

**THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY TOWARD
WRITING ABILITY OF THE EIGHTH GRADERS
AT SMPN-4 DANAU SEMBULUH**

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439 H**

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THESIS

Presented to
State Islamic Institute of Palangka Raya
in Partial Fulfillment of the Requirements
for the Degree of *Sarjana* in English Language Education



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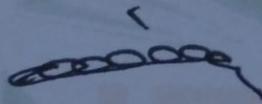
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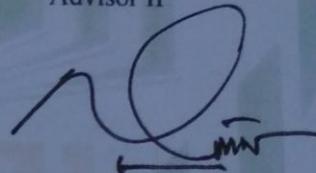
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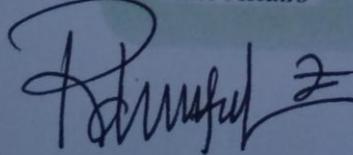
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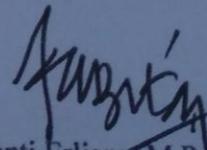
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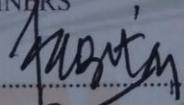
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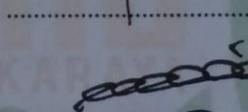
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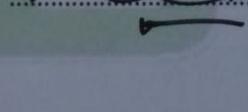
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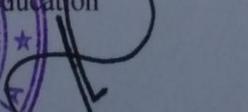
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MOTTO AND DEDICATION

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

For Indeed, with hardship will be ease (Q.S Al – Insyirah: 5)

This Thesis is dedicated to:

My beloved Father Nastur and Mother Rukmiyati for their valuable endless prayer, sacrifice, and support. My beloved sister Aupi Dalila and Rika Anisa for their advice, affection, and motivation. My beloved friends Melinda Agustin, Intan Safitri, Eka Saputri, Dyah Sri Wulandari, Eni Andriani, Siti Khadijah, Siti Fatimah and Bona Lestari for their support.

DECLARATION OF AUTHORSHIP

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time is is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 26th October 2017



Yours Faithfully

YOYI SANUSITA SUSANTI
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ABSTRACT

Susanti, Yoyi Sanusita. 2017. *The Effect of Think Talk Writing (TTW) Strategy Toward Descriptive Writing Ability of Eighth Graders SMPN-4 Danau Sembuluh*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M.Pd, (II) Akhmad Ali Mirza, M.Pd.

Key words: *Effect, TTW strategy, writing skill*

This study was aimed at investigating: the effect of think talk write (TTW) strategy toward descriptive writing of SMPN-4 Danau Sembuluh. The study applied quantitative research with Quasy Experimental design. The writer designed the lesson plan, conducted the treatment and observed the students' score by pretest and posttest. The population of study was the Eighth Grade students at SMPN-4 Danau Sembuluh, which consisted of two classes. The writer took all students of two classes as the sample of the study. The sample was determined using clustering sampling technique.

The result of the study shows that the students' obtained scores of writing test from the experimental group (taught using TTW strategy) and the students obtained score from the control group (taught without using TTW strategy) are significantly different. It was based on the data from pretest and posttest, the writer analyzed the data using t_{test} formula to test the hypothesis stated based on the result of analysis, it was calculated by using SPSS 16.00 program. It was found the significant probability (sig.2-tailed) was 0.004. The result was $0.004 < 0,05$, it means that H_a is accepted and H_0 is rejected. From the result of testing hypothesis using calculation of t-test showed that TTW strategy is effective toward descriptive writing score of eight Grade Students of SMPN-4 Danau sembuluh. Besides the result of analysis data of t_{test} above, the writer found some result that support the data. First, TTW Strategy was effect in terms of improving the students' English writing score. Second, TTW strategy can motivate students in teaching learning process. The last, TTW strategy gave the students can answer both literal and inferential writing types. It indicated the test was suitable for eight grade student of junior high school. Finally, this study is recommended for the teacher to use the TTW strategy for teaching English in writing especially description.

ABSTRAK

Susanti, Yoyi Sanusita. 2017. *Pengaruh Strategi Think Talk Writing (TTW) Terhadap Kemampuan Wiring Deskriptif kelas VIII SMPN-4 Danau Sembuluh*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Kata kunci: *Efek, strategi TTW, Kemampuan Menulis.*

Tujuan penelitian ini adalah untuk mengukur pengaruh Penggunaan TTW strategi terhadap nilai pemahaman menulis pada siswa kelas delapan di SMPN-4 Danau Sembuluh. Penelitian ini menerapkan penelitian kuantitatif dengan desain Kuasi Eksperimental. Penulis menyusun rencana pembelajaran, memberikan perlakuan dan mengobservasi skor siswa dengan Pra-uji dan Pasca-uji. Populasi dari studi ini adalah murid kelas delapan (VIII) SMPN-4 Danau Sembuluh yang terdiri dari 2 kelas. Penulis memilih seluruh kelas tujuh yaitu VIII-A dan VIII-C sebagai sample. Sample tersebut ditentukan dengan menggunakan teknik *clustering sampling*.

Hasil penelitian menunjukkan bahwa nilai yang diperoleh siswa dari kelompok eksperimen (diajarkan menggunakan strategi TTW) dan siswa memperoleh skor dari kelompok kontrol (diajarkan tanpa menggunakan strategi TTW) berbeda secara signifikan. Berdasarkan data dari pretest dan posttest, penulis menganalisis data dengan menggunakan rumus independent sample T-test untuk menguji hipotesis yang telah ditetapkan berdasarkan hasil analisis, dihitung dengan menggunakan alat hitung program SPSS 16.00. Ditemukan probabilitas signifikan (sig.2-tailed) adalah $0,004 < 0,05$, artinya H_a diterima dan H_0 ditolak. Dari hasil pengujian hipotesis dengan menggunakan perhitungan t-test menunjukkan bahwa strategi TTW efektif terhadap skor penulisan deskriptif delapan siswa kelas SMPN-4 Danau Sembuluh. Selain hasil analisis data ttest diatas, penulis menemukan beberapa hasil yang mendukung data. Pertama, Strategi TTW berpengaruh dalam hal meningkatkan nilai tulisan bahasa Inggris siswa. Kedua, strategi TTW dapat memotivasi siswa dalam proses belajar mengajar. Strategi TTW terakhir memberi siswa dapat menjawab jenis tulisan literal dan inferensial. Ini menunjukkan bahwa tes ini cocok untuk siswa kelas VIII SMP. Akhirnya, penelitian ini disarankan agar guru menggunakan strategi TTW untuk pengajaran bahasa Inggris secara tertulis terutama deskripsi.

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Palangka Raya, October 31th 2017

The writer,

Yoyi Sanusita Susanti
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LIST OF ABBREVIATIONS

Depdikbud	: Departemen Pendidikan dan Kebudayaan
Df	: Standard Deviation
H _a	: Alternative Hypothesis
H ₀	: Null Hypothesis
IAIN	: Institute Agama Islam Negeri
SPSS	: Statistical Product
SD	: Standard Deviation
SE	: Standard Error

CHAPTER I

INTRODUCTION

In this chapter the researcher present of background of study, Research problem, Objective of the Study, Hypothesis of the Study, Assumption, Scope and Limitation, Significance of the Study, and Definition of key term.

A. Background of the Study

Learning a second language means learning to communicate with other people to understand them, talk to them, read what they have written and write to them (Raimes, in Miftah 2015, p. 9). Writing as one of the skills to communicate is not an ability we acquire naturally; even in our first language it has to be taught. However, writing is not interesting for most EFL (English as a Foreign Language) students.

There are four language skills in teaching English: they are listening, speaking, reading and writing. Students should master writing after mastering listening, speaking, and reading skills in English. Writing is a skill student's write the continuous sentences to a paragraphs. They show their ideas within a written text.

According to Misari (2008, p. 18) in Indonesia, English is a compulsory subject in educational institutions, ranging from elementary to college and university. Such institutions exist under the Ministry of Education and Culture,

like Elementary School (SD), Junior High School (SMP), Senior High School (SMA), while at the college level and university level.

In relation, there are many text types taught in Junior High School. For Junior High School students who study about monologue text, writing is important skill. Based on the 2006 English Standard Competence, the Junior High School students are asked to study some monologue texts such as: descriptive, procedure, recount and narrative. One of the texts taught for the Eight Grade students of Junior High School is Descriptive text.

Furthermore, According to Hyland (2002, p. 78) writing is learned, rather than taught and the teacher's best method are support. In teaching and learning English, there are many strategies to teach students according to the materials or potencies of the students.

According to Celce (2001, p. 205) states that the ability to express ideas in a foreign language, especially in writing is a major problem for write paragraphs to selecting a sentence. Writing is a skill that is difficult for foreign language learners. The difficulty lies not only in generating ideas but also in translating those ideas into readable text.

Writing is important, but there are still many students who have difficulty in writing, now a day's teachers give correction for students' writing, such as incorrect use of tenses, pronoun and conjunction. One of the ways that can be used to give correction to the students' writing is to apply TTW strategy in their writing. TTW strategy can be seen starting with thinking through reading, the

result of reading is communicate through presentation, discussion, and then making note about the result of discussion their writing.

The English Curriculum, especially at SMPN-4 Danau Sembuluh, it is clearly stated that one of the objectives of the English subject is developing the ability which covers listening, speaking, reading and writing. In fact has shown that the students at SMPN-4 Danau Sembuluh, is good in writing essay in Indonesian language but not in English language, they still have difficulty to arranging words in the text and selection words and the teacher confused for use a method.

