



**THE IMPLEMENTATION OF THINK-TALK-WRITE (TTW)
METHOD TO INCREASE STUDENTS' WRITING ABILITY IN
DESCRIPTIVE TEXT AT THE EIGHTTH GRADE STUDENTS
OF ISLAMIC JUNIOR HIGH SCHOOL AL-WASHLIYAH SEI
SENTANG LABUHAN BATU UTARA IN THE ACADEMIC
YEAR 2017/2018**

A SKRIPSI

Submitted to the Faculty of Tarbiya and Teachers Training State

Islamic University of North Sumatera Medan as a Partial

Fulfillment of the Requirements for the Degree of

Sarjana Pendidikan

By

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS TRAINING
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MEDAN
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Assalamualaikum Wr.Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **Femina Talbiyah Yusmil** yang berjudul:

“THE IMPLEMENTATION OF THINK-TALK-WRITE (TTW) METHOD TO INCREASE STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTTH GRADE STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL AL-WASHLIYAH SEI SENTANG LABUHAN BATU UTARA IN THE ACADEMIC YEAR 2017/2018”, maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terimakasih.
Wassalamualaikum Wr.Wb.

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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar - benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, September 2018
Yang Membuat Pernyataan

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ABSTRACT

FEMINA TALBIYAH YUSMIL. 2018. The Implementation Of Think-Talk-Write (TTW) Method To Increase Students' Writing Ability In Descriptive Text At The Eightth Grade Students Of Islamic Junior High School Al-Washliyah Sei Sentang Labuhan Batu Utara In The Academic Year 2017/2018. Final Graduating Paper Department of English Education Faculty of Tarbiya and Teachers Training State Islamic University of North Sumatera (UIN SU) Medan.

Adviser I : Dr. Didik Santoso,M.Pd, Adviser II : Deasy Yunita Siregar, S.Pd, M.Pd.

This research was conducted to find out the implementation of Think-Talk-Write method to increase students' writing ability in descriptive text. The subject of this research was the eight grade of MTs Al-Washliyah Sei Sentang which consisted of 30 students. This research was applied by classroom action research. The qualitative data were taken from observation sheet and interview sheet. The quantitative data were taken from tests, which was carried out in the end of every cycle. The test was given to the students in form of pre-test, post test in the first cycle and the post test in the second cycle. The result of the data analysis showed that the score of students increased from the first post-test I to post test II. The result of the analyzing the data showed that there was an improving on the students' achievement in writing descriptive text from each cycles. It was showed from the mean of pre-test was 57,566. Where, there were 4 students got successful score criteria or and 26 students' got unsuccessful. After doing cycle I by applying think talk write method, there was an improving of the result of the students' mean was 69,333. Where, 19 students got successful criteria score or it was only and 11 students' got unseccessful criteria score. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 78,066. Where, 26 students' got successful criteria score and 4 students' got unsuccessful criteria score. In other words, the students' achievement in writing descriptive text was improved. And based on interviewed, and observation sheet it showed that the expression and excitement of the students were also improve. It indicated that was improvement of students' achievement in writing descriptive text by applying Think Talk Write method.

Keywords : *Descriptive text, Think Talk Write method, and Writing.*

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CHAPTER 1

INTRODUCTION

In this chapter I as researcher describes the background of the problems, the identification of the problems, the limitation of the problems, the problem formulations, the objective of the study and the significance of the study.

A. The Background of the Study

Writing is one of the learning requirements for the students to be successful in their study. Writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. It means that writing as a part of the teaching English and important in teaching and learning English. Writing involves some language component (spelling, grammar, vocabulary, and punctuation). In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences, it is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text.

Based on the objective, writing is one of the skills that the students should achieve in learning English writing. Without writing, it is hard for people to understand that they want to say or write because the writing students can convey their ideas, opinion, feeling, experiences, information and thought in their mind. So, that they will be able to express them into sentences and paragraphs.

In reality, Many students get some difficulties to write a sentence and explore it to be a paragraph. The first difficulty is there is no interest in writing,

the students are hard to find ideas in written form and they often cannot write some sentences. The others problems are there are no appropriate medium, lack of grammar and vocabulary. The teacher, sometimes still use the old teaching technique to motivate the students in learning English because this problem some students get bored of the way of their teacher in teaching them.

As the result, it will influence the students learning achievement especially in English. The learning model as the way to improve the learning process to make it fun and active. It can help the teacher in ordering the students to memorize and understand the English writing. The teacher is a facilitator whose resource character and personality is a crucial issue in the classroom. The teacher should know how to manage the students and control boisterous classes is one of the fundamental skills of teacher in teaching.

In teaching and learning process, the students often find many difficulties especially in writing. Often found that they cannot write some sentences or even a sentence when the teacher give them a task of writing. This condition can be caused by the approach, strategy, or method that aren't suitable for the students. They often get bored of the way the teacher teach them. Therefore, the teachers have to improve their ways in teaching writing. The appropriate choice of method in teaching writing can help the student not only in constructing their ideas to be good in writing, but also in improving their interaction in the learning process. Method in teaching refers to way of teaching a language.

In this study, I am interested with one of the method which is introduced in cooperative learning. The method that is expected to increase student's writing is TTW. According to Huinker and Laughlin (1996:82) as quoted by Yamin and

Ansari, TTW is a method which basically built through thinking, speaking, and writing. Based on my experience there are two factors that made students ability in writing still low. Even from internal or external factors in internal factor, the students' awareness of writing ability is still low, the students' vocabulary abilities, self-confidence and motivation. The role of teacher is very important to build students' motivation. In short, writing is an important skill to be taught to the students, especially in level of Junior High School.

Another factor is external factor, such as : teacher's method in teaching writing, learning English which the same teaching method sometimes make the students bored. Especially in writing, sometimes students are lack of vocabularies so that it can be obstruction to do that. However, we need the method which can encourage the creativity and a sense of writing. The students need to the conducive to invite their brain to thinking and we now many tools that the students can use to increase creative ideas in learning English, especially in writing activity.

To solve the problem above, the teacher should consider the most effective and creative teaching technique to improve the students' ability in writing. It is realized that it needs a technique which can motivate the students to write. I am chooses think talk write method as one of technique to use in classroom because this technique can help students attracted to create their idea in writing descriptive text. As a new strategy for students had ho[ed interest and pay much attention to learning English. It also had hoped activated ttheir motivation with some activities that include on this strategy.

The method makes students to use ideas as easier to be understood in writing the text. The purpose of this technique is to help students to learn and develop their English by expressing their knowledge, experience and so on. It can be expressed in form of essay a paragraph, a letter, a short story and etc. The flow advances of TTW starts from the involvement of s tudents in thinking (how students think about the settlement of a problem) or a dialogue with himself after reading the problem, then talk (how to communicate the results of his thoughts in the discussion and share ideas with his friend before writing. This atmosphere is more effective if done in groups with 3-5 students. In this group of students asked to read, make a little note, explaining, listening and sharing ideas with friends and express them through writing. This learning strategy is expected to be able to increase students writing ability effectively.

Based on the background above, I am interested to make a research with the title : *“The Implementation of Think-Talk-Write Method to Increase Students’ Writing Ability at The Eight Grade Students of MTs Al-Washliyah Sei Sentang Labuhan Batu Utara in The Academic Year 2017/2018.”*

B. The Identification of the Problem

There are two factors, that can caused the low level of the students’ writing internal and external. Internally, the students’ is the awereness of writing ability is still low, the students' vocabulary abilities, self-confidence and motivation, and externally, teacher’s method in teaching writing and learning process.

C. The Limitation of the Study

Based on statement of the problem, Based on the background and boundaries issues, the formulation of the problem is taken in this study are as follows :

I limit and focus this research only increase the students writing ability in descriptive text by using think talk write method.

D. The Problem Formulation

1. How can the Think Talk Write method increase the students' writing ability in descriptive text.
2. How can the result of the students' writing ability in descriptive text by using Think Talk Write method.

E. The Objective of the Study

Based on the formulation of the problem then the purpose of this study are as follows:

1. To describe whether the Think Talk Write method can increase the students' writing ability in descriptive text.
2. To describe the result of the students' writing ability in descriptive text by using Think Talk Write method.

F. The Significances of the Study

The benefits of this research are as follows :

1. For the Students

It may improve their ability in English writing through Think Talk Write method. Their improvement of interest in learning English will help them especially in writing descriptive text.

2. For Teachers

Hopefully, the findings of the study can be used as a learning about how the implementation and the benefit of Think Talk Write method in the classroom to increase students writing ability.

3. For other Researcher

This study will be useful as reference or to give alternative way in teaching and learning writing. And as information for conducting different researches related to teaching writing descriptive text. Besides, the researcher will get new experience and knowledge for her future.

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses the theoretical framework, relevant studies, conceptual framework and actional hypothesis of the study. In previous study, the researcher will present research result TTW method from other researcher. The topic that will be presented in the theoretical framework are Writing and Think Talk Write, implementation, general concept of TTW method. While in conceptual framework, the relation of the research variable will be clarified. In addition, the hypothesis also will be proposed in this chapter.

A. Theoretical Framework

To conduct a research, there are some theories are needed to explain some context or terms applied in the research concerned. The theoretical framework of this research will be presented and discussed in the following part.

1. Writing Ability

Writing is a tool of communication that contains a thought, message information, feeling or expression in written form. Writing is one of the skills which must be acquired in language Experience, events, ideas, information, and feeling can be expressed through writing.

According to Galuh Nur Rahmah, writing is specified into the skill in organizing ideas. Organizing ideas skill refers to the art of communicating the information. It involves the writer's way in presenting arguments and supporting

the arguments with some convincing both subjective and objective evidence¹. Writing is demanding mental activity where the writer should think what they are going to write deeply by clear thinking skill most writing involves deliberate planning. But it also makes use of chance discovery Engaged writing produces texts that become the source material to inspire contemplation and constrain deliberate planning in writing, writer should be able to find so many knowledge and idea in order to make a written information that easily comprehended by the reader. When the readers successfully comprehend the writing, it means the writer is success.

Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbols or an email message².

Allah says in holy Qur'an in surat al- alaq verse 4 :

الَّذِي عَلَّمَ بِالْقَلَمِ

Meaning : “*The teaching (human) with the pen*”.³

¹ Nur Rahmah, Galuh. *How to Write Autonomously Practical and Simple Guide to Writing Skill*, (Malang : UIN Malang. 2009) Press P.5

² Nunan, David, *Second Language Teaching and Learning*. (Boston: Heinle and Heinle, 1999).

³ Abdullah Yusuf Ali. The Only Quran. Retrieved from (http://www.theonlyquran.com/quran/al-qalam/english_abdullah_yusuf_ali). Accessed 3Mei 2018.

Writing is an activity to create a record or information on a media using the script. Writing is usually done on paper using tools such as a pen or pencil. Writing is a combination of three components that must move synergistically, i.e. muscle, brain and heart movement. In Islam, writing is a recommended activity. It can be proved by the Qur'anic verses mentioning 'write', 'write' or 'write'.

When viewed from Surat Al-'Alaq verse 4, then Allah Almighty teaches the man of writing procedures to write using a pen. It is a great blessing from Him, and as a mediator of mutual understanding among men as well as the ability to give oral expressions. Had there not been a writing culture, there would have been a loss of that knowledge from the face of the earth, no trace left of this religion. Since writing is the binding of all kinds of knowledge and all kinds of knowledge, writing as an intermediary limits and retains information and expressions from the former. Writing is a tool for connecting and relaying knowledge from people to people, generation to generation, time to time, so that knowledge is maintained and protected, then on the writing knowledge becomes developed and increased according to the will of Allah SWT. In an Atsar it is mentioned: "tie science to writing".

Writing deals with a text. Text is combination of some paragraphs which have a unity and coherence one another, with a clear conclusion. There are some types of text. Writing here is only focuses on writing spoof text. Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. In this case, students feel difficult in writing because they are not able to organize idea and knowledge they have into a good writing. So, the teacher

decided to choose a good strategy in order to make students more creative, capable, and also enjoyable in writing.

