

CHAPTER I

INTRODUCTION

This chapter discusses the problem that faced by students in MAN 1 Rokan Hulu. Writing is one of important skill in English. This chapter explain focus to make the reader easy to understand to how to the problem in this research. This chapter explains about background of the problem, setting of problems, limitation of problems, formulation of the problem, purpose of the research, significance of the research, and definition of key terms.

A. Background of the problem

English is one of the internasional language. Most of people in the world use english to communicate with each other. In indonesia, most of English is used in many areas. It can be seen when someone operate computers, motorcyces and other. Most of the language here is English . it means that if someone do not understand English automatically effects to their life.

Indonesia is one of developing countries that has been used English as foreign language. Base on the government curriculum English is one of the compulsory subjects that has been taught at elementary school levels up to university. Base on the curriculum 2013, the main aims of teaching and learning English is to master four language skills. Those skills are listening, speaking, reading, and writing.

Writing is one of the fourth language skill that must be mastered by students. In writing the students are expected to be able to express their ideas in writing form. In fact, writing is one of the difficult skills That is mastered by students. Writing is beneficial for daily life.

Based on the curriculum 2013 , first year students of MAN I Rokan Hulu learn about the kind of genre that include narrative, descriptive, There are some kinds of genre which can be learnt by students, such as narrative text, descriptive text, recount text, and report text. Writing descriptive text is a kind of text which tells or describes about people, thing, animal, and others. From the researcher's observation at MAN 1 Rokan Hulu. Description is writing about the way persons, animals, or things appear (Hefferman and Lincoln, 1986:106).

Based on the researcher pre- observation, in 05 januari 2019 at MAN 1 Rokan Hulu.it was found that: Firstly, the students' skill in descriptive text that was to lows. Secondly, students seemed difficult to write descriptive text. Thirdly, they had mistake in writing descriptive text, such as poorly content, tense, vocabulary, grammaticaly, and use adveb. Finally, they are lack of attention.

Based on the case above, the researcher tried to find strategy that suitable to solve this problem. There are many strategies that used to make writing process more easy that choose the researcher, one of the strategy is Think Talk Write Strategy. According to Huinker and Laughlin in Zulkarnaini (2011), "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.In this research Think Talk Write strategy is one strategy that helping the students develop their idea to improve students writing skill.

Furthermore , the students low of knowledge about the element of writing also the reason that causes hard for the students in writing genre. As the result, low of knowledge about the elements of writing becomes a main reason why they lose interested in writing. According to Oshima (2006: 265), writing is a process of creating, organizing, writing, and polishing. It can be concluded that writing skill is

an ability to express an idea, opinion, feeling , or experience some body has read on heard in a written form.

Therefore, the researcher greatly motivated to overcome the problems to conduct a research entitled “ The Effect of Think Talk Write (TTW) Strategy Toward the Student’s Writing Descriptive Text at the Tenth Grade of MAN 1 Rokan Hulu”.

B. Setting of the problem

Base on the background above, the problem it can be identified as follow:

- a. the student’s learning motivation in writing was low due to the image of complicated skill learn.
- b. students seemed difficult to write descriptive text.
- c. there had mistake in writing english, such as poorly content, tesnse, vocabulary, grammaticaly and use adver.
- d. They were are lack of attention.

C. Limitation of the problem

Based on the setting of the problem above the researcher limit the problem.

The researcher focuses on Students’ writing skill in Descriptive Text.

D. Formulation of the problem

The formulation of this research could be formulated as following the question: is there any significant effect of using think talk write (ttw) strategy toward students’ writing skill on descriptive text at tenth grade of MAN 1 Rokan Hulu.

E. Purpose of the Research

The purpose of this research is to investigate the effect of think talk write (ttw) strategy toward student's writing skill in descriptive text at the tenth grade of MAN 1 Rokan Hulu?

F. Significance of the research

The significance of this reserch is aimed to students and teachers. Those are can stated as follows:

1. For students: students are motivated in writing and they improve to the writing effectively used think talk write (ttw) strategy.
2. For teacher: to give information to teacher in order to know the students problem in writing skill class used think talk write (ttw) strategy.