Based on the result of the observation, on Monday, January 16th, 2017 to January 22th 2017, and February 05th 2017 at SMPN-4 Danau Sembuluh, the writer got documentation of school such as the number of students, syllabus and school's condition. The researcher also found that many students still have difficulties in learning English, where based on the teacher's information that some of students' writing scores still under the minimum score standard especially in writing comprehension. It is because students must study about the vocabularies, grammar and sentence structure when writing a text. It will make a complex skill. It is not just writing but also understanding other skill or component in English. The students also have lack of motivation in writing, because they also have lack of vocabulary to comprehend the material of English. It is also explained by one of teachers at SMPN-4 Danau Sembuluh that many students still have difficulties to understand the meaning of the text. Teacher said

that many of her students were confused to understand how to make a good text especially in descriptive text.

Then, the problems also come from the teacher, such as the methods or strategies that used in teaching writing. Usually, the teacher only uses Teacher Centre and also translation method. The students have not opportunity to continue make the text themselves. The students are ordered to write the long text then translate the texts into Indonesian language. This method make students bored in writing material. Finally, the students are lazy to writing.

Based on the problem above it is necessary to apply the method or strategies to solve students from writing problem in English in order students can make a good writing and they not have still difficulty to arranging word in the text and section words in the text. TTW strategy is chosen to solve this problem.

From this problem's the researchers thinks one of the alternative strategies to improve the understanding in English course, to improve the education quality especially in SMPN-4 Danau Sembuluh to apply Think Talk Write (TTW) as a step to reach a good and meaningful learning environment. This method can be used as an introductory strategy in order for pupils to document their present level of knowledge and what gaps may exist in that knowledge, to structure progress in their learning and to analyze what new information has been learned after research. Students develop independent skills in comprehending, writing a text. TTW strategy can be seen starting with thinking through reading, the result of reading is communicate through presentation, discussion and then making note about the result of discussion their writing.

Compare to traditional method which is usually write a long text, the students only write and translate a text, it is different with TTW strategy because TTW strategy divided the main point of the text into three part; T, T and W. It makes the students more clear about the information and elaborate with their own knowledge. TTW strategy can help the students to increase their motivation, access what they know, decide what they want to learn and whether it is likely to be in the passage, and decide what yet needs to be done after write. TTW strategy can help the students to increase their motivation, access what they know, decide what they want to learn and whether it is likely to be in the passage, and decide what yet needs to be done after write. Therefore, it is necessary to do research on the application of TTW strategy on English subjects in order to help Improve writing descriptive text at eighth grade students of SMPN-4 Danau Sembuluh.

One of the strategies which is suitable in teaching writing is Think-Talk-Write (TTW). According to Suyatno (2009, p. 99) Think-Talk-Write (TTW) starting with thinking through reading, the result of reading is communicate through presentation, discussion, and then making note about the result of discussion.

There are some activities students do in Think-Talk-Write (TTW). First, “think” we can see from the process reading a text that related with the material. Next, students make notes about what they have read. The notes will be read, explained, and discussed in their group. We can mention this step as students “talk” activity. After finishing discussing in their own group, the students will express the result of discussion in form of written text. This step is students’

activity in “write”. The last activity in Think-Talk-Write (TTW) is writing. So, the researcher conclude that this strategy suitable in teaching writing, especially in writing descriptive text.

Therefore, the researcher uses Think-Talk-Write (TTW) technique in teaching writing. Martinis in Rahmawati (2013, p. 28) states that Think-Talk-Write strategy is grouping 4 up to 5 students in one group involving students to think and discuss by themselves after read, then talk and share their ideas with their friends before they write it.

There is preceding research that related and proven to be theory Think, Talk, Write is good and success, they are: Hartini (2012) that TTW is good for improving the mastery of English vocabulary of the fifth grade students of SD 1 Padurenan Gebo Kudus. She is success to improve the mastery English vocabulary of students.

Dhamayanti (2013) proved that TTW is good for improving students' ability in writing recount text: a case of Eighth grade Students of SMPN 1 Petungkriyono Pekalongan. She is success to improve writing ability of their students.

B. Research Problem

Is there any effect of Think Talk Write (TTW) strategy toward descriptive writing ability of the eighth graders at SMPN 4 Danau Sembuluh?

C. Objective of the study

The objective of the study is to know the effect of the TTW strategy toward descriptive writing ability of the eighth graders Students of SMPN-4 Danau Sembuluh.

D. Hypothesis of the study

H_a : There is significant effect of Think Talk Write (TTW) strategy toward descriptive writing ability of the eighth graders SMPN-4 Danau Sembuluh.

H_0 : There is no significant effect of Think Talk Write(TTW)strategy toward descriptive writing ability of the eighth graders SMPN-4 Danau Sembuluh.

E. Assumption

In this study the writer assumes that using the Think Talk Write strategy (TTW) effective toward descriptive writing ability of the eighth graders at SMPN-4 Danau Sembuluh.

F. Scope and Limitation

This study is only done to find out if the effect of Think Talk Write (TTW) strategy is effective toward descriptive writing ability of the eighth graders at SMPN-4 Danau Sembuluh or no. The topic is descriptive text based on syllabus,

which is applied in teaching learning process by using Think Talk Write (TTW) strategy in teaching writing.

G. Significance of the Study

This study is concerned with improving writing ability through TTW strategy. The present study is expected to indicate significant theoretical and practical information on the importance of usage TTW strategy in teaching writing. Related to the target of this study, it will have two significances, such as theoretically and practically.

Theoretically, this study can be used to give us evidence about implementation theory based on problem faced above that is improving writing ability through TTW Strategy. Furthermore, the results of this study are expected to enrich theories and can be a reference for future studies related to TTW strategy to improve student's descriptive writing ability at the eighth grade at SMPN-4 Danau Sembuluh.

Practically, this study has benefit for the teachers, students and school. The result helps teachers especially for those who teach the eighth graders at SMPN-4 Danau Sembuluh to improve their descriptive writing ability. For the students it will be useful to get the opportunities to improve their writings specify in understanding, developing and explain the idea in the text. The last is the beneficial for school, credibility of the school will be increased because of efficacy of the teachers and students after applying TTW Strategy.

H. Definition of the Key Terms

Some definitions included in important terms are used in this study:

1. Effect of strategy is can develop critical and creative thinking skills of students and by interact and discuss with the group will engage students actively in learning.
2. Think-Talk-Write (TTW) is one of learning strategy which is purpose to improve students understanding ability. It is a learning starting with thinking through reading material, the result of reading is communicate through presentation, discussion, and then making note about the result of discussion Suyatno (2009, p. 66). In the study TTW refers to the strategy used in writing classroom to improve writing ability.
3. Writing ability is a way to end up thinking something you could not have started out thinking (Brown, in Mitha 2011 p. 7). In this study writing means the ability in writing descriptive paragraph.
4. Description writing, Wishon and Bursks (2009, p. 119) stated “Descriptive writing reproduces the way things look, smell, taste, feel or sound; it may also evoke moods, such as happiness, loneliness, or fear”. Descriptive writing is one of the writing texts. Descriptive writing istaught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. In this study, it refers to writing descriptive paragraph, descriptive someone, place and things.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of theories and conceptual framework underlying the study. These theories are presented in three heading: Related studies, writing, descriptive text and strategy TTW (Think Talk Write).

A. Related Studies

The same research concerned about teaching writing had been conducted by the previous researchers, The first study was conducted by Fahmi (2015) this study aims at investigating the effect of Think-Talk-Write (TTW) strategy in students' writing ability in descriptive text at SMPN 2 Gurah Kediri 2015-2016. This academic year especially research uses quantitative method uses pre-experimental design, then of pre-experimental design is one group pre-test - post-test design and the sample is a class of VII F Consist of 35 students. The analysis of data uses t-test computation. The result of the research shows that the mean of pre-test is 64 and the mean of post-test is 80. Based on the t- computation it is found that the t-table is (2.457) in the level of significance of 1% and the t-test (7.33). The Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. Based on the result of t-test, it can be concluded that there is very significance effect of Think-Talk-Write (TTW) Strategy to the Students' Writing in Descriptive Text at SMPN 2 Gurah Kediri Academic Year 2015/2016. Finally, the researcher concludes that: (1) TTW helps students to improve Reviews their achievement in writing ability. (2) The TTW is proved to give a

very significant effect on the students' writing ability. So it is suggested that English teacher should use TTW as strategy in teaching writing to improve student's achievement, and also the teachers should make the students more active, motivated and can easily accept the masteries. For other researchers, they are expected to be able to excavate deeply about the useful of strategy in teaching and learning English especially using TTW.

The similarity between the research and my research is using Think -Talk-Write in improving students writing. The differences between her research and my researcher, she conducted research by pre experiment research. My research used Quasy - experiment research in conducting this research and my research more focus is about students' writing ability in descriptive text, the writer objective to know the whether TTW strategy effective toward students writing descriptive text at SMPN-4 Danau Sembuluh skills and the strategy her research students' writing ability in descriptive text at SMPN 2 Gurah Kediri 2015-2016.

The second study was conducted by Asnita (2012). The effect of using Think Talk Write (TTW) strategy toward the ability in writing descriptive paragraph of eight grade student at Hasanah islamic junior high school Pekanbaru, riau. The design of her research is Quasi-Experimental research. It means that there is no significant difference of student's ability in writing descriptive paragraph which is taught by using conventional technique and which is taught by using Think-Talk-write (TTW) strategy.

The similarity between the research and my research is using Think -Talk-Write in improving students writing. The differences between her research and my

research are she conducted research by Quasy experiment and research in writing descriptive paragraph of eighth graders students at Hasanah Islamic junior high school Pekanbaru, Riau. My research used Quasy - experiment research in conducting this research and my research more focus is about students' writing ability in descriptive text, the writer objective to know the whether TTW strategy effective toward students writing descriptive text at SMPN-4 Danau Sembuluh.