Writing is the mental work of the invention ideas, thinking about how to express them into statement and paragraph that will be clear to a reader. Writing is a very complex activity because many processes occur at the same time. Decisions on information, meaning construction, language formation, editing the product, and constant monitoring of the process (Siliman, Jimerson, & Wilkinson, 2000 in Rijlaarsdam). Writing is not as simple as imagined. Constrained is required in writing. Without constraint there can be no language or structure, just randomness. So, constraints should not be seen as restrictions on writing but as means of focusing the writer's attention and challenging mental resource. Writing is uniquely individual undertaking and the same individual may use different methods to express him or herself. Characteristically, the writing process approach recognizes that there are many stages to writing and that these stages are fluid and overlapping (Bereiter & Scardamalia, 1983; Flower & Hayes, 1980; Murray, 1982).

According to Elbow as quoted by Brown (2001: 336) writing is two steps process. First, the meaning was figure out, after that, it can be transformed to language. It can be stated that a writer should make an outline before write something. Writing is not simple as simple as imagined. Writing is, necessarily, constrained. Without constraint there can be no language or structure, just randomness. So, constraints should not be seen as restrictions on writing, but as means of focusing the writer's attention and channeling mental resources.

a. Process of Writing

Writing is the process of how the writer conveys his ideas, opinion or thought into written form. According to Harmer (2004: 4) the process of writing has four main elements, namely planning, drafting, editing, and final version.

1) Planning

Planning is the first process of writing. Before starting to write, writers considered to try and decide what it is they are going to say, some of them may involve making detailed notes or just a few jotted words and the others may not actually write down any preliminary notes at all since they may do all their planning in their heads. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing. Secondly, they have to think of the audience they are writing for. The last, the writers have to consider the content structure.

2) Drafting

Drafting is the next step. Writers can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. Each draft will show the changing or/and the developing of the written text.

3) Editing

Editing (Reflecting and Revising) is the third step of writing. After making a draft, usually the writers read what they have written in draft to see whether it works or not. They may move paragraphs around, write a new introduction or use a different form of words for a particular sentence. Reflecting and revising are

often helped by the other readers (or editors) so that the writers can make appropriate revisions.

4) Final Version

Final version (publishing) is the last process of writing. After editing the draft, the writers produce their final version to their intended audience⁴.

These four stages, 1) planning, 2) Drafting 3) Editing 4) Final Version. Will be implemented in the research process that is by guiding the students to follow each step of the writing process in producing descriptive text.

There are many aspects that should be an attention for the writers. Writers should be able to compile all of information, idea, and thought become a product in the written form. Simply, students not only need to know how to write a grammatically correct text, but also how to apply this knowledge for particular purposes and genres. Writing is very important to master since writing itself is an action to show analytic activity, requiring evaluation and problem solving. Yet it is also a synthetic, productive process. Sharples (1999:6). By writing, students will learn how to compile between information, ideas, thought and feeling become a unit product that available for everyone. However, MccCrimmon in Faulina (2013) states that writing is the most difficult skill in learning process that allows the writer to explore thoughts and ideas.

Writing is procedure or reproduces written message. It means that writing is one of language skill use hand to transform what we think in our mind writing is within form in expressing idea, feeling and opinion. We combine our ideas into

⁴ Jeremy Harmer. *How to Teach Writing*. (Malaysia : Longman.2004) P 13

sentences and then into the text/paragraph, and the text has the meaning, so the reader can understand the meaning of the text.

Writing is one of the skills which must be acquired in language learning, experience, events, ideas, information, and feeling can be expressed through writing. Writing is demanding mental activity, where the writer should think what they are going to write deeply by clear thinking skill. Most writing involves deliberate planning, but it also makes use of chance discovery. Engaged writing produces texts that become the source material to inspire contemplation and constrain deliberate planning. In writing, writer should be able to find so many knowledge and idea in order to make a written information that easily comprehended by the reader. When the readers successfully comprehend the writing it means the writer is success.

Writing deals with a text. Text is combination of some paragraphs which have a unity and coherence one another, with a clear conclusion. There are some types of text. Writing here is only focuses on writing descriptive text. A descriptive text is a text which lists the characteristics of something. Descriptive text is usually also used to help the writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc. In this case, students feel difficult in writing because they are not able to organize idea and knowledge they have into a good writing. So, the teacher decided to choose a good strategy in order to make students more creative, capable, and also enjoyable in writing. A strategy will be a good alternative to help teachers in this case.

Usually strategy is focus on building thinking capacity, ability in sharing idea in group and deciding the most important idea that will be written based on the structural. A good strategy is a strategy that facilitating the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action. A role of strategy encourages the students to think, talk, and write based on the particular topic.

A strategy is used to develop the writing fluently and exercise the language before write them. In this case, the students involve with themselves to think or make dialogue after reading process, then talk by sharing ideas with their friends before writing.

b. Definition of Descriptive Text

A descriptive text is a text which lists the characteristics of something. Descriptive text is usually also used to help the writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc⁵. In description, a writer uses words to paint a picture of something—a person, a scene, or even a feeling. In describing, the writer tells the most significant features or attributes, of the “thing” he or she is talking about. Descriptions range from very precise to very creative. In science, descriptions tend to be exact, as when an author describes an apparatus or a particular organism. Descriptions in poetry are more imaginative.

That descriptive text aims to describe a particular person, place or thing. It means that descriptive text aims at giving vivid details of how something or

⁵ Linda Gerot in M Mursyid, *English Learning*. (2005) P.4.

someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description from another thing. In other words, descriptive text is not used to generalize. All different readers should be able to show the same thing being described in the text.

c. Generic Structure of Descriptive Text

One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in junior high school is divided into the following two elements namely identification and description⁶.

1. Identification

A general opening statement in the first paragraph: Identifies phenomenon to be described.

- a) This statement tells the audience what the text is going to be about.
- b) This includes a short description of the subject.
- c) This can include a definition of subject.

⁶ Rudi Hartono, *Genres of texts*. (Semarang: English Department Faculty of Language and Art Semarang State University. 2005)

2. Description

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

- a) Each paragraph usually begins with a topic sentence.
- b) The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.
- c) The sentences after the preview give more details.
- d) Each paragraph should give information about one feature of the subject.
- e) These paragraphs build a description of the subject of the report.
- f) They may include technical language that is related to the subject.

By identifying the generic structure of the text, it is easier to understand the text. It specifies the text that given the reader in order to it is more interesting to read⁷.

⁷ Mark Anderson, *Text-Types in English*. (Australia: Macmillan Education Australia PTY LTD.1997).

d. The Example of Descriptive Text

My friend Tim

Identification : His name is Tim.

Description : He lives in Nottingham, which is a city in the UK.

He lives in a small detached house with his wife Jenny, and their two children, Lisa and James. He works at Debenhams in Nottingham, and he really enjoys his job. He is a sales manager for the sports clothing department. Debenhams is the largest department store in Nottingham and there are branches all over the UK.

When He is not at work, he likes to play tennis with his friend Joe. Joe is much better than him, but he still enjoys it. At the weekends, he sometimes takes his family to Manchester to visit Jenny's mum. She lives at Pine View Nursing Home in a nice suburb of the city and has been there for about five years. She loves to see her grandchildren. James always tells her about what he is doing at school. James and Lisa both go to the same school, Mount Street Junior School.

2. Think-Talk-Write Strategy

TTW is a method which is introduced by Huinker & Laughlin, "The TTW strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of

communication progress from student engaging in thought or reflective dialogue with themselves, to talk and share ideas with one another, to writing”.⁸

a. Definition of TTW Strategy

Think Talk Write is a group work for discussion in the classroom. TTW is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to another members in a group⁹. Strategy is learning activity which most be done by the teachers and the students is or to teach the target of learning effectively and efficiently.

Strategy is a proper plan which aims to achieve the goal. Students who are thought with a strategy are more highly motivated than those who are not and can be lead to a more effective learning (Nunan, 1992:172). The reason why it is effective, that a teaching strategy includes: what teacher does, the way an instruction is organized, how much the students are involved actively in learning, how much the students are responsible for the learning and how learning is assessed. Of the strategies underlying the learning tasks in which they are engaged. They are many kinds of strategy that can be applied in teaching and learning activity, such as Think Pair Share Strategy, Scaffolding strategy, Think Talk Write Strategy, etc. This study is focused on Think-Talk-Write Strategy.

⁸Huinker, D., and Connie Laughlin, C. *Talk Your Way into Writing*. In P.C. Elliott (Ed.), *Communication in Mathematics K-12 and Beyond* (p. 81-88). (Reston, VA: National Council of Teachers of Mathematics.1996).

⁹ Zulkarnaeni, *Model Kooperatif Tipe Think Talk Write (TTW) Untuk Meningkatkan Kemampuan Menulis Karangan Deskripsi dan Berpikir Kritis*. (2011) PDF Article. Edisi Khusus No.2.

This method is based on the understanding that learning is a social behavior. It is basically built through thinking, speaking, and writing. The flow advances of TTW starts from the involvement of students in thinking or talking to himself after the reading process, then talk and share ideas (sharing) with his friend before writing. This atmosphere is more effective if done in a heterogeneous group with 3-5 students. In this group of students asked to read, make a little note, explain, listen and share ideas with friends and express them through writing.

The TTW encourages the student to think, talk, and write based on the particular topic. TTW strategy is used to develop the writing fluently and exercise the language before write them. Thinking and talking are important step in the process of bringing in to student's writing. TTW activities as the teaching strategy should be taken into consideration as an alternative in teaching writing because one of the students' handicap is lack of self confidence in learning English as a Foreign language. It encourages the students to develop their social interaction communicatively. Then, it is expected that after being able to share their problems with other people, they will feel relax and they will be motivated to take parts in teaching-learning activity.

b. Principle of TTW Strategy

Think Talk Write is an innovative strategy that should be applied in teaching and learning process. The Think Talk Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those

ideas before students are expected to write. When assigned a writing task, students are often expected to begin writing immediately¹⁰.

The talk phase of the Think Talk Write strategy allows for exploratory talk-“the process of learning without the answers fully intact”. The flow of communication progresses from students engaging in thought or reflective dialogue with themselves, to talking, and sharing ideas with one another, to writing. This strategy seems to be particularly effective when students, working in heterogeneous groups of two to six students, are asked to explain, summarize, or reflect. From the definition above, there are three steps of Think Talk Write as follows:

1) Think

The first step of this strategy is Think. In Think, 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

In the Talk, students are divided into groups. After they join in group, 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.

¹⁰ *ibid*

3) Write

After the students get the conclusion, they come back in their own seats. They continue to the last step, Write. In the Write, the students are asked to write by using their own words. The ideas and the conclusion from the previous steps just help them to complete sentences into text.

c. Design of TTW Strategy

A Behaviorist Psychology, Skinner (Skinner, 1957) in John Smith have argued that a young child presented with a stimulus, like the desire for food or a favorite toy, might be provoked to say a word which she had noticed was in some way associated with the desired object. The students needed a stimulus to give a response to their friend's idea. It was the teacher's work to make a conducive and interesting situation that made the students can bring out their sparkling mind to the form of words.

According to Alan Clawford (2005:11) there are some crucial things that need to be noticed by the teacher about stimulate the students' response. First is rationale, means an outline of the goals of the method and how it helps students learn. Second is group size means the number of students most suitable to involve in this method. Third is resources means what materials are needed, if any. The next is time required. Fifth is activity means every step of the method, described in detail. Sixth is assessment means during and after the lesson, if appropriate or desired. Then is reflections means discussion of the method that will give the reader a better idea of how or why to use it. The last is tips, suggestions on how to

conduct the method successfully, or addressing it to specific groups with different needs.

According to Yamin and Ansari, the learning design with TTW method are as follows: 1) Students teachers distribute the task of writing to the students that includes problem. 2) Students read about the topic, understand the problems individually, and make a note to be taken to the discussion forum (think). 3) Teachers divide students into small groups of 3-5 students. 4) Student interact and collaborate with a group of friends to discuss the contents of the topic (talk). Teacher as a mediator of the learning environment. 5) Students construct their own idea gained after the discussion (write). 6) The final activity is to create reflections and conclusions on the material being studied¹¹.

