**CHAPTER I**

**INTRODUCTION**

In this chapter the researcher presents background of the study, statement of the problem, aim of the study, significance of the study, definition of the key terms, and organization of writing.

1. **Background of the Study**

In learning English, there are four skills that the students should be mastered in their study. The four skills are speaking, listening, reading, and writing. Writing is one of the four basic skills in learning English holds an important role in daily communication. People use writing from simple activity to complex activity. It is also one of the most important skills that can increase students’ achievement in learning foreign language. Therefore writing is not easy as some people think.

Based on the interview with English Teacher in the writer’s object school, MTsN 6 Pandeglang, most of students there had a big problem in writing the genres of the text successfully, especially in writing descriptive text. They had difficulty in learning writing. There are some factors the students might think that writing is difficult.

1. They find difficulties in gathering their ideas and organizing them in a good paragraph unity.
2. Students do not have much idea of what to write and how to start writing. As a matter of fact, they waste too much time thinking about what they are going to write instead of free writing.
3. Students are afraid of making errors. Most students only focus on not making errors – spelling, grammar, and punctuations to their writing rather than strengthening their ideas to be vivid.

Base on factor above, the researcher has assumed that the students’ writing skill was low. It has shown from the result of the students’ writing test, the students’ writing score was low. After the researcher has made observation about this case, finally, the researcher has known that the English teachers tend to use the traditional method.

Here, the teacher takes the major role explaining everything, doing what the student is supposed to do while the student's role is only listening to what is uttered to him/her by his/her teacher. The teacher determines some theme / topic, then ask the students to choose one of the theme given as a foundation in writing. By using this method the students had difficulty in writing process because it must suitable with the theme given. Therefore, the students’ creativity not developed. Besides, the negative effect of this method is the students’ motivation was lake, so that the students’ writing skill was low.

According to explanation above, teachers hold an important role in solving students’ problems in writing. Making the teaching-learning process interesting and meaningful, teachers can apply a new strategy in the process to increase students’ writing skill.

One of strategies which is suitable in teaching writing is Think-Talk-Write (TTW). Suyatno states: “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”.[[1]](#footnote-1) 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.

Based on the statement above, the researcher has made the research that may be useful for the student especially students of MTsN 6 Cikeusik. The researcher has thought that one of the alternative strategies to increase the students’ writing skill on descriptive text in MTsN 6 Pandeglang is to apply Think Talk Write (TTW) as a step to reach a good and meaningful learning environment. There is preceding research that related and proven to be theory Think, Talk, Write is good and success, that’s are:

Hikmawati stated: “TTW is good for improving students’ ability in writing descriptive text: a case of the Tenth Grade Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year of 2017/2018”. [[2]](#footnote-2) She success to improve writing ability of their students.

Rahmawati stated: “TTW is good to improve students writing skill in descriptive text at the Tenth Grade students of SMAN 1 Karangtengah in the Academic Year of 2016/2017”.[[3]](#footnote-3) She success to improve writing skill of their students.

Ali stated: “TTW is good to improve students’ ability in writing descriptive text: a case of the seventh grade students of MTsN Tunggangri”**[[4]](#footnote-4)**. The result is he success to improve writing skill of their students.

Based on the explanation above, the researcher has conducted a research entitled “**INCREASING THE STUDENTS’ WRITING SKILL ON** **DESCRIPTIVE TEXT BY USING THINK, TALK, AND WRITE (TTW) STRATEGY AT MTsN 6 PANDEGLANG”.**

1. **Statement of the Problem**

Base on the background of the study above, the research addresses the following problem as the following:

“Is Think, Talk and Write (TTW) strategy can increase students’ writing skill on descriptive text at the VIII grade students of MTsN 6 Pandeglang?”

1. **Aim of the Study**

Based on the Statement above, the aim of theresearch that researcher conduced as the following.

“To increase students’ writing skill on descriptive text at the VIII grade students of MTsN 6 Pandeglang”.

1. **Significance of the Study**

The results of the study are expected to give contribution for English teacher, student, school, researcher and next researcher.

1. The school

It can increase the schools education quality, especially in English improvement.

1. Students

The result of this study can add new experience for the students in learning process especially in writing, it is hoped that the research can be one of the way to mastering English well.

1. English Teachers

It will help the English teacher to choose the appropriate method in teaching learning process especially in writing descriptive text in order to increase students’ writing skill.

1. Researcher

The result of this study will help the researcher to understand and give best impulse to the students in writing time in real teaching and learning process.

1. Next researcher

This study will give the next researcher new point of view about the way in increasing students’ writing skill.

1. **Definition of the Key Terms**

To make easier in understanding this thesis, the researcher defines the key terms as follow:

1. Writing

According to Jeremy Harmer “Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus of the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a ‘backup’ for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively it seem as a key objective for learner”[[5]](#footnote-5)

1. Descriptive text

A description is a verbal picture of a person, place, or object. Thus, a descriptive essay is the one that describe a person, place, or object. When we describe someone or something, do it as vivid and real as a possible. We can do it by observing and recording specific details of the person, place, or object that attract to our readers’ senses. “Descriptive paragraph explains how someone or something looks or feel.”[[6]](#footnote-6)

1. Think Talk Write

“Think-Talk-Write (TTW)” strategy is a cooperative learning mode to make teaching and learning process easier. It introduced by Huinker and Laughlin. Basically, this strategy is sharing ideas among many students in a group before starting to write. In this strategy, students really active in writing process because they will express their own ideas freely. TTW strategy divide students into several heterogeneous group to make writing process more effective. In cooperative writing including this strategy, will improving students’ mastering concepts.[[7]](#footnote-7)

1. **Organization of Writing**

The paper research has five chapters:

Chapter I Introduction. It consist of the background of the study, statement of the problem, aim of the study, significance of the study, definition of the key terms, and organization of writing.

Chapter II Theoretical Foundation. It consist of the concept of writing, descriptive text, and think, talk, and write strategy.

Chapter III Methodology of Research. It consist of the method of research, place and time of research, the population and sample, the technique of data collection, and the technique of data analysis.

Chapter IV Data Analysis and Interpretation. It consist of description of data, normality and homogeneity test, and hypotheses testing.

Chapter V Conclusion and Suggestion. It consist of conclusion and suggestion.

**CHAPTER II**

**THEORETICAL FOUNDATION**

In this chapter the researcher presents concept of writing, descriptive text, and think, talk and write strategy.

1. **Concept of Writing**
2. Definition of Writing

There are so many definition of writing according to experts, some of definition as following:

Writing is one of the last skills after listening, speaking and reading. Writing is the highest skill level of difficulty for learners than the other three skills. Many experts who define that writing is an excellent activity for all people.

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus of the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a ‘backup’ for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively it seem as a key objective for learner.[[8]](#footnote-8)

Writing as the productive skill, requires students to produce a written material. It is not an easy job because the job of the researcher is not only telling, but also showing in order that the readers are interested in our written material. Reid stated that:

Telling your reader what you want to communicate may be easy, but it is rarely very interesting or even very believable. In order to support your statements, you will need to specify them by adding details and examples. In other words, showing your reader that what you have presented is valid will make your essay more interesting and more believable.[[9]](#footnote-9)

In the other word, the statement implied that writing is useful tool for human being. It is used for written communication and transcribing ides of their mind. Writing is not only for written communication, it is a way of the thinking and developing ideas and thoughts which can be improved and making them a visible from outside their mind.

“Writing is a skill, like driving or typing, that you can master with hard work. If you want to learn to write, you can. It is a simple as that. If you believe this, you are ready to learn how to become a competent writer”.[[10]](#footnote-10)

From all definition above we can defined that writing is a thinking process in which getting ideas and arranging ideas, and writing is a skill in which it express the ideas, feeling, and thought are arranged in words, sentences, and paragraph by using eyes, hand, and brain. When the students learn to write, they learn how to generate the ideas. However, writing can be learnt by everyone by much practicing and reading a lot of books to get inspiration to write. Writing is a way to develop an idea, express arguments, feeling and thoughts in the form of word in sentences.