The third study was conducted by study was conducted by Wati (2010). The study is entitled. She used the action research. She gave Think-Talk-Write 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. They result is, they can improved their students weakness in every place to made a research.

The similarity between the research and my research is using Think -Talk-Write in improving students writing. The differences between her research and my research are she conducted research by CAR. Whereas, my research used Quasy - experiment research in conducting this research and my research more focus is about students' writing ability in descriptive text, the writer objective to know the whether TTW strategy effective toward students writing descriptive text at SMPN-4 Danau Sembuluh.

Fourth, Dhamayanti (2013) proved that TTW is good for improving students' ability in writing recount text: a case of eighth grade Students of SMPN-

1 Petungkriyono Pekalongan. She is success to improve writing ability of their students.

There is preceding research that related and proven to be theory Think, Talk, Write is good and success, they are: Hartini (2012) that TTW is good for improving the mastery of English vocabulary of the fifth grade students of SD 1 Padurenan Gebo Kudus. She succeeded to improve the mastery English vocabulary of students. She used quasy experiment.

The similarity between the research and my research is using Think -Talk-Write in improving students writing skills. The differences between her research and my research are she conducted her research. She used quasy experiment in SD 1 Padurenan Gebo Kudus. Whereas, my research used Quasy - experiment research in conducting this research and my research more focus is about students' writing ability in Descriptive text, the writer objective to know the whether TTW strategy effective toward students writing descriptive text at SMPN-4 Danau Sembuluh.

B. Writing

1. Definition of writing

Writing skill is specific abilities which help writer put their thought in towards in meaningful form and mentally interact with the message. It has purpose not only for media but also giving information. Everyday many people do writing activity by using mobile phone to sending a message. It has purpose that giving information. Writing can be said to be

act of forming symbols. When we write, we used graphic symbols. Harmer (2007, p. 33) states Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities.

Writing skills is program of comprehensive writing that performed for beginning, struggling, at-risk for the writers. Writing skills can help the students to become a good writer. The students have to know and understand the essential foundation of writing skills such as strategy, technique, and opportunity. Writing skills also give the special instruction in spelling, handwriting, and key boarding. Besides that, writing skills can build the fluency and confidence for students and provide the variety of strategy and opportunity to apply it. In writing skills, the students are expected to understand the instruction involving grammar, usage, paragraph composition, and sentence structure (Hambury in Mita 2002, p.2).

Based on the related theories above, the researcher concludes that writing is the process of transferring ideas on paper; it is done continually through practice. Writing is organized able and manageable of events. Writing is important skill in the context of education.

2. Writing Process

To make a good writing, the writer must understand the writing process. Because it is important to be implemented so that when the students do writing, they get a way to solve the problem in writing. There

are some steps in writing as writing process. There are planning, translating and reviewing. The first step is planning that students are able to generate their ideas, they know how the goals is, and they need procedure are able to express their ideas and understand the goals in verbal forms. The last step is reviewing that students are able to evaluate and revise the writing correctly.

According to Cannor in Utami (2014, p. 60) on the other hand, a good writing can be done by students if their grammar is good. In fact, grammar and spelling are important in writing, because it is the purposes in the condition of writing to be correct word and grammar. In short, to get a good writing, students must know the construction of sentence. They must know the subjects and verbs such as singular subject requires singular verb. Besides that, they must know the preference of pronouns and they can use the appropriated pronouns in order that the sentence will not be ambiguous. Then, the students must have a consistency in writing especially in a tense. Finally, students must use a correct spelling, punctuation, capitalization, and usage word as requirements.

After the students know the correct grammar, appropriate word, spelling, and function important thing to remember in write (Carroll in Mitha 2011, p. 14).

3. The Purpose of Writing

For the most students, writing in English needs great effort. This is because in writing the mastery of sentence structures and the ability to choose appropriate words for the expression of the thoughts are required. The skill of writing fluently and extensively can be built up by giving confidence, a sense of purpose and emphasis on meaning. Furthermore, the fluency of writing can also be built up by giving the students developing a firm and accurate grasp of a limited number of structures. There are many purposes of writing and the following are:

1) To express the writer's feeling

The writer wants to produce and express what he feels or thinks through the written form, as in a diary or a love letter. It is what is so called expressive writing.

2) To entertain the readers

The writer intends to entertain the readers through the written form. The writer usually uses aesthetical material to entertain the readers. It is called literary writing.

3) To inform the readers

The writer intends to give information or explain something to the readers. It is a kind of informative writing.

In conclusion to the discussion above, written language is used to get things done, to provide information and to entertain. In

the case of information, written language is used to communicate with others who are removed in time and space.

4. Kinds of Writing

a. Paragraph

Paragraph is a group of related statements that a writer develops about a subject. Reid and Tyner in Nirwanto states a paragraph is a series of sentences that develop one idea or main point.

1). Title of Paragraph

Title helps us to organize and hint our thoughts. Like Oshima and Houge state in Nirwanto that a title tells the reader what the topic of the paragraph is. It is usually use a word or phrase, not a sentence.

According to Nirwanto there are some points to be considered when writing a title of paragraph as follow:

- a) The first, last and all important words in a title are capitalized, prepositions and articles are not considered important words in a title. Prepositions and articles are not considered important words in a title. Preposition of more than five letters, however, may be capitalized. Articles that begin that title, of course, are capitalized.
- b) The title of paragraph or essay is not understood.
- c) The title is not enclosed quotation marks, nor is it ended with a period.

d) A title will attract the reader about up-to-date topics. Often the readers want the latest information.

e) It should be specific and powerful and it should be brief.

2) Three parts of a paragraph

A paragraph has three parts, a topic sentence, several supporting sentences, and a concluding sentence. Butler in Nirwanto states the topic sentence is similar to a learning objective in that it gives the reader the general idea of what is to follow.

Below is the more explanation:

a.) The topic sentence has two parts that are a topic and a controlling idea. The topic names the subject of the paragraph. The controlling idea tells what the paragraph will say about the topic. It is called the controlling idea because it controls or limits the topic to a very specific point or points.

b.) Second, supporting sentences explain the topic by giving more information about it. Supporting point sentences list the main points of the paragraph. The signal phrases at the beginning of a sentence, use for example or for instance, follows by comma. In front of an example that is just a word or phrase (not entire sentence), use the prepositional phrase such as without comma, in front of example that is just a word or phrase (not entire sentence), use the prepositional phrase such as without comma.

c.) Third, the concluding sentence signals the end of the paragraph and reminds the reader of the main idea. Not all paragraphs need a concluding sentence. A paragraph that stands alone needs a concluding sentence, but a paragraph that is part of a longer piece of writing does not always needs one.

5. Writing Assignment

Herlina in Sabarun (2012, p. 17) Assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity.

a. Process Assignment

Process assessment in the assessment that is done while the teaching and learning process. It is a kind of going assessment used to keep track of students' progress in writing or to monitor the students' progress in writing. In this case, Tompkins states that process assessment is designed to probe how the students write, the decision they make as they write, and the strategies they use.

Therefore, the aim of process assessment is to give information about the students' performance. Here, there are three kinds of measurement for process assessment. Writing process checklist is kind of format that can be used in observing students when they are writing. Here, the teacher can note how the students move through the writing process stages.

In conferences, the teacher meets with the students individually and discusses with them about the students' writing. The discussion is focused on any aspects of the writing process, which cover topic selection, prewriting activities, word choices, types of revision, and so on. In addition, self-assessment encourages students to think about their purpose in writing and to reflect on what and how they are learning.

b. Product Assignment

Product assessment is defined as giving score to the students' final composition; it focuses on assessing the students' final composition. To assess the students' writing product, there are three methods of scoring. There are holistic, primary trait, and analytic scoring.

Holistic scoring is a procedure in scoring students writing on the basis of the general impression of the composition as a whole. It looks at the piece of writing as a whole and assesses its ability to communicate to the reader.

The second type is primary trait scoring. The primary trait scoring is a way of scoring piece of writing by focusing on the specific feature or characteristics. The trait could be language-based feature emphasizing any one or more of the criteria such as idea development, organization or fluency.

The third type is analytic scoring. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. In addition, analytic scoring

identifies the specific needs in a piece of writing. A list is made of the prominent features that should appear in the piece of writing.

In analytic scoring, the rater give score on the basis of the marking scheme that contains some features or components of writing, such as content, organization, sentence structure, and grammar, usage and mechanics. Each component is scored separately and sometimes given different weights to reflect their importance in instruction. Unlike the holistic system, the analytic scoring separates the features of a composition into components. There are two advantages of this type of scoring. It provides feedback to students on specific aspect of their writing and gives teachers diagnostic information for planning instruction (Sabarun in Mitha 2010, p. 32).

In this study, the writer only uses product assessment with analytic scoring method in evaluating the students' final composition. The analytic scoring method applies in the study covers four components (content, organization, vocabulary, grammar, and mechanics).

C. Descriptive Text

1. Definition of descriptive text

Descriptive paragraph is a text that describes something. The aim of descriptive text is basically to give information. The social context of this text is to describe a specific thing, animal, or human being. It tells how something looks, feels, smell, tastes, and sounds. The present tense is mostly used in descriptive texts. The past tense is also used to describe an object

that does not exist anymore (Oshima in mitha 2008, p. 61)

2. The Generic Structure of Descriptive Text

There are two generic structure of descriptive paragraph. The first is identification; identification is the part where writers of descriptive text identify phenomenon to be described. And the second is description; description part describes parts, qualities, and characteristic

3. The Language Features of Descriptive Text

There are some language features of descriptive paragraph.

- a) Focus on specific participant.
- b) Using simple sentence in the form of simple present tense.
- c) Using detailed noun phrases, a noun word that added into adjective.