According to Silver and Smith in Faulina, the role and duties of teachers in an effort to make effective use of strategic think-talk-write is filed and provides tasks that allow students to engage actively thinking, encourage and listen carefully presented ideas that students orally and in writing, to consider and provide information on what students explored I the discussion, and to monitor, assess, and encourage students to actively participate. Tasks that prepared students are expected to be the trigger to work actively¹².

d. Procedure of TTW Strategy

According to Silver and Smith, there are series that should be follow in setting up TTW strategy. 1). The teacher divides classroom into several groups. One group consisted of 4-6 students. 2). Teacher explains the material. 3). The

¹¹ Yamin and Ansari. *Learning Design With Think-Talk-Write*. (2012) p.90

¹² Silver and Smith. *Think-Talk-Write strategy*. (In Faulina, 2013)

teacher divides the topic that should be discussed by students. 4). Students think about that topic and makes notes individually small (think) this activity is intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself. 5). Students discuss with friends in groups to discuss the contents of the note they made (talk). In this activity, students discuss the result of a collection of ideas that they make in individually in the note. Each students has about 2 minutes to talk their note in the group. 6). After students collect and discuss the results of any of their ideas, students concluded the results of their ideas into paragraph (write). 7). The final activity the students write down the paragraph that they make in a paper¹³.

e. Advantages and Disadvantages of TTW Strategy

1. The advantages of TTW Strategy as follows:
 - a) Cooperative TTW Strategy helps to improve student's right brain because they will express their ideas spontaneously through a picture.
 - b) The learning central is according to the students activities in discussing something so the teacher is not the central point in study process anymore.
 - c) Student's ideas will more expanded by supporting ideas from his groupmates and it will make a faster writing (conditional).
 - d) TTW strategy makes the students learn to thinking concepts, share their ideas, and discussing a wording in a writing task.

¹³ *Ibid*

- e) Ideas from the other groups and corrections from the teacher will be an essential thing to make a better writing.
2. The disadvantages of TTW strategy as follows :
- a) It is rather difficult to control the discussion of a group. The brilliant and active students are too dominant, so that the passive or slow students do not get chances to take part in the discussion.
 - b) This strategy is rather difficult to success in a big class. Teacher needs time to control all the discussion group.
 - c) This strategy is effective in description and narrative only.
 - d) Sometimes, it needs more time to presenting and correcting.
 - e) Several students still difficult to express their ideas, it depends on their group dividing not the strategy.
 - f) The reality is not always same with the expectation.

B. Relevant Studies

This part contains the previous studies from some researchers who have conducted teaching or research.

The first researcher that I found was conducted by Rachmawati (2013). The study is entitled *‘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)’*. She used the action research. She gave TTW strategy for her students in the classroom. From her study, the result showed that post-test score was better than pre-test score. It could be seen from the pre-test score was 47.03 and the post-test score was 81.13.

The difference between pre-test and post-test was 34.11. There was a significant increasing of the score result.

From the result above, it could be concluded that there was any improvement in students ability in writing recount text after the students got TTW strategy. She also said that TTW was the effective way to improve students ability. In her research, the students were more active in the learning process. The students activeness increased from low to high category.

The strategy could be implemented easily in writing recount text. TTW as an effective technique for teacher to teach English in classroom. It can be seen from the improvement of pre-test score and post-test score. Based on the previous study above, it is clear that the students writing recount text can be well improved by applying TTW strategy. However, improving students motivation in writing narrative texts by using TTW has not been conducted so far the researcher looked for in the literature and internet. Therefore, the researcher chose this strategy in teaching writing narrative texts.

The second study was conducted by Maharani (2014). This study is entitled "*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)*".

She used the *Four Square Writing Method* which is a simplified graphic organizer as the alternative technique to teach writing. In her research, Maharani told *Four Square Writing Method* was the method to drill up the grammatical and organize their ideas. By using *Four Square Writing Method*, she wanted to improve students skill in writing. This method could be implemented to improve

students skill in writing descriptive texts. It was shown from the average 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. The improvement could be seen from the score.

In the researchers opinion, *Four Square Writing Method* is one of effective way to make students skill in writing improve. Maharani could motivate the students in learning descriptive texts. The students had the positive behavior in the learning process. *Four Square Writing Method* helped the students to be active, creative, independent, and responsible in learning. The difference between this study and the present study are Maharani focused on descriptive texts by using *Four Square Writing Method*, whereas the researcher focused on students motivation in writing narrative text through TTW strategy.

The similarity between the Maharani's study with the present study is the use of the classroom action research. The researcher chose action research as the research design to know the process of students learning in writing. Then, the present study used the innovative strategy to improve students motivation. In this case, the researcher hopes that using TTW is going to improve students motivation in writing narrative texts. Therefore, the researcher would like to use TTW as the strategy to improve students motivation in writing narrative texts.

The third study was conducted by Sofiyati (2012). The study is entitled "*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*".

She used TTW as a learning strategy to develop writing and practicing the language before the students write a text especially in narrative texts. There were three steps that were done well in her classroom. The steps were TTW.

In her research, she used Quasi-Experimental research as the design. The students were given pre-test before treatment was held then she gave post-test after the students got treatment (TTW) According to researchers opinion, this strategy is good strategy for the students and the teachers. It showed the significant improvement of students ability in writing narrative texts. The result of this research before being taught was the mean: 45.94 and the standard deviation: 10.28. After TTW was applied in writing narrative texts, the result was the mean: 67.72 and the standard deviation: 15.02.

The relation of her research with the present study is her research used TTW to improve students ability in writing narrative texts, whereas the present study used TTW to improve the students motivation in writing narrative texts in Senior High School. The difference of this research with the previous study relies on its concerns of improving the students motivation.

The relation of her research with the present study is her research used TTW to improve students ability in writing narrative text, while this research uses TTW method to improve students' ability in writing descriptive text of students in MTs Al-Washliyah Sei Sentang. The difference of this research with the previous study relies on its concerns of improving the students motivation.

C. Conceptual Framework

As we know, writing is a process of gathering ideas and then produce it in the form of letters or characters through a medium. Writing is a complex and difficult skill. Writing is one of the skills which must be acquired in language learning. Experience, events, ideas, information, and feeling can be expressed through writing. Writing is demanding mental activity, where the writer should think what they are going to write deeply by clear thinking skill. Most writing involves deliberate planning, but it also makes use of chance discovery. Engaged writing produces texts that become the source material to inspire contemplation and constrain deliberate planning. In writing, writer should be able to find so many knowledge and idea in order to make a written information that easily comprehended by the reader. When the readers successfully comprehend the writing, it means that writer is success.

Writing deals with a text. Text is combination of some paragraphs which have a unity and coherence one another, with a clear conclusion. There are some types of text. Writing here is only focuses on writing spoof text. Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. In this case, students feel difficult in writing because they are not able to organize idea and knowledge they have into a good writing. So, the teacher decided to choose a good strategy in order to make students more creative, capable, and also enjoyable in writing. Think-Talk-Write will be a good alternative to help teachers in this case.

TTW can increase the students' writing ability in descriptive text because because by using this method the students are more enjoyable in learning writing

descriptive text and building thinking capacity, ability in sharing idea in a group and deciding the most important idea that will be written based on the structural. TTW strategy is a strategy that facilitating the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action. TTW strategy encourages the students to think, talk, and write based on the particular topic.

TTW strategy is used to develop the writing fluently and exercise the language before write them. In this case, the students involve with themselves to think or make dialogue after reading process, then talk by sharing ideas with their friends before writing. For more effective, firstly, students are divided into groups consist of 4-6 students for each group. In a classroom however, students still have writing difficulties, such as gathering their ideas, vocabulary mastery, and the understanding of the text type. In teaching writing, the appropriate learning strategies and methods are needed to solve the students' writing difficulties above. TTW method is one of the ways which can be used by teacher in order to increase students' writing ability, because it is need the involvement of students in think (gathering ideas), talk (sharing and discussion), and write (construct their idea into writing form). It can help the students in solving their problems. It is also suitable with the concept of writing and teaching writing by the curriculum which need active participation from the students.

Therefore, the researcher tries to conduct a research in order to prove the successfulness of the method. If the students' achievement will be higher and the method can be applied successfully, it means that the teaching-learning process is

effective. This strategy is expected to be a good strategy in teaching and learning descriptive text.

D. Actional Hypothesis

Hypothesis is a temporary answer of the research problem. It takes a collected data. States that hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment¹⁴.

Based on the theoretical framework and conceptual framework above, the hypothesis of this research is the students' writing ability can be implemented by using TTW strategy.

¹⁴ Nunan, David, *Research Methods in Language Learning*. (New York: Cambridge University Press. 1992).

CHAPTER III

METHODOLOGY OF RESEARCH

In a research, method becomes an important thing for the researcher. It has very important role to make the concept of planning as a guidance of the research. According to Sugiyono (2011:3), method is scientific way to get the data with the certain use and purpose. Furthermore, to make this research easy to understand by the readers, the researcher will explain the research methodology that is used in this research.

A. Research Setting

This research was conducted at the eightth grade students of MTs Al-Washliyah Sei Sentang Labuhan Batu Utara. It is located at Kualuh Hilir Street Km.05, Labuhan Batu Utara. In this research, the researcher divided into three sections. The first is pre-test, the second is treatment, and the last is post test. This research was hold in April 24th, 1st May and 5 th May, 2018. The identity of this school is:

Name of School : MTs Al-Washliyah Sei Sentang Labuhan Batu Utara

Address : Jl. Sei Sentang Pasar V

Phone number : 081397491255

Email : mtsalwashliyahsei@yahoo.com

B. Data and Data Sources

The population is generalization that occurs over the object or subject that have a certain quality and character set by researcher to learn and the drawn conclusion¹⁵. The population of this study is the eleventh grade students of MTs Al-Washliyah Sei Sentang in the academic year 2017/2018. There are two classes with the students' total number is 65 students.

The data of this research is 30 students, consist of 18 females and 12 males. The researcher chosen this location because some reasons, they are: (1) this school is not far from the researcher's house, (2) the English teacher never use TTW strategy in teaching writing skill, (3) the English teacher still use the traditional method in teaching English.

While the data sources are from teacher and students when teaching learning process activity. (1). Students are as learner, in this research students are he important object as a source of the data, (2). Teacher is a collaborator, the collaborator assisted the researcher in conducting the action research.

¹⁵ Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2011).

C. Research Method

This study will apply a classroom action research. This research intends to reveal an effort to improve the learning process by using TTW method in teaching writing at the Eightth Grade Students of MTs Al-Washliyah Sei Sentang Labuhan Batu Utara, then the use of classroom action research considered relevant in this research.

Kemmis and Taggart stated that action research is a form research reflection self that collectively do researcher in social situation to improve reasoning and justice education practice and social them, as they writing about this practice and toward place situation do this practice.¹⁶

Goals to be achieved in procedure classroom action research (CAR) is to improve and repair learning practice that should do by teacher. Another goals that can achieved if implement classroom action research (CAR) is occur rehearsal process in position during occur classroom action research (CAR).¹⁷

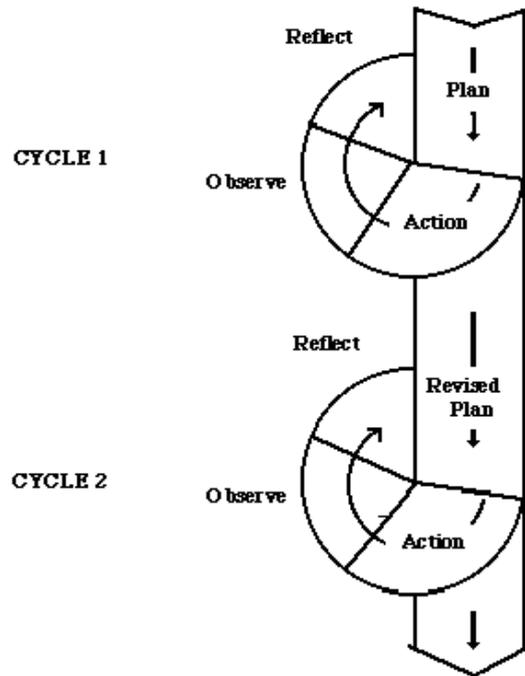
Based on theory on Classroom Action Research above, it concluded that the classroom action research is working, the application and activities to fact finding in solve the problem of social situation in improving the quality of action and analyze to the treatment.