1. Writing Process

According to Zemach and Rumisek:“When we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing”.[[11]](#footnote-11)

1. Pre-writing
2. *Step One*: Choose a topic. Before you write, your teacher give you a specific assignment or same ideas of what to write about. If not, choose your topic yourself.
3. *Step Two*: Gather ideas. When you have a topic, think about what you will write about the topic.
4. *Step Three*: Organize. Decide which of the ideas you want to use and where you want to use them.
5. Drafting :
6. *Step Four*: Write. Write your paragraph or essay from start to finish. Use your note about your ideas and organization.
7. Reviewing and Revising
8. *Step Five*: Review structure and content. Check what you have written. Read your writing silently to yourself or aloud perhaps to a friend. Getting a reader’s opinion is a good way to know if your writing is clear and effective.
9. Rewriting

*Step Six*:

1. Revise structure and content. Use your ideas from step five to re-write your text, making improvement to the structure and content.
2. Proofread. Read your paper again. This time check your spelling and grammar and think about the words you have chosen to use.
3. Make final corrections. Check that you have corrected the error you discovered in step five and six and make any other changes you want to make. Now your text is finished.
4. The purpose of Writing

According to Grenville, there are three purposes of writing to entertain to inform and persuade, in this research focus to entertain.[[12]](#footnote-12)

1. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use their creativity. It must not make the readers laugh, but engage their feeling in some ways.

1. To inform

Writing to inform has purpose to tell the readers about something. This kind of informative writing can focus on objects, places, procedure and events it can be seen in newspaper and article, scientific or business reports, instruction or procedures, and essays for school and university.

1. To persuade

According to explanation above, there are three purpose of writing: to entertain, to inform, and to persuade.

1. Kind of writing

George and Julia divided kinds of writing into four kinds. They are Narration, Description, Exposition, and Argumentation. The following are the definition of them according George and Julia:

1. Narration is the form of writing used to relate the story of acts or events. Narration places occurrences.
2. Description reproduces the way thing look, smell, taste, feel, or sound; it may also evoke moods.
3. Exposition is used in giving information, making explanation and interpreting meanings.
4. Argumentation is used in persuading and convincing. It is closely related to exposition and it is often found combine with it. Argumentation is used to make a case or to prove or disprove a statement or preposition. [[13]](#footnote-13)
5. **Descriptive Text**
6. Definition of Descriptive Text

One of genres that Junior High School students learnt is descriptive text. Based on Competency Standard and Basic Competency, the eighth grade students are expected to be able to understand and respond meaningful from the texts in term of functional written text and simple short essay in the form of descriptive.

According to Knapp and Watkins:

The genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language, users learnt to control. Describing is also used extensively in many text types, such as information reports, literary descriptions and due to the need to classify or describe a process before explaining it, in the opening paragraphs of most explanations.[[14]](#footnote-14)

A description is a verbal picture of a person, place, or object. Thus, a descriptive essay is the one that describe a person, place, or object. When we describe someone or something, do it as vivid and real as a possible. We can do it by observing and recording specific details of the person, place, or object that attract to our readers’ senses.

“Descriptive paragraph explains how someone or something looks or feel.”[[15]](#footnote-15)

For Example, when the students want to describe an animal, the students describe the structure of body, color, food, and environment. When the students want to describe a person, the students describes the name of person, age, body, clothes, style, and environment.

According to Knapp and Watkins, students describe when they are:

* 1. talking or writing about a picture:

‘This is a beach. These are lots of umbrellas on it and boats on the sea.’

* 1. writing about a character or place in a story:

‘Theo in James Valentine’s book *Jump Man* is an interesting character. He has spiky hair that changes colour all the time and he wears a coat that speaks.’

* 1. reporting on an animal:

‘A platypus is a monotreme. It has a bill and sharp claws. It lives in and near streams and isn’t seen by people very often. [[16]](#footnote-16)

1. The Characteristic of Descriptive Text

Some types of genre are intermingled in same writing, thus it is important to distinguish the characteristics of each genre:

1. Communicative Purpose

Descriptive is a type of written text, which has the specific function to give the description about an object (human or non human).

1. Generic Structure

*Identification*: Identification is a statement that consists of a topic of object would be describes.

*Description*: Description is consist of the detail description about an object is minded in identification (describe parts, qualities, characteristics of what has been described).

In conclusion, the generic structure is important to organize a good descriptive paragraph. It could help to see the organization of description clearly. So, the reader could easy to get imagination of description.

**The example of generic structure of descriptive text:**

**My Best Friend**

Idetification

Title

Description

I have a lot of friends. But my closest friend is Firda Ardina.

Firda is my classmate. She is not tall or short. She is medium height. She is quite slim. She has dark, long hair and brown eyes. Her skin is white. She is beautiful and elegant. She is friendly and sometimes very funny. She behaves politely towards everybody. People frequently think she is a Chinese offspring, but she is actually a Javanese genuine. She comes from Jogjakarta, but she moved to Jakarta Last year. She looks more beautiful when she is smiling.

Firda is pleasing peer. I am happy to spend my time with her. She is always available to help her friends who are in trouble. She is never angry with any friends who try to annoy her. Because she is so smart, most of her classmates seek her to explain any difficulties in any school subjects. I am proud of having such best friend.

1. Grammatical Pattern

According to Peter Knapp, there are some grammatical features of describing:[[17]](#footnote-17)

1. When describing things from a technical or factual point of view, the present tense is predominantly used; for example, has, eats, sings, lays, swim.
2. Although present tense may be used in literary descriptions, it is past tense that tends to dominate; for example: had, was, enjoyed, seemed, sparkled.
3. Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example: My favorite toy is a teddy bear because it is cuddly and friendly, it is my friend too. Turtles do not have teeth, they have a sharp beak instead.
4. Action verbs are used when describing behaviours/uses; for example: An ant has three body parts. Some ants have wings. The queen ant lays the eggs. Ants live in colonies.

Based on that statement, grammatical features of descriptive text consist of specific participant who described it. Used simple present and also used attributive to identify it. The researcher would try to identify grammatical features from the previous descriptive text above. It is as following:

**Table 2.1 Grammatical Features of Descriptive Text**

**Knapp and Watkins (2005: 98-99)**

|  |  |  |
| --- | --- | --- |
| **No** | **Grammatical Features** | **Example** |
| 1 | Specific Participants | Firda Ardina |
| 2. | Simple Present Tense | a. She comes from Jogjakarta  b. She looks more beautiful when she is smiling. |
| 3. | Action Verb | Think, come, looks, spend, try,  seek, annoy, explain |
| 4. | Use of adjective | Tall, medium height, quit slim, white, short, long, beautiful, angry |
| 5. | Linking Verb | Is, am |

1. **Think, Talk, and Write Strategy**
2. Model of Think, Talk, and Write (TTW)

Think-talk write for the first time was introduced by Huinker and Laughlin which they understanding about the learning as a social behavior. “Think means using your mind to form opinions, make decisions etc.; talk means say speak things to give information’s; and write means produce something in written form so that people can read, perform or use it”.[[18]](#footnote-18)

According to Matthew’s opinion, thinking is one aspect of an integrated process of finding, analyzing, and communicating information. Your thinking begins even when you are decided ‘what’ to read and write about. To think smart, you must use reasoning. Reasoning is the basis of much of our thinking. It is often described simply as the process of thinking through and communicating our reasons for holding certain views or conclusions.[[19]](#footnote-19)

In other words, 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.

According to journal research “The Implementation of Think-Talk-Write Strategy to Increase The Students’ Motivation In Writing Narrative Texts “ Created by Nur Maila Kusumaningrum, stated that:[[20]](#footnote-20)

*“Think-Talk-Write* is a group work for discussion in the classroom. Based on Zulkarnaeni (2011: 149) *Think-Talk-Write* is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to another member in a group”.

1. The Steps of Think, Talk, and Write (TTW) Strategy

Based on Yamin and Ansari (2008:84) this is the steps of Think-Talk- Write (TTW):

a. Students reading 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.

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

1. Think

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

1. Talk

In the Talk, students are divided into groups. After they join in group, they share their ideas based on what they think before. Besides, another students listen and respond the ideas. After finished, students conclude the result of the discussion in group.

1. 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 the sentences into text.