4. Example Model of Descriptive Text

Generic Structure	Text
Identification	Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the <i>City of Light</i> .
Description	Every year millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums, draws many visitors. The Cathedral of Notre Dame, a famous church, is another favorite place to visit.

D. TTW (Think Talk Write)

1. Definition of TTW (Think Talk Write)

Think-Talk-Write (TTW) is a strategy that facilitates the practice verbally speaks and writes the language fluently. The first strategy was introduced by Huinker and Laughlin is based on the understanding that learning is a social behavior. Think Talk Write is a learning that begins with thinking through reading material (listening, critiquing, and alternative solutions) the results of reading communicated through the presentation, discussion and then make a report based on the results of presentation (Hamdayana 2014, p. 217).

According to Huda “Think-Talk-Write is a strategy that facilitates the exercise verbally and write the language fluently.” The Think-Talk-Write strategy builds in time for thought and reflection and for organization progresses from student engaging in thought of reflective dialogue with themselves, to talking and sharing ideas with one another, to writing. TTW strategies encourage students to think, speak, and write a specific topic. This strategy is used to develop writing fluently and trains the language before written.

Suyatno (2009, p. 66) stated that Think-Talk-Write (TTW) strategy starting with thinking through reading, the result of reading is communicate through presentation or discussion.

According to Zulkarnain in Huinker and Laughlin (2011, p. 30) Think Talk-write, this strategy facilitating the exercise of language both oral and

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

According to Huinker and Laughlin (1996, p. 82) say that, 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. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another to writing.

Think-Talk-Write (TTW) is one of learning strategy which is purpose to improve student' understanding ability.

In other words, According to Suyatno (2009, p. 66)states this learning starting with thinking through reading material, the result of reading is communicate through presentation, discussion, and then making note about the result of discussion.

2. The Advantages and Disadvantages of TTW strategy

According to Asnita as cited in Hamdayama (2012, p. 222) there are some advantages and disadvantages from this strategy, as follows:

a. Advantages

1. The advantages of Think-Talk-Write strategy is to sharpen the entire visual thinking skills.

2. Develop a meaningful solution in order to understand the teaching materials.
3. Can develop critical and creative thinking skills of students.
4. By interact and discuss with the group will engage students actively in learning.
5. Allowing the students to think and communicate with friends, teachers and even with themselves.

b. Disadvantages

This learning model is less successful in large class say the majority of time lost due assist students in finding solutions to problems or to find theories related to students' worksheets.

3. Characteristics

- a. Involve students actively in doing a lesson
- b. explores the students' true knowledge both from experience and information received.
- c. Think talk write is built by the ability to think, speak and write students who are grouped in a heterogeneous and then given the problem to think about, discussed in groups which then sought the solution.

4. The procedure using TTW in teaching writing descriptive text

According to Huda (2014, p. 218) measure to implement the 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 student listens and responds the ideas. After finished, students conclude the result of the discussion in group.

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.

According to Silver and Smith (1996, p. 21) the role and duties of teachers in an effort to streamline the use of strategies TTW is provides tasks that allow students to engage actively thinking, encouraging the students ideas to explained oral and written carefully, consider and give information about what students discussion and to monitor, assess, and encourage students to participate actively. An assignment which is prepared expected to be a trigger students to work

actively, such as problems that have diverging answers or open-ended task.

To realize learning process with expectations above, the learning should be designed which accordance with the following steps:

- a) Teachers distribute the picture about holiday in a beach.
- b) Students identify activities in the picture. (*Think*)
- c) The students interact and collaborate with friends in group to discuss a result of identification. (*Talk*)
- d) Students make a note about the result of discussion. (*Write*)

The last of activity of the lesson is to make conclusions on the material being studied. Before that, choose one of students' as a representative group to read the results of his writings, while another group was asked to provide feedback on the results of his writings.

5. Teacher's position in Think-Talk-Write (TTW)

According to Silver and Smith in Yamin and Ansari (2009, p. 90) teacher' suppositions in Think-Talk-Write (TTW) strategy are:

- a. Ask questions and give assignment which is engage and challenge the students to think.
- b. Listen carefully students' ideas.
- c. Ask students to express their ideas in form of written text.
- d. As monitor and give score to the students participation in discussion, and decided how to motivate the students to be active.

Based on the statement above, the writer concludes that teacher's position in Think Talk-Write (TTW) as facilitator. Teacher motivated the students to be active in teaching learning process.

E. Teaching Writing at SMP Level

According to Misari, (2008, p. 18) There are four language skills in teaching English; they are listening, speaking, reading and writing. Generally, language can be spoken and written, so it is also necessary to learn writing.

In Indonesia, English is a compulsory subject in educational institutions, ranging from elementary to college and university. Such institutions exist under the Ministry of Education and Culture, like elementary school (SD), junior high school (SMP), senior high school (SMA), while at the college level and university level, there are many boarding schools that is more focused on learning English.

There are two things that need to be considered in an effort to master a foreign language skill, both teacher and students face self-learning setting, and the students access the knowledge independently without teacher's help. In terms of language learning, these two processes are not likely inevitable if the goal of proficiency want to be achieved. Language acquisition process can't be fulfilled by only depending on limited learning activities happened in the classroom. Therefore, we need an environment that allows students explore and learn independently and in groups to accelerate their language proficiency. The environment is intended as circumstances beyond the students consisting

of teachers, other students, the media, as well as the rules that bind the students to interact continuously with the target language.

Teaching how to write effectively is one of the most important life long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write.

CHAPTER III

RESEARCH METHOD

This chapter covers research design, population and sample, research instrument, data collection procedure and data analysis procedure.

A. Research Design

This research applied quasi-experimental design which is not based on the random assignment of the subjects to the experiment group and control group. This design chosen based on the situation of the subject of the study.

Based on the study, the writer used quantitative approach it because the aim of the study to measure the effects of TTW strategy towards writing descriptive text scores of eight grade students of SMPN-4 Danau Sembuluh.

It was used no randomized control group pre-test post-test design. The design consisted of two groups that were chosen without random. There are two groups in this model, control group and experimental group. Both of groups were given pre-test measure the score of student before having treatment (Y1 and Y2). The experimental group was given treatment (teaching writing by using TTW strategy) and the control group was not given treatment (teaching writing without using TTW strategy). After given treatment, both groups (experiment and control group) were given post-test. The treatment was given for experiment group (X). Post-test was given for both groups to measure the students score after treatment (Y1 and Y2). Finally, the result of

post-test was compare used TTW test. The scheme of this model is: The scheme of the research design can be seen in the following table 3.1

Table 3.1 The Scheme of Quasi Experimental Design

Subject	Pre- test	Treatment	Post- test
E	Y1	X	Y2
C	Y1	-	Y2

Where:

E : experimental group

C : control group

X : treatment

Y2 : post-test

Y1 : pre-test

In this experiment, the writer taught the students directly with the same material. Therefore, the use of TTW strategy was applied on experiment group only, and for the control group the writer applied conventional method. Meanwhile, the control group was not given the treatment (Ary 2010, p. 230).

B. Population and Sample

1. Population

Population was all the subject of the research. In this study, the population or the subjects of research were the effect of Think Talk Write (TTW) strategy toward descriptive writing ability of the eighth graders

at SMPN-4 Danau Sembuluh. The number of the population had 60 students. They are divided into VIII A and B. The Number population of the research design can be seen in the following table 3.2

Table 3.2 The Number Population of the eighth graders at SMPN-4 Danau Sembuluh

No	Classes	Male	Female	Total
1	VIII A	17	13	30
2	VIII B	15	15	30
Total				60

2. Sample

Milan (2009, p. 55) affirmed that: “the sample is the group of elements, or a single element, from which data are obtained”. Sample is a group select from a population for observation in study, because of the large number of population the writer used samples as the representative of the population.

The writer used cluster sampling to take the sample. Cluster sampling is a probability technique that not randomly selects and uses whole naturally occurring groups such as intact classrooms. By cluster sampling, the researcher chooses two classes that became the experiment group and become the control group.

Table 3.3 The Number Sample of the eighth Graders at SMPN-4 Danau Sembuluh

No	Classes	Male	Female	Total
1	VIII A (Experiment)	17	13	30
2	VIII B (Control)	15	15	30
Total				60

In this study, VIII-A class was an experiment group which taught by using TTW strategy and VIII-B class was a control group which taught by on TTW strategy.

C. Research Instrument

1. Research Instrument Development

Instruments of the study are tools or a facility that uses by the writer in collecting the data. The writer was use a writing test about description as an instrument to collect data because the students' writing score is known by using writing test.

The instrument of the test use subjective test. The subjective test is teacher ask students to write descriptive text (describing person, place and thing). The writer gives the instrument of the test to both experiment class and control class.

The writer was applied TTW strategy in experiment class, while in control class the writer just following the strategy that have applied by the teacher in this school.