G. Defenition of key terms

To avoid misunderstanding and misinterpretation in this research, it is accessory to explain the terms:

1. Writing

Writing is a way to produce language and express ideas, feelings, and opinions. Harmer (2004:31). In this research writing is an activity that help students to transfer their idea into good writing.

2. Descriptive Text

According to Mursyid (1994: 4) Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. In this research descriptive text is one of text that talking about how to descript and give information for the readers.

3. Think Talk Write (TTW)

According to Zulkarnain (2011), “The Think-Talk-Write strategy is 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.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, the researcher discusses about review of related theories, review of related finding, conceptual framework, and hypothesis. Review of related theories consists of the nature of writing, descriptive text, concept of think talk write strategy, purpose of think talk write strategy development, advantages of think talk write strategy, and procedure of think talk write strategy.

A. Review of Related Theories

1. Nature of Writing

a. The Definition of writing

There are several definitions given by linguists about writing. Writing is a way to produce language and express ideas, feelings, and opinions. Harmer (2004:31). He adds that writing is helping to express our thinking in the written form so that other people understand well. This statement is also supported by Harmer (2004: 4), he add that writing is used for a wide variety of purposes it is product in many different form. In this research writing is an activity that help students to transfer their idea into good writing.

There are many experts whom define writing. First According to , Tarigan (1987:7) states “Writing is a language skill that is used for indirect communication. The students can communicate their ideas and thoughts to others through written form such as letter, message, or invitation for communication. Second, According to Brown (2001): “writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization”. Writing is also a unique and surprised process. Third,

according to Hayland (2004:4) writing like a dancing, allows for creativity and the unexpected, established patterns often from the basis of any variations. Based on the statement we know that writing is not static but it has many variations in the choosing word until the structure of sentence.

Based on the explanation above, it can be concluded that writing is a process of showing or expressing or transfer the idea, thinking, feelings or information the mind of the writer in the writing form.

b. The Process of Writing

Though writing is a complex skill, by following certain steps in writing, it is possible for students to master the skills. To produce effective writing, from some expert, writing is a process that involves some steps. According to Oshima and Hogue (2007: 16) propose some stages in the writing process, they are prewriting, organizing, writing, revising and editing. They are explained below:

1. Prewriting:

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

2. Organizing:

After gaining sufficient information at the prewriting step, The next step in the writing process is to organize the ideas into a simple outline.

3. Writing:

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see

many errors in your rough draft. This is perfectly usual and acceptable- after all. this is just a rough draft. You will fix the errors later.

4. Revising and editing

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

According to Harmer (2004: 4-5), state that writing process is the stages a writer goes through in order to produce something in its final written form. The process has four main elements:

1. Planning

Experienced writers plan what they are going to write. before starting to write their type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. It means such as make a list of planning in their heads. And finding the best of sequences the facts, ideas, arguments which they have to include.

2. Drafting

The first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of draft may be produced on the way to the final version. It means drafting is part at a text such as assumption that it will be amended later.

3. Editing (Reflecting and Refining)

This process is intermediate of drafting. Perhaps the order of the information and not clear. Perhaps the way something is written is confusing. Reflecting and refining are often helped by other readers (or editors) who comment and

make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions. It means this process is important to make writers know the lack of their written.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This make look considerably different form both the original plan and the first draft, because thing have change in the editing process. It means the written is finish, and the written is now ready to send for intended audience.

c. Aspect of Writing

There are five general components or main areas of writing according Heaton (1998) in Suhardin, Hanum and A. Gani (2017)

1. Language use: the ability to write correct and appropriate collocations and sentences.
2. Mechanical skills: the ability to use correct conventions like punctuation and spelling.
3. Treatment of content: the ability to think creatively and to develop thought, excluding irrelevant information.
4. Stylistic skills: the ability to manipulate sentences and paragraphs and to use language effectively.
5. Judgment skills: the ability to write in a manner appropriate for a particular purpose with a particular audience, and the ability to select, organize, and order relevant information (rhetorical steps) with acceptable collocations. Contraty Heaton (1998), Baker (2011) in Suhardin, Hanum and A. Gani (2017), divides writing into three

components. Firstly, the grammatical skills, i.e. the ability to create meaningful, grammatically correct sentences. The next is compositional skills in which a writer has to have the ability to organize words to produce a composition and develop her ideas. The last is domain knowledge. This is an ability to construct and convey the information in an appropriate way. The writer must know to who the information is to be presented and must follow the communication conventions and jargon of her readers.

