each photos. Beside that we can also ride a horse and Delman.

APPENDIX XII

DOCUMENTATIONS


KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI 4 LANGKAT
 JALAN KARYA, NO.81 - BAHOROK, POS 20774

SURAT KETERANGAN
 Nomor : /MTs.12.05.036.PP.01.1.06/2020

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 4 Langkat, dengan ini menerangkan bahwa

Nama	: Ahmad Saidi S, Pd.I
Nip	: 19691104 200003 1 003
Jabatan	: Kepala MTs N 4 Langkat

Menerangkan dengan sebenarnya,

Nama	: Adelya Khairani
Nim	: 0304162070
Tempat / Tanggal Lahir	: Bukit Lawang, 28 Juni 1998
Semester / Jurusan	: VIII / Pendidikan Bahasa Inggris
Tahun Akademik	: 2020
Universitas	: Universitas Islam Negeri Islam Sumatera Utara (UIN – SU)

Benar nama diatas telah melakukan kegiatan **Pelaksanaan Riset** di Madrasah Kami pada Tanggal 15 Juni s/d 30 Juli 2020 untuk keperluan pembuatan Skripsi dengan Judul “ **The Implementation of Think Talk Write (TTW) Strategy to Improve Student’s Writing Skill in Descriptive Text at Eight Grade Student of MTs Negeri 4 Langkat.** ”

Demikianlah Surat Keterangan ini diperbuat dengan sebenarnya dan dipergunakan seperlunya.

Bahorok, 30 Juli 2020
Kepala Madrasah



 AHMAD SAIDI S, PD.I
 19691104 200003 1 003