In apply a classroom action research by using several cycles through four steps, as following: 1. Planning, 2. Acting, 3. Observing, 4. Reflecting.

¹⁶Effi Aswita Lubis, *Metodologi Penelitian Pendidikan*. (Bandung : IKAPI, 2015) p.147

¹⁷Hj. Rosmala Dewi. *Penelitian Pendidikan*. Medan Pasca sarjana unimed, (2012) p. 134

Figure 1.1 Cycle of Classroom Action Research¹⁸



The procedure of this research consisted of two cycles. Before going to cycle, the researcher conducts pre-test to students. Then, the researcher does the first cycle and second cycle. If the two cycles cannot improve the students' score. The researcher does the next cycle until the score of students can be achieved. The diagram above will be explained as follows:

1. Planning

In this phase, the researcher conducted several meetings, teacher as friend to collaborate and cooperate discuss in action planning technique with make learning program activity. As for that do as follows: a). Make the implementation plan of learning in accordance with the material being taught, b). Preparing

¹⁸ Tatang M. Amirin, "Classroom action research (penelitian tindakan kelas): Langkahawal." tatangmanguny.wordpress.com. (2009) Accessed on, 27th of March 2018.

instructional media in accordance that related with TTW method, c). Making the question that will be given to each students based on the basic competence of the learning material, and d). Arrange the format of the observation sheet to be used.

2. Acting

The implementation of planning. The researcher will do everything that had been planned. Acting means a process of activity that is done or implementation of planning, in action. The researcher teaches how to improve the students' writing ability by TTW in the process of teaching and learning. At the end of action, reading comprehension test is administrated in order to measure how the students to be able to writing the text.

3. Observing

In this stage conducted an observation of how the learning process conducted by teacher. Implementation activities carried out during the learning process takes place, and after the learning takes place, when the implementation learning takes place that observed is the behavior of teachers and student behavior in learning process.

4. Reflecting

In this stage of reflection the researcher performs data analysis about the learning process. The data obtained were assessed, what happen and the cause of the occurrence. And then the researcher looking for solution to resolve problem encountered so that action can run effectively and efficiently in the next cycle.

D. Technique and Collecting The Data

Data is very important in doing research. It is needed to know much information about the subject of research. In doing research, researcher can use many of data collection like test, interview, observation or questionnaires.

In this study, the researcher carried out some steps, they are:

1. Preparing the research instrument.

The test consist of one topic about spoof text.

2. Giving Pre-test to the students.

The researcher gave the same written test for both of groups and then asking them to make a writing about spoof text. The time allocation given to the students was 45 minutes.

3. Collecting the students' worksheets.

The students collected the worksheet after finishing the pre-test.

4. Analyzing the result of the students' worksheets.

After getting the data, the researcher analyzed the data to know the students' writing ability before giving a treatment.

5. Giving treatment to the students using TTW method.

The researcher taught experimental group about spoof text by using TTW method. On the other hand, the control group is taught without using TTW method. In choosing the material, the researcher is requiring the consideration of English teacher of MTs Al-Washliyah Sei Sentang Labuhan Batu Utara.

6. Giving a Post-test to the students.

The researcher gave the post-test for both of group. The time allocation given to the students was 45 minutes.

7. Photograph

The use of photograph is a technique for data collection that combines effectively with a range of language classroom task and activities where visual aids are an invaluable support in learning.

8. Analyzing the result of post test.

After getting the data, the researcher analyzed the data to know the students' writing ability after using TTW method or without using it.

9. Interview

In this research, the researcher ask the teacher to know the students' problem in writing ability, the students' ability in English especially in writing ability, and the application of TTW method in writing ability that used by the teacher.

E. Technique of Analyzing The Data

This research will apply quantitative and qualitative data. The quantitative data would be analyzed in score while teacher taught writing ability by using TTW method. Through quantitative data the researcher would know there will be an improvement or not on the students' writing ability by using TTW method. And to know the difference of the test success after using TTW method the researcher applied the following t-test formula:

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

Where :

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Differences

N = Subject of students

While the qualitative data will be analyzed by Miles and Huberman. Qualitative data analysis consists of three components that constitute concurrent flows and activity: data reduction, data display, and conclusion drawing and verification.¹⁹

1. Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written –up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The next step is analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action.

¹⁹Andrea Daniel, *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications*, (Wiesbaden: Gabler, 2010) p.138

By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented. In this study, the researcher will use the multiple choices in displaying the data, because it is most common data display will be used in qualitative research.

3. Conclusion Drawing and Verification

The last step of analysis that will draw conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

F. Establishing Trustworthiness of The Study

Trustworthiness, according to Lincoln and Guba involves credibility, transferability, dependability, and confirmability. These four concepts are extension or adaptations, of the traditional categories of internal validity, external validity, reliability and objectivity.²⁰ The researcher only use the credibility, specifically in triangulation.

Triangulation refers to the idea that multiple sources bring more credibility to an investigation.²¹ There are four kinds of triangulation, they are : (a). Source

²⁰ Clive Opie, *Doing Educational Research*, (USA: Sage Publication, 2004) p. 69

²¹ Marilyn Lichtman, *Qualitative Research in Education: A User's Guide*, (USA : Sage Publications, 2010) p. 229

triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation. In this research, researcher will use source triangulation.

The researcher only limits on the triangulation, namely: source triangulation and methodological triangulation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this study, the researcher would like to described the result of preliminary study, cycle I and cycle II, as follows:

1. Preliminary Study

In the preliminary study, the researcher administered the writing test in order to see the students' ability in writing text before using think talk write method was applied. The result showed that the ability of students in writing text was still low, they was still confuse in write the text and most of them could not write the text. The Minimum Passing Grade (KKM) in that school was 70. The number of students who followed the test was 30 students.

The result of pre-test, the total score of the students was 1727 and the mean of students' score was 57,566. The quantitative data above indicated that the students' writing was low. It could be seen from the mean score of the students was 57,566, only 4 students who succeeded or got score up to 70. On the other hand, 26 students unsuccessful or didn't get score up to 70. This data can be seen in the appendix 16.

The result of the post test of the first cycle, it showed that the total score of the students was 2080 and the number of students who successes the test still 19 from 30 students. It could be seen that the students' score in the post test 1 was

increased but it is still low. So, the post test in the first cycle was categorized unsuccessful. This data can be seen in the appendix 17.

The result of post test in the second cycle showed that the total score of the students was 2342 and the number of students who success the test was 30 students. It can be concluded that the students' score in the post test of the second cycle (post test II) improved. So, the post test of the second cycle (post test II) was categorized success. The data can be seen in the appendix 17, 18 and 19.

To support the quantitative data, it can be seen from the qualitative data that was taken by using observation and interview. The observation was done before the researcher applied the think talk write method in learning process. The result of observation could be seen from the following data: when the researcher observed some of students, the researcher saw that the students difficult in write descriptive text, and the students could not write the text that given from the teacher. This data showed that the students' ability in writing text was not good yet. Because the students could not write the text. And the interview was done before the first cycle. The interview also informed that students writing text still low. The researcher interviewed some students. It can be proven from the following data: "Kurang suka, karena saya kurang tau bagaimana caranya menulis dalam bahasa Inggris."(Int-Prel-S1-KSM). This says that the student does not know how to write them descriptive text in English. Consequently, He does not like English, because he think that English writing is difficult.

From the result of the interview the student 1 above, he could not write the English text and he did not like in learning English especially in writing descriptive text. It is supported from the student 2 "Tidak suka, karena saya

kurang bisa menulis teks berbahasa Inggris.”(Int-Pre-S2-KSM). For the second students informant above, she said that she seldom write the English text. Consequently, He does not like in learning English especially writing a text. From the result of the interview the student 2 above, she said that she seldom write the English text, it made her did not like in learning English especially writing a text. It is supported from the student 3 “Kadang, karena tidak suka sama pelajarannya.” (Int-Pre-S3-KSM). This says he does not like in learning writing, Consequently, He does not like to learn descriptive it happened because he couldn’t catch the explanation from the teacher or he doesn’t like the matery and he does not understand the teacher’s explanation, it made the student not like writing.

From the result of the interview above, the researcher saw that the students difficult in write descriptive text, and the students could not write the text that given from the teacher and ability in writing descriptive text was not good yet. Because when the researcher interviewed some students, they did not like in learning English especially writing descriptive text and the student also hasn’t a habitual to write the English text. Consequently, them difficult to write the English text. To support this data, the researcher has done interview to English teacher. It could be seen from the following data:“Sebenarnya banyak dari siswa yang suka menulis teks dalam bahasa inggris dan mereka juga mempunyai motivasi yang besar untuk bisa berbahasa inggris. Namun, banyak dari siswa yang tidak tahu arti dari teks yang mereka tulis sehingga mereka malas untuk menulis.” This says that the student like to write the English text and they have a big motivation in learning. But the students said that they didn’t know the meaning of the text, that the factors caused by the students’ writing low.

From the qualitative data above, it can be proven that the reason why do the students not unmotivated in learning English especially in writing narrative text, it is happened because they cannot understand and factors caused by the students' writing low. Based on the result of analysis above, it can be concluded that the students' writing is still low. Therefore, the researcher would like to improve the students' writing through the TTW method. So, the researcher continued to the first cycle.

2. The Qualitative Data

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in to cycles, and each cycle consists of two meetings and one test.

1) Cycle I

The researcher has done some steps in the first cycle. They were planning, action, observing and reflection. The activities have been done in some steps, they are:

a. Planning

In this step, the researcher had prepared all of the materials describe about friend that was used in the learning process, such as: (1) preparing observation guide, (2) interview guide, (3) conducting the test, (4) preparing the material that was used in TTW method (board marker, eraser, relevant text, and etc), and (5) preparing the camera to take the photograph.

There were some points that had been done by the researcher, all the points are put in the lesson plan, they were: competency standard, basic

competences, indicator, the objectives of learning, prepare the text in subject matter, learning method, steps of learning activities, learning sources, assessment.

b. Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities that had done by the researcher, they were: (1). The researcher did appreciation by greeting the students , instructing to praying before start the learning process , checking the students' attendance list, and checking the cleanness of the classroom. (2) The researcher explained the objectives of learning.

All plan that had arranged were conducted in teaching learning process in writing descriptive text by using TTW method. (1) explained of descriptive text. (2) Gave the example of descriptive text. (3) Applied TTW. Before teacher gave them a test in cycle I, teacher and students' concluded the material together. And the last activity of the action was closing part. In closing there were some activities that had done by the researcher, they were: (1) The researcher gave the conclusion about the lesson, (2) The researcher closed the meeting by saying the greetings.

c. Observation

The observation was done to observe what the students had done during the teaching learning process. It purposed to find out the information about the behavior, attitude, and all the activities during the action process. Thus, the result of the observation was collected as the data, which is used as a basic reflection. Quantitatively, the result of the post test of the first cycle, it showed that the total

score of the students was 2080 and the number of students who successes the test still 19 from 30 students. It could be seen that the students' score in the post test 1 was increased but it is still low. So, the post test in the first cycle was categorized unsuccessfull. This data can be seen in the appendix 17.

The researcher gave the post test in the first cycle. The result of the post test in the first cycle shows that the students' ability in writing a text increased when they used the TTW method in learning process. It was only 19 students achieved the score 70 or more, and 11 students still got under 70. In this phase, the result of the observation were collected to get the qualitative data, based on the data observation, there was an improvement in teaching learning process. The researcher could improve the students' writing a text although most of the students were still not active and they were not interested while the researcher tough them about writing a text. But the students only focus on the researcher's behavior.

From the students' information and the students' score above, the researcher stated to continue in cycle two in hoping to be better than before. The second cycle was held to achieve the improvement score of the students in writing descriptive text.

d. Reflection

Reflection was the feedback 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 are felling in writing the text by using marathon technique, 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. The researcher was remake the new materials in the second cycle to made the students focus in study writing, and the researcher would change the steps in activities while learning to make students not only focus for researcher's behavior but focus on the material and explanation.

From the students' information and the students' score above, the researcher stated that it is continued in cycle two in hoping to be better than before. The second cycle was held to achieve the improvement score of the students in writing narrative text.