**Table 2.2 Teaching and Learning Activity by using TTW Strategy**

|  |  |  |
| --- | --- | --- |
| **No** | **Teacher’s activity** | **Students’ activity** |
| 1 | Teacher explain Think Talk Write | Students listen to the teacher |
| 2 | Teacher tell the learning aim | Understanding the learning aim |
| 3 | Teacher explains the material to be discussed at a glance | Students pay attention and try to understand the material. |
| 4 | Teachers divides students into some group. Each group consist of 3-5 students. | Students listen to their group. |
| 5 | Teacher gives worksheets or divides the writing text (descriptive text) and the instructions and procedures for implementation to each student. | Students read the worksheet, take and try to understand the worksheet, then make a small note to discuss with their group. |
| 6 | Teacher ask the students to interact with their group to discuss contents of worksheet. The students are asked to identify the text environment (talk). | Students discuss to formulate the conclusion as a result of discussions with members of the group. |
| 7 | Teacher ask each of the students to write their creative ideas about describing thing based on the picture. | Students write a descriptive text systematically based on the picture to show creativity in making alive the picture. |
| 8 | Teacher asks each group to present their work. | Students present the results of their discussion. |
| 9 | Teacher asks students from other groups to respond the answers from other groups. | Students respond to their friends’ answer. |

3. The Excesses and the Weaknesses of Think Talk and WriteStrategy

a. Excesses

1) Cooperative Think-Talk-Write Strategy help to increase students’ right brain because they will express their ideas spontaneously through a picture.

1. The learning central is according to the students activities in discussing something so the teacher is not the central point in study process anymore.
2. Student’s ideas will more expanded by supporting ideas from his group mates and it will make a faster writing (conditional).
3. TTW strategy makes the students learn to thinking concepts, share their ideas, and discussing a wording in a writing task.

5) Ideas from the other groups and corrections from the teacher will be an essential thing to make a better writing.

b. Weaknesses

1) This strategy is effective in description and narrative only.

2) Sometimes, it needs more time to presenting and correcting.

3) Several students still difficult to express their ideas, it depends on their group dividing not the strategy.

4) The reality is not always same with the expectation.

Base on the explanation above, the researcher has got a point that teaching writing on descriptive text by using TTW strategy has excesses and weaknesses. But in these case TTW strategy has more excesses than the weaknesses. So that the researcher hopes that teaching English writing by using TTW strategy can increase students’ writing skill on descriptive text.

**CHAPTER III**

**RESEACH METHODOLOGY**

1. **Method of The Reseach**
2. **Design of The Research**

The researcher used classroom action research design because Classroom Action research is better for her topic which is ‘Increasing The Students’ Writing Skill On Descriptive Text By Using Think, Talk, And Write (TTW) Strategy At MTsN 6 Pandeglang’. Besides, action research is often used by teachers to solve problems in their classrooms and schools because it is such an excellent problem-solving process.

Action research, in the school setting, is a systematic approach to improve teaching practices. It is a simple process, and if you learn how to use it, it will meet many of your teaching goals. You will find that the methods of action research are designed to answer one of the most basic questions in education: How well are my students learning what I intend to teach? After all, isn’t student learning the most important goal of teaching?.[[21]](#footnote-21)

According to Bassey as quoted by Koshy, Action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice.[[22]](#footnote-22) She also add that the key points of Action Research include better understanding, improvement, reform, problem solving, step by step process and modification. The statement before are related to the procedure of Classroom Action Research which is design by Kemmis Mctaggart ; Planning, Acting, Observing and Reflecting that will explain more in the next title.

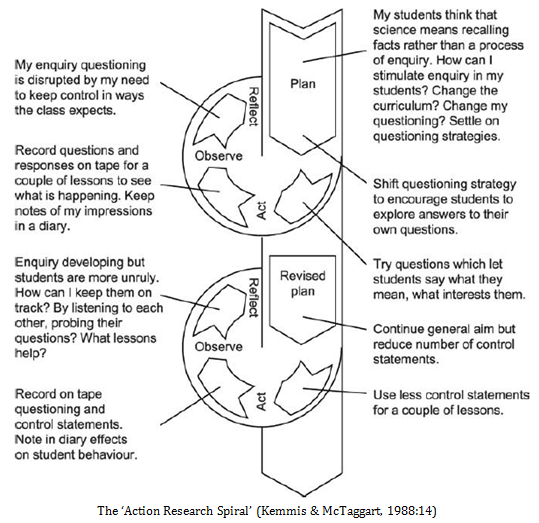
From the definition by the experts above, the researcher concluded that the Classroom Action Research is an research that to do with the learning, learning is to do with education and growth, so, many people regard the action research as an Educational research also it is could be done whether by the Researcher and/or the Teacher of the Classroom itself which is involves a group of students or social citizen to improve, reform, solving the problem, and/or to modification step by step the teaching and/or learning process.

1. **Procedure of Classroom Action Research**

The researcher took a Kemmis Mctaggart’s model as a procedure to done her Claasroom Action Reseach. The components of Kemmis’ model it self had four steps which consists of Planning, Acting, Observing, and Reflection. The model is divided by two cycles and each cycles has same component. According to Kemmis and McTaggart, action research typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or *iterative*, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

The phase of both cycles are planning, acting, observing, and reflection. When the first cycle had done and the researcher find the problem/s in the reflection process , the researcher had to continued the research process into the second cycle. But before the second cycle started, the researcher had to modificate the phase on the first cycle becoming more interesting and/or more perfect to got the improvements in the next cycle.

**Figure 3.1 CAR model (adapted from Kemmis and Taggart, 1988)**



1. Planning, is the phase that the researcher had to focus on who, what, where, when, why and how the action will be done.
2. Action, the planning strategy would be applied in this phase
3. Observation, Observation is an instrument to collect the data through observing the situation of the Classroom and the situation of students’ during teaching and learning process. The researcher prepared the observasional checklist which is filled after the each cycles had done then the researcher found the resault of observation Reflection, the problems and look a good option to solve its.
4. Reflection, At this point, the researcher need analyzes the result of observation. Besides, the researcher made evaluation in teaching speaking, which will be used to revise the steps on previous cycle and explore the action stage more clearly. The researcher also decided to conduct further cycles of action research in order to improve the situation. Students minimum score (KKM) was 70. It means that students passed the test when students’ score was 70 or above. The researcher expected that 70% students could pass the test in the cycle 1. When the number of students who pass the KKM was lower than the researcher expectation, below from 70%. The researcher would conduct the next cycle II in order to reach 70% students who passed the KKM
5. **Subject of the Study**

The subject of this research was the eighth grade students of MTsN 6 Pandeglang in the academic year of 2017/2018. The researcher was chose class VIII B as the suggestion of the English teacher. This class consists of 25 students.

**Table 3.1 List of the Students of MTsN 6 Pandeglang**

|  |  |  |
| --- | --- | --- |
| No | Students’ Name | Sex |
| 1 | AT | Female |
| 2 | AO | Female |
| 3 | D | Male |
| 4 | DA | Male |
| 5 | EP | Male |
| 6 | ES | Female |
| 7 | EK | Male |
| 8 | FA | Male |
| 9 | FF | Female |
| 10 | HA | Male |
| 11 | HB | Male |
| 12 | HH | Male |
| 13 | I | Female |
| 14 | K | Male |
| 15 | NC | Male |
| 16 | NE | Female |
| 17 | RA | Male |
| 18 | RG | Female |
| 19 | RM | Female |
| 20 | RO | Male |
| 21 | S | Male |
| 22 | TH | Male |
| 23 | TD | Female |
| 24 | US | Male |
| 25 | UT | Male |

1. **Setting of the Research**

This research was conducted within 4 weeks -- a week for interview section and 3 weeks for collecting the data by teaching learning activity and observation. It started from 4th of June 2018 until 30th of june 2018. It took place at MTsN 6 Pandeglang that located in Jln Raya Wanasalam, Citarik Village, Cikeusik district, Pandeglang Regency.

The researcher had chosen this school as the setting of the research by some reason. First, the school was in development process of learning about English learning. Second, here the students had problems in English writing.

1. **Objective of the Research**

The researcher conducted this study in order to increase the students’ writing skill on descriptive text by using TTW strategy in eighth grade students of MTsN 6 Pandeglang.