Based on those two ideas, it can be concluded that the aspects of writing are mostly linked to content, organization of ideas, mechanics and use of language, and judgmental skill or domain knowledge of the readers. Those components must be incorporated to produce a good, well written, meaningful piece of writing.

5. Nature of Descriptive Text

a. Definition of Descriptive Text

Descriptive text is, one of text beside another kind of text such as narrative, recount, and procedure text, that talking about description something like human, animal, and plant. There are some experts whom explain about the definition of descriptive text. Descriptive text is the text that describes something like place, person, things, etc.

Besides, Kane (2000: 352), states that descriptive text is description about sensory experience – how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description. It can be concluded that descriptive text is used to describe everything, which is seen by writer

in detail. It 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.

And other definition from Mursyid (1994 :4), Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. In this research descriptive text is one type of text that talking about description something commonly a person and place. From the explanation above, it can be concluded that Descriptive text is a kind of text that students learn in the school the meaning is to description about things, animals, person/object include shape, characteristics and others.

b. The Generic Structure of Descriptive Text

In this research, there are some ideas about the generic structure of descriptive text. Wardani, Basri and Waris (2014: 2), they say the generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.

According to Mursyid (1992:4), the generic structure of descriptive text consists of Identification and Description.

- a) Identification: Identifies phenomenon to be described.
- b) Description: Describes parts, qualities, characteristics, etc.

In this research, the generic structure of descriptive there are two:

- a. Identification: identification can be find in first sentence that include the general information about something that will be descript.

b. Description: description is can be find in the second until last sentence usually description using adjective.

So, if the students know the generic structure of descriptive text, students can find it easier to know part of the text

c. Language Features of Descriptive Text

According to Mursyid (1992:4), Descriptive often uses 'be' and 'have'. Tense which is often use is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features: Focus on specific participants (My English teacher, Andini's cat, My favorite place), Use of Simple Present Tense, Use of Simple Past Tense if Extinct. - Verbs of being nad having 'Relational Processes'. (My mum is really cool, She has long black hair), Use of descriptive adjectives (strong legs, white fangs) - Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur), Use of action verbs 'Material Processes' (It eats grass, It runs fast), Use of adverbials to give additional information about behaviour (fast, at tree house), Use of Figurative language. (John is as white as chalk). So, the researcher conclude the language features very important to write descriptive text and make a good paragraph.

d. Think Talk Write Strategy

1. Definition of Think Talk Write Strategy

Zulkarnaini (2011) states "Think-Talk-write Strategy was introduced by Huinker and Laughlin". 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. Huinker and Laughlin (1996: 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 (Martinis Yamin2008:84).

According to Suyatno (2009:66), Think-Talk-Write (TTW) starts with thinking through reading, the result of reading is communicate through presentation, discussion, and then make note about the result of discussion. There are some activities students do in Think-Talk-Write (TTW).

According to yohana faulina tambunan(2010) The role and duites of teacher in an effort to make effective use of strategy think-talk-write is filed and provides task that allow students to engage actively thinking, encourage and listen carefully presented ideas that students orally in writing, to consider and provide information on what students to actively participate.

Based on explanation above, it can be concluded that the think talk write (ttw) is one of strategy which build in time for thinking the materials given by the teacher.it is followed by talking and discussing and idea in the groups and writing result discussion.

2. Procedure of Think Talk Write Strategy in descriptive text

According to Silver and Smith there are series that should be follow in setting up Think-Talk-Write Strategy.

1. The teachers decided classroom into several groups. In group consist of 4-6students.
2. Teachers explain about Descriptiveparagraph. (Generic structure and Languages Features).
3. The teacher divides the picture relating to students' daily environment.
Example: Picture of Lake Toba
4. Students describe the picture in their imagination and make notes Individually small (**think**). Each student in group describe the picture of Lake Toba with individually, what they think about lake Toba, 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 results of a collection of ideas that they make in individually in the note about what they know of Lake Toba. Example of a small note from a student in group:
Lake Toba has cool water and cool air.
6. After students collect and discuss the results of any of their ideas. Students concluded the results of their ideas into a paragraph description and then they determine where the generic structure of the paragraph that they make (**write**).
7. The final activity the Students write down the paragraph descriptive that they make in a paper and from each group presentation their answer.