2) Cycle II

The researcher chosen to continue the research in the second cycle. The aim of second cycle was to improve the students' score in writing descriptive text in the post test of the first cycle. Then, the researcher added some activities in the second cycle that have done while teaching writing descriptive text in four steps: planning, action, observing, and reflecting.

a) Planning

In this phase, the researcher prepared lesson plan and emphasized the teaching learning process in teaching at writing decriptive text. In this cycle, the researcher explained more deeply about the material in supposed the students' could improve and knew well about explanation at writing descriptive text from the research her. Besides that, the researcher as the teacher used the strategy to make the students' more interested and developed their creativity and also more

focused in the material. The researcher also created the supportive situation in the class during teaching learning process.

b) Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1). The researcher did appreciation by greeting the students instructing the praying before start in the learning process , checking the students' attendance list, and checking the cleanness of the classroom. (2) The researcher explained the objectives of learning. In the main activity, there were some activities had done by the researcher, they were:. (1) The researcher explained about descriptive text, (2) Give some example to make the students' more understood, (3) They were know the generic structure of descriptive text, (4) The teacher was applied TTW method to increasing their ability in writing descriptive text,(5) The teacher ask the students' to write descriptive text in paper in each their group.

The last activity of action was closing. In closing there were some activities that had done by researcher, they were: (1) The researcher gave appreciation to the efforts and result of students, (2) The researcher closed the meeting by saying the greetings.

c) Observation

The observation was done in the second cycle. All the activities during the teaching learning process had been observed. They were as follows: (1) Most of the students were active and interested while learning, (2) Many students thought the TTW method more effective in improving the students' in writing descriptive

text, and (2) The observation was done to observe what the students had done during the teaching learning process. It purposed to find out the information about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

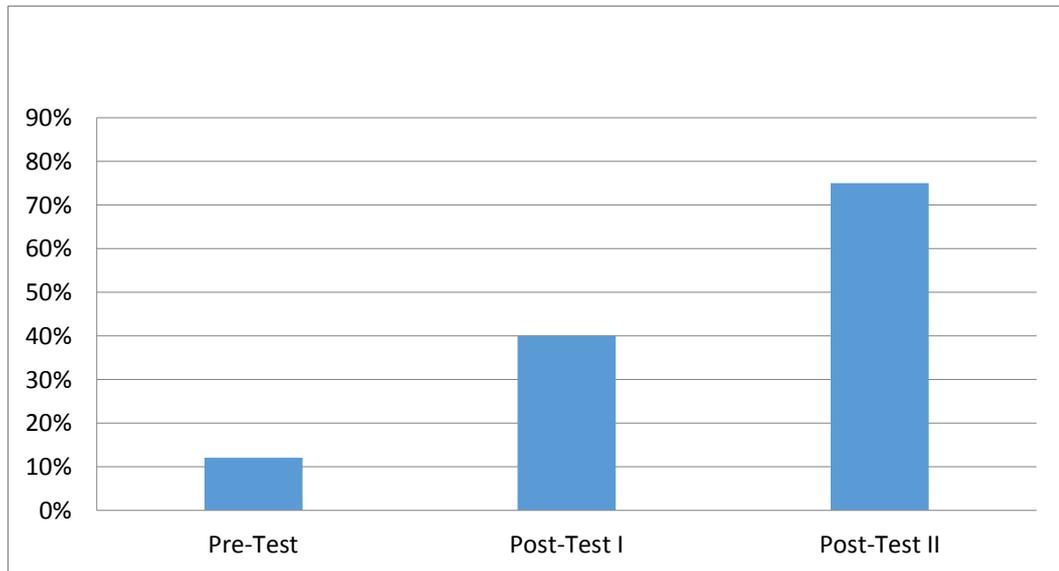
In this phase, the result of observation were collected by the qualitative, the researcher gave the post test in the second cycle. The result of the post test in the first cycle showed that the students' in writing narrative text increased when they used marathon technique in learning process. Based on the data observation, there was an improvement in teaching learning process. The researcher could improve the students' in writing narrative text and the students felt more interested in learning writing narrative text.

Quantitatively, the result of post test in the second cycle showed that the total score of the students was 2342 and the number of students who success the test was 30 students. It can be concluded that the students' score in the post test of the second cycle (post test II) improved. So, the post test of the second cycle (post test II) was categorized success. The data can be seen in the appendix 17, 18 and 19.

Based the data above, the result showed the improvement of the students' score from the pre test to the post test of the first cycle and to the post test of the second cycle. In the pre test, the students who got the score 70 or more were 4 from 30 students. In the post test of the first cycle, the students who got the score 70 or more were 19 from 30 students. In the post test of second cycle, the students who got the score 70 or more were 26 from 30 students.

Diagram 1.1

The Percentage of Students



In this research also used to test the hypothesis in this research from the compilation, it could be seen that the coefficient of t-count and t-table to $df = N - 1 = 30 - 1 = 29$, with fact $\alpha = 0.05$ was 0.367 in the coefficient of t-count (4,4754) > t-table (0.367). Thus, alternative hypothesis (H_a) can be received. Based on finding, alternative hypothesis (H_a) stated that marathon technique could improve the students' writing narrative text. This data could be seen in the appendix 19 and 20.

The quantitative data above was also supported by the qualitative data taken by the interview. Interview have done when the researcher applying the strategy to the students who got the low and high score during learning process. The result of interview with the students could be seen in appendix 14 "Mudah, karena sudah dijelaskan miss." (Int-Post-S1-M). This says that the students felt easy to understand the text. Consequently, He stated that the teacher explained it make him easy to understand. From the result of the interview the student 1 above, he easy to understand the text. It is supported from the student 2 "Ya,

karena miss menjelaskan dengan mudah untuk dipahami.”(Int-Post-S2-MD). This says that the students statement above, she stated that she can understanding the writing text, because the researcher explained about the text for the students. Consequently, the students easy to understand the text.

From the result of the interview the student 2 above, she said she stated that she can understanding the writing text, because the researcher explained about the text for the students. It is supported from the student 3“Ya, karena miss menjelaskan dengan mudah untuk dipahami.” From the statement of the students above, she stated that she can understanding the writing text, because the researcher explained about the text for the students.(Int-Post-S3-MD). The last student said that he was sometimes he did not like in learning writing, because he didn't like to learn narrative It happened because he couldn't catch the explanation from the teacher.

From the result of interview with students above, the students' ability in writing narrative text increased and they can achieve the target. Because the students could understand the text, they could write narrative text and the researcher explained it detail. So, the students understand about that. Beside that, the researcher interviewed the English teacher. It was taken from the result of interview with English teacher, teacher said “Iya ada, keaktifan siswa sangat meningkat pada siklus II ini dan ada peningkatan yang signifikan, terlihat cara siswa mengerjakan soal dengan kemampuan mereka masing-masing. Antusias mereka juga sangat tinggi dalam belajar writing dengan menggunakan strategi ini, karena strategi ini juga mempermudah siswa untuk belajar.”

Based on the data above, it showed the good improvement to the students. And in the documentation, it was found that the students were active, interested and enthusiastic while teaching learning process after the researcher applied the think talk write method. It could be seen with the contrast of the students' score in pre test, post test I, and post test 2.

d) Reflection

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. The researcher was able to improve the students' achievement in writing descriptive text by applying TTW method.
2. The students' score in the second cycle had improved then in the first cycle.
3. The researcher motivated the students, it made the students' score improved.

Based on the observation and the result of the students test, 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 first test to the third test. It made the researcher felt to stop until this cycle (cycle II) because the students' score in the second cycle had improved than in the first cycle.

B. Discussion

The research was conducted to find out the improving of students' writing descriptive text through think talk write method. The TTW method was one of many technique which can be used by the researcher in teaching English especially to help the students to writing narrative text.

Based on the data qualitative, it was taken from the result of observation and interview. It was found that the class ran effectively and the students more active while learning. The students focused and paid attention to the researcher when the researcher explained about the lesson. And the students were enthusiastic and interested in learning English.

Then, there was the improvement of the researcher in teaching English especially writing narrative 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 method can help the students in writing descriptive text.

From the explanation above, the research could be concluded that the implementation of TTW method can improve the students' in writing descriptive text.. It could be seen from quantitative data which the students' score got better in every test: pre test, post test I, and post test II. And also it could be showed by the qualitative data which prove the researcher could control the class better and the students were active and interested in learning English and easy to in writing descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher will present the closure. After completing this research, the researcher provides some conclusions and suggestion of the research.

A. Conclusion

After conducting the research and analyzing the data, the researcher comes to several conclusions to answer the problems of research that:

1. Quantitatively, in the preliminary study, the student's ability in writing narrative is still low. This can be seen from the mean score namely 57,566. Qualitatively, the student's have also low ability in writing low because they still could about write narrative text fluently.
2. Quantitatively, in cycle I, the student's ability in writing narrative was an improvement in teaching learning process. This can be seen from the mean score namely 69,333. Qualitatively, the student's was an improvement in teaching learning process but still low.
3. Quantitatively, in cycle II, the student's ability in writing narrative was categorized success. This can be seen from the mean score namely 78,066. Qualitatively, the students success because active, enthusiastic, and interested in learning writing.

B. Suggestions

Based on the research findings and discussion, the following suggestions addressed to the teacher, the students and the future researcher are presented:

1. For The Teacher

The TTW strategy could increase students' achievement in descriptive text. It is recommended that English teacher implement such strategy in the English class by applying TTW strategy.

2. For The Students

Students should always be active in teaching learning process. When the teacher explains the material, students should pay attention to the explanation.

The students should study hard and feel motivated to develop their writing skill. They should practice writing either inside or outside of the class without hesitating and being afraid of making mistakes.

3. For The Future Researcher

It has been known from the result of the study that using TTW strategy can improve the students' writing skill in descriptive text. The researcher would like to suggest upcoming researcher, the result of the study can be used as additional reference for further research with the different sample and occasion.

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APPENDIX I

Rencana Pelaksanaan Pembelajaran (RPP)

CYCLE I

Nama Sekolah	: MTs. Al-Washliyah Sei Sentang
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII (DELAPAN)
Tema	: Descriptive Text
Aspek/ Skill	: Menulis
Alokasi Waktu	: 8 x 45 Menit

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.

A. Kompetensi Dasar

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

4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

4.9 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.

4.10 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.

B. Indikator Pencapaian Kompetensi

3.7 Menulis teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya..

4.8 Mengidentifikasi struktur dan unsur kebahasaan dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.9 Menyusun kalimat-kalimat yang masih acak untuk diurutkan menjadi paragraph sederhana

4.10 Mengembangkan kalimat-kalimat yang sudah diurutkan tersebut dengan ide kreatif sehingga menghasilkan teks deskriptif tulis yang bermakna akurat.

C. Tujuan Pembelajaran

1. Setelah mengetahui dan memahami tentang teks deskriptif yang telah diajarkan, siswa mampu mengerjakan soal-soal yang diberikan guru tentang teks deskriptif dengan menggunakan teknik think talk write.
2. Siswa mampu bekerja sama dalam kelompok mereka masing-masing.
3. Siswa mampu menjalankan peran pribadinya dalam tiap kelompok.
4. Siswa mampu mengerjakan soal atau tugas yang diberikan guru secara individu.

D. Karakter siswa yang diharapkan

- Percaya Diri
- Rasa Hormat dan Tekun
- Kreatif
- Tanggung Jawab
- Religius

E. 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

Descriptive text has structure as below:

1. Identification; identifying the phenomenon to be described.
2. Description; describing the phenomenon in parts, qualities, or/and characteristics.

F. Metode Pembelajaran

– Think Talk Write

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

Penjelasan lebih lanjut tentang Think Talk Write: *Think-Talk-Write* is a group work for discussion in the classroom. Based on Zulkarnaeni (2011: 149) *Think-Talk-Write* is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to another members in a group. Huinker and Laughlin (2015: 82) state that the think-talk-write strategy develops the organization of ideas and for the testing those ideas before the students are expected to write. Think-Talk-Write is the teaching strategy to develop, organize and create ideas by thinking, talking, and writing.