1. **Technique of Data Collecting**

The technique of collecting data that the researcher chose in this Research are, Test, Observation and Interview in order to get valid information that will support the researcher.

* + - 1. Test

According to Brown, Test is an instrument or procedure designed to elicit performance from listeners with the purpose of measuring their attainment of specified criteria.[[23]](#footnote-23) The test would be conducted at the end of both cycles to find the students’ enhancement in writing skill. The test took by the writing test with five kinds of scoring aspects, Content, Organization,Vocabulary, Grammar, and Mechanic.

* + - 1. Observation.

The researcher made the observation sheet to make it more systhematic and easier contained by list of students’ activities and their respons also the condition of classroom during teaching learning process. With the observation, the researcher can easily find the problem from the cycles and tried to solving its.

* + - 1. Interview

The researcher used interview to collect data about students’ writing skill before and after applying of Think, Talk, and Write (TTW) strategy. The researcher interviewed English teacher and four students in MTsN 6 Pandeglang with open-ended questions.

1. **Instruments of The Study**
   1. Observation Checklist

In arranging observation checklist, the researcher list some students’ behaviour that indicates their understanding to the material and their responses during teaching learning process.

* 1. Interview

The researcher was prepared some questions for the students’ that relate to the topic of the research after both of the cycles had finished also some questions’ for the English Teacher before the research held for gain some information about the object students’, their behaviour, their score and else.

* 1. Test

The researcher prepared the writing test in the form by describing the topic that the researcher was gave in group presentation and/or personal test after each cycles to know the understanding also enhancements of the students writing skill.

1. **Procedure of Study**

Based on Kemmis and Taggart’s opinion, a classroom action research arranged of planning, implementing (acting and observing) and reflecting phases. A preliminary was done to identify the problem in the class.

Preliminary observation (reconnaissance) was done by the researcher on 4nd June 2018. The researcher has met with the headmaster of MTsN 6 Pandeglang for asking permission to do the research. After that, she has met with Mrs. S as the English teacher of Eight Grade student to discuss about what class will be used by the researcher in this research. Mrs. S has suggested using class A as the object of the study. The researcher shared and discussed with Mis. Sumiri about the students’ problem in writing and she has said that actually the students have good imagination but still difficult in expressing it in the form of writing.

The researcher and the English teacher made a collaboration work since preparation phase, action, observation, and reflection. The researcher planned the steps as below:

* + - 1. **First Cycle**

a. Planning

In this stage, the researcher planned what action would be done in using and aplying Think Talk write (TTW) strategy in teaching writing. The activities in the planning were presented as below:

1. Selecting the materials with the teacher’s annual program based on syllaby.

2) Preparing materials, making lesson plan and designing the steps in doing the action.

3) Preparing list of students’ name and scoring.

4) Preparing teaching aids.

5) Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method or technique or model is applied).

The preparation was designed in order to gain the purpose of teaching learning process. Students are supposed to increase their writing skill by the materials given.

b. Action

After the preparation finished, the researcher did teaching learning process. In action stage as the stage of implementation the preparation, the researcher presented as below:

1) Giving test for students

2) Teaching the material. Explaining the materials and the implementation using Think Talk write (TTW) strategy in teaching writing descriptive text.

3) Giving occasion for the students to ask any difficulties using Think Talk write (TTW) strategy in learning process.

4) Presenting the problem situation for the students through picture that was showed by the teacher

5) Giving chance for the students to think individually first about the problem, then work in group and share their knowledge in order to solve the problem given.

6) Giving chance for the students to present and discuss their knowledge in front of the class with their group.

c. Observation

The aspect of teacher activities which were observed are listed below:

1) Greeting students before the lesson begins.

2) Praying before the lesson begins.

3) Checking students attendant.

4) Asking students situation.

5) Preparing of the materials.

6) Giving motivation for students.

7) Giving explanation of the materials.

8) Giving opportunity for asking question and suggestion.

9) Guiding the students activity.

10) Giving feedback after the lesson

d. Reflection

Reflection is a research finding analysis. At this point, the researcher reflected on, evaluate, and describe the effects of the action. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. Reflection is an evaluative aspect; it asks the researcher to weight the experience, to judge whether or not the method can be solving the problem and to enhance students’ writing skill. Students minimum score (KKM) was 70. It means that students passed the test when students’ score was 70 or above.

**2. Second Cycle**

a. Planning

In the planning phase of the second cycle, the researcher would do several activities that would be designed as below:

1) Revising the lesson plan based on the suggestion of class teacher and students needs.

2) Reselecting the materials and teaching instruments to improve the teaching learning process.

3) Revising the test in order to satisfy the students need.

b. Action

This cycle II action is quite similar with the cycle I action. The activities of the cycle II action included:

1) Giving more explanation about the materials and instruments.

2) Giving an education game in the interval of the teaching learning activity.

c. Observation

Teacher and researcher observed students improvement, response and participation in the teaching learning process also observed the students performance during the action.

d. Reflection

The researcher evaluated the students writing skill improvement. English teacher also gave suggestion and advised for the future teaching performance. Besides, the researcher asked about the students writing progress according to English teacher. After did the cycle II, researcher also expected that students could pass the KKM.

1. **Technique of Data Analysis**

To measure the writing test the researcher uses the analysis method. According to Heaton, there are five major items or categories in analytic scoring test in writing test, they are grammar, vocabulary, content, organization and mechanic.[[24]](#footnote-24) To analyze the students’ test in writing, the researcher focus on the item in the elements of writing states by Heaton.

**Table 3.2 Percentage of the Elements of Writing**

|  |  |
| --- | --- |
| **Element of Writing** | **Score** |
| Content | 30 |
| Organization | 20 |
| Vocabulary | 20 |
| Grammar | 25 |
| Mechanic | 5 |
| **Total of score** | **100** |

**Table 3.3 Scoring Guidance and the Explanation of Criterion**

|  |  |  |
| --- | --- | --- |
| **Categories** | **Score** | **Criteria** |
| Content | **30-27**  **26-22**  **21-17**  **16-13** | **Excellent to very good:** knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.  **Good to average:** some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.  **Fair to poor**: limited knowledge of subject; little substance; inadequate development of topic.  **Very poor:** does not show knowledge of subject; no substantive; not pertinent. |
| Organization | **20-18**  **17-14**  **13-10**  **9-7** | **Excellent to very good:** fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.  **Good to average:** loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.  **Fair to poor**: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.  **Very poor**: does not communicate; no organization. |
| Vocabulary | **20-18**  **17-14**  **13-10**  **9-7** | **Excellent to very good:** sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.  **Good to average:** adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured.  **Fair to poor:** limited range; frequent errors of word / idiom form, choice, usage; meaning confused or obscured.  **Very poor**: essentially translation; little knowledge of English vocabulary, idioms, word form. |
| Language use/  Grammar | **25-22**  **21-18**  **17-11**  **10-5** | **Excellent to very good:** effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.  **Good to avera**ge: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.  **Fair to poor**: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, deletions; meaning confused or obscured.  **Very poor:** virtually no mastery of sentence construction rules; dominated by errors; does not communicate. |
| Mechanics | **5**  **4**  **3**  **2** | **Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.  **Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.  **Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing.  **Very poor:** no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. |

**CHAPTER IV**

**RESULT OF THE STUDY**

1. **Description of Data**

Before conducting the research, the researcher interviewed Mrs.S as the English Teacher of the eighth grade students in MTsN 6 Pandeglang to gain the information about the students’ problem and difficulty in learning English writing.

According to Mrs. S, the students had a big problem in writing English because of some factors that have been explained in the background of the study in the first chapter. Besides, the interest and motivation to learn English lesson in this school in average –not just in eighth grade-- is still low. Meanwhile, the scoring of writing test is still under the minimum mastery level criterion (KKM). As the researcher mention before, this research is using cycling process of Classroom Action Research. In this chapter, the researcher wants to describe the process of teaching and learning writing through TTW strategy and to find out the increasing of students’ writing skill on descriptive text at the eighth grade students’ of MTsN 6 Pandeglang.

In this Classroom Action Research consists of two cycles. When the researcher has finished the first cycle, the teaching and learning strategy has not been effective to increase the students’ writing skill on descriptive text, then the researcher continued to conduct the second cycle.