In addition , Based on yamin and Ansari (2008 : 84) there are steps of think talk write (ttw) strategy :

- a. Students read a text and make notes about what they have read (*Think*), then discuss with their group.
- b. The students do interaction and collaboration with their group to discuss the notes (*Talk*). In this activity, the students using their own words to explain ideas in their group.
- c. The students express the result of discussion in form written text (*Write*).
Writing can help the students realize one of learning purpose and measure students understanding the material have learned.
- d. The last learning activity is make a reflection and conclusion about what they have learned. One of the students from each group presentation their answers, while other group give an idea.

3. The advantage of Think Talk Write Strategy

Lutfiyah (2011: 31) states that there are four advantages of Think-Talk-Write Strategy. They are as follows:

- a. The students participate actively in exploring a problem.
- b. This method develops thinking, talking, and writing process which allow stimulus for students to study hard and find information from various sources.
- c. The heterogenous group increases he students' social relationship.
- d. The students can construct their own knowledge from the result of discussion.

4. Indicator of TTW Strategy

The are some indicator of TTW strategy, there are :

- a. To help teacher be able to teaching in writing skill
- b. To help students be able to identifying the information
- c. To help students be able to reconstruct information from text
- d. Teacher help students to develop writing skill from descriptive text

c. Review of Related Findings

There are many studies related to this research. The First research was conducted by Siti Sofiyah (2017) entitled "Implementation of Think, Talk, Write Strategy In Improving Studens' Learning Activity At Learning Pai In Smp Al-Islah Central Gunung Anyar Surabaya". In this research, researcher used descriptive qualitative research. Descriptive qualitative research is a research phenomenon that aims to describe the states or phenomenon status of something that happened which is contained in the sense, both from written words and oral from the people who become the subject of research. The data collected is in the form of words or pictures instead of numbers. The data may come from manuscripts, interviews, field notes, photographs, video tapes, personal documents, notes or memos, and other official document. This research is included in descriptive method by using survey approach same as school survey.

The Second study was conducted by Muhyiddin aziz (2017) entitled "The Application Think-Talk-Write strategy to improve the students writing skill". In this research, the researcher applied Classroom Action Research (CAR). Harmer (2003: 414) states that Action Research is the name given to a series of procedures teacher can engage in, perhaps because they wish to improve aspects of their teaching, or

alternatively, because they wish to evaluate the success and/or appropriation of certain activities and procedures. The researcher conduct this research because some problems, the First , the students suppose that writing is one of the most difficult subject of their lectures, they also need extra energy to finish the exercises and practices, they get difficulty to start their writing and enlarge the imagination to finish their writing.

The third study was conducted by Anisya Rani (2018) entitled'' The influence of using Think-Talk-Write (TTW) strategy towards students' announcement text writing ability at the second semester of eight grade of MTs Darul ulum baturaja''. in this research, the researcher used experimental method. experimental method explore the strength of a relationship between two variable features of a situation such as a test scores, proficiency, instruction and so on. the researcher was apply quasi experimental method to know whether or not there was a significant influence of using Think-Talk-Write strategy towards students writing ability in announcement text. The researcher used two classes as the sample of this research consisting of experimental class and control class. The experimental class taught by using Think Talk Write strategy as the treatment, and in the control class taught using expository strategy.in this research, the students given pre-test to both classes before treatment to know their writing ability in announcement text after the treatment is done. the pre-test and post-test conducted for experimental class and control class.