From the definition above, there are three steps of Think-Talk-Write as follows:

- Think The first step of this strategy is Think. In Think, 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.
- Talk In the Talk, students are divided into groups. After they join in group, 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.

- Write After the students get the conclusion, they come back in their own seats. They continue to the last step, Write. In the Write, the students are asked to write by using their own words. The ideas and the conclusion from the previous steps just help them to complete sentences into text.

The Benefits:

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

G. Sumber Belajar

Sumber :

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

Alat :

1. White board
2. Board marker
3. Paper
4. Picture

H. The Example of Descriptive Text

My friend Tim

Identification : His name is Tim.

Description : He lives in Nottingham, which is a city in the UK.

He lives in a small detached house with his wife Jenny, and their two children, Lisa and James. He works at Debenhams in Nottingham, and he really enjoys his job. He is a sales manager for the sports clothing department. Debenhams is the largest department store in Nottingham and there are branches all over the UK.

When He is not at work, he likes to play tennis with his friend Joe. Joe is much better than him, but he still enjoys it. At the weekends, he sometimes takes his family to Manchester to visit Jenny's mum. She lives at Pine View Nursing Home in a nice suburb of the city and has been there for about five years. She loves to see her grandchildren. James always tells her about what he is doing at school. James and Lisa both go to the same school, Mount Street Junior School.

I. Kegiatan Pembelajaran
PERTEMUAN 1

PRETEST 90 MENIT

PERTEMUAN 2 & 3

Kegiatan	Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Awal	<ol style="list-style-type: none">1. Guru memberi salam (greeting); dan mengajak peserta didik untuk berdoa bersama,2. Guru memeriksa kehadiran peserta didik.3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.4. Brain storming dengan menanyakan kepada peserta didik berbagai macam pengamatan peserta didik terhadap orang,	20 menit

	<p>tempat wisata, dan bangunan bersejarah terkenal,</p> <p>5. Apersepsi guru memperkenalkan materi yang akan dipelajari hari ini.</p>	
Kegiatan Inti	<p>Mengamati</p> <p>1. Siswa memahami pengertian teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal,</p> <p>2. Siswa membaca teks deskriptif dan memahami maknanya.</p> <p>3. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari teks tersebut. (THINK)</p> <p>Menanya (identifikasi)</p> <p>1. Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif.</p> <p>2. Peserta didik merespon</p>	10 menit

	<p>pertanyaan yang berkaitan dengan text secara lisan.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok diskusi untuk menyusun teks deskriptif menggunakan strategi think talk write. 2. Guru memberikan gambar kepada masing-masing kelompok untuk dijadikan topic dalam menyusun teks deskriptif. 3. Peserta didik berfikir tentang gagasan untuk menyusun teks deskriptif sesuai dengan topic yang diberikan (THINK) 4. Peserta didik mendiskusikan gagasannya kedalam kelompok (TALK) 5. Peserta didik menuliskan gagasan atau ide yang telah didiskusikan. 6. Guru mengamati dan merespon siswa selama diskusi berlangsung. 	<p>5 menit</p> <p>20 menit</p>
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	<p>Mengasosiasi (pembuktian)</p> <ol style="list-style-type: none"> 1. Guru meminta siswa kembali ketempat duduk semula. 2. Peserta didik diminta menyusun teks deskriptif menggunakan kalimat sendiri sesuai dengan topic dan gagasan yang telah di diskusikan (WRITE) <p>Mengkomunikasikan (generalisasi)</p> <ol style="list-style-type: none"> 1. Peserta didik dengan sungguh-sungguh dan percaya diri mengungkapkan hasil pekerjaanya di depan kelas dan peserta didik lainnya mendengarkan. 2. Guru Mengamati dan menilai presentasi peserta didik dari aspek ketrampilan. 3. Guru Memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik. 	<p>20 menit</p> <p>10 menit</p>
Kegiatan Akhir	1. Guru dan Siswa secara	5 menit

	<p>bersama-sama membuat kesimpulan tentang materi yang sudah dipelajari pada pertemuan ini.</p> <p>2. Guru menjelaskan kegiatan rencana pembelajaran yang akan datang.</p> <p>3. Guru menutup pembelajaran dengan berdoa.</p>	
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PERTEMUAN KE 4

POST TEST 90 MENIT

J. PENILAIAN

1. Penilaian

- a) Teknik : tes tertulis
- b) Bentuk : menyusun teks deskriptif

2. Instrument

PRE TEST

Name :

NIS :

Kelas :

Describe your Friend in paragraph!

POST TEST

Name :

NIS :

Kelas :

Describe your Family in paragraph!

K. Prosedur Penilaian

a. Rubrik penilaian writing (performance assessment)

Component of Writing	Scores	Indicators
Content	20-15	Relevant to the topic and easy to understand
	14-10	Rather relevant to the topic and easy to understand
	9-5	Relevant to the topic but no quite easy to understand

	4-1	Quit relevant to the topic but is not quite easy to understand
Organization	20-15	Most of the sentences are related to main idea
	14-10	Some sentence are related to the main idea
	9-5	Few sentences related to main idea
	4-1	The sentences are unrelated to each other
Mechanic	20-15	A few errors of spelling, capitalization and punctuation
	14-10	Occasional errors of spelling, capitalization and punctuation
	9-5	Frequent errors of spelling, capitalization and punctuation
	4-1	Dominated by errors of spelling, capitalization and punctuation
Grammar	20-15	There is almost no error in the use of sentence
	14-10	There are few errors in the use of sentence
	9-5	There are many errors in the use of sentence
	4-1	Almost all sentences contain errors
Vocabulary	20-15	Many vocabulary variations
	14-10	Few vocabulary variations
	9-5	Almost no vocabulary variations
	4-1	Lack of vocabulary variations

Medan, Juli 2018

Mengetahui,

Kepala MTs.

Al-Washliyah Sei Sentang

Guru Pamong

Peneliti

Teguh Kariono SP.d

Yushadi SP.d

Femina Talbiyah Yusmil

NIM. 34143029

Rencana Pelaksanaan Pembelajaran (RPP)

CYCLE II

Nama Sekolah	: MTs. Al-Washliyah Sei Sentang
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII (DELAPAN)
Tema	: Descriptive Text
Aspek/ Skill	: Menulis
Alokasi Waktu	: 8 x 45 Menit

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.

1. Kompetensi Dasar

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

4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

4.9 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.

4.10 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.

2. Indikator Pencapaian Kompetensi

3.7 Menulis teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya..

4.8 Mengidentifikasi struktur dan unsur kebahasaan dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.9 Menyusun kalimat-kalimat yang masih acak untuk diurutkan menjadi paragraph sederhana

4.10 Mengembangkan kalimat-kalimat yang sudah diurutkan tersebut dengan ide kreatif sehingga menghasilkan teks deskriptif tulis yang bermakna akurat.

3. Tujuan Pembelajaran

1. Setelah mengetahui dan memahami tentang teks deskriptif yang telah diajarkan, siswa mampu mengerjakan soal-soal yang diberikan guru tentang teks deskriptif dengan menggunakan teknik think talk write.
2. Siswa mampu bekerja sama dalam kelompok mereka masing-masing.
3. Siswa mampu menjalankan peran pribadinya dalam tiap kelompok.
4. Siswa mampu mengerjakan soal atau tugas yang diberikan guru secara individu.

4. Karakter siswa yang diharapkan

- Percaya Diri
- Rasa Hormat dan Tekun
- Kreatif
- Tanggung Jawab
- Religius

5. Materi Pembelajaran

c) 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.

d) The Generic Structure of Descriptive Text

Descriptive text has structure as below:

3. Identification; identifying the phenomenon to be described.

4. Description; describing the phenomenon in parts, qualities, or/and characteristics.

6. Metode Pembelajaran

- Think Talk Write

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

Penjelasan lebih lanjut tentang Think Talk Write: *Think-Talk-Write* is a group work for discussion in the classroom. Based on Zulkarnaeni (2011: 149) *Think-Talk-Write* is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to another members in a group. Huinker and Laughlin (2015: 82) state that the think-talk-write strategy develops the organization of ideas and for the testing those ideas before the students are expected to write. Think-Talk-Write is the teaching strategy to develop, organize and create ideas by thinking, talking, and writing.

From the definition above, there are three steps of Think-Talk-Write as follows:

- Think The first step of this strategy is Think. In Think, 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.
- Talk In the Talk, students are divided into groups. After they join in group, 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.

- Write After the students get the conclusion, they come back in their own seats. They continue to the last step, Write. In the Write, the students are asked to write by using their own words. The ideas and the conclusion from the previous steps just help them to complete sentences into text.

The Benefits:

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

7. Sumber Belajar

Sumber :

5. Buku
6. Internet
7. Kamus

8. Buku Pegangan Guru

Alat :

5. White board

6. Board marker

7. Paper

8. Picture

8. The Example of Descriptive Text

My friend Tim

Identification : His name is Tim.

Description : He lives in Nottingham, which is a city in the UK.

He lives in a small detached house with his wife Jenny, and their two children, Lisa and James. He works at Debenhams in Nottingham, and he really enjoys his job. He is a sales manager for the sports clothing department. Debenhams is the largest department store in Nottingham and there are branches all over the UK.

When He is not at work, he likes to play tennis with his friend Joe. Joe is much better than him, but he still enjoys it. At the weekends, he sometimes takes his family to Manchester to visit Jenny's mum. She lives at Pine View Nursing Home in a nice suburb of the city and has been there for about five years. She loves to see her grandchildren. James always tells her about what he is doing at school. James and Lisa both go to the same school, Mount Street Junior School.

9. Kegiatan Pembelajaran
PERTEMUAN 1

PRETEST 90 MENIT

PERTEMUAN 2 & 3

Kegiatan	Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Awal	<ol style="list-style-type: none">1. Guru memberi salam (greeting); dan mengajak peserta didik untuk berdoa bersama,2. Guru memeriksa kehadiran peserta didik.3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.4. Brain storming dengan menanyakan kepada peserta didik berbagai macam pengamatan peserta didik terhadap orang, tempat wisata, dan bangunan bersejarah	20 menit

	<p>terkenal,</p> <p>5. Apersepsi guru memperkenalkan materi yang akan dipelajari hari ini.</p>	
Kegiatan Inti	<p>Mengamati</p> <p>1. Siswa memahami pengertian teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal,</p> <p>2. Siswa membaca teks deskriptif dan memahami maknanya.</p> <p>3. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari teks tersebut. (THINK)</p> <p>Menanya (identifikasi)</p> <p>1. Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif.</p> <p>2. Peserta didik merespon pertanyaan yang berkaitan</p>	<p>10 menit</p> <p>5 menit</p>

	<p>dengan text secara lisan.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok diskusi untuk menyusun teks deskriptif menggunakan strategi think talk write. 2. Guru memberikan gambar kepada masing-masing kelompok untuk dijadikan topic dalam menyusun teks deskriptif. 3. Peserta didik berfikir tentang gagasan untuk menyusun teks deskriptif sesuai dengan topic yang diberikan (THINK) 4. Peserta didik mendiskusikan gagasannya kedalam kelompok (TALK) 5. Peserta didik menuliskan gagasan atau ide yang telah didiskusikan. 6. Guru mengamati dan merespon siswa selama diskusi berlangsung. 	<p>20 menit</p>
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	<p>Mengasosiasi (pembuktian)</p> <p>1. Guru meminta siswa kembali ketempat duduk semula.</p> <p>2. Peserta didik diminta menyusun teks deskriptif menggunakan kalimat sendiri sesuai dengan topic dan gagasan yang telah di diskusikan (WRITE)</p> <p>Mengkomunikasikan (generalisasi)</p> <p>1. Peserta didik dengan sungguh-sungguh dan percaya diri mengungkapkan hasil pekerjaanya di depan kelas dan peserta didik lainnya mendengarkan.</p> <p>2. Guru Mengamati dan menilai presentasi peserta didik dari aspek ketrampilan.</p> <p>3. Guru Memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik.</p>	<p>20 menit</p> <p>10 menit</p>
Kegiatan Akhir	1. Guru dan Siswa secara bersama-sama membuat	5 menit

	<p>kesimpulan tentang materi yang sudah dipelajari pada pertemuan ini.</p> <p>2. Guru menjelaskan kegiatan rencana pembelajaran yang akan datang.</p> <p>3. Guru menutup pembelajaran dengan berdoa.</p>	
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PERTEMUAN KE 4

POST TEST 90 MENIT

10. PENILAIAN

3. Penilaian

- c) Teknik : tes tertulis
- d) Bentuk : menyusun teks deskriptif

4. Instrument

PRE TEST

Name :

NIS :

Kelas :

Describe your Friend in paragraph!