2. Instrument Pre- Test

The writer conducted Pre-test of instrument to know the reliability, validity and level of difficulties of the test. Pre-test consisted of 1 items of essay (write an essay of descriptive text), which was administrated to the VIII A and VIII B students of SMPN-4 Danau Sembuluh. The procedures of instrument Pre-test as follows:

1. The writer conducted Pre-test instruments to the testees.
2. The writer took score of the testees' answer.
3. The writer analyzed the obtained data to know the instrument validity and instrument reliability

3. Instrument Validity

According to Heaton (2008, p. 205) defined the validity of a test as the extent to which it measures what it is supposed to measure and nothing else. To measure whether the test has a good validity, the researcher analyzed the test from content validity and construct validity.

a. Face Validity

Face validity is an estimate of whether a test appears to measure a certain criterion; it does not guarantee that the test actually measures phenomena in that domain. The test is intended to measure the students' writing scores in the eighth grade: it should cover material in the eighth grade. It is based on syllabus and the test using English.

b. Content validity

Content validity is the degree to which a test measures an intended content area. This research, the test had have content validity because the researcher made this test based on the course objectives in syllabus of second graders students at SMPN-4 Danau Sembuluh. In this test, the researcher asked the students to write about Descriptive text based on the topic which was given by the researcher. The content validity in this research as follow:

Table 3.4 The content validity

No	Material	Competence Indicator
1	Descriptive text	<ul style="list-style-type: none"> - Students are able to write about descriptive text - Students are able to write the text with generic structure clearly

c. Construct validity

This type of validity assumes the existence of certain learning theories or constructing underlying the acquisition of abilities and skills. If a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning. Construct validity refers to the extent to which operationalization of a construct (e.g. practical tests developed from a theory and syllabus) do actually measures what the theory says and they do. The question that given to the students which related to the syllabus it was

consisted of one items or an essay where constructed based on the description about place and something to measure the students skill in writing. The researchers classify the score using writing descriptive text rubric by Sandrina in Cohen (2008, p. 328-329). The technique of scoring is based on five aspects content, organization, Vocabulary, Grammar and Mechanics.

Table 3.5 Scoring Rubric

Aspect of Content		
Score	Information	Explanation
5	Excellent :	Main ideas stated clearly and accurately, change of opinion very clear
4	Good :	Main ideas stated fairly clearly and accurately, change of opinion relatively clear
3	Average :	Main ideas somewhat unclear and inaccurate, change opinion some what weak
2	Poor :	Main ideas not clear or accurate , change of opinion weak
1	Very Poor :	Main ideas not at all clear or accurate, change of opinion very Weak
Aspect of Organization		
Score	Information	Explanation
5	Excellent :	Well organized and perfectly coherent
4	Good :	Fairy well organized and generally coherent
3	Average :	Loosely organized but main ideas clear, logical but incomplete sequencing
2	Poor :	Ideas disconnected, lacks logical sequencing
1	Very Poor :	No organized, no coherent
Aspect of Vocabulary		
Score	Information	Explanation
5	Excellent :	Very effective choice of words and use of idiom and worm Form
4	Good :	Affective choice of words and use of idiom and word form
3	Average :	Adequate choice of words but some misuse of vocabulary, idiom and forms
2	Poor :	Limited range, confused use of words, idiom and word

		Forms
1	Very Poor :	Very limited range, very poor knowledge of words, idiom, and word forms
Aspect of Grammar		
Score	Information	Explanation
5	Excellent :	No error, full control of complex structure
4	Good :	Almost no error, good control of structure
3	Average :	Some error, fair control of structure
2	Poor :	Many error, poor control of structure
1	Very Poor :	Dominated by errors, no control of structure
Aspect of Mechanics		
Score	Information	Explanation
5	Excellent :	Mastery of spelling and punctuation
4	Good :	Few error in spelling and punctuation
3	Average :	Fair number of spelling and punctuation error
2	Poor :	Frequent error in spelling and punctuation
1	Very Poor:	No control over spelling and punction

Aspect of Mechanics

For the students' achievement, then the researcher calculated the percentage of each level used the formula as follows:

$$P = \frac{L}{N} \times 100 \%$$

N

P = Percentages of Skill

L = The sum of each letter grade

N = Number of the students

4. Reliability

According to Heaton reliability is necessary characteristic of any good test for it to be valid at all a test must first be reliable as a measuring instrument. The reliability of the test is its consistency. Thus, reliability is a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of particular examination.

In this test, the researcher used test retest where the researcher examines the test twice with the same respondent in the different time. The researcher conducted the test to know the test reliable or not. The respondents were 30 students at SMPN-4 Danau Sembuluh of VIII class. After that, the researcher analyzed the correlation of two scores by using Pearson correlation which is called Product Moment Pearson. For analyzing the correlation the researcher uses SPSS 16.0 for windows.

D. Data Collection Procedure

In this study the writer used some procedures to collect the data based on the design of the study:

1. The writer observed to the school, on Monday, January 16th, 2017 to January 22th 2017 and February 05th 2017 at SMPN-4 Danau Sembuluh. Interviewed to the English teacher in SMPN-4 Danau Sembuluh. The interviews done to get the data about the number of classes, the number of students, syllabus and the teaching learning process.
2. The writer was taught to the experimental group by using TTW Strategy for four times, this is to know the effect of think talk write (TTW) strategy toward descriptive writing ability of the eighth graders SMPN-4 Danau Sembuluh.
3. The writer gave pre-test VIII A and VIII B, the writer chose the class of experiment class and control class, the writer was taught to the experimental group by using TTW strategy and control group using

based on the method that used by teacher in SMPN-4 Danau Sembuluh and the writer teaching for four times. After treatment, the writer took score the result of post-test to the both of groups and analyzed interpreted and concluded obtained the result of data analysis.

E. Data Analysis Procedure

According to Ary (2010, p. 50) quantitative data is a technique to analysis and count the data. It means, managing and analyzing quantitative data collected from the researcher. The researcher was used quantitative data analysis by using statistical computation. The data collected (data result) used process with compare with the first data (pretest) and the second data (posttest) to see weathers there was significant difference after give the treatment. To know the significant difference on the students' achievement in descriptive text writing before and after taught by Think-Talk-Write (TTW) strategy, the writer in this research was used paired sample T-test at SPSS 16.0 for windows.

To analyze the data in this study, the writer used quantitative statistical techniques as follow:

1. In this research, the writer used statistic calculation of T-test to determine the final of t_0 (t – observation). That was done to measure the last score of experiment and control group by using T-test. T-test was used to measure the differences between the mean scores of the experimental group and control group of the Eighth Grade Student's post- tests of writing Descriptive text.

2. Before the writer calculated the result of both groups, sample data must have the normal frequency distribution. The writer was used normality test and Variance Homogeneity Test.

- a. Normality Test

Test normality was needed to know whether the data that analyzed distributed normal or not. It was important to take kind of statistic used. In this study, the writer used the SPSS 16.0 for windows to analyze the normality distribution of the scores with the steps as follows: Stating the hypothesis and setting the alpha level at 0.05 (two tailed test) Analyzing the normality distribution using Kolmogorov- Smirnov formula in SPSS for windows.

- b. Variance Homogeneity Test

In analyzing the variance homogeneity of the scores, the writer was used the Levene Test formula in SPSS 16.0 for window. Comparing the probability with the level significance for testing the hypothesis. If the probability > the level of significance (0.05) the null hypothesis is accepted; variance of the experimental and control group are homogenous.

3. The result of between experiment and control groups will calculated by t-test independent sample. The result of between experiment and control groups is calculated by t-test formula as follows :

$$T_o = (M_x - M_y) / (SE_{M_x - M_y})$$

Where :

M = The Average of Students Score

SD = Standard Deviation

SE = Standard Error

X = Experiment Class

Y = Control Class

If t-test (the value) \geq t table, it means H_a is accepted and H_o is rejected.

If t-test (the value) $<$ t table, it means H_a is rejected and H_o is accepted.

4. Discussing and conclusion the result of data analysis.

To analyze the data in this study, The result of between experiment and control groups was calculated by t-test independent sample with SPSS 16.0 for windows.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer discussed the result of the study, which covers data presentation, research findings and discussion.

A. Data Presentation

The pretest score at the experiment and control group was conducted on June 08, 2017 in the class VIII A (Tuesday, at time 07.00 – 08.20) and the class VIII B (Tuesday, at time 09.15 – 10.35) of SMPN-4 Danau Sembuluh. Than the number up students were 60 students. The pretest score of the experimental and control group were presented in table 4.1.

1. The Description Data of Pre-Test Score

The students' pre test scores are distributed in the following table in order to analyze the students' knowledge before conducting the treatment.

Table 4.1 Pre-test score of experimental and control group

Experimental Group			Control Group		
Code	Score	Predicate	Code	Score	Predicate
E1	62	Fair	C1	62	Fair
E2	66	Fair	C2	74	Good
E3	74	Good	C3	74	Good

E4	78	Good	C4	66	Fair
E5	70	Fair	C5	66	Fair
E6	54	Poor	C6	78	Good
E7	66	Fair	C7	66	Fair
E8	58	Poor	C8	54	Poor
E9	62	Fair	C9	66	Fair
E10	58	Poor	C10	58	Poor
E11	62	Fair	C11	66	Fair
E12	74	Good	C12	58	Poor
E13	74	Good	C13	70	Fair
E14	70	Fair	C14	58	Poor
E15	70	Fair	C15	66	Fair
E16	78	Good	C16	70	Fair
E17	66	Fair	C17	58	Poor
E18	54	Poor	C18	66	Fair
E19	70	Fair	C19	74	Good
E20	66	Fair	C20	70	Fair
E21	66	Fair	C21	78	Good
E22	64	Fair	C22	66	Fair
E23	70	Fair	C23	74	Good
E24	82	Excellent	C24	66	Fair
E25	70	Fair	C25	70	Fair
E26	70	Fair	C26	62	Fair
E27	58	Poor	C27	62	Fair

E28	62	Fair	C28	70	Fair
E29	54	Poor	C29	58	Poor
E30	62	Fair	C30	62	Fair
TOTAL		1990	TOTAL		1988
MEAN		66.33	MEAN		66.26
Lowest Score		54.00	Lowest Score		54
Highest Score		82.00	Highest Score		78
Std. Deviation		7.317	Std. Deviation		6.296
Std. Error of Mean		1.335	Std. Error of Mean		1.149

Based on the result of pre-test score of experiment group above, it could be seen that the students' highest score was 82 and the students' lowest score was 54. And also, it can be seen that the mean was 66.33, the standard deviation was 7.317 and standard error of mean was 1.335.