Both of the cycles use the same procedure which consists of planning, acting, observing and reflecting.

**Result of the First Cycle**

Planning

In the first cycle, the researcher arranged the lesson plan based on the syllabus and try to apply Think, Talk and Write (TTW) strategy to know the enhancements of students’ writing skill. The Researcher has prepared the material about descriptive text. The researcher also prepared the observation checklist sheet about teaching and learning process in the English writing class.

* 1. Acting

In the first cycle, the researcher covered into three meetings. Every meeting was 80 minutes. The first meeting conducted the brief introduction and explaining the material, the second meeting conducted by presentation of students’ work, and the third meeting could be continued of the students’ presentation in the last meeting.

The first meeting

The first meeting conducted on 4th of June 2018. In this meeting, Mrs. S as the English Teacher of the eighth grade students in MTsN 6 Pandeglang comed to the class with the researcher to introduce the researcher and the reason of the researcher came to their class. After the brief introduction, Mrs. S leaved the class and gave the time for the researcher to do the research. After that, the researcher started the class with asked the condition and the readiness of the students to start the teaching and learning activity. The class began by the questions of the researcher about people, recreation place and the most popular and historical buildings in Indonesia as a stimulate activity. After that, the class continued with the explanation of the material about Descriptive Text. The researcher also give some example to checking the understanding of the students’ to the material and asked some students’ to came in front of the class and make the example of the descriptive text.

The researcher also did not forget to ask the understanding of the material to the student not by the yes/no ended question, but by called their name and give them the example of the brief descriptive text then they had to analyze the form and organization of it text.

After the researcher make sure that the students’ had understood completely with the material, the researcher made the students’ collaboration in the small groups which conduct of 5-6 students each groups,

The presentation would be held in the next meeting. The last, the researcher asked one of the students to give the brief conclusion about the material today then the researcher gave the advice and saying salam.

The second meeting

The second meeting was conducted on 6th of June 2018. In this meeting the researcher asked the students’ to sit with their own group and give them 5 minutes to prepare the presentation. After the preparation time ended, the researcher asks one of the students from each groups came to the teacher desk and took the presentation numbers. Then the researcher called out one by one of groups and gave the time for them to present their work although some of them still not ready to present because they still not mastering the topic.

The teaching learning process in the second meeting is not as smooth as the first time, the classroom is noisy because they focus on their own presentation in their own group, it make the researcher cannot heard the students which is presented their topic in front of class. After the third group finished their presentation, the researcher had to stop the teaching and learning activity and made the class calm and asked the students to continue the presentation next week. The class ended with the advice and salam of the researcher.

The third meeting

The third meeting was conducted on 11rd of June 2018. In this meeting, the teaching and learning activity is continued by the presentation of two groups left. After all of the group finished their presentation, the class ended by the motivation of the researcher which is told from the story to make them reflect on what they did today. The result of the first cycle was not really good. It could be seen from the following table:

**Table 4.1**

**The Students’ Writing Score of Cycle 1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Name** | **Content** | **Organization** | **Vocabulary** | **Grammar** | | **Mechanic** | **Total Score** |
| 1 | AT | 23 | 15 | 15 | | 19 | 4 | *75* |
| 2 | AO | 20 | 10 | 10 | | 15 | 2 | 57 |
| 3 | D | 25 | 15 | 15 | | 15 | 4 | *74* |
| 4 | DA | 25 | 17 | 16 | | 20 | 4 | *82* |
| 5 | EP | 23 | 16 | 15 | | 18 | 4 | *76* |
| 6 | ES | 18 | 11 | 12 | | 15 | 3 | 59 |
| 7 | EK | 19 | 10 | 12 | | 14 | 3 | 58 |
| 8 | FA | 24 | 15 | 14 | | 18 | 4 | *75* |
| 9 | FF | 19 | 10 | 11 | | 14 | 3 | 57 |
| 10 | HA | 23 | 12 | 13 | | 11 | 3 | 62 |
| 11 | HB | 20 | 12 | 13 | | 17 | 3 | 65 |
| 12 | HH | 17 | 10 | 10 | | 12 | 2 | 51 |
| 13 | I | 23 | 15 | 14 | | 19 | 4 | *73* |
| 14 | K | 17 | 13 | 14 | | 16 | 3 | 63 |
| 15 | NC | 24 | 16 | 16 | | 20 | 4 | *80* |
| 16 | NE | 23 | 14 | 15 | | 19 | 4 | *75* |
| 17 | RA | 17 | 10 | 11 | | 10 | 2 | 50 |
| 18 | RG | 16 | 11 | 10 | | 12 | 2 | 51 |
| 19 | RM | 25 | 16 | 15 | | 17 | 4 | *77* |
| 20 | RO | 25 | 15 | 17 | | 20 | 4 | *81* |
| 21 | S | 18 | 10 | 11 | | 11 | 2 | 52 |
| 22 | TH | 24 | 16 | 17 | | 20 | 4 | *81* |
| 23 | TD | 25 | 17 | 17 | | 20 | 4 | *83* |
| 24 | US | 18 | 10 | 10 | | 11 | 2 | 51 |
| 25 | UT | 20 | 12 | 14 | | 18 | 3 | 67 |
| **Total Score** | | | | | | | | 1675 |

From the table above, the researcher could calculated the means of the students’ writing score and the percentage of the students’ passed the minimal mastery lever criterion (KKM) with the following formula:

Score M = ∑

=

= 67

Then to know the minimal mastery level criterion (KKM) the researcher used the formula below:

Score P = x 100%

=

= 48 %

Based on the calculation above, the mean score of students’ writing skill from the first cycle is 67 and students’ which is passed the minimum mastery level criterion (KKM) only twelve or 48 % students’. The increasing of students’ score in writing test by applying TTW strategy was still low.

* 1. Observing

In this phase, the researcher had to observe everything that happened during the teaching and learning activity in the classroom, such as: the class’ situation, students’ response, students’ performance during presenting, students’ attention toward material, everything, and else. Based on the observation in the first cycle, the students attention while the researcher give the explanation about the material in generally is good. The class was control and the students tried to take a note on their books.

Its difference on the second and third meeting in this cycle, the teaching and learning activity was distracted because the class situation was out of control. They had to presentation in front of class but a few students’ in the group still confused about the material that they had to present. So it makes them discussed in their own group and makes the class became so noisy, coupled with some students’ which is cheated each other about the game and any else. During the presenting activity, some students’ looked confused and asked their group’s friend during the presentation also the respond of the other students’ who had to act as the audience is busy with their own preparation and not listened to their friends who presenting in front of the class.

The researcher observed students’ activity during teaching learning process. The result of the observation was shown in the table below:

**Table 4.2**

**Observation Checklist in the First Cycle**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Activity**  (The students are:) | **Agree** | **Fair** | **Some times** | **Poor** | **Disagree** | **Total**  **Score** |
| **5** | **4** | **3** | **2** | **1** |
| **1** | paying attention to the teacher |  |  |  |  |  | **5** |
| **2** | being enthusiastic with the  material |  |  |  |  |  | **3** |
| **3** | able to work in a team |  |  |  |  |  | **3** |
| **4** | able to be the leader of a team |  |  |  |  |  | **2** |
| **5** | able to explain their opinion |  |  |  |  |  | **3** |
| **6** | able to give respond to their friends’ opinion |  |  |  |  |  | **3** |
| **7** | able to deliver the result of discussion |  |  |  |  |  | **2** |
| **8** | able to ask some questions  about the material |  |  |  |  |  | **3** |
| **9** | able to write their ideas |  |  |  |  |  | **3** |
| **10** | able to arrange sentences and paragraph |  |  |  |  |  | **2** |
| Total Score | | **5** | **0** | **18** | **6** | **0** | **29** |

The score of the observation following the formula below:

Score =

=

= 58%

Based on the result observation above, it can be concluded that many students joined the class enthusiastically although there are some obstacles in the presentation and groups work activity. The students were having good attention to the teacher but less attention with the material, the students were having good to work in a team but poor to be the leader of a team, the students were having good to explain their opinion and to give respond to their friends’ opinion but poor to deliver the result of discussion, the students were having good to ask some questions about the material and to write their ideas but poor to arrange sentences and paragraph.