POST TEST

Name :

NIS :

Kelas :

Describe your Family in paragraph!

11. Prosedur Penilaian

b. Rubrik penilaian writing (performance assessment)

Component of Writing	Scores	Indicators
Content	20-15	Relevant to the topic and easy to understand
	14-10	Rather relevant to the topic and easy to understand
	9-5	Relevant to the topic but no quite easy to understand
	4-1	Quit relevant to the topic but is not quite easy to understand

Organization	20-15	Most of the sentences are related to main idea
	14-10	Some sentence are related to the main idea
	9-5	Few sentences related to main idea
	4-1	The sentences are unrelated to each other
Mechanic	20-15	A few errors of spelling, capitalization and punctuation
	14-10	Occasional errors of spelling, capitalization and punctuation
	9-5	Frequent errors of spelling, capitalization and punctuation
	4-1	Dominated by errors of spelling, capitalization and punctuation
Grammar	20-15	There is almost no error in the use of sentence
	14-10	There are few errors in the use of sentence
	9-5	There are many errors in the use of sentence
	4-1	Almost all sentences contain errors
Vocabulary	20-15	Many vocabulary variations
	14-10	Few vocabulary variations
	9-5	Almost no vocabulary variations
	4-1	Lack of vocabulary variations

Medan, Juli 2018

Mengetahui,

Kepala MTs.

Al-Washliyah Sei Sentang

Guru Pamong

Peneliti

Teguh Kariono SP.d

Yushadi SP.d

Femina Talbiyah Yusmil

NIM. 34143029

The Instrument Test

Pre - Test

Name :

Class :

Day/Date :

Intructions!

Write descriptive text with theme your Friend.

The Instrument Test
Post – Test I

Name :

Class :

Day/Date :

Intructions!

Write descriptive text with theme your Friend.

The Instrument Test
Post – Test II

Name :

Class :

Day/Date :

Intructions!

Write descriptive text with theme your Family.

APPENDIX 6

Scoring Writing Rubric

Component of Writing	Scores	Indicators
Content	20-15	Relevant to the topic and easy to understand
	14-10	Rather relevant to the topic and easy to understand
	9-5	Relevant to the topic but no quite easy to understand
	4-1	Quit relevant to the topic but is not quite easy to understand
Organization	20-15	Most of the sentences are related to main idea
	14-10	Some sentence are related to the main idea
	9-5	Few sentences related to main idea
	4-1	The sentences are unrelated to each other
Mechanic	20-15	A few errors of spelling, capitalization and punctuation
	14-10	Occasional errors of spelling, capitalization and punctuation
	9-5	Frequent errors of spelling, capitalization and punctuation
	4-1	Dominated by errors of spelling, capitalization and punctuation
Grammar	20-15	There is almost no error in the use of sentence
	14-10	There are few errors in the use of sentence
	9-5	There are many errors in the use of sentence
	4-1	Almost all sentences contain errors
	20-15	Many vocabulary variations

Vocabulary	14-10	Few vocabulary variations
	9-5	Almost no vocabulary variations
	4-1	Lack of vocabulary variations

APPENDIX 7

OBSERVATION SHEET

The Observation Sheet of Teachers' activity in Cycle I

NO	Point Observed	1	2	3	4
1.	<p>Beginning Activities :</p> <ul style="list-style-type: none"> - Teacher comes on time - Teacher give greetings and invite students to pray together - Teacher checks the attendance of students - Teacher motivate the students in learning 				
2.	<p>Main Activities:</p> <ul style="list-style-type: none"> - Teacher introduces material to be studied today about writing descriptive text - Teacher give an example - Students read descriptive text and identify their social functions, structure of the text (THINK) - Teacher give opportunities for students to ask if they do not understand - Students are divided into several groups 				
3.	Organizing time, students and learning				

	<p>resources:</p> <ul style="list-style-type: none"> - Teacher give pictures to each groups to become a topic in composing to descriptive text - Students think about the idea of composing descriptive text - Students discuss their ideas into group (TALK) - Students write down ideas that have been discussed - Teacher monitors all group - Teacher asks students to return to their sets - Students are ask to compile descriptive text using their own sentence according to the topic and their ideas that have been discuss (WRITE) 				
4.	<p>Doing assessment process and result:</p> <ul style="list-style-type: none"> - Students reveal their results in front of the class. and teacher assesses their presentation - Teacher doing assessment process during learning process - Doing assessment in the last learning process 				
5.	<p>Last Activities :</p> <ul style="list-style-type: none"> - Teacher and students make conclusions. about the material 				

	<p>that has been studied at this meeting</p> <p>– Teacher explain the plan's future learning activities and closes learning by hamdalah</p>				
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Note :

Put checklist (√) in column 1, 2, 3 and 4 based on your observation.

1 : Bad

2 : Enough

3 : Good

4: Very Good

Medan, September 2018

Mengetahui

Guru Bahasa Inggris

Peneliti

Yushadi S.Pd

Femina Talbiyah Yusmil

APPENDIX 8

OBSERVATION SHEET

NO	Point Observed	1	2	3	4
1.	<p>Beginning Activities :</p> <ul style="list-style-type: none"> - Teacher comes on time - Teacher greets the students - Teacher absents the students - Teacher motivate the students in learning 				
2.	<p>Main Activities:</p> <ul style="list-style-type: none"> - Teacher explain about writing descriptive text - Teacher give example - Teacher give opportunities for students to ask if they do not understand - Teacher uses teaching media 				
3.	<p>Organizing time, students and learning resources:</p> <ul style="list-style-type: none"> - Teacher pairs the students 				

	<ul style="list-style-type: none"> - Teacher gives task to the students - Teacher monitors all group - Teacher organizing the students - Teacher manage and use learning sources 				
4.	<p>Doing assessment process and result:</p> <ul style="list-style-type: none"> - Teacher doing assessment process during learning process - Doing assessment in the last learning process 				
5.	<p>Last Activities :</p> <ul style="list-style-type: none"> - Teacher concludes the material - Teacher provide to follow up 				

The Observation Sheet of Teachers' activity in Cycle II

Note :

Put checklist (√) in column 1, 2, 3 and 4 based on your observation.

1 : Bad

2 : Enough

3 : Good

4: Very Good

Medan, September 2018

Mengetahui

Guru Bahasa Inggris

Peneliti

Yushadi S.Pd

Femina Talbiyah Yusmil

APPENDIX 9**OBSERVATION SHEET****The Observation Sheet of Students' Activity in Cycle I**

NO	POINT OBSERVED	CYCLE I			
		1	2	3	4
1	Students come to the class on time				
2	Students answer the teacher's greeting				
3	Students are enthusiastic in teaching learning process				
4	Students listen to the student explanation attentively				
5	Students do all the task cooperatively				
6	Every group always using English in group discussion				
7	Students are actively involved in the class				
8	Students actively give their opinion				
9	The students ask question if they do not know				
10	Student's pay attention to the teacher explanation				

Note :

Put checklist (√) in column 1, 2, 3 and 4 based on your observation.

1 : Bad

2 : Enough

3 : Good

4: Very Good

Medan, September 2018

Mengetahui

Guru Bahasa Inggris

Peneliti

Yushadi S.Pd

Femina Talbiyah Yusmil

APPENDIX 10**OBSERVATION SHEET****The Observation Sheet of Students' Activity in Cycle II**

NO	POINT OBSERVED	CYCLE II			
		1	2	3	4
1	Students come to the class on time				
2	Students answer the teacher's greeting				
3	Students are enthusiastic in teaching learning process				
4	Students listen to the student explanation attentively				
5	Students do all the task cooperatively				
6	Every group always using English in group discussion				
7	Students are actively involved in the class				
8	Students actively give their opinion				
9	The students ask question if they do not know				
10	Student's pay attention to the teacher explanation				

Note :

Put checklist (√) in column 1, 2, 3 and 4 based on your observation.

1 : Bad

2 : Enough

3 : Good

4: Very Good

Medan, September 2018

Mengetahui

Guru Bahasa Inggris

Peneliti

Yushadi S.Pd

Femina Talbiyah Yusmil

APPENDIX 11

The Result Of Interview Before First Cycle With Teacher

- The researcher : Menurut ibu, bagaimana kondisi siswa selama proses pembelajaran bahasa inggris di kelas ?
- The collaborator : kurang aktif dalam pembelajaran writing
- The researcher : Bagaimana kemampuan siswa ibu dalam pelajaran bahasa inggris terutama menulis (writing) ?
- The collaborator : Menurut saya, writing siswa itu masi rendah. Dapat terlihat dari respon para siswa yang kurang positif ketika saya sedang mengajarkan mereka tentang writing itu sendiri.
- The researcher : Ketika menulis teks bahasa inggris, kesulitan apa yang sering dialami siswa ?
- The collaborator : kesulitannya itu ketika mereka menulis tidak tahu arti dari tulisan mereka

The Result of Interview in the First Cycle with Teacher

- The researcher : Selain pemahaman siswa, apakah ada hal lain yang menunjukkan peningkatan writing siswa?
- The collaborator : Iya ada, keaktifan siswa terlihat saat proses pembelajaran writing.
- The researcher : Apakah siswa tertarik untuk mengikuti proses pembelajaran writing dengan think talk write method ini?
- The collaborator : Sebagian dari siswa tertarik dengan strategi ini
- The researcher : Dalam interaksi antara siswa dan guru, apakah siswa ikut berpartisipasi aktif dalam proses pembelajaran?
- The collaborator : Sebagian siswa ikut andil dalam berpartisipasi aktif didalam proses pembelajaran, namun sebagian lain, masih menyibukkan diri dengan kegiatan mereka sendiri seperti: bercerita dengan teman, dan lain sebagainya.
- The researcher : Apakah guru memperhatikan siswa saat pembelajaran writing berlangsung?
- The collaborator : Iya, namun guru belum data mengontrol seluruh siswa sehingga proses pembelajaran kurang efektif.

APPENDIX 13

The Result of Interview in the Second Cycle with Teacher

- The researcher : Selain pemahaman siswa, apakah dalam siklus II ini ada hal lain yang menunjukkan peningkatan dalam writing mereka?
- The collaborator : Iya ada, keaktifan siswa sangat meningkat pada siklus II ini.
- The researcher : Apakah siswa semakin tertarik untuk mengikuti proses pembelajaran writing dengan think talk write method ini?
- The collaborator : Iya, yang tadinya hanya sebagian siswa yang tertarik dengan strategy ini, pada siklus II ini lebih banyak siswa yang tertarik.
- The researcher : Dalam interaksi antara siswa dan guru, apakah siswa ikut berpartisipasi aktif dalam proses pembelajaran?
- The collaborator : Tentu, hampir seluruh siswa berpartisipasi aktif dalam proses pembelajaran, mereka memperhatikan saat guru menjelaskan materi.
- The researcher : Bagaimana hasil belajar para siswa dalam writing setelah menggunakan think talk write method?
- The collaborator : Ada peningkatan yang signifikan, terlihat cara siswa mengerjakan soal dengan kemampuan mereka masing-

masing. Antusia mereka juga sangat tinggi dalam belajar writing dengan menggunakan marathon technique ini.

APPENDIX 14

The First Interview with Students

- The researcher : Apakah kamu suka dalam belajar writing?
- The student I : Suka, karena saya suka menulis.
- The students II : Kurang suka, karena saya kurang tau bagaimana caranya menulis dalam bahasa Inggris.
- The student III : Tidak suka, karena saya kurang biasa berbahasa Inggris dalam menulis.
- The student IV : Tidak, karena belum terbiasa jadi tidak semangat
- The student V : Kadang, karena tidak suka sama pelajarannya.

The Last Interview with Students

The Researcher : Apakah kamu mudah memahami dalam mencari ide utama dari teks yang kamu baca?