In addition, the result of pretest score in control group showed that the students' highest score was 78 and the students' lowest score was 54. The mean was 66.26, the standard deviation was 6.296 and the standard error of mean was 1.149.

To determine the range of score, the class interval, and interval temporary, the writer calculated the pretest scores of the experimental group using formula as follow (Sudijono, 2008, p.52):

$$\text{The Highest Score (H)} = 82$$

$$\text{The Lowest Score (L)} = 54$$

$$\text{The Range Of Score (R)} = H - L + 1$$

$$= 82 - 54 + 1 = 29$$

$$\text{The Class Interval (K)} = 1 + (3,3) \times \log n$$

$$= 1 + (3,3) \times \text{Log } 30$$

$$= 1 + (3,3) \times 1,48$$

$$= 6.364 / 6$$

$$\text{Interval of Temporary (I)} = R/K = 29/6 = 4.8 / 5$$

So the range of score was 29, the class interval was 6, and interval of temporary was 5. Then, it was presented using frequency distribution in the following table:

Table 4.2 The Frequency Distribution of the Pre-Test Score of The Experiment Group

Class (k)	Interval (I)	Frequency	MidPoint	The Limitation of each Group	Relative Frequency (%)	Cumulative Frequency (%)
1	54-58	6	56	53.5 – 58.5	20	100
2	59-63	5	61	58.5 -62.5	16.7	80
3	64-68	6	66	63.5 – 67.5	20	63.3
4	69-73	7	71	68.5 – 72.5	23.3	43.3
5	74-78	5	76	73.5 – 77.5	16.7	20
6	79-83	1	81	78.5 – 82.5	3.3	3.3
		$\Sigma F=30$			$\Sigma F=100$	

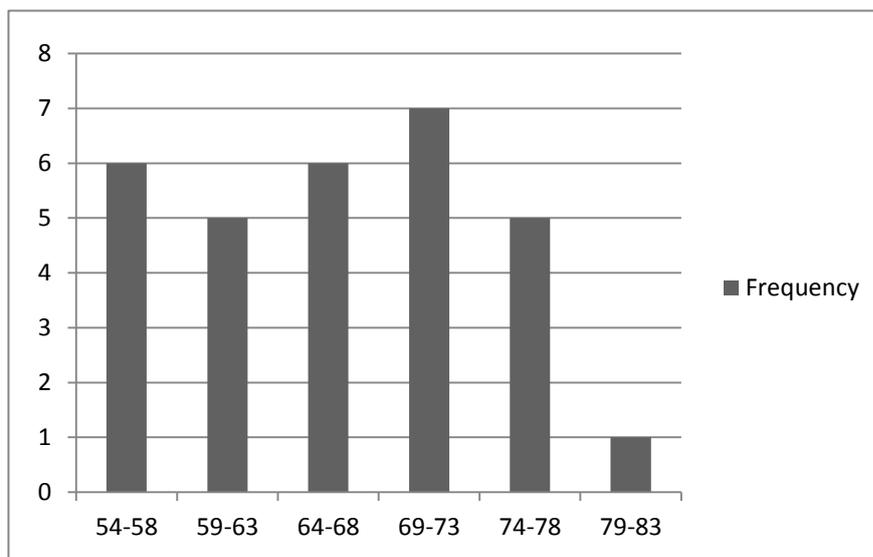


Figure 4.1 The Histogram of Frequency Distribution of the Pre-Test Score for Experiment Group

Based on the graph above, there were six students who got score in 53,5 – 58.5, five students who got score in 58.5 -62.5, six students who got score in 63.5 – 67.5, seven students who got score in 68.5 – 72.5, five students who got score in 73.5 – 77.5 and one students who got score in 78.5 – 82.5.

To determine the range of score, the class interval, and interval temporary, the writer calculated the pretest scores of the control group using formula as follow (Sudijono, 2008, p.52):

$$\text{The Highest Score (H)} = 78$$

$$\text{The Lowest Score (L)} = 54$$

$$\text{The Range Of Score (R)} = H - L + 1$$

$$= 78 - 54 + 1 = 25$$

$$\text{The Class Interval (K)} = 1 + (3.3) \times \log n$$

$$= 1 + (3.3) \times \text{Log } 30$$

$$= 1 + (3.3) \times 1.48$$

$$= 6.364 \quad = 6$$

$$\text{Interval of Temporary (I)} = R/K = 25/6 = 4.16 \text{ or } 4$$

So the range of score was 25, the class interval was 6, and interval of temporary was 4. Then, it was presented using frequency distribution in the following table:

Table 4.3 The Frequency Distribution of the Pre-Test Score of The Control Group

Class (k)	Interval (I)	Frequency	MidPoint	The Limitation of each Group	Relative Frequency (%)	Cumulative Frequency (%)
1	54-57	1	55.5	53.5 – 57.5	3.33	100
2	58-61	5	59.5	57.5 -61.5	16.66	96.65
3	62-65	4	63.5	61.5 – 65.5	13.33	79.99
4	66-69	9	67.5	64.5 – 69.5	30	66.66
5	70-73	5	71.5	69.5 – 73.5	16.66	36.66
6	74 - 78	6	76	73.5 – 78.5	20	20
		$\sum F=30$			$\sum F=100$	

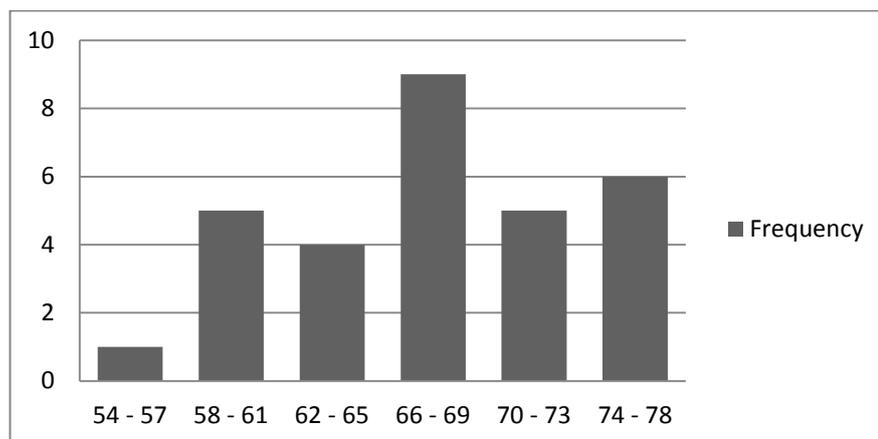


Figure 4.2 The Histogram of Frequency Distribution of the Pre-Test Score for Control Group

Based on the graph above, there were one students who got score in 53.5 – 57.5, five students who got score in 57.5 -61.5, four students who got score in 61.5 – 65.5, nine students who got score in 64.5 – 69.5, five students who got score in 69.5 – 73.5 and six students who got score in 73.5 – 78.5.

2. The Description Data of Post-Test Score

The test of posttest score of experiment and control group was conducted on august 22, 2017 at VIII A (Monday, 07.00 – 08.30) and class VIII B (Monday, 08.15 – 10.35) classes of SMPN-4 Danau Sembuluh. The numbers of students' were 60 students. The posttest score of experimental and control group were presented in table 4.4

Table 4.4 Post-Test score of experimental and control group

Experimental Group			Control Group		
Code	Score	Predicate	Code	Score	Predicate
E1	78	Good	C-01	74	Good
E2	74	Good	C-02	74	Good
E3	86	Excellent	C-03	74	Good
E4	82	Excellent	C-04	66	Fair
E5	74	Good	C-05	66	Fair
E6	78	Good	C-06	82	Excellent
E7	86	Excellent	C-07	70	Fair
E8	70	Fair	C-08	78	Good
E9	74	Good	C-09	74	Good
E10	78	Good	C-10	66	Fair
E11	86	Excellent	C-11	70	Fair
E12	78	Good	C-12	78	Good
E13	78	Good	C-13	78	Good
E14	88	Excellent	C-14	68	Fair
E15	78	Good	C-15	74	Good
E16	86	Excellent	C-16	80	Good
E17	78	Good	C-17	70	Fair
E18	78	Good	C-18	62	Fair
E19	82	Excellent	C19	74	Good

E20	78	Good	C-20	70	Fair
E21	72	Good	C-21	74	Good
E22	80	Good	C-22	80	Good
E23	84	Excellent	C-23	86	Excellent
E24	76	Good	C-24	78	Good
E25	68	Fair	C-25	68	Fair
E26	68	Fair	C-26	68	Fair
E27	72	Good	C-27	76	Good
E28	72	Good	C-28	76	Good
E29	64	Fair	C-29	68	Fair
E30	86	Excellent	C-30	72	Good
TOTAL		2332	TOTAL		2194
MEAN		77.73	MEAN		73.13
Lowest Score		64	Lowest Score		62
Highest Score		88	Highest Score		86
Std. Deviation		6.186	Std. Deviation		5.500
Std. Error of Mean		1.129	Std. Error of Mean		1.004

Based on the result of post test score of experiment group above, it showed that the students' highest score was 88 and the lowest score was 64. And also, it can be seen that the mean 77.73, the standard deviation was 6.186 and standard error of mean was 1.129.

The result of control group calculation showed that the students' highest score was 86 and the students' lowest score was 62. The mean was 73.13, the standard deviation was 5.500 and the standard error of mean was 73.13.