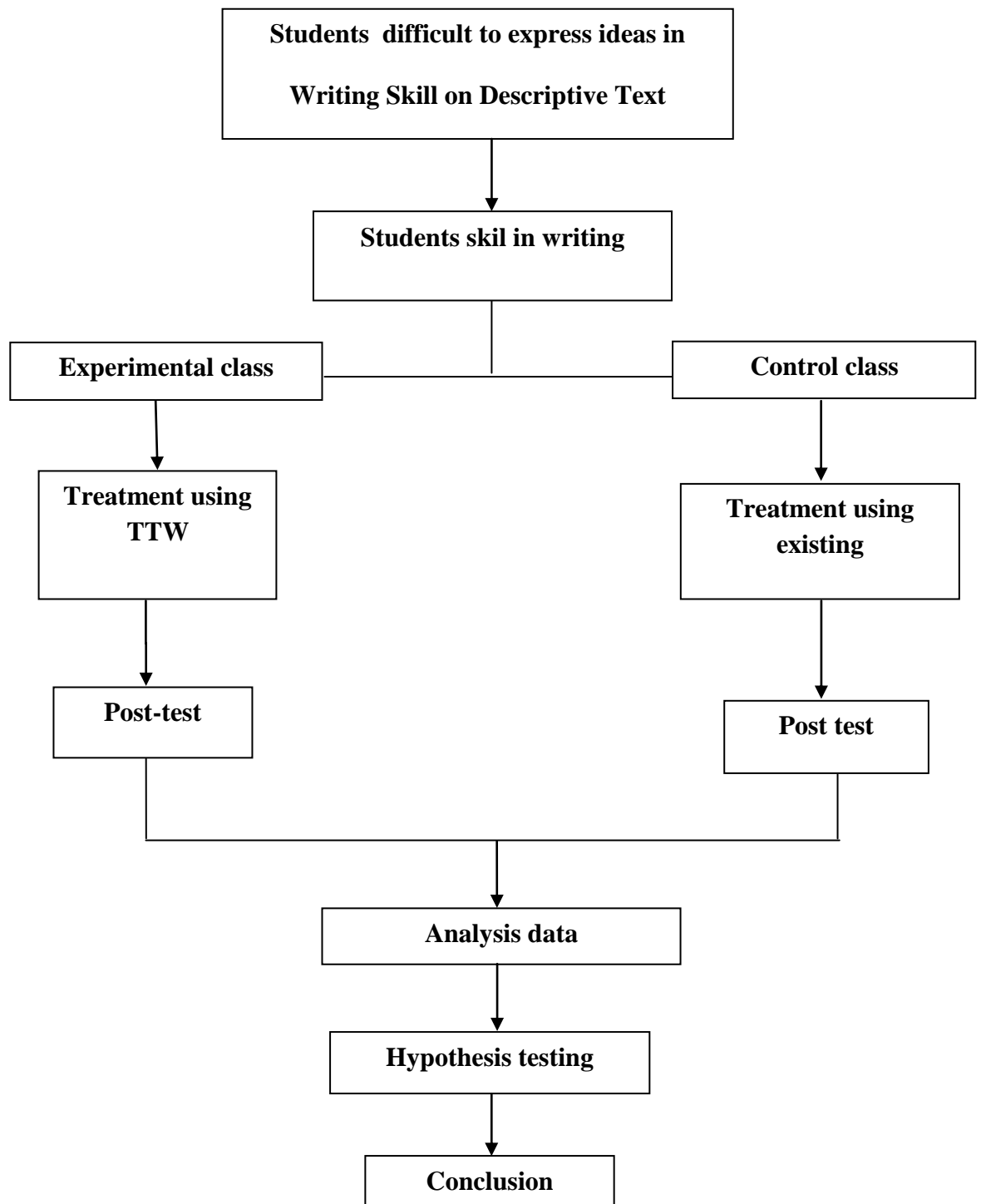
The last study was conducted by Paradita Marlia Azis (2016) Entitled'' The Influence of Think-Talk-Write (Ttw) Strategy Toward Students' Writing Skill on Recount Text at the Eight Grade of SMP Muhammadiyah 7 Yogyakarta''. In this research In this study, the researcher used an experimental research. There were two groups in pre-test post-test control group design that were chosen randomly, and then

they were given pretest to know the initial condition whether there is a difference between experimental group and control group. Experimental research is an attempt which is conducted by researcher to maintain control over all factors that may affect the result of an experiment. An experimental research involved two groups: the experimental group and the control group. The experimental group received a new treatment while the control group received a usual treatment. The experimental class was taught writing recount with *strategy Think-Talk-Write*, this treatment was symbolized as “X”, while the condition of control class was taught without *strategy Think-Talk-Write*. The test was held in the written form. Then, the results of post-test (02 and 04) computed statistically.