* 1. Reflection

Reflection on the data that have been collected and analyzed, the researcher found that students’ writing skill in descriptive text is still low. They still did not know how to write descriptive text successfully. Based on the result from the first cycle, the percentages of the students’ who passed the KKM is still low, just 48%. It is still far from the researchers’ target KKM which is 70%. Meanwhile, the result of observation showed that teaching learning activity has done quite well even there are some points have to improved and there are also problems that have to be solved. From the result above, there is needs much of efforts to make progressing of students writing skill through TTW strategy. It must be increase in the next cycle.

* + - 1. **Result of the Second Cycle**
         1. Planning

After finishing the first cycle and getting the result, the researcher has decided to continue the research activity into second cycle. Before doing the teaching learning activity in the class, the researcher had to revises the design of the lesson plan become more interesting with revise the activity in the class with adding an education game in the interval of teaching and learning activity, the researcher still used the same material which is descriptive text but change the focus topic into the interesting and familiar things for the students;

1. My favorite idol.
2. My favorite place in Indonesia.

In order to make students’ enthusiastic and easy to express their own words in writing English, so, hopefully with this revise can increase the students’ KKM in writing skill of the eighth grade students in MTsN 6 Pandeglang.

* + 1. Action

The second circle was conducted into two meetings and was done in 13th and 18th of June 2018. In the first meeting the activity of teaching and learning was giving a task to students to write down the descriptive text by choose one of the topic that the researcher gave before (students’ can open their dictionary manual/electric to support the task). After their finished with the task, the researcher made a game time to chill their mood. The game is also takes the same topic of the task that their made before and turn it into the yes/no education game. Besides to relaxing their mind, this game also made students active in thinking and talking process. So that students can deliver their ideas to write the descriptive text successfully.

In the second meeting, the researcher still used the same topic but tried to make the students write in different approach. The researcher tried to make the students write descriptive text individually and calling their name one by one to speak up and deliver their text in front of the class. This circle was run very well and it has progress than in the first circle. The details result of this circle can be shown from the table below:

**Table 4.3 The Students’ Writing Score in the Second Cycle**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Name** | **Content** | **Organization** | **Vocabulary** | **Grammar** | | **Mechanic** | **Total Score** |
| 1 | AT | 26 | 16 | 15 | | 20 | 4 | *81* |
| 2 | AO | 20 | 13 | 14 | | 17 | 3 | 68 |
| 3 | D | 25 | 17 | 16 | | 17 | 4 | *79* |
| 4 | DA | 26 | 17 | 17 | | 21 | 4 | *85* |
| 5 | EP | 24 | 16 | 16 | | 18 | 4 | *78* |
| 6 | ES | 20 | 15 | 15 | | 16 | 3 | 69 |
| 7 | EK | 21 | 15 | 14 | | 17 | 3 | 70 |
| 8 | FA | 25 | 16 | 15 | | 19 | 4 | *79* |
| 9 | FF | 22 | 15 | 16 | | 17 | 4 | 74 |
| 10 | HA | 23 | 16 | 15 | | 19 | 4 | 77 |
| 11 | HB | 21 | 15 | 16 | | 17 | 3 | 72 |
| 12 | HH | 20 | 15 | 15 | | 16 | 3 | 69 |
| 13 | I | 23 | 16 | 15 | | 18 | 4 | *76* |
| 14 | K | 21 | 16 | 15 | | 18 | 3 | 73 |
| 15 | NC | 25 | 17 | 16 | | 21 | 4 | *83* |
| 16 | NE | 24 | 15 | 16 | | 20 | 4 | *79* |
| 17 | RA | 20 | 14 | 15 | | 16 | 3 | 68 |
| 18 | RG | 21 | 15 | 15 | | 16 | 3 | 70 |
| 19 | RM | 26 | 17 | 16 | | 20 | 4 | *83* |
| 20 | RO | 26 | 17 | 18 | | 21 | 4 | *85* |
| 21 | S | 21 | 15 | 15 | | 17 | 3 | 71 |
| 22 | TH | 25 | 16 | 17 | | 19 | 4 | *81* |
| 23 | TD | 26 | 17 | 17 | | 21 | 4 | *85* |
| 24 | US | 21 | 14 | 16 | | 16 | 3 | 69 |
| 25 | UT | 22 | 16 | 16 | | 18 | 4 | 76 |
| **Total Score** | | | | | | | | 1900 |

From the table above, the researcher could calculate the means of the students’ speaking score and the percentage of the students’ passed the minimal mastery lever criterion (KKM) on the second circle with the following formula:

Score M = ∑

=

= 76

Then to know the minimal mastery level criterion (KKM) the researcher used the formula below:

Score P = x 100%

=

= 80 %

From the result above, we can find that the score of the mean and KKM of the eighth grade students in MTsN 6 Pandeglang had increase from the first circle. It can be seen that the mean was increased from 67 into 76 and the KKM also increase from 48% into 80%. In this case, the students’ score of writing test has successfully increased with Classroom Action Research. Besides, it means that TTW strategy increase the students’ writing skill of the eighth grade students in MTsN 6 Pandeglang.

* + 1. Observing

There was significant increasing from the first circle in classroom and students’ condition during teaching and learning activity. The classroom situation became more organize than the first meeting. The result of observation can be shown in the table below:

**Table 4.4 Observation Checklist in the Second Cycle**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Activity**  (The students are:) | **Agree** | **Fair** | **Some times** | **Poor** | **Disagree** | **Total**  **Score** |
| **5** | **4** | **3** | **2** | **1** |
| **1** | paying attention to the teacher |  |  |  |  |  | **5** |
| **2** | being enthusiastic with the  material |  |  |  |  |  | **4** |
| **3** | able to work in a team |  |  |  |  |  | **4** |
| **4** | able to be the leader of a team |  |  |  |  |  | **3** |
| **5** | able to explain their opinion |  |  |  |  |  | **4** |
| **6** | able to give respond to their friends’ opinion |  |  |  |  |  | **4** |
| **7** | able to deliver the result of discussion |  |  |  |  |  | **4** |
| **8** | able to ask some questions  about the material |  |  |  |  |  | **3** |
| **9** | able to write their ideas |  |  |  |  |  | **4** |
| **10** | able to arrange sentences and paragraph |  |  |  |  |  | **4** |
| Total Score | | **5** | **28** | **6** | **0** | **0** | **39** |

The score of the observation following the formula below:

Score =

=

= 78%

Based on the table above, it can be concluded that the majority of the students actively join the teaching learning activity. All activities in the second circle was success it shown from their respond. The students were having excellent attention to the teacher and very attention with the material, the students were having very good to work in a team and good to be the leader of a team, the students were having very good to explain their opinion and to give respond to their friends’ opinion and good to deliver the result of discussion, the students were having very good to ask some questions about the material, to write their ideas and to arrange sentences and paragraph.

* + 1. Reflection

From the result data of the writing’ test score and also the conclusion of the observation check list, the researcher felt satisfied. TTW strategy could increase the students’ writing skill of the eighth grade students of MTsN 6 Pandeglang. The result of the second cycle showed that 20 students had passed the KKM and its mean the score of the students also increased. So, it is could be said that the Classroom Action Research has success and the cycles could be stopped.

1. **Result of Interview**

Interviewed was conducted right after the cycles finished. The researcher asked 4 students’ (2 boys and 2 girls) to express their feeling after done the teaching and learning activity by using TTW strategy.

All of them said that teaching and learning activity by using TTW strategy is a new thing for them, because usually the teacher tends to use traditional method so that they can’t free to express their ideas and imagination to write English text. During interview, they also said that doing a game in the interval of the teaching and learning activity can refresh their mind, so they was so happy and actively did the game activity.

From the answers of the interview above, it could be concluded that students gave the positive response toward the teaching writing descriptive text through TTW strategy can increase its improving their writing skill.

1. **Interpretation of the Data**

The researcher would tried to showed the data into the charts below to easier the analyzed the development between the first and second cycle.