The student I : Ya, karena miss menjelaskan dengan paham.

The student II : Iya, saya sangat memahaminya karena miss sudah menjelaskan satu persatu dengan jelas.

The student III : Mudah, karena sudah dijelaskan miss.

The student IV : Ya, karena miss menjelaskan secara detail.

The student V : Iya, saya mudah memahami ide utama dari text nggak tau kenapa mudah aja gitu.

APPENDIX 16**The Students' Score Before Treatment (Pre-Test)**

No	Name of Students	Score	
		Pre-Test	Criteria of Success ≥ 70
1	Ahmad syarif	60	Not Completed
2	Ahmad Syofyan	50	Not Completed
3	Ahmad Wahid Siregar	40	Not Completed
4	Ahmad Zulfikar Nasution	60	Not Completed
5	Anisa	40	Not Completed
6	Ami Windari	60	Not Completed
7	Ayu Wulandari	65	Not Completed
8	Bangun Sarumpaet	60	Not Completed
9	Bahrum Jamil	50	Not Completed
10	Delina Nasution	60	Not Completed
11	Ega Aulia Rahma	60	Not Completed

12	Fani Handoko	60	Not Completed
13	Indra Gunawan	50	Not Completed
14	Irma Nabila	60	Not Completed
15	Mhd Arifin Saragih	50	Not Completed
16	Mhd Siddik	72	Completed
17	Muammar Jamil Mk	50	Not Completed
18	Murni Yolanda	60	Not Completed
19	Nanda Sitorus	50	Not Completed
20	Nia Gustina	70	Completed
21	Ningsih Purbasari Lubis	40	Not Completed
22	Nining Pandiangan	55	Not Completed
23	Olivia Rasti	55	Not Completed
24	Pujiatik	65	Not Completed
25	Putri Arum Sari	65	Not Completed
26	Putri Nabila	65	Not Completed
27	Rasyid Ratulangi	65	Not Completed
28	Tina Rosa Lina	40	Not Completed

29	Tuti Widya Asmoko	70	Completed
30	Zuwaidi Sitorus	80	Completed
TOTAL		$\Sigma X = 1727$	$M = 57,566$

APPENDIX 17**The Students' Score In Post-Test I**

No	Name of Students	Score	
		Post-Test 1	Criteriaof Success ≥ 70
1	Ahmad syarif	75	Completed
2	Ahmad Syofyan	55	Not Completed
3	Ahmad Wahid Siregar	60	Not Completed
4	Ahmad Zulfikar Nasution	65	Not Completed
5	Anisa	60	Not Completed
6	Ami Windari	70	Completed
7	Ayu Wulandari	80	Completed
8	Bangun Sarumpaet	65	Not Completed
9	Bahrum Jamil	60	Not Completed
10	Delina Nasution	70	Completed

11	Ega Aulia Rahma	65	Not Completed
12	Fani Handoko	75	Completed
13	Indra Gunawan	70	Completed
14	Irma Nabila	75	Completed
15	Mhd Arifin Saragih	70	Completed
16	Mhd Siddik	80	Completed
17	Muammar Jamil Mk	60	Not Completed
18	Murni Yolanda	75	Completed
19	Nanda Sitorus	60	Not Completed
20	Nia Gustina	70	Completed
21	Ningsih Purbasari Lubis	60	Not Completed
22	Nining Pandiangan	75	Completed
23	Olivia Rasti	60	Not Completed
24	Pujiatik	70	Completed
25	Putri Arum Sari	80	Completed
26	Putri Nabila	75	Completed
27	Rasyid Ratulanggi	70	Completed

28	Tina Rosa Lina	70	Completed
29	Tuti Widya Asmoko	80	Completed
30	Zuwaidi Sitorus	80	Completed
TOTAL		$\Sigma X = 2080$	
		M = 69,333	

APPENDIX 18**The Students' Score In Post-Test II**

No	Name of Students	Score	
		Post Test II	CriteriaOf Success ≥ 80
1	Ahmad syarif	80	Completed
2	Ahmad Syofyan	60	Not Completed
3	Ahmad Wahid Siregar	60	Not Completed
4	Ahmad Zulfikar Nasution	70	Completed
5	Anisa	80	Completed
6	Ami Windari	85	Completed
7	Ayu Wulandari	95	Completed
8	Bangun Sarumpaet	70	Completed
9	Bahrum Jamil	70	Completed
10	Delina Nasution	85	Completed
11	Ega Aulia Rahma	65	Not Completed
12	Fani Handoko	80	Completed
13	Indra Gunawan	70	Completed

14	Irma Nabila	80	Completed
15	Mhd Arifin Saragih	70	Completed
16	Mhd Siddik	85	Completed
17	Muammar Jamil Mk	80	Completed
18	Murni Yolanda	80	Completed
19	Nanda Sitorus	82	Completed
20	Nia Gustina	70	Completed
21	Ningsih Purbasari Lubis	80	Completed
22	Nining Pandiangan	80	Completed
23	Olivia Rasti	65	Not Completed
24	Pujiatik	85	Completed
25	Putri Arum Sari	85	Completed
26	Putri Nabila	80	Completed
27	Rasyid Ratulangi	95	Completed
28	Tina Rosa Lina	75	Completed
29	Tuti Widya Asmoko	85	Completed
30	Zuwaidi Sitorus	95	Completed

Total	$\Sigma X = 2342$ $M = 78,066$
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APPENDIX 19**The Students' Score of Pre-test, Post-test I and Post-test II**

No	Name of Students	Values		
		Pre-test	Post-test I	Post-test II
1	Ahmad syarif	60	75	80
2	Ahmad Syofyan	50	55	60
3	Ahmad Wahid Siregar	40	60	60
4	Ahmad Zulfikar Nasution	60	65	70
5	Anisa	40	60	80
6	Ami Windari	60	70	85
7	Ayu Wulandari	65	80	95
8	Bangun Sarumpaet	60	65	70
9	Bahrum Jamil	50	60	70
10	Delina Nasution	60	70	85
11	Ega Aulia Rahma	60	65	65
12	Fani Handoko	60	75	80

13	Indra Gunawan	50	70	70
14	Irma Nabila	60	75	80
15	Mhd Arifin Saragih	50	70	70
16	Mhd Siddik	72	80	85
17	Muammar Jamil Mk	50	60	80
18	Murni Yolanda	60	75	80
19	Nanda Sitorus	50	60	82
20	Nia Gustina	70	70	70
21	Ningsih Purbasari Lubis	40	60	80
22	Nining Pandiangan	55	75	80
23	Olivia Rasti	55	60	65
24	Pujatik	65	70	85
25	Putri Arum Sari	65	80	85
26	Putri Nabila	65	75	80
27	Rasyid Ratulangi	65	70	95
28	Tina Rosa Lina	40	70	75
29	Tuti Widya Asmoko	70	80	85

30	Zuwaidi Sitorus	80	80	95
Total		$\Sigma X = 1727$ M = 57,566	$\Sigma X = 2080$ M= 69,333	$\Sigma X = 2342$ M= 78,066

APPENDIX 20**The Statistic Analysis of the Students' Score Post Test in First and
Second Cycle**

No	Name of Students	Post Test 1	Post Test 2	D	D²
1	Ahmad syarif	75	80	5	25
2	Ahmad Syofyan	55	60	5	25
3	Ahmad Wahid Siregar	60	60	0	0
4	Ahmad Zulfikar Nasution	65	70	5	25
5	Anisa	60	80	20	400
6	Ami Windari	70	85	15	225
7	Ayu Wulandari	80	95	15	225
8	Bangun Sarumpaet	65	70	5	25
9	Bahrum Jamil	60	70	10	100
10	Delina Nasution	70	85	15	225
11	Ega Aulia Rahma	65	65	0	0
12	Fani Handoko	75	80	5	25

13	Indra Gunawan	70	70	0	0
14	Irma Nabila	75	80	5	25
15	Mhd Arifin Saragih	70	70	0	0
16	Mhd Siddik	80	85	5	25
17	Muammar Jamil Mk	60	80	20	400
18	Murni Yolanda	75	80	5	25
19	Nanda Sitorus	60	82	22	484
20	Nia Gustina	70	70	0	0
21	Ningsih Purbasari Lubis	60	80	20	400
22	Nining Pandiangan	75	80	5	25
23	Olivia Rasti	60	65	5	25
24	Pujiatik	70	85	15	225
25	Putri Arum Sari	80	85	5	25
26	Putri Nabila	75	80	5	25
27	Rasyid Ratulangi	70	95	25	625
28	Tina Rosa Lina	70	75	5	25
29	Tuti Widya Asmoko	80	85	5	25

30	Zuwaidi Sitorus	80	95	15	225
TOTAL				$\Sigma D = 262$	$\Sigma D^2 = 3,884$

From the last computation have been found that :

$$\bar{D} = \frac{262}{30} = 8,733$$

As follow :

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

$$T = \frac{8,733}{\sqrt{\frac{\Sigma 3,884 - \frac{(\Sigma 262)^2}{30}}{30 - (30 - 1)}}$$

$$T = \frac{8,733}{\sqrt{\frac{\Sigma 3,884 - (\Sigma 68,644)}{30}}{870}}$$

$$T = \frac{8,733}{\sqrt{\frac{\sum 3,884 - \frac{2,288.133^2}{30}}{870}}}$$

$$T = \frac{8,733}{\sqrt{3,807.729}}$$

$$T = \frac{8,733}{1,951.3} = 4,4754$$

Form the computation above, it could be seen that the coefficient of t – observation = 4,4754

APPENDIX 21

Nilai – Nilai Signifikansi

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,9 97	0,9 99	2 7	0,3 81	0,4 87	55	0,2 66	0,3 45
4	0,9 50	0,9 90	2 8	0,3 74	0,4 78	60	0,2 54	0,3 30
5	0,8 78	0,9 59	2 9	0,3 67	0,4 70	65	0,2 44	0,3 17
6	0,8 11	0,9 17	3 0	0,3 61	0,4 63	70	0,2 35	0,3 06
7	0,7 54	0,8 74	3 1	0,3 55	0,4 56	75	0,2 27	0,2 96
8	0,7 07	0,8 34	3 2	0,3 49	0,4 49	80	0,2 20	0,2 86
9	0,6 66	0,7 89	3 3	0,3 44	0,4 42	85	0,2 13	0,2 78
10	0,6 32	0,7 65	3 4	0,3 39	0,4 36	90	0,2 07	0,2 70
11	0,6 02	0,7 35	3 5	0,3 34	0,4 30	95	0,2 02	0,2 63
12	0,5 76	0,7 08	3 6	0,3 29	0,4 24	10 0	0,1 95	0,2 56
13	0,5 53	0,6 84	3 7	0,3 25	0,4 18	12 5	0,1 76	0,2 30
14	0,5 32	0,6 61	3 8	0,3 20	0,4 13	15 0	0,1 59	0,2 10
15	0,5 14	0,6 41	3 9	0,3 16	0,4 08	17 5	0,1 48	0,1 94
16	0,4 97	0,6 23	4 0	0,3 12	0,4 03	20 0	0,1 38	0,1 81
17	0,4 82	0,6 06	4 1	0,3 08	0,3 98	30 0	0,1 13	0,1 48
18	0,4 68	0,5 90	4 2	0,3 04	0,3 93	40 0	0,0 98	0,1 28
19	0,4 56	0,5 75	4 3	0,3 01	0,3 89	50 0	0,0 88	0,1 15
20	0,4 44	0,5 61	4 4	0,2 97	0,3 84	60 0	0,0 80	0,1 05
21	0,4 33	0,5 49	4 5	0,2 94	0,3 80	70 0	0,0 74	0,0 97
22	0,4 23	0,5 37	4 6	0,2 91	0,3 76	80 0	0,0 70	0,0 91

2	0,4	0,5	4	0,2	0,3	90	0,0	0,0
3	13	26	7	88	72	0	65	86
2	0,4	0,5	4	0,2	0,3	10	0,0	0,0
4	04	15	8	84	68	00	62	81
2	0,3	0,5	4	0,2	0,3			
5	96	05	9	81	64			
2	0,3	0,4	5	0,2	0,3			
6	88	96	0	79	61			

APPENDIX 22

DOCUMENTATION