There are similarity between all that finding above to the researchers' research. the similarity is that the effect of Think-Talk-Write strategy in her strategy. the differences between finding above to the researcher' research are : participant, grade of students, school, and them skill are writing Descriptive Text. Base on the previous students above, the researcher intresting to make the Think-Talk-Write strategy to effect students writing skill at the tenth grade of MAN 1 Rokan Hulu.

d. Conceptual Framework

Figure 1. Conceptual Framework



In the writing skill, some of the students MAN 1 Rokan Hulu still difficult the students were confused to express and develop their idea in writing descriptive text

because they are lack of organization. Most of students don't know how to write or they have no enough time to write. because they lazy to think and write much sentences. The students had low motivation and they are seldom in writing process especially in writing descriptive text. Base on the probles above, one a way to improve the students in writing use Think-Talk-Write strategy. In use strategy, the researcher will do a writing text. The test concise of post-test only.

e. Hypothesis

Hypothesis is a supposition or explanation (theory) that is provisionally accepted in order to interpret certain events or phenomena, and to provide guidance for further research. A hypothesis may be proven correct or wrong, and must be capable of refutation. The hypothesis of this research can be stated follows :

Ha: there is any significant effect of Think Talk Write Strategy toward student' writing skill in descriptive text at tenth grade of MAN 1 Rokan Hulu .

Ho: there is no any significant effect of Think Talk Write strategy toward student's writing skill in descriptive text at tenth grade of MAN 1 Rokan Hulu.

CHAPTER III
RESEARCH METHODOLOGY

This chapter, the researcher discuss about the research method. It consist of research design, research variable, time and location of the research, population and sample, instrumentation, technique of collecting the data, and technique of analysis the data. research procedure consist of the procedure of research for control group and procedure of research experimental group.

A. Research Design

This research was use *true experimental design*; post-test only control design. This design there are two groups taken randomly from certain population. Experimental group use Think-Talk-Write strategy and one group as a control no treatment. According to Gay (2012: 249) *experimental research* the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables. The researcher choose one class experimental class where the students give treatment and after that gives the post-test. Then the control class only give post-test. The research design could be show as following :

Table 1.

Research design

R	X	O₂
R		O₄

Information:

R : the experimental and control group were taken randomly

X : teaching writing by using Think-Talk-Write strategy (treatment)

O2 : students creativity after learning by using treatment in experimental group

O4 : creativity of control group of students will not given learning by using treatment

The researcher was use a written test. the researcher give treatment after that give post-test in experimental group, which relate to use Think-Talk-Write strategy. Then the researcher try to see development of the students skill in writing. The last the researcher only give post-test in control class. Here the result of analyzing data as to know the significant effect of using Think-Talk-Write strategy toward students writing skill in descriptive text at the tenth grade of MAN 1 ROKAN HULU.

B. Research Variable

Variable is a type difference base on it position in a study. variable can divide into dependent and independent. According to winarno (2013: 26) variable is the object of research of what is the focus of research. He adds variable can be divide into qualitative and quantitative. Example of quantitative variable are height, weight, running speed, etc. example of qualitative variable is the quality of learning, quality of graduates, quality services to students. In this research the researcher identify that the present tense as the independent variable (X) is the Think-talk-write strategy and the dependent variable (Y) students' writing skill in descriptive text.

C. Time and Location of the Research

The research was conducted in MAN 1 Rokan Hulu, Tuanku Tambusai street, Rambah Tengah Hilir sub district, Rokan Hulu regency, at tenth grade students
This research was conducted on April 2019.

D. Population and Sample

1. Population of Research

Population is the whole subject or object that is the target or research that has certain characters (Sundayana 2010: 15). As the population in this research are all of the students' Tenth grade at MAN 1 Rokan Hulu. The total of the population are five classes, they are X.MIA(1),X.MIA(2) X.IIS.(1), X.AGAMA(1) X.AGAMA(2). So in this research the total of the population are 108 students.

Table .2
Population of the research

Class	Population
X.MIA.1	22
X.MIA2	22
X.IIS	22
X.AGAMA.1	20
X.AGAMA.2	22
TOTAL	108

2. Sample of research

In this research, to take the sample it self the researcher use Random sampling. According to Sugiyono (2013), retrieval of sample members from the populasi is done randomly regardlles of the strata that exist in that

population. So in this research, the researcher take just two class from 5 class base on the table population. To determine the control class and experimental class the reseacher got by lottery.