To determine the range of score, the class interval, and interval temporary, the writer calculated the post-test scores of the experimental group using formula as follow (Sudijono, 2008, p. 52):

$$\text{The Highest Score (H)} = 88$$

$$\text{The Lowest Score (L)} = 64$$

$$\text{The Range Of Score (R)} = H - L + 1$$

$$= 88 - 64 + 1 = 25$$

$$\text{The Class Interval (K)} = 1 + (3,3) \times \log n$$

$$= 1 + (3,3) \times \text{Log } 30$$

$$= 1 + (3,3) \times 1,48$$

$$= 6.364 = 6$$

$$\text{Interval of Temporary (I)} = R/K = 25/6 = 4$$

So the range of score was 25, the class interval was 6, and interval of temporary was 4. Then, it was presented using frequency distribution in the following table:

Table 4.5 The Frequency Distribution of the Post-Test Score of The Experiment Group

Class (k)	Interval (I)	Frequency	MidPoint	The Limitation of each Group	Relative Frequency (%)	Cumulative Frequency (%)
1	64-67	1	65.5	63.5 – 67.5	3.33	100
2	68-71	3	69.5	67.5 -71.5	10	96.66
3	72-75	6	73.5	71.5 – 75.5	20	86.66
4	76-79	10	77.5	75.5 – 79.5	33.33	66.66
5	80-83	3	81.5	79.5 – 83.5	10	33.33
6	84-88	7	86	83.5 – 88.5	23.33	23.33
		$\Sigma F=30$			$\Sigma P=100$	

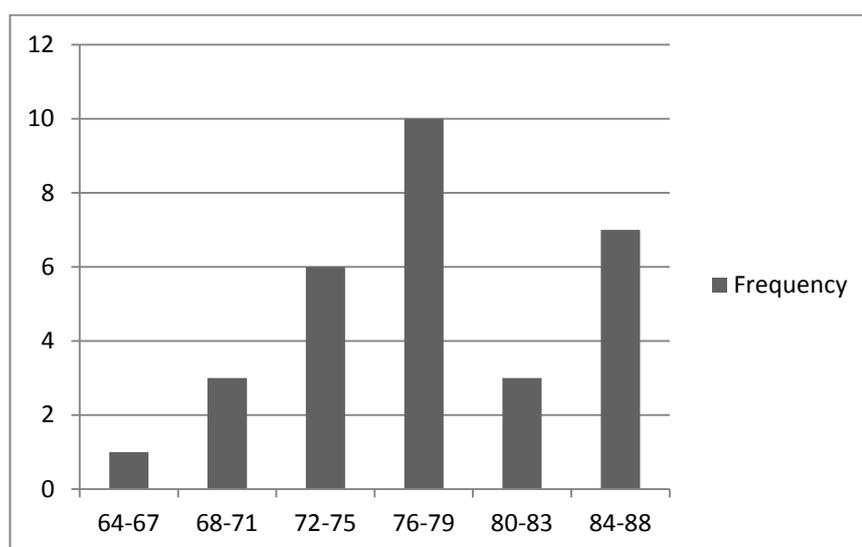


Figure 4.3 The Histogram of Frequency Distribution of the Post-Test Score for Experiment Group

Based on the graph above, there were one students who got score in 63.5 – 67.5, three students who got score in 67.5 -71.5, six students who got score in

71.5 – 75.5, ten students who got score in 75.5 – 79.5, three students who got score in 79.5 – 83.5, and seven students who got score 83.5 – 88.5.

To determine the range of score, the class interval, and interval temporary, the writer calculated the post-test scores of the control group using formula as follow (Sudijono, 2008, p.52):

$$\text{The Highest Score (H)} = 86$$

$$\text{The Lowest Score (L)} = 62$$

$$\begin{aligned} \text{The Range Of Score (R)} &= H - L + 1 \\ &= 80 - 60 + 1 = 25 \end{aligned}$$

$$\begin{aligned} \text{The Class Interval (K)} &= 1 + (3.3) \times \log n \\ &= 1 + (3.3) \times \text{Log } 30 \\ &= 1 + (3.3) \times 1.48 \\ &= 6.364 = 6 \end{aligned}$$

$$\text{Interval of Temporary (I)} = R/K = 25/6 = 4$$

So the range of score was 25, the class interval was 6, and interval of temporary was 4. Then, it was presented using frequency distribution in the following table:

Table 4.6 The Frequency Distribution of the Post-Test Score of The Control Group

Class (k)	Interval (I)	Frequency	MidPoint	The Limitation of each Group	Relative Frequency (%)	Cumulative Frequency (%)
1	62-66	4	64	61.5 – 65.5	13.33	100
2	67-71	8	69	66.5 -69.5	26.66	86.65
3	72-76	10	74	71.5 – 75.5	33.33	59.99
4	77-81	6	79	76.5 – 80.5	20	26.66
5	82-86	2	84	81.5 – 85.5	6.66	6.66
		$\Sigma F=30$			$\Sigma P=100$	

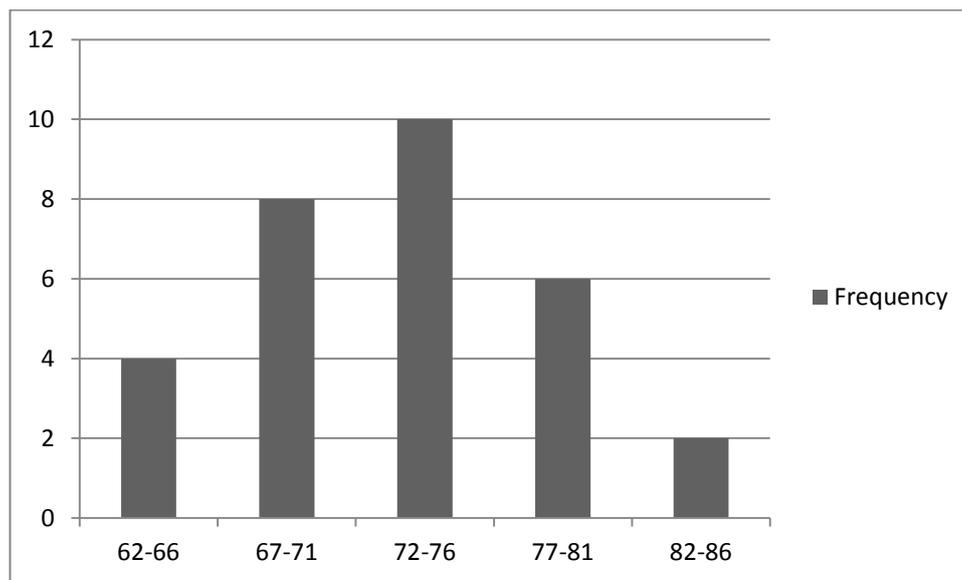


Figure 4.4 The Histogram of Frequency Distribution of the Post-Test Score for Control Group

Based on the graph above, there were four students who got score in 61.5 – 65.5, eight students who got score in 66.5 - 69.5, ten students who got score in

71.5 – 75.5, six students who got score in 76.5 – 80.5, and two students who got score in 81.5 – 85.5.

B. Research Findings

1. Testing the Normality and Homogeneity

The writer was calculated the result of pre-test and post-test score of experiment and control group by using SPSS 16.0 program. The criteria of the normality test of score is the value of r (probability value/criteria value) is the higher than or equal to the level of significance α defined ($r \geq \alpha$), it means that the distribution is normal (Susetyo, p. 145). Then, the homogeneity is used to know the data were homogenate or not.

a. The Normality of Pre-Test and Post Test Score in Experiment and Control Group

Table 4.7 Testing normality of Pre-Test Score

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Experiment	.125	30	.200*	.965	30	.403
Control	.150	30	.082	.951	30	.179

a. Lilliefors Significance Correction

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

Based on table of the kolmogrov-Swirnov, the significance value of control group was 0.200 and the significance value of experiment group was 0.183. The result of pretest score on Shapiro –Wilk table, it showed the significance value of control group was 0.179 and the significance of experiment group was 0.403.

Because of control group score higher than t *table* at 5% significance level ($0.82 > 0.05$) and the experiment group was $0.200 > 0.05$. Thus, the distribution of the data was said to be in normal distribution.

Table 4.8 Testing normality of Post-Test Score

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	.165	30	.035	.939	30	.085
Control	.177	30	.017	.951	30	.175

a. Lilliefors Significance Correction

From the table of the kolmogorov-Swirnov, the writer concluded that the significance of experiment group was 0.035 and the significance of control group was 0.017. Here, the writer used the table of Shapiro – Wilk because the sample or respondent of the research < 50 respondent. In the table of Shapiro –Wilk showed that the significance of experiment score was 0.085 and the control was 0.175. It was higher than the significance 0.05. thus, the distribution of the data was said to be in normal distribution.

b. Testing Homogeneity

Testing homogeneity used SPSS 16.0 program. The result of testing homogeneity of pre-test and post-test of experimental and control group can be seen on the table as follow.

Table 4.9 The homogeneity of the Pretest Score

Test of Homogeneity of Variances

EXperiment

Levene Statistic	df1	df2	Sig.
.972	5	23	.455

Based on the calculating used SPSS 16.0 program, it showed that the levene statistic was 0.972, the df1 was 5 and the df2 was 23. Then, the level significance (**F value**) higher that level significance 5% ($0.455 > 0.05$), it concluded that data were homogenate.

Table 4.10 The Homogeneity of Posttest Score

Test of Homogeneity of Variances

Experiment

Levene Statistic	df1	df2	Sig.
2.056	6	19	.108

Based on the Table above, the result of the analysis using SPSS program showed that the Levene Statistic was 2.056, the df1 was 8 and df2 was 19 and the value of significance (sig.) was 0.108. The writer concluded that the homogeneity of posttest score of experiment and control group was accepted because the value of significance (sig) was 2.056 higher than the significance level 5% was 0.05. Thus, it was said that the data were homogeny.