**Figure 4.1 Students’ Score Mean Increasing**

**Figure 4.2**

**Students’ Score Class Percentage who Passed KKM**

Based on the charts above the researcher can compare from the first task to the next task that the students’ writing skill has increase from 67 or 48% into 76 or 80%. This result can be concluded that TTW strategy can be effective to increase students’ writing score especially in writing descriptive text of the eighth grade students of MTsN 6 Pandeglang.

In other word, from the result of the cycle 1 the researcher find that the students still need improvement about their writing skills. The students are enthusiasm with the learning material but they still confuse about the way they can express the idea on their mind. The students still confuse when the researcher asks them to think about the picture and imagine it. Some of them see enjoy when they get the task, but the others feel confuse. When the students asks to talk about their idea, they look enjoy when deliver in the Indonesian Language. Its different situation when the teacher asks the students to write it in the English version. They were still difficult to choose the best word that can interpret about their meaning of writing.

According to explanation above, the researcher decide to give a cycle 2 to make an improvement of the students and can reach the criteria of success. The researcher give the same material which is descriptive text but change the focus topic into the interesting and familiar things for the students (My favorite idol and My favorite place in Indonesia), and adding an education game in the interval of teaching and learning activity. Before the teaching begins, the researcher gives to the students some vocabulary that need to be known by them. The students try to spelling it and searching the meaning of the vocabulary before they learn about the material. The result of the cycle 2 showed that the students get progressing in their writing descriptive skills.

**CHAPTER V**

**CLOSING**

1. **Conclusion**

Based on the analysis on the previous chapter, the researcher concluded the research as follow:

1. TTW strategy is able to increase students’ writing skill on descriptive text. It can be seen by the form the data result that shown 80% of students’ score had passed the KKM. The percentage of students’ mean score of first cycle is 48% and second cycle is 80%. From the definition, its mean that 20 of 25 students can pass the KKM after teaching and learning by using TTW strategy. It’s also the progression of the research can be seen by the data that mean of first cycle is 67 and second cycle is 76. It means, there is any increasing from each test of each circle. As the conclusion, the implementation of TTW strategy to improve students’ writing skill on descriptive text is success.
2. **Suggestion**

At the end of this chapter, the researcher would like to recommend some suggestions. These suggestions are intended for the better teaching and learning English language, they are:

1. For the English teacher
2. The teacher is suggested to implement Think Talk and Write strategy in teaching and learning process. They have to create the creative and innovative teaching and learning activity to avoid the boredom of students that make them cannot understand the material and enjoying the classroom activity well.
3. The teacher should understand students’ skill because they have different learning styles to absorb the information.
4. The teacher should use an appropriate media to facilitate students in teaching learning activity. It can attract students’ motivation.
5. The teacher should give motivation for students to write, so that the writing becomes one of an interesting activity in learn English lesson.
6. For The Student
7. The students have to pay attention to teacher during teaching and learning process.
8. The students should find out their own learning style to increase their understanding in learning English lesson especially in writing class.
9. The students should be confidence to present, give opinion or asking question and write the text in teaching and learning process.
10. For the other researcher

Based on the finding of the research, the researcher would like to suggest the other researcher that the research can be used as reference to further research with the different sample and skill.

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APPENDICES

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Circle 1**

Sekolah : MTsN 6 Pandeglang

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / I

Materi                          : Descriptive text

Skill : Writing

Jenis Teks                   : Text Descriptif

Waktu                         : 6 x 40 menit (3 kali pertemuan)

**A.      Standar Kompetensi**

Menulis (*writing*):

6.   Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

**B.       Kompetensi Dasar**

6.1   Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive.

**C.      Indikator**

1.     Menemukan ide pokok teks descriptive.

2.      Menidentifikasi berbagai informasi dalam teks descriptive.

3.      Menulis text esei berbentuk descriptive sesuai dengan topic.

**I.         Tujuan Pembelajaran**

Pada akhir kegiatan pembelajaran siswa dapat:

* + - 1. Dengan diberi teks descriptive siswa dapat menemukan ide pokok secara benar.
      2. Dengan diberi teks descriptive siswa dapat menemukan informasi tersirat secara benar.
      3. Siswa dapat menuliskan teks descriptive sederhana sesuai topic.

**Karakter siswa yang diharapkan :**

a.       Percaya diri (Confidence)

b.      Tanggung jawab (Responsibility)

c.       Kerjasama (Cooperatif)

d.      Tekun (Diligence)

**II.      Materi Pembelajaran (Teks Descriptive)**

1. The Definition and Purpose of Descriptive Text

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

1. The Generic Structure of Descriptive Text
2. Identification: identifying the phenomenon to be described.
3. Description: describing the phenomenon in parts, qualities, or/and characteristics.
4. The Language Feature of Descriptive Text
5. Using attributive for example be (am, is, are), and identifying process.
6. Using adjective and classifiers in nominal group.
7. Using simple present tense, for examples: go, eat, fly, etc.
8. The Example and structure of the descriptive text

**My Best Friend**

**Identification** : I have a lot of friends. But my closest friend is Firda Ardina.

**Description** : Firda is my classmate. She is not tall or short. She is medium height. She is quite slim. She has dark, long hair and brown eyes. Her skin is white. She is beautiful and elegant. She is friendly and sometimes very funny. She behaves politely towards everybody. People frequently think she is a Chinese offspring, but she is actually a Javanese genuine. She comes from Jogjakarta, but she moved to Jakarta Last year. She looks more beautiful when she is smiling.

**III.   Metode Pembelajaran :**

- Think, talk, and write (TTW) Strategy

**IV.   Kegiatan  Pembelajaran**

1.      **Kegiatan Awal (Eksplorasi)**

a.    Guru memberi salam (greeting); dan mengajak siswa untuk berdoa bersama.

b.    Guru memeriksa kehadiran siswa.

c.     Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.

d. Brain strorming dengan menanyakan kepada siswa berbagai macam pengamatan siswa terhadap orang, tempat wisata, dan bangunan bersejarah terkenal.

e. Apersepsi guru memperkenalkan materi yang akan dipelajari hari ini.

**2.      Kegiatan Inti (Elaborasi)**

a.       Siswa membaca dan memahami pengertian teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

b.       Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif.

c.      Dengan bimbingan guru, siwa dibagi kedalam beberapa kelompok diskusi untuk menyusun teks deskriptif menggunakan strategi think talk write (siwa dibagi menjadi 5 kelompok, masing-masing kelompok terdiri dari 5 siswa).

d.      Guru memberikan gambar kepada masing-masing kelompok untuk dijadikan topic dalam menyusun teks deskriptif.

e.       Siswa berfikir tentang gagasan untuk menyusun teks deskriptif sesuai dengan topic yang diberikan (THINK).

f. Siswa mendiskusikan gagasannya kedalam kelompok dan mempresentasikannya didepan kelompok yang lain (TALK).

g. Guru mengamati dan menilai presentasi siswa dari aspek ketrampilan.

h.        Siswa diminta menyusun teks deskriptif menggunakan kalimat sendiri sesuai dengan topic dan gagasan yang telah di diskusikan (WRITE).

i. Guru Memberikan umpan balik atas kegiatan dan hasil pekerjaan siswa.

**3.      Kegiatan Akhir (Komfirmasi)**

a. Guru dan Siswa secara bersama-sama membuat kesimpulan tentang materi yang sudah dipelajari pada pertemuan ini.

b. Guru menjelaskan kegiaan rencana pembelajaran yang akan datang.

c. Guru mentutup pembelajaran dengan berdoa.

**V.      Alat/Bahan/Sumber Belajar**

a.       Buku-buku lain yang relevan

b.      Teks monolog berbentuk descriptive.

c.      internet

**VI.        Penilaian**

a.       Teknik             : Menjawab pertanyaan secara tulis.

b.      Bentuk             : Pertanyaan tulis dan uji petik kerja produk.

c.       Instrument       : Terlampir.

* **Pedoman Penilaian dan Rubrik Penilaian**

|  |  |
| --- | --- |
| **Element of Writing** | **Score** |
| Content | 30 |
| Organization | 20 |
| Vocabulary | 20 |
| Grammar | 25 |
| Mechanic | 5 |
| **Total of score** | **100** |

|  |  |
| --- | --- |
| Mengetahui Guru Kelas  **Sumiri Z. N ,S.Pd**  **NIP: 198409172009022003** | Cikeusik, 4 Juni 2018  Mahasiswa Peneliti  **Dewi Tri Antika**  **NIM: 122301394** |

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Circle 2**

Sekolah : MTsN 6 Pandeglang

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / I

Materi                          : Descriptive text

Skill : Writing

Jenis Teks                   : Text Descriptif

Waktu                         : 4 x 40 menit (2 kali pertemuan)

**A.      Standar Kompetensi**

Menulis (*writing*):

6.   Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

**B.       Kompetensi Dasar**

6.1   Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive.