Table .3

Sample of the research

No	CLASSROOM	NUMBER OF STUDENTS
1	X AGAMA 1	20
2	X AGAMA 2	22
	TOTAL	42

3. Instrumentation

The this research, the researcher was used writing test as instrument. The researcher asks students to write descriptive text at tenth grade of MAN 1 Rokan Hulu. In this research the researcher used test. the test used writing test, then it used to find out the students writing skill after applying the strategy. the test consist of post-test only. The post-test used to find out the students writing skill after treatment is give teaching with Think-Talk-Write Strategy. In this research for post-test or treatment will give same topic to students and topic is ‘ Borobudur temple ,Indonesia, medan, pasir pengaraian,. the topic form former English teacher, the students will think individually about the topic. Then students talk their ideas with their group. The last are, students write down their idea in piece of paper base on the their talk with their group. The students will make descriptive text that consist of 2 paragraph, first paragraph are identification and second paragraph are description. The result of writing will be analysed use indicators of writing.

1. Written test

In this research, for post-test and treatment will use writing test, and will use same topic in experimental research and control class. The topic from English teacher, the students will listen and write individually, then the students discuss with group about the text. Last students do assignments by the teacher.

E. Research Procedure

- 1. The Procedure of Research for Control Group**

- a. Treatment**

The teacher only explains about descriptive text in control class. The students listen to what will explain by the teacher. the students will written to record important things about lesson. In control group no treatment.

- b. Post-Test**

This research was conducted post-test only. Post-test is a form of question given after learning about descriptive text will deliver by the teacher. It has aim to know was there any significant effect in writing descriptive text. The researcher gave the topic “Borobudur temple” as topic for post-test. This topic same with experimental group in post test.

Table. 4

Blue print research procedure

No	Meeting 1-4	Topic
1	First meeting	INDONESIA
2	Second meeting	MEDAN
3	Third meeting	PASIR PENGARAIAN
4	Fourth meeting	BOROBUDUR TEMPLE

1. The Procedure of Research for Experiment Group

a. Treatment

This treatment will take in order to know is there different on students writing skill after used TTW strategy. Treatment will be carried out for four meetings. The treatment will give to experimental class only. The step were :

Meeting 1 : The first meeting on treatment was the teacher explain about descriptive text how to read by decoding, fluency, vocabulary, Sentence construction and cohesion, reasoning and background knowledge, working memory and attention. Teacher also divide them in group 4 people in one group.

Meeting 2 : Teacher introduce about Think-Talk-Write strategy to the students, the teacher had shown the procedure of Think-Talk-Writer strategy and relation with their material. In this meeting the teacher gave topic “INDONESIA”

Meeting 3 : In this meeting, the researcher explained about simple present tense, which is one language feature of descriptive text. In this meeting, the researcher also reintroduce about Think-Talk-write strategy to make students remember and easy to write a descriptive text. Then, the researcher give some exercise that related to the materials: in this meeting researcher give a topic, “MEDAN”.

b. Post-Test

The purposed of giving the post-test was to find the effect on students’ writing of descriptive text after using Think-Talk-Write strategy. Post-test will give to experimental and control group. The topic was “BOROBUDUR TEMPLE” same with control group in post-test.

Tabel.5

Teaching activities in control class and experimental class

No.	Activities	Control class	Experimental class
1.	pre-activities	Greeting the students Praying Attendance list Open the lesson by ask relate to last lesson	Greeting the students Praying Attendance list Open the lesson by ask relate to last lesson
2.	While activities	a. The teacher explain about material . b. The teacher giving the example of material, model and instruction	a. The teacher explain about materials. b. The teacher give the example of material, model and instruction. c. The teacher divides students into several group, each group consist of 4-6 students. d. The teacher give

			<p>each group the topic or material that is place like Indonesia, Medan, pasir pengaraian.</p> <p>e. The teacher as to students class will start.</p> <p>f. The teacher give the motivation the students about good writing.</p>
3.	The result	<p>a. The teacher ask the students are makes the written based on the topic given.</p> <p>b. The teacher ask the students to practice in front of class about the topic.</p>	<p>a. After the study finish the teacher give the students task and students must answer the task from teacher.</p> <p>b. The teacher ask students to present in front of group.</p>
4.	Post-activities	<p>The teacher ask if there is still unclear about the material.</p> <p>Conclude the material.</p> <p>Give homework.</p> <p>Closing the lesson</p>	<p>the teacher ask if there is still unclear about the material.</p> <p>Conclude the material</p> <p>Give homework</p> <p>Closing lesson.</p>