2. Testing Hypothesis

1. Testing Hypothesis Using Manual Calculation

To test the hypothesis of the study, the writer used t-test statistical calculation. Firstly, the writer calculated the standard deviation and the standard error of X_1 and X_2 . It was found the standard deviation and the standard error of posttest of X_1 and X_2 at the previous data presentation. It could be seen on this following table 4.11:

Table 4.11 The Standard Deviation and the Standard Error of X_1 and X_2

Variable	The Standard Deviation	The Standard Error
X_1	6.186	1.129
X_2	5.500	1.004

Where:

X_1 = Experiment Groups

X_2 = Control Group

The table showed the result of the standard deviation calculation of X_1 was 6.186 and the result of the standard error mean calculation was 1.129. The result of the standard deviation calculation of X_2 was 5.500 and the result of the standard error mean calculation was 1.004.

The next step, the writer calculated the standard error of the differences mean between X_1 and X_2 as follow:

Standard Error of Mean of Score difference between Variable I and Variable II:

$$SE_{M1}-SE_{M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$SE_{M1}-SE_{M2} = \sqrt{1.129^2 + 1.004^2}$$

$$SE_{M1}-SE_{M2} = \sqrt{1.275 + 1.008}$$

$$SE_{M1}-SE_{M2} = \sqrt{2.283}$$

$$SE_{M1}-SE_{M2} = 1.510 / 1.5$$

Then, it was inserted the t_o formula to get the value of t observe as follows:

$$t_o = \frac{M1 - M2}{SEM1 - SEM2}$$

$$t_o = \frac{77.73 - 73.13}{$$

$$t_o = \frac{4.6}{$$

$$1.5$$

$$t_o = 3.067$$

With the criteria:

If $t - \text{test} (t - \text{observed}) \geq t_{\text{table}}$, it means H_a is accepted and H_o is the rejected.

If $t - \text{test} (t - \text{observed}) < t_{\text{table}}$, it means H_a is accepted and H_o is the rejected.

Then the writer interpreted the result of $t - \text{test}$. Previously, the writer accounted the degree of freedom (df) with the formula:

$$df = (N_1 + N_2 - 2)$$

$$= (30 + 30 - 2) = 58$$

t_{table} at df 58 at 5% significant level = 2.002

The calculation above showed the result of t-test calculation as in the table follows:

Table 4.12 the Result of T-test

Variable	t observe	T table		Df/db
		5%	1%	
$X_1 - X_2$	3.067	2.002	2.663	58

Where :

X_1 = Experiment Group

X_2 = Control Group

t observe = The calculated Value

t table = The distribution of t value

df/db = Degree of Freedom

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was higher than the value of t_{able} at 1% and 5% significance level or $2.002 < 3.067 > 2.663$. It could be interpreted that alternative hypothesis (H_a) was accepted. It meant there is significant difference between students' ability using TTW strategy and without TTW strategy descriptive writing ability of SMPN-4 Danau Sembuluh. On the other hand, there is no significant difference between students' ability using TTW strategy and without using TTW strategy in writing descriptive ability at eight grade of SMPN-4 Danau Sembuluh was rejected. Simply, it could be interpreted that null hypothesis was rejected.

Teaching writing using TTW strategy in writing descriptive ability of SMPN-4 Danau Sembuluh. It meant student who are taught by using TTW strategy have better writing achievement than those taught by non-using TTW strategy.

2. Testing Hypothesis Using SPSS Program

The writer also applied SPSS 16.0 program to calculate t test in testing hypothesis of the study. The result of t test using SPSS 16.0 was used to support the manual calculation of the t test. The result of the t test using SPSS 16.0 program could be seen as follows:

Table 4.13The Standard Deviation and the Standard Error of X_1 and X_2

Group	N	Mean	Std. Deviation	Std. Error Mean
Score Control	30	73.13	5.500	1.004
Experiment	30	77.73	6.186	1.129

The table showed the result of the standard deviation calculation of X_1 was 6.186 and the result of the standard error mean calculation was 1.129. The result of the standard deviation calculation of X_2 was 5.500 and the standard error mean calculation was 1.004.

Table 4.13 The Calculation T-test Using SPSS 16.0 Program Independent Samples

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	.101	.752	3.044	58	.004	4.600	1.511	1.575	7.625
	Equal variances not assumed			3.044	57.218	.004	4.600	1.511	1.574	7.626

Based on the result of t-value using SPSS 16.0 program. Since the result of posttest between experiment and control group had difference score of variance, it found that the result of t observed was 3.044, the result of mean difference between experiment and control group was 4.600.

To examine the truth or the null hypothesis stating that there is no significant difference between students' ability using TTW strategy and without TTW strategy in writing descriptive text at eight grade of SMPN-4 Danau Sembuluh was rejected, the result of posttest was interpreted on the result of degree freedom to get t *table*. The result of degree freedom (df) was 58. The following table was the result of t *observed* and t *table* from 58 df at 5% and 1% significance level.

3. Interpretation

The interpretation of the result of t-test using SPSS 16.0 program. It was found the $t_{observe}$ was greater than t_{table} at 1% and 5% significance level $2.002 < 3.067 > 2.663$. It could be interpreted based on the result of calculation that H_a stating that the TTW (Think Talk Write) strategy is effective toward students writing descriptive text ability at SMPN-4 Danau Sembuluh was accepted and H_o stating that the TTW (Think Talk Write) strategy is not effective toward students writing descriptive text ability at SMPN-4 Danau Sembuluh was rejected. Teaching writing using TTW strategy gave significant effect on the students' writing ability at the eighth graders students of SMPN-4 Danau Sembuluh. It meant students who are taught by using TTW strategies have better writing achievement than those taught by non TTW strategies.

C. Discussion

The finding of the study interpreted that H_a (alternative Hypothesis) stating that the TTW (Think Talk Write) strategy is effective toward students writing descriptive text ability at SMPN-4 Danau Sembuluh was accepted and H_o (null hypothesis) stating that the TTW (Think Talk Write) strategy is not effective toward students writing descriptive text ability at SMPN-4 Danau Sembuluh was rejected. It meant students who are taught by using TTW strategies have better writing achievement than those taught by non TTW strategies.

Based on the result finding of the study, TTW strategy showed the significant difference on the student ability in writing descriptive text. There were some reasons why the TTW strategy in teaching writing at eight grade students of

SMPN-4 Danau Sembuluh. First, when the writer taught the students by TTW strategy, the students interested in writing English because TTW strategy is one of good strategy. Students did not bored, because they described the picture after they looked and also they was active to study especially presented and made summary. The second reason, TTW strategy given motivation to the students. By TTW strategy the students were enthusiasm, it stimulate their imagination to get idea more easily. Third, TTW strategy can increase students 'vocabulary' and language use. Because, it would be design into activities vocabulary and grammar. Fourth, by using TTW strategy, the students could garnered ideas correctly and organize the ideas based on background knowledge. Fifth, TTW strategy helped the students to visualize what happened and what will happen in the picture, it made them easier to predict the event that might the happened when they see it in the picture, therefore, they were able to express their idea easily.

This study supported by previous study in chapter 2 that having same result. In line with this, Huda (2014) stated that Think-Talk-Write is a strategy that facilitates the exercise verbally and write the language fluently. The Think-Talk-Write strategy builds in time for thought and reflection and for organization progresses from student engaging in thought of reflective dialogue with themselves, to talking and sharing ideas with one another, to writing. According to Huinker and Laughlin (1996, p. 82) said that, think-talk-write strategy builds in time for thought and reflection and for the organization of ides and the testing of those ideas before students are expected to write.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to give conclusion and some suggestions based on the result of the study, as the following:

A. Conclusion

After obtaining the data analysis from the scores of writing descriptive text test, it can answer the problem of the study that is stated “is TTW strategy effective toward descriptive writing ability of eighth graders students at SMPN-4 Danau Sembuluh”.

Based on the result of data analysis, the students’ obtained scores of descriptive writing test from the experimental group (taught using TTW strategy) and the students obtained score from the control group (taught without using TTW strategy) are significantly different. Furthermore, the result of testing hypothesis can answer the problem of the study to test the hypothesis of the study. The writer used t- test calculation with SPSS 16.00 Program. Based on the result, the significant probability (sig.2-tailed) is 0.004. The result is $0.004 < 0,05$, it means that H_a is accepted and H_0 is rejected. From the result of testing hypothesis using calculation of t-test showed that TTW strategy is effective towards writing scores of eighth graders students at SMPN-4 Danau Sembuluh.

It means that if the students who are taught descriptive text by using TTW strategy, had students’ descriptive writing scores would be higher than the

students who are taught without using TTW strategy. It can be proved by the difference between pre-test and post-test. The interpretation above answers the problem of the study that TTW strategy is effective toward descriptive scores of eighth graders students at SMPN-4 Danau Sembuluh”.

B. Suggestions

In line with the conclusion, the writer would like to propose some suggestions for students, the teachers and the researchers.

a. For the teacher

The teacher must pay attention to the students' level, problems in learning English, and students' strategy in learning English so that the teacher are able to use the best strategy in teaching learning activity. Based on the result of the study that showed that TTW strategy gave effect on the students' score in descriptive writing ability of eighth graders of SMPN-4 Danau Sembuluh.

The writer recommends the teacher can use the TTW strategy for teaching English not only in writing descriptive text, but also others material.

b. For the students

The students focus for their attention during teaching and learning process so that they can get the point of learning. Furthermore, the students may use the TTW strategy as means for write their descriptive writing text. It can improve their writing components such as content, organization, vocabulary, grammar and spelling. The students can use this strategy with other text.

c. For the writers

Since the study was pre experimental study by concept mapping using TTW in teaching writing. The result of the study found that the TTW strategy significant effect on the students' score in descriptive writing.

The writer recommends for the other writers who want to conduct the study related to the writing especially in descriptive text with other interesting strategy on other grades.

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