**C.      Indikator**

1.     Menemukan ide pokok teks descriptive.

2.      Menidentifikasi berbagai informasi dalam teks descriptive.

3.      Menulis text esei berbentuk descriptive sesuai dengan topic.

**I.         Tujuan Pembelajaran**

Pada akhir kegiatan pembelajaran siswa dapat:

* + - 1. Dengan diberi teks descriptive siswa dapat menemukan ide pokok secara benar.
      2. Dengan diberi teks descriptive siswa dapat menemukan informasi tersirat secara benar.
      3. Siswa dapat menuliskan teks descriptive sederhana sesuai topic.

**Karakter siswa yang diharapkan :**

a.       Percaya diri (Confidence)

b.      Tanggung jawab (Responsibility)

c.       Kerjasama (Cooperatif)

d.      Tekun (Diligence)

**II.      Materi Pembelajaran (Teks Descriptive)**

1. The Definition and Purpose of Descriptive Text

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

1. The Generic Structure of Descriptive Text
2. Identification: identifying the phenomenon to be described.
3. Description: describing the phenomenon in parts, qualities, or/and characteristics.
4. The Language Feature of Descriptive Text
5. Using attributive for example be (am, is, are), and identifying process.
6. Using adjective and classifiers in nominal group.
7. Using simple present tense, for examples: go, eat, fly, etc.
8. The Example and structure of the descriptive text

**My Favorite Idol**

**Identification** : Maudy Ayunda is my favorite artist.

**Description** : She very is beautiful and smart. She makes me fall in love with her since first I saw her at TV. My first time see her is when she promote a beauty product on a TV’s advertisement. Since then, she plays movies and also become a singer. Her voice is also wonderful. I like the song since the first time I heard it. Maudy is also an artist that care about her education. I hear now she is studying somewhere at foreign university. I hope she will make new movies and songs soon.

**III.   Metode Pembelajaran :**

- Think, talk, and write (TTW) Strategy

**IV.   Kegiatan  Pembelajaran**

1.      **Kegiatan Awal (Eksplorasi)**

a.    Guru memberi salam (greeting); dan mengajak siswa untuk berdoa bersama.

b.    Guru memeriksa kehadiran siswa.

c.     Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.

d. Brain strorming dengan menanyakan kepada siswa berbagai macam pengamatan siswa terhadap orang, tempat wisata, dan bangunan bersejarah terkenal.

e. Apersepsi guru memperkenalkan materi yang akan dipelajari hari ini.

**2.      Kegiatan Inti (Elaborasi)**

a.       Siswa membaca dan memahami pengertian teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

b.       Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif.

c.      Dengan bimbingan guru, siwa dibagi kedalam beberapa kelompok diskusi untuk menyusun teks deskriptif menggunakan strategi think talk write (siwa dibagi menjadi 5 kelompok, masing-masing kelompok terdiri dari 5 siswa).

d. Guru memberikan Game Edukasi kepada siswa agar mereka lebih semangat dalam mengikuti kegiatan belajar mengajar.

e.      Guru memberikan gambar kepada masing-masing kelompok untuk dijadikan topic dalam menyusun teks deskriptif.

f.       Siswa berfikir tentang gagasan untuk menyusun teks deskriptif sesuai dengan topic yang diberikan (THINK).

g. Siswa mendiskusikan gagasannya kedalam kelompok dan mempresentasikannya didepan kelompok yang lain (TALK).

h. Guru mengamati dan menilai presentasi siswa dari aspek ketrampilan.

i.        Siswa diminta menyusun teks deskriptif menggunakan kalimat sendiri sesuai dengan topic dan gagasan yang telah di diskusikan (WRITE).

j. Guru Memberikan umpan balik atas kegiatan dan hasil pekerjaan siswa.

**3.      Kegiatan Akhir (Komfirmasi)**

a. Guru dan Siswa secara bersama-sama membuat kesimpulan tentang materi yang sudah dipelajari pada pertemuan ini.

b. Guru menjelaskan kegiaan rencana pembelajaran yang akan datang.

c. Guru mentutup pembelajaran dengan berdoa.

**V.      Alat/Bahan/Sumber Belajar**

a.       Buku-buku lain yang relevan

b.      Teks monolog berbentuk descriptive.

c.      internet

**VI.        Penilaian**

a.       Teknik             : Menjawab pertanyaan secara tulis.

b.      Bentuk             : Pertanyaan tulis dan uji petik kerja produk.

c.       Instrument       : Terlampir.

* **Pedoman Penilaian dan Rubrik Penilaian**

|  |  |
| --- | --- |
| **Element of Writing** | **Score** |
| Content | 30 |
| Organization | 20 |
| Vocabulary | 20 |
| Grammar | 25 |
| Mechanic | 5 |
| **Total of score** | **100** |

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| --- | --- |
| Mengetahui Guru Kelas  **Sumiri Z. N ,S.Pd**  **NIP: 198409172009022003** | Cikeusik, 13 Juni 2018  Mahasiswa Peneliti  **Dewi Tri Antika**  **NIM: 122301394** |

**INSTRUMENT OF STUDENTS’ WRITING TEST**

1. **TEST FOR CYCLE 1**

Write a descriptive text about your classmates!

1. **TEST FOR CYCLE 2**

Write a descriptive text about your favorite idol!

**INTERVIEW QUESTION**

1. For English Teacher (before doing the research)
2. What is the students’ problem in learning English language, especially in writing aspect!
3. What is the problem that caused students might think difficult in learning writing text!
4. What is the effect of students’ difficulties toward the students’ writing skill!
5. What is the fact that showed the students’ writing skill was low!
6. For Students

*Before doing the research*

1. What is your problem in learning English language, especially in writing aspect!
2. What is the factor that you think writing text is difficult!

*After doing the research*

1. What do you think about applying TTW strategy in the teaching and learning activity, especially in writing class!

**FORM OF THE RESEARCHER’S OBSERVATION CHECKLIST**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Activity** | **Agree** | **Fair** | **Some times** | **Poor** | **Disagree** | **Total**  **Score** |
| **5** | **4** | **3** | **2** | **1** |
| 1 | The students are:  paying attention to the  teacher |  |  |  |  |  |  |
| 2 | being enthusiastic with the  material |  |  |  |  |  |  |
| 3 | able to work in a team |  |  |  |  |  |  |
| 4 | able to be the leader of a  team |  |  |  |  |  |  |
| 5 | able to explain their  opinion |  |  |  |  |  |  |
| 6 | able to give respond to  their friends’ opinion |  |  |  |  |  |  |
| 7 | able to deliver the result of  discussion |  |  |  |  |  |  |
| 8 | able to ask some questions  about the material |  |  |  |  |  |  |
| 9 | able to write their ideas |  |  |  |  |  |  |
| 10 | able to arrange sentences and paragraph |  |  |  |  |  |  |
|  | Total Score |  |  |  |  |  |  |

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2. Firda Hasna Hikmawati, “*The Implementation Of Think Talk Write (TTW) Strategy To Improve The Students’ Writing Skills In Descriptive Text (A Classroom Action Research For The Tenth Grade Students Of Sma Muhammadiyah (Plus) Salatiga In The Academic Year Of 2017/2018)”*, under graduated thesis, ( Salatiga: English Education Department Teacher Training And Education Faculty State Institute For Islamic Studies (IAIN) Salatiga) [↑](#footnote-ref-2)
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6. Dorothy E Zemach & Lisa A Rumisek, *College Writing:From Paragraph To Essay*, (MACCMILAN), 25. [↑](#footnote-ref-6)
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15. Dorothy E Zemach & Lisa A Rumisek, *College Writing:From Paragraph To Essay*, (MACCMILAN), 25. [↑](#footnote-ref-15)
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