Table.6

Blue Print of Teaching Materials in experimental class and control class

No.	Meeting	Topic
1.	1 st	INDONESIA
2.	2 nd	MEDAN (Treatment)
3.	3 th	PASIR PENGARAIAN(Treatment)
4.	4 th	BOROBUDUR TEMPLE (Post-test)

F. Technique of Collecting the Data

There are some steps to collect the data:

1. The researcher was taught the students and gave the treatment. It used Think talk write strategy.
2. The researcher was gave the task or test about descriptive text. After that the students only describe about Borobudur temple, and they do the steps from the strategy. The students solved this task together. Then they followed the grammar, such as noun, adjective, verb to be and have/has”.
3. Post test in experimental group, the researcher do test and give the topic about describe Borobudur temple. They described about place. In control group the students make the same topic with the experimental group.
4. After the researcher gets their task, the data analyzed by indicator of writing.

G. Technique of Data Analysis

The technique of data analysis using statistical Analysis that is descriptive analysis. After the researcher get the data, the researcher will be analyzed by rater base on the indicators of writing. The researcher of data analysis will be calculated by using SPSS. There are several steps that researchers use for technique of data analysis: firstly, researcher was teaching in class in experimental and control group. Secondly, the researcher gave a test, and the test is written test. Thirdly, after the researcher gave the test, the next step is to check the results of their tests using indicator of writing then the raters analyze them. Fourthly, then researcher get the students' scores of experimental and control group. Fifthly, the score check for the post-test. Finally, the researcher computed the hypothesis significant. It is to know whether the H_a was accepted or not. The researcher calculated deviation in post-test of experimental and control group to analyze the data, the researcher used the SPSS. The students get value 100 as the high scores. The rule is in writing has 5 indicators. Each indicators has 20 score. If the students get a score that matches the criteria in the indicator of writing, the students get a score of 100. In this case the formula was to get the highest score: $20 \times 5 = 100$.

Table. 7 Scoring rank

No	Test score	Level of ability
1	81-100	Excellent
2	61-80	Good
3	41-60	Average
4	21-40	Fair
5	0-20	Poor

To find out how many students who got the percentage collage to level work, unacceptable to not, adequate to fair, good to adequate, excellent to very good, the researcher used the formula :

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

N

P = percentage of students

F= number of percentage each letter case

N= number of students

1. Normality Data

Normality test aimed to seen whether the data normally distribute or not. this use to determine the slope formula. To know the data distribute or not. If sig. \geq 0.05 the data was norm and Ho was accepted. But , if sig. \leq 0.05 the data was not norm and Ho was rejected.

2. Homogeneity Data

Homogeneity test was used to seen whether the two sets of data have a homogeneous variance or not. If both of the sample was normal, continue with the second test of homogeneity of variance. To know the data was homogeneous or not, if sig. \geq 0.05 the data was homogeneous and Ho accepted. But, if sig. \leq 0.05 the data was not homogeneous and Ho rejected.

3. T-Test

To analyzing the data, the researcher used T-test by sundayana (2010: 146). It used to examine significant effect between using TTW strategy and without using TTW strategy in post-test. To measure, the researcher used independent

sample T-test. Provisions $\text{sig.} \leq 0.05 = H_0$ rejected and H_a accepted and if $\text{sig.} \geq 0.05 = H_0$ is accepted and H_a is rejected or $t\text{-value} > t\text{-table} = H_0$ was rejected and H_a was accepted. But if $t\text{-value} < t\text{-table} = H_0$ was accepted and H_a was rejected.

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{S_{gabungan} \sqrt{\frac{n_1 + n_2}{n_1 \cdot n_2}}}$$

With:

$$S_{gabungan} = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Explanation :

t_0 = The value of t-score.

\bar{x}_1 = The mean score/average of students' experiment class.

\bar{x}_2 = The mean score/average of students' control class.

n_1 = Number of students in experimental class.

n_2 = Number of students in control class.

s_1^2 = variance of experiment class.

s_2^2 = variance of control